COVENANT HEALTHCARE
COLLEGE OF
MEDICINE
CENTRAL MICHIGAN UNIVERSITY

Medical Student Handbook

2026 – 2027

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MESSAGE FROM THE DEAN

Dear Future Physician,

Welcome to the Covenant HealthCare College of Medicine at Central Michigan University (CMED)! We are honored you chose to attend our college while pursuing your medical degree and I am thrilled to personally recognize you as the newest members of our community.

Over the next four years, you will grow in many ways. You will acquire the knowledge, skills and clinical experience needed to holistically care for patients while developing the professionalism, compassion, humility and resilience that define outstanding physicians. Along the way, you will be supported by exceptional faculty members, dedicated staff and experienced physicians who are invested in your success. They will encourage you, challenge you and help you navigate the inevitable obstacles that come with medical training. You will also find support and camaraderie from your CMED student peers, who will facilitate your growth and accomplishments, as will members of the larger communities that we serve.

One of the greatest strengths of our college is the opportunity to learn through meaningful experiences in hospitals, clinics and rural health centers across Michigan. Working alongside our clinical partners, you will care for patients with diverse backgrounds and health needs while gaining an appreciation for the important role physicians play in improving the health of individuals and communities. You will also have opportunities to engage in a variety of faculty and student-generated research projects and to present your findings at local, regional and national meetings. I encourage you to embrace every opportunity to learn, ask questions, seek out mentors, support your classmates, and remain curious throughout your journey.

I am proud to welcome you to our college and look forward to celebrating your many achievements in the years ahead. Congratulations once again, and best wishes as you begin this exciting new chapter.

Sincerely,

Joshua D. Nosanchuk, M.D.
Dean | Covenant HealthCare College of Medicine at Central Michigan University

Covenant HealthCare College of Medicine at Central Michigan University makes every effort to ensure that the information provided in this document is accurate and up to date. However, the medical college reserves the right to change the policies, procedures, and other information contained within this document when necessary and without prior notice. The most current student handbook version will be available on the website.

UNIT I: INTRODUCTION TO THE COVENANT HEALTHCARE COLLEGE OF MEDICINE AT CENTRAL MICHIGAN UNIVERSITY

OUR HISTORY

Central Michigan University (CMU) opened its doors in 1892 as the Central Michigan College of Education and Business Institute. It was founded to help address the shortage of trained teachers in rural and northern Michigan. In 1895, the Michigan State Board of Education assumed control of the institution and renamed it Central Michigan Normal School.

By the mid-20th century, the institution had grown significantly in both scope and size. On June 1, 1959, with 40 buildings on a 235-acre campus and an enrollment of approximately 4,500 students, the institution was officially renamed Central Michigan University. The change reflected the expanding breadth of academic programs and the university's continued growth in the post-World War II era.

While much has evolved since its founding, the university's core values remain grounded in the words inscribed on its seal in 1892: *Sapientia, Virtus, Amicitia* — wisdom, virtue, and friendship. Today, Central Michigan University continues to serve as a leader in higher education in Michigan and beyond, with its main campus in Mount Pleasant, more than 60 additional locations across North America, and robust online programs.

CMU offers more than 200 academic programs at the undergraduate, master's, specialist, and doctoral levels. The university is nationally recognized for programs in entrepreneurship, journalism, music, audiology, education, psychology, and physician assistant studies. CMU is also home to unique offerings, including Michigan's only meteorology major and the nation's only bachelor's degree concentration in microscopy. Through accomplished faculty, hands-on research opportunities, and modern learning environments, CMU prepares students with the knowledge and perspective needed to succeed in a complex and interconnected world.

The Covenant HealthCare College of Medicine at Central Michigan University was established in response to growing physician shortages in Michigan and across the country. In 2008, the CMU Board of Trustees approved the creation of the medical school, and the college of medicine building opened on the Mount Pleasant campus in 2012.

From its founding, the college partnered with health systems in Saginaw to provide clinical training for students and residents, including Covenant HealthCare and MyMichigan Medical Center Saginaw (formerly Ascension St. Mary's of Michigan). Since then, the college of medicine has expanded its clinical education network to include additional branch campuses, including Henry Ford St. John Hospital in Detroit and MyMichigan Medical Center Midland in Midland, Michigan.

THE COLLEGE OF MEDICINE MISSION

Covenant HealthCare College of Medicine at Central Michigan University prepares diverse students to become culturally competent physicians who provide comprehensive care to underserved populations in Michigan and beyond. Our faculty, staff, and graduates work to advance health and wellness through outstanding education, innovative research, high-quality patient care, and meaningful partnerships that improve the health and well-being of individuals and communities.

THE COLLEGE OF MEDICINE VISION

We will realize our bold vision by preparing future generations of well-trained physicians, developing new solutions through research, improving access to high-quality health care, and building strong partnerships that help communities across Michigan thrive.

Education – By delivering excellent medical education and clinical training, we prepare physicians to meet the evolving needs of patients and communities. Students and residents gain the academic foundation needed to expand their knowledge, strengthen critical thinking, develop clinical competence, and grow as professionals.

Research – The College's foundational and clinical faculty lead research initiatives that advance science and improve individual and community health outcomes. Through these efforts, students and residents cultivate a strong spirit of discovery that leads to meaningful scholarly contributions.

Clinical Care – Through accredited medical and residency programs, respected faculty, and modern medical facilities, learners develop the skills needed to deliver evidence-based, patient-centered care with respect and empathy.

Social Impact – In partnership with clinical and community organizations, we work to ensure the communities where we live, teach, and care for patients are healthy and vibrant. Through shared commitments to social responsibility, we strengthen health care, wellness, and economic outcomes across the state.

THE COLLEGE OF MEDICINE VALUES

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

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 with equal representation from the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). The LCME fully accredits the college of medicine. Additionally, universities such as Central Michigan University (CMU) must be accredited by 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 medical school.

EXPECTATIONS FOR ADMITTED STUDENTS

Admission to the college of medicine is conditioned upon a student's understanding and acceptance of the College's Medical Student Handbook and policies. This includes, for example, the College of Medicine Medical Student Compliance with Health Requirements, including the Compliance Health Requirements and Health Insurance, which sets forth basic vaccination requirements for the medical students. The college of medicine incorporates many educational opportunities into the medical student educational experience, including the comprehensive community clerkship. Clinical education may occur at CMU facilities, independent providers, hospitals, and other health care organizations (collectively "clinical education affiliates"). As a medical student, you will be expected to comply with policies at these clinical education affiliates, including policies related to the health and safety of clinical education affiliate patients, employees, and fellow student learners. These policies often address specific requirements for personal protection equipment, immunizations, and other health and safety-related considerations. The college of medicine does not provide non-medical exemptions from college policies, including the Health Policy, and clinical education affiliates manage their own health and safety policies. Medical students are also expected to comply with clinical education affiliate policies that may be unique to specific facilities, e.g., the Ethical and Religious Directives for Catholic Health Care Services.

TRANSFER STUDENTS

The Covenant HealthCare College of Medicine at Central Michigan University does not accept transfer students into the MD program.

ENGAGEMENT AND ENRICHMENT AT COVENANT HEALTHCARE COLLEGE OF MEDICINE AT CENTRAL MICHIGAN UNIVERSITY

The college of medicine strives to develop a community built on trust, mutual respect, and dignity for everyone. The college recognizes the importance of varied perspectives and experiences in the students we admit and the faculty and staff we recruit and retain. Respect for varied perspectives enriches the learning environment across the continuum of medical education, fosters a more engaging workplace for faculty and staff, and may help to promote optimal health outcomes for all the patients we serve.

As a cornerstone of creating a dynamic student body, the college utilizes a holistic admissions program. We seek to admit students whose backgrounds, experiences, and service align with our mission, vision, and values. We also aim to recruit and retain qualified faculty, staff, and residents who advance our mission, vision, and values through their scholarship, teaching, service, and work experience.

The college believes that the principles of mutual respect, dignity, and trust will enhance and enrich the institution's environment and align with its core mission. For more information regarding the college of medicine's commitment to enrichment and engagement, as well as information on current initiatives, visit the College of Medicine Office of Enrichment and Engagement website. For more information about CMU's initiatives and priorities in this area, please visit the CMU Division of University Engagement and Student Affairs website.

CMU BOARD OF TRUSTEES' NONDISCRIMINATION STATEMENT

Central Michigan University is an affirmative action/equal opportunity institution. It encourages and provides equal opportunity in education, employment, 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 the inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities based on 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 by the rules of associations to which the Board of Trustees has determined the university will belong, or 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 identify an office to which people are encouraged to report instances of discrimination, as well as a process for investigating and resolving the reports/complaints. The Central Michigan University Non-Discrimination Policy is available. Additional resources on nondiscrimination/affirmative action can be found at https://www.cmich.edu/nondiscrimination-statement.

OFFICE OF THE DEAN

Oversight to ensure outstanding educational experiences for students by working with university officials, Michigan communities, and health systems in the region.

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COLLEGE OF MEDICINE ADMINISTRATIVE AND ACADEMIC LEADERSHIP

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OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs (OSA) supports students with career counseling, financial aid counseling, referrals to health and counseling services, wellness programs, enrichment and engagement events, and advisement of student organizations. OSA also coordinates M1 and M3 orientation, White Coat, Match Day, and Commencement.

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OFFICE OF MEDICAL EDUCATION

The Office of Medical Education oversees and manages all aspects of the medical curriculum, including but not limited to student assessment, course evaluation, academic success, clinical placements, curriculum, and course schedules.

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OFFICE OF ADMISSIONS

The college of medicine Admissions Office is responsible for managing the entire admissions process, including developing application requirements, reviewing applications, organizing and conducting interviews, and making final admission decisions. The office also provides guidance and support to applicants throughout the process, ensuring they understand timelines, prerequisites, and expectations.

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UNIT II: ESSENTIAL STANDARDS AND THE LEARNING ENVIRONMENT

TECHNICAL STANDARDS FOR MATRICULATION, PROMOTION, AND GRADUATION

All graduates of the Covenant HealthCare College of Medicine at Central Michigan University must have the knowledge, skills, and other competencies necessary to function in various clinical situations and across the spectrum of patient care. Our technical standards are based on that premise and attempt to ensure capable, well-rounded future clinicians. Technical Standards are the non-academic admission and promotion criteria essential for full participation in the medical education program. The college of medicine maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for and are enrolled in the Doctor of Medicine program.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. Admitted candidates with disabilities' requests for reasonable accommodation are confidentially reviewed by the CMU Office of Student Disabilities Services to determine if reasonable and appropriate accommodations or alternative mechanisms can be identified that will permit the candidate to satisfy the standards. Students with a variety of disabilities can become successful physicians.

Any applicants or current students with a disability who may require accommodations are encouraged to contact the CMU Office of Student Disabilities Services at (SDS@cmich.edu or 989-774-3018) for a confidential consultation.

The abilities and characteristics outlined in this policy are defined as Technical Standards, which, in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation. These standards are posted on the college of medicine website and in the Medical Student handbook. At the time of offer of admission, a medical school applicant attests familiarity with and capability of meeting the Technical Standards with or without reasonable accommodation. Enrolled medical students complete this attestation annually.

Students at the college of medicine must have capacity/ability in five broad areas:

- Observation
- Communication
- Motor skills
- Intellectual and Conceptual
- Professionalism- Behavioral and Social Attributes

Definitions:
Observation: Students should be able to participate in laboratory exercises and demonstrations in foundational sciences, assess and understand patients' conditions to the extent necessary to perform a physical examination, integrate findings based on these observations, and develop an appropriate diagnostic and treatment plan.

Communication: Students should possess the communication skills necessary to elicit information, detect changes in mood, activity, posture, and other non-verbal communications, establish a therapeutic relationship, and provide clinical care. Students should be able to communicate effectively and sensitively with patients, their families, and all members of the health care team.

Motor skills: Students should be able to perform physical examinations and diagnostic procedures using techniques such as palpation, auscultation, and percussion, perform basic laboratory tests and procedures, and execute motor movements reasonably required to provide general care and emergency treatment to patients.

Intellectual and Conceptual: Students should possess integrative and quantitative abilities sufficient to problem-solve, including the ability to measure, calculate, reason, and synthesize information, recognize, and draw conclusions about three-dimensional spatial relationships and logical, sequential relationships among events, formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical modalities.

Professionalism-Behavioral and Social Attributes: Students should demonstrate compassion, integrity, and concern for others. They should possess the perseverance, diligence, and dependability to complete curricular requirements, exercise good judgment and emotional stability, fully complete all responsibilities associated with the diagnosis and care of patients within established timelines, and develop mature, sensitive, and effective relationships with patients and others. Students should be able to tolerate variable workloads, function effectively under stress, adapt to changing environments, and handle the uncertainties inherent in clinical medicine.

The Technical Standards Policy can be found here: https://med.cmich.edu/policy/technicalstandards

ATTRIBUTES OF COLLEGE OF MEDICINE MEDICAL STUDENTS

The mission of the college of medicine is to graduate culturally competent physicians to provide comprehensive health care and services to underserved populations in Michigan and beyond. Students are immersed in a safe and positive learning environment and follow the altruistic tradition of medicine, placing the welfare of their patients and society above self-interest. The College supports the development of professional behavior through integrated curricular, mentoring, advising, and co-curricular activities.

In keeping with this objective, the college of medicine has developed a list of expected attributes. The college expects medical students to develop these attributes during their educational experience:

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 communication skills
- An appreciation and commitment to engagement and enrichment
- 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, a sense of calling, and commitment to serve others as a priority
- Sensitivity, compassion, and interest in patients and others

LEARNING ENVIRONMENT

The college of medicine is committed to fostering an environment that promotes students' academic and professional growth at all levels. This success depends on an environment free of behaviors that can undermine the institution's values and mission. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although faculty and students share significant responsibility for creating and maintaining this atmosphere, faculty are responsible for modeling appropriate professional behaviors. Faculty must be mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them. It is the responsibility of the college of medicine to ensure that the learning environment is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students at all locations and that all individuals are treated with respect. The medical school and its clinical affiliates are responsible for ongoing monitoring and periodic evaluation of the learning environment to identify negative influences. When issues are identified, the parties will develop and conduct interventions to enhance positive and mitigate negative influences and to identify and promptly correct violations of professional expectations.

STANDARDS OF CONDUCT FOR THE TEACHER-LEARNER RELATIONSHIP

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

LEARNER MISTREATMENT

Learner mistreatment occurs when behavior shows disrespect for others' dignity and unreasonably interferes with the learning process. The Association of American Medical Colleges (AAMC) identifies the following areas of student mistreatment:

1. Public belittlement
2. Threats of physical harm or actual physical punishment
3. Requirements to perform personal services, such as shopping
4. Being subjected to unwanted sexual advances
5. Being asked for sexual favors in exchange for grades or other rewards
6. Being denied opportunities for training because of gender, race/ethnicity, sexual orientation, or disability
7. Being subjected to offensive remarks/names directed at you based on gender, race/ethnicity, sexual orientation, or disability
8. Receiving lower grades or evaluation solely based on gender, race/ethnicity, sexual orientation, or disability rather than performance
9. Being subjected to negative or offensive behaviors based on your personal beliefs or personal characteristics not related to those mentioned above

LEARNER MISTREATMENT EDUCATION

Students are provided with education specific to learner mistreatment during first-year and third-year orientations. Students are required to attest to the annual review of the Learner Mistreatment,

Harassment, Discrimination, and Unprofessional Behavior through Disa HealthCare, and the Office of Student Affairs monitors this. College of medicine employed faculty are provided education about the Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior policy at initial hire through onboarding and during annual trainings via SuccessFactors. Community educators receive the information during the initial faculty appointment process and receive continued education on the topic throughout the year through the faculty development office. Residents and fellows who supervise medical students at the Saginaw, Midland, and Detroit campuses receive education specific to student mistreatment as part of our Residents as Teachers curriculum and attest to the annual review of the Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior policy through New Innovations.

REPORTING LEARNER MISTREATMENT AND/OR UNPROFESSIONAL BEHAVIOR

Any student who feels they have witnessed or have been subject to student mistreatment, including discrimination, harassment, or abuse, is encouraged to submit their concern. A few options for reporting incidents are outlined below.

Options for reporting an incident:

1. Praise and Concern Form (Anonymous options): Submit a Concern.
2. Direct phone or email contact:
   Associate Dean of Student Affairs – Dr. Mildred Willy mj.willy@cmich.edu
   Associate Dean, Clinical Education – Dr. Steven Vance vance1sj@cmich.edu
   Associate Dean of Pre-clerkship Education – Dr. Harold Bell harold.bell@cmich.edu
   Senior Associate Dean, Academic Affairs – Dr. Tina Thompson thomp7tl@cmich.edu
   Assistant Director, Student Affairs – Melissa Dvorak dvora1m@cmich.edu
   Clinical Assistant Dean, Detroit Branch Campus - Dr. Steven Minnick minni1se@cmich.edu
   Clinical Assistant Dean, Midland Branch Campus - Dr. John Blamoun blamo1j@cmich.edu
3. End of Course/Clerkship Evaluation
4. CMU Office of Civil Rights and Institutional Equity: for concerns of dating violence, domestic/intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking. Contact OCRIE 989-774-3253 TitleIX@cmich.edu (OCRIE Concern Reporting)
5. The Central Michigan University Police, The Michigan State Police: https://www.michigan.gov/msp/ 989-773-5951or other appropriate law enforcement officials if the conduct is criminal in nature.

The college of medicine policy also outlines these options: Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior.

https://www.cmich.edu/fas/police/Pages/default.aspx All CMU employees are responsible and must report any potential violations of this policy involving discrimination to the CMU Title IX Coordinator for investigation. Any event that includes possible sexual, racial, or ethnic discrimination, including harassment, must be reported to the CMU Office of Civil Rights and Institutional Equity.

STUDENT MISCONDUCT

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

PROFESSIONALISM

Professionalism is one of the college's seven overarching competencies and a required technical standard for matriculation, promotion, and graduation. Objectives related to professionalism are integrated throughout the curriculum and the Professionalism Policy.

When lapses in professional behavior occur, the college of medicine's Professionalism policy describes the process for review, remediation, and potential disciplinary action. The Associate Dean for Student Affairs, in consultation with the Senior Associate Dean of Academic Affairs, will review the nature of the complaint and determine a plan of action based on the following intervention levels:

Intervention levels:

1. Notification/education
2. Remediation
3. Discipline

Notification/education will be required for students with relatively minor concerns or for whom there is a first report of a professionalism lapse. Students will be reminded of the policy in person or by email. A note will be made in the student's unofficial academic record regarding the professionalism lapse. A more detailed note of the incident will be maintained by the Office of Student Affairs and destroyed upon graduation.

Remediation will be required of students when there are repeated concerns after initial notification/education for relatively minor concerns, or when a single, more serious professionalism lapse has occurred. Remediation will be appropriate for the professionalism lapse and determined by, and to the satisfaction of, the Associate Dean for Student Affairs or their designee. A note will be made in the student's unofficial academic record regarding the professionalism lapse and successful remediation. For repeated lapses of professionalism or professionalism violations of more serious concern, a note may also be made in the student's official record and MSPE at the discretion of the Associate Dean for Student Affairs. A more detailed note of the incident and remediation will also be maintained by the Office of Student Affairs.

Discipline - is reserved for serious or repeated professionalism lapses. The Associate Dean for Student Affairs refers such students to the SPCC and/or CMU's Main Campus Office of Student Conduct for review of the professionalism lapse. Appropriate actions may include remediation up to and including dismissal. A note will be made in the student's official academic record and MSPE regarding the professionalism lapse. A more detailed note of the incident will be maintained by the Office of Student Affairs.

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

Medical students must understand that their professional responsibility to care for their future patients begins when they matriculate into the college of medicine. The knowledge, skills, and attitudes learned and demonstrated in the classroom and laboratory are directly relevant to patient care and must be

approached with the same degree of professional behavior as clinical care.

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

1. *Attendance and punctuality issues, such as, but not limited to*:
    a) Dishonest recording of attendance at required activities
    b) Failure to attend required curricular activities
    c) Falsifying reasons for an excused absence from required curriculum or examinations
    d) Repeated tardiness for academic or clinical obligations, including lectures, labs, examinations, clinical commitments, etc. Note that students are expected to be timely for both required and non-required commitments
    e) Failure to follow school policies and procedures

2. *Plagiarism*:
    a) Handling materials obtained in an academically dishonest manner
    b) Fabrication of written records, including records in the clinical environment
    c) Falsification of academic, research, or clinical records, including fabrication of data
    d) Collaboration on assignments where the practice is prohibited
    e) Having someone else take an assignment in one's stead

3. *Examination behaviors such as, but not limited to*:
    a) Acquiring an examination during its preparation, duplication, or storage
    b) Removing or acquiring secured examinations after administration
    c) Copying answers from another examination
    d) Taking crib sheets or other forms of prepared answers/notes into an examination
    e) Leaving the examination room and returning without permission
    f) Taking an examination for someone else
    g) Having someone else take an examination in one's stead
    h) Memorizing questions from secured exams and collating them for future study or distributing them to other students
    i) Using signals or otherwise communicating during an examination to share answers with another student
    j) Continuing to answer test items beyond the prescribed time limit
    k) Taking examinations at times other than the one to which you have been assigned to obtain more preparation time

4. *Inappropriate public behavior, such as but not limited to:*
    a) Criminal Conduct
    b) Interpersonal violence or assault
    c) Disorderly conduct (e.g., public intoxication)
    d) Unauthorized use of patient parking lots
    e) Distribution of material (e.g., on social media) that includes disparaging comments about populations of people or discriminatory practices preventing the inclusion of such groups in public settings
    f) Distribution of defamatory or vulgar comments about faculty, staff, or the state of the College, CMU, or any affiliate health system or academic institution. While these behaviors are not expressly prohibited, engaging in them is unprofessional and may be addressed per this policy
    g) Lack of courtesy and respect towards patients, faculty, peers, staff, nurses, other health professionals, etc., in the academic or clinical environment (e.g., shouting, profane language). While these behaviors are not expressly prohibited, engaging in them is unprofessional and may be addressed per this policy
    h) Misrepresentation of credentials, abilities, or position

i) Behavior that, in any way, diminishes or threatens patient safety and welfare, including failure to protect patient confidentiality
j) Attendance and participation in any curricular activity while under the influence of alcohol, drugs, or other substances

Medical students should be aware that a professionalism violation may be subject to review and independent disciplinary action by both the college of medicine and Central Michigan University's processes. A college of medicine student may be referred to CMU's Office of Student Conduct, or vice versa, to determine the appropriate disciplinary action in a particular situation. This will be determined on a case-by-case basis. The CMU Code of Student Rights, Responsibilities, and Disciplinary Procedures applies to all medicine students.

APPROPRIATE USE OF SOCIAL MEDIA

The college of medicine recognizes that social media has changed the way people communicate. Social media is a powerful communication and marketing tool that may significantly impact institutional, professional, and personal reputations. Most electronic information is enduring, and even deleted material may remain accessible. Because there are not always clear distinctions between personal and institutional voices, CMU has developed the Use of Social Media policy to protect personal and professional reputations when participating in social media. The college does not monitor students, faculty, or staff online, print, or electronic communications; however, the College reserves the right to do so without notice if we become aware of any communication that violates relevant laws or policies. The University reserves the right to monitor, intercept, and review, within the law, without further notice, student activities using its IT resources and communications systems, including, but not limited to, social media postings, to ensure that its rules are being complied with and that such activities are for legitimate purposes.

STUDENT DRESS CODE AND PERSONAL APPEARANCE

Personal appearance is essential to our interactions with patients, their families, and members of the interprofessional care team. Students will dress in a way that establishes confidence and respect for the institution while maintaining the health and safety of peers, patients, visitors, and employees. Guidelines apply to all staff, physicians, other health care providers, students, and volunteers on all college campuses.

CHEMICAL IMPAIRMENT

CMU states that all students must "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." 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.

The college of medicine believes healthy medical students learn and prosper professionally and personally. We want to assist our students in creating a life balance that carries them through and beyond medical school. Challenges to this may occasionally surface, including issues dealing with illicit substances. The college of medicine and the Office of Student Affairs want students to know 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 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 specific concerns are encouraged to meet with the Associate Dean of Student Affairs. Discussions will be confidential, and depending on the circumstances, efforts will be made to assist the student with continuing their schooling. Students may

be asked to undergo drug screening if there is suspicion of substance use, intoxication, or impairment before they enter a CMU classroom or while participating in a clinical setting. The student will be immediately removed from the classroom and/or patient care activities, and the Associate Dean/Student Affairs or Associate Dean/Clinical Education will be notified. Arrangements will be made for prompt screening, after which the student will be placed on administrative leave until they receive additional directions from the Office of Student Affairs. Any refusal to test is considered a positive result. Full details and information on this policy can be found here: Substance Use and Abuse. Impaired students who have not sought or are not receiving assistance will be referred to the Student Performance and Conduct Committee (SPCC) for violation of professional conduct.

MENTAL HEALTH

The college of medicine requires all students to maintain memory, rational thought, problem-solving ability, and collegiality, and to exhibit compassion and sound judgment in all academic and clinical environments.

If the Associate Dean of Student Affairs is concerned about a student's mental health, the student will be encouraged to seek a mental health evaluation and treatment and will be provided with resources to seek assistance, as students are most likely to engage in therapy when they seek treatment voluntarily. A school-requested mental health evaluation may be necessary if a student does not initiate services. Students have the right to refuse to participate in mental health evaluations and treatments; however, if the student refuses to participate, the school has no option but to proceed based solely on the student's behavior in relation to academic and technical standards. The School Requested Mental Health Evaluation Policy addresses this in more detail.

CENTRAL MICHIGAN UNIVERSITY CODE OF ACADEMIC AND PROFESSIONAL INTEGRITY

All Central Michigan University students are expected to conduct themselves in an exemplary manner in accordance with the standards of conduct outlined in the Central Michigan University Code of Student Rights, Responsibilities, and Disciplinary Procedures. This document pertains to the entire University and all colleges and programs in its domain. It establishes the procedures to be followed and outlines the possible consequences for students who violate the "Code of Conduct." The disciplinary procedures outlined in this document do not replace or substitute filing charges through law enforcement agencies if it is determined that such action is appropriate.

The Central Michigan University Policy on Academic Integrity defines and clarifies each area of academic dishonesty. The policy also outlines expectations for ethical and professional behaviors, the discretion of instructors, academic consequences of violations of the policy on academic integrity, procedures for handling alleged violations of this policy, appeal of an instructor's decision, formal proceedings in the office of student conduct, and proceedings with a department or program.

UNIT III: ACADEMIC PROGRAM

The Office of Medical Education oversees the development, organization, and implementation of the educational program. These activities include curriculum development, course site recruitment, course and clerkship scheduling, clinical site recruitment, student assessment, course and clerkship evaluation,

and academic success. The office oversees the day-to-day administration of the curriculum, committees, and individuals who support student learning activities. Students with questions or suggestions are welcome to drop into the office or make an appointment by emailing CMEDOME@cmich.edu.

GENERAL COMPETENCIES AND EDUCATIONAL PROGRAM OBJECTIVES

The Covenant HealthCare College of Medicine at Central Michigan University has approved seven general competency domains that define and guide curriculum development, student assessment, and programmatic evaluation. Each competency is further described by a series of educational program objectives that specifically define the knowledge, skills, behaviors, and attitudes that medical students are expected to demonstrate upon graduation. These competencies and educational program objectives are as follows:

1. Patient Care: Students will provide patient-centered, individualized care that is compassionate and effective for the treatment of health problems and the promotion of health.
    - Gather essential and accurate information about the patient through a thorough, patient-centered, culturally sensitive history and physical exam and review of prior diagnostics and information in the health record.
    - Propose an appropriate management plan, including the selection of diagnostic tests.
    - Interpret diagnostic test results and implement interventions to diagnose and treat common clinical conditions.
    - Engage in shared decision-making with patients.
    - Advise patients on strategies to promote wellness and manage medical conditions.
    - Determine the need for referrals to other providers and guide transitions of care between providers and settings.
    - Perform essential diagnostic and therapeutic procedures and administer pre- and post-procedural care competently with compassion under appropriate supervision.
    - Organize and prioritize responsibilities to provide safe, effective, and efficient care.

2. Medical Knowledge: Students will apply knowledge in established and evolving biomedical, clinical, and social/behavioral sciences to basic and clinical problems.
    - Apply principles of the normal and healthy structure and function of the body as a whole and of each organ system to promote human health across the lifespan.
    - Apply fundamental biological principles to the prevention, risk assessment, diagnosis, and management of the disease for patients and populations.
    - Apply current and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care to patient scenarios.
    - Apply principles of social-behavioral sciences to the provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, adherence, and barriers to and attitudes towards care.
    - Contribute to creating, disseminating, applying, or translating new health care knowledge and best practices.

3. Practice-Based Learning and Improvement: Students will demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.
    - Utilize self-reflection to identify strengths, deficiencies, and limits in one's knowledge and skills.
    - Set learning and improvement goals that can be translated into improved performance and

patient care practices.
- Incorporate feedback into daily practice and perform learning activities that address one's gaps in knowledge and skills.
- Locate, appraise, and assimilate evidence from scientific studies and use new knowledge and technologies to optimize learning and improve patient care practices.
- Educate patients, families, students, trainees, peers, and other health professionals in the health care setting.

4. Interpersonal and Communication Skills: Students will demonstrate interpersonal and communication skills that result in an effective, dynamic exchange of information and collaboration across socioeconomic and cultural backgrounds.
   - Use active listening and empathy in communication to effectively collaborate with patients, families, and caregivers.
   - Communicate effectively with others as members or leaders of a health care team or another interprofessional group.
   - Demonstrate effective use of the electronic health record to communicate accurate and timely information with members of the health care team and the patient.
   - Demonstrate sensitivity, honesty, and compassion in difficult conversations about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
   - Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

5. Professionalism: Students will demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to all individuals.
   - Demonstrate respect, compassion, and responsiveness to the needs of others.
   - Demonstrate accountability, integrity, and a firm commitment to excellence and ongoing professional responsibilities.
   - Respect patients' privacy and autonomy, including the security of protected health information. Demonstrate sensitivity and responsiveness to all individuals, regardless of gender, age, culture, race, religion, ability, sexual orientation, socio-economic status, or medically underserved status.
   - Enhance team functioning, learning, or health care delivery by acknowledging one's role and responsibilities, valuing others' roles, and treating all with respect.
   - Demonstrate a commitment to ethical principles about individual conduct, patient care, confidentiality, informed consent, and business practices.
   - Give and receive candid and constructive feedback openly and tactfully.

6. Population and Community Health: Students will demonstrate knowledge of methods and research in population health (including public health, epidemiology, and health sociology) and the application of each to improve the care of patients in their practice and the health of their communities.
   - Apply population health principles, theories, and information to the provision of care for individuals and populations with an emphasis on rural and medically underserved communities
   - Identify and interpret information about individual patients, populations of patients, or communities from which patients are drawn to improve community health and access to care.
   - Identify health problems and risk factors, treatment strategies, resources, and disease prevention/health promotion efforts to improve patients' health and reduce health care disparities.

7. Systems-Based Practice: Students will demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to call on system resources effectively to provide optimal care.
    - Use the knowledge of one's role and the roles of other health professionals to work effectively in diverse health care delivery and practice settings.
    - Incorporate considerations of cost and risk-benefit analysis in patient and population-based care.
    - Assist patients in navigating health care system complexities in the coordination of care.
    - Identify system failures and opportunities for improvement to contribute to a culture of safety in the health care environment.
    - Recognize bias, social inequity, and systemic racism and their effects on health.
    - Develop approaches to promote racial equity at the individual, institutional, and societal levels.

DESIGN OF THE CURRICULUM – THE PROGRAM EDUCATIONAL PRINCIPLES

Graduates will aspire to excellence by providing patient-centered, evidence-based care to their patients and communities. The program will prepare graduates to lead the transformation of health care by instilling the skills of lifelong learning and a team-based approach to health care.

The Curriculum Committee of the college has approved and adopted the following principles that shape its curriculum development and implementation:

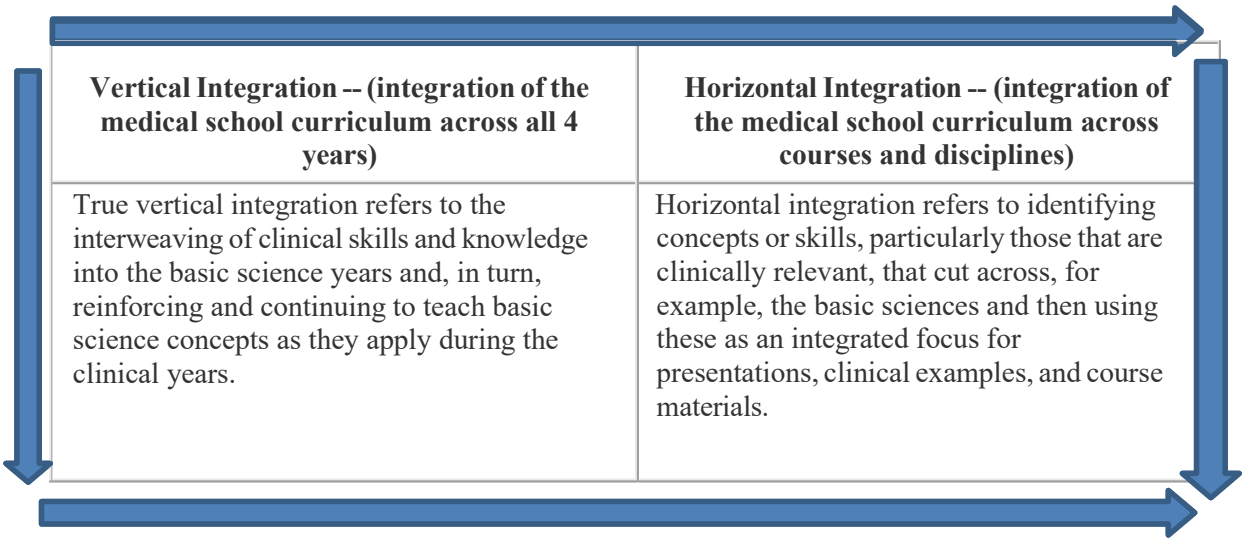
1. The curriculum will reflect the Mission and Vision of the college of medicine.
2. The curriculum will be learning-centered and learner-centered.
3. All instructional activities will be objectives-based, and learners will be assessed on those objectives.
4. Instructional activities will be patient- or community-focused, using cases, the Clinical Presentation Model, simulations, etc.
5. For Year 1, students will be involved in a service-learning project with one of the community service organizations. In Year 2, students will participate in early clinical experiences in community physician offices.
6. Faculty will employ multiple student-centered and active learning instructional strategies:
    - Interactive large group learning sessions, using Peer-Instruction (PI) and Team-Based Learning (TBL) formats
    - Small group problem-based learning (PBL) sessions
    - Self-directed learning (SDL) modules
    - Faculty-mentored group research projects
    - Standardized patient interactions, manikin-based simulation, and psychomotor task training
    - Protected self-study time in the weekly schedule
    - Supervised patient care
    - Bedside teaching rounds
    - Clerkship didactic sessions (in-person and virtual)
    - Formative assessments and feedback
7. We will seek community engagement across all four years.
8. Normalcy, health, and wellness, and human growth and development will be emphasized throughout the curriculum.
9. Student assessment and program evaluation data will be used for course and clerkship continuous quality improvement (CQI) to ensure the curriculum objectives are met.
10. Each course and clerkship will allow students to develop and practice the skills necessary to

become lifelong, independent learners.

11. The Curriculum Committee will conduct regular, systematic reviews of the curriculum (course/clerkship objectives, content, instructional activities, student/faculty evaluations, and student outcomes) and make recommendations for improvement.
12. Foundational sciences and clinical sciences will be integrated throughout the curriculum.

OVERVIEW OF YEARS ONE AND TWO OF THE PROGRAM

During the first two years of the education program, students are enrolled in three courses at any given time. Two of these three courses are "longitudinal," meaning they run continuously across the entire years 1-2 curriculum. These two longitudinal courses are called: 1) Essentials of Clinical Skills (ECS) and 2) Medicine and Society (M&S). In addition to ECS and M&S, students are enrolled in a discrete course block. There are 10 discrete course blocks across years 1 and 2, which range in duration from 4 to 10 weeks. Both longitudinal courses are horizontally and vertically integrated, meaning they provide students with growth in knowledge, skills, and behaviors aligned with the discrete course block delivered in parallel.



Essentials of Clinical Skills (ECS)

ECS is an integrated course that combines the development of clinical, diagnostic, and therapeutic skills. Emphasis is placed on history-taking, physical examination, and diagnostic skills presented by body systems. During Year 1 of the Essentials of Clinical Skills course, students complete a team-based service-learning project as part of the Community and Clinical Engaged Learning (CCEL). Students work effectively as a team to identify community assets to help improve the health and well-being of individuals and the populations they serve. In Year 2 of ECS, a scheduled clinical placement is offered in a primary care practice. This placement is called the Clinical Engaged Learning (CCEL). It serves as the clinical laboratory where students apply the content, behavior, and skills learned in their curriculum. Students learn to become keen observers of the clinical environment and the health care team from the patients' and the health care team's perspectives. As interviewing and physical examination skills improve, students will begin interacting with patients, remaining constantly aware of the multifaceted patient care environment.

Medicine and Society (M&S)

M&S integrates population and public health concepts with individual and community needs, health, and health care access, providing essential context for ethical, cultural, legal, and organizational concepts. Other topics in medicine and society include foundational elements of professionalism, ethics, humanities, and self-care in the medical profession.

Discrete course blocks
The sequence of discrete course blocks across years 1-2 is as follows:
Year 1

- Introduction to Human Structure (6 weeks)
- Cellular and Molecular Principles of Medicine (4 weeks)
- Hematopoietic, Lymphatic, and Immune Systems (5 weeks)
- Musculoskeletal and Integumentary Systems (4 weeks)
- Urinary System (4 weeks)
- Reproductive and Endocrine Systems (9 weeks)

Year 2

- Neurobehavioral System (10 weeks)
- Digestive and Excretory Systems (6 weeks)
- Cardiopulmonary Systems (9 weeks)
- Transition to Clerkships (4 weeks)
- Directed Independent Study of Medicine I (4 weeks)

Introduction to Human Structure:
In this course, students receive a comprehensive introduction to normal human structure, including gross anatomy, microanatomy, histology, human development (embryology), and medical imaging approaches to visualizing living anatomy. These topics are delivered in an integrated manner while reinforcing the clinical relevance of the topics learned.

Cellular and Molecular Principles of Medicine:
In this course, students review the fundamental topics underlying metabolism, cellular function, cell replication and division, cell cycle regulation, basic principles of pharmacology, and an introduction to human pathogens.

Organ-system-based courses:
The next 6 discrete course blocks are centered on one or more organ systems. Each course focuses on the wellness and disease of the organ system(s) covered. Medical science disciplines, such as physiology, pathology, pharmacology, and genetics, are presented to students in an integrated, patient-presentation approach that emphasizes relevance to patient care and recognition, prevention, and treatment of disease.

Transition to clerkships
The organ systems courses are followed by the Transitions to Clerkships Course. This four-week block provides students with the knowledge and skills necessary for a successful, confident transition to the clinical learning environment.

Directed Independent Study of Medicine I:
Provides dedicated time and structured support to prepare for the USMLE Step 1 examination. Preparation for Step 1 begins well before the start of DISM I and continues beyond its conclusion, reflecting an ongoing, integrated approach to readiness. Emphasis is placed on connecting foundational science concepts, planning self-directed study, and employing effective learning strategies. DISM I promotes independent learning habits while ensuring consistent guidance and access to institutional academic resources essential for Step 1 success.

Bridge Weeks

Interspersed between discrete course blocks are a series of week-long experiences known as Bridge Weeks. These weeks provide dedicated time for student assessment and the delivery of key curriculum components related to diversity, equity, and inclusion; academic success; career advising; personal wellness; and financial literacy. Additionally, during Bridge Weeks, students provide the college with feedback through evaluations of their curricular experiences, which are used in the continuous quality improvement process.

Detailed course calendars for Year 1 and Year 2 are available on the college of medicine's Medical Curriculum webpage.

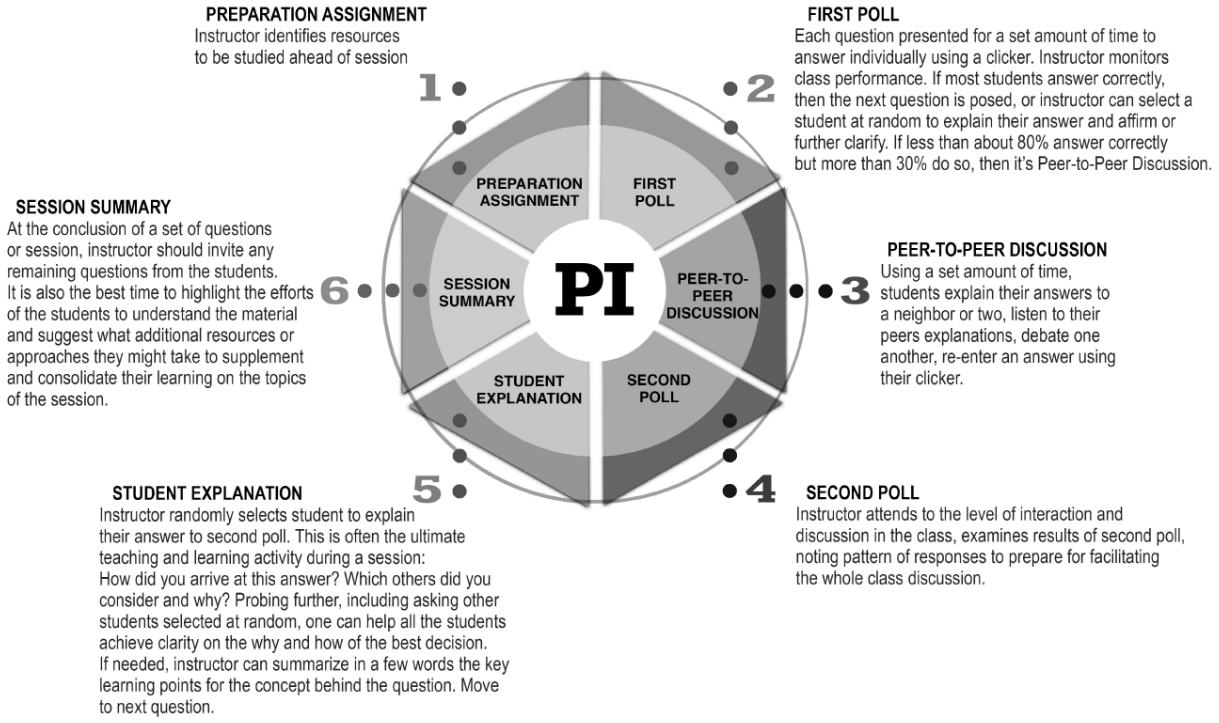
YEAR 1 AND YEAR 2 CLASSROOM FORMATS AND EXPECTATIONS

The Year 1 and Year 2 curriculum uses interactive, student-centered instructional modalities. The effectiveness of these instructional approaches depends to a great extent on students being present and prepared to work with their peers. As such, students are encouraged to be present, prepared for, and engaged in all mandatory sessions scheduled in the learning management system, Vida Nova. In addition, faculty have purposefully designed the instructional format of sessions to develop the knowledge, skills, and behaviors that are required of a competent physician. As such it is essential that both faculty and students adhere to the standards and expectations set forth for leaning sessions. Students who fail to meet classroom expectations for behavior and participation will be referred to the Associate Dean for Pre-Clerkship Education or the Associate Dean of Student Affairs, and may result in a referral to SPCC.

Peer Instruction (PI)

Students are expected to review posted pre-work for all PI sessions. This pre-work will be posted within the session in Vida Nova. In the classroom, students should respond to all polls using their iClicker remote. Responses should be based upon their knowledge and their discussion in class, Faculty will typically present the class with 7-8 NBME-style question items during the session, following the sequence in the accompanying figure.

PEER INSTRUCTION FROM A STUDENT PERSPECTIVE



Students may not bring resources to class in either printed or electronic format to aid their ability to answer polls. PI sessions provide a contribution to the course grade and are considered secure low-stakes assessments. As such there are no electronic devices allowed in PI sessions, including laptop computers, phones, tablets, smart glasses or other devices capable of recording images, video or discussion. Paper will be provided in the classroom for students to take notes during the session, but students must not attempt to document question items verbatim or in sufficient detail to compromise the security of the question items for future use. An attempt to receive credit for sessions wherein a student is not physically present is considered academic misconduct and warrants referral to the SPCC.

<u>Problem-Based Learning (PBL)</u>

Students have an assigned small group and small group room wherein they will work collaboratively to work through and learn the basic sciences related to a patient presentation. The small groups will comprise 8-9 students. Over the course of the pre-clerkship education program, students will be assigned to 5 different small groups (alpha, bravo, Charlie, delta and echo). These small group assignments align with the following discrete course blocks:

- Alpha – Intro to Human Structure & Cellular and Molecular Principles of Medicine
- Bravo – Heme Lymph and Immune systems & Musculoskeletal and Integumentary systems
- Charlie – Urinary system & Reproductive and Endocrine systems
- Delta – Neurobehavioral systems & Digestive and Excretory systems
- Echo – Cardiopulmonary systems

The format of PBL patient cases evolves over the pre-clerkship program in the following manner:

Phase I – M1 fall semester. PBL groups have a faculty facilitator present in their small group room to guide them through the PBL process and help ensure students and teams develop the

skills required for independent, student-centered learning. PBL cases have guiding questions that help lead students to address the learning objectives of the case. Students receive the learning objectives following the case in the Team-Based Learning (TBL) session that serves as an opportunity for low stakes feedback on their mastery of basic sciences knowledge mapped to the learning objective of the case.

Phase II – M1 spring semester. PBL groups no longer have a faculty facilitator present in their small group room, and begin to develop more independence and confidence in self-directed learning. Faculty content experts are available for questions related to the case via the Microsoft Teams general channel PBL cases continue to have the same format as Phase I, with guiding questions that help lead students to address the learning objectives of the case. Students receive the learning objectives following the case in the Team-Based Learning (TBL) session that serves as an opportunity for low stakes feedback on their mastery of basic sciences knowledge mapped to the learning objective of the case.

Phase III – M2 year. PBL groups continue to develop their independence and confidence in self-directed learning. Faculty content experts continue to be available for questions related to the case via the Microsoft Teams general channel, but the format of the cases changes significantly. Cases present a patient using more of a medical chart format. There are no guiding questions provided by faculty. Rather students review the patient information and develop their own learning objectives that they address as a group. Students continue to receive the faculty-developed learning objectives following the case in the Team-Based Learning (TBL) session. The TBL session following the cases continues to serve as an opportunity for low stakes feedback on their mastery of basic sciences knowledge mapped to the learning objective of the case.

<u>Team-Based Learning (TBL)</u>

Team-based learning sessions serve as a low-stakes opportunity for students to receive feedback on their ability to apply the basic sciences knowledge they gained in working through the preceding PBL case. The format of the TBL sessions follows the basic structure as described by the TBL collaborative.

There are 4 components to each TBL session:

Pre-work – the preceding PBL case serves as the pre-work for the TBL session, where students develop their background knowledge necessary for the other elements of the TBL

iRAT – The individual readiness assurance test. Students receive a set of 5-6 NBME-style question items mapped to the learning objectives of the preceding PBL case. Each student independently answers each question to the best of their own ability. Students are provided 90 seconds for each question item.

- tRAT - The team readiness assurance test, also often called the group readiness assurance test (gRAT).

Students receive the same set of 5-6 NBME-style question items that they answered during the iRAT. Students answer these as a group, and come to a consensus as to what they believe is the most correct answer. Students can take multiple attempts to answer these questions and receive partial credit for requiring 2 or 3 attempts to arrive at the correct answer. The Director of Course Management facilitating the session will provide students with sufficient time to work through the item et as a group. Faculty will review group performance and facilitate a discussion with groups to ensure students understand the basis for the keyed correct answers for the tRAT item set.

GAE – Group application exercise. In this final component of the TBL, students are provided with NBME question items that are intended to be more challenging and encourage integration and application of knowledge gained from their PBL case and other sessions across their pre-clerkship education. Groups

come to a consensus answer and simultaneously report their answers to the faculty. The faculty will then facilitate a discussion among students and groups that ultimately leads to the identification of the keyed correct answer and the rationale for it.

TBL sessions provide a contribution to the course grade and are considered secure low-stakes assessments. As such there are no electronic devices allowed in TBL sessions, unless being used with a secure browser for the purpose of responding to question items, Students should refrain from accessing or using any other devices including laptop computers, phones, tablets, smart glasses or other devices capable of recording images, video or discussion. Paper will be provided in the classroom for students to take notes during the session, but students must not attempt to document question items verbatim or in sufficient detail to compromise the security of the question items for future use. An attempt to receive credit for sessions wherein a student is not physically present is considered academic misconduct and warrants referral to the SPCC.

iClicker remotes

Students will receive an iClicker remote during M1 orientation, and registration of this remote provides students with the needed student account in the iClicker website. Should a student need to borrow a loaner clicker, they should speak to the coordinator of classroom and instructional support who will sign one out. Loaners must be returned to the coordinator when they are no longer required. It is also the student's responsibility to ensure that any borrowed clicker is temporarily registered to their iClicker account and is set to the correct frequency setting for their class. (M1 = AA, M2 = BB). Failure to do so will result in receiving no credit for participation in class.

YEAR 1 AND YEAR 2 ACADEMIC WORKLOAD

The college of medicine strives to encourage a healthy work-life integration that prepares students to meet the demands of clinical medicine while promoting and maintaining personal wellness. To help facilitate an appropriate balance and allow adequate time for self-directed and independent study, the College has developed a pre-clerkship Academic Workload Policy.

CLINICAL SKILLS AND SIMULATION SUITE POLICIES AND PROCEDURES

The Clinical Skills and Simulation Suite is a resource for medical students to gain clinical skills through Standardized Patient sessions, tasks, and open practice times. The staff work closely with the Essentials of Clinical Skills (ECS) course director to deliver simulated patient encounters that enhance students' skills.

Student attendance for scheduled times is mandatory, and standardized sessions cannot be rescheduled. Student attendance expectations are defined in course syllabi, and failure to meet them will result in academic consequences, up to and including failure to meet the course's PASS requirements. Student attendance at clinical skills examinations is mandatory at the scheduled time and place. Any absence from an examination is considered a failure to meet expectations for behavior and professionalism and will result in a score of zero for that assessment, be reported to the Associate Dean/Student Affairs for action, and may be reported externally.

Students must attest to the college of medicine Honor Code before each session to protect the integrity of cases and conduct themselves in a professional manner. Students must also attend to the following personal appearance and attire requirements to avoid safety, infection control, non-verbal communication, and cultural sensitivity issues:

1. Wear a clean white coat.

2. Student ID badges must be clearly visible at all times.
3. Maintain good personal hygiene, including short, smooth nails to facilitate hand washing and protect our patients.
4. Avoid strong perfumes or colognes as colleagues, other staff, and patients could be allergic or sensitive.
5. Wear clean clothing that is appropriate for the rotation, including closed-toe shoes.
6. Dresses and skirts must be knee length (please be mindful of needing to sit down or bend over)
7. Shirts must cover the entire upper body (no low-cut shirts, crop tops, etc.; please be mindful of needing to bend over)
8. Long hair must be tied back and up so it does not interfere with stethoscope use or touch/fall upon patients.
9. Keep hand jewelry to a minimum to facilitate hand washing.

Professional expectations in the simulation lab include treating faculty, staff, fellow students, and Standardized Patients with courtesy and respect. Students should come prepared for their sessions with all ECS pre-reading done beforehand. Students evaluate peers during each learning session and are expected to pay close attention and provide quality feedback.

Students using open practice time for the simulation lab should reset the exam room, including changing the table paper, turning off equipment, placing drapes/pillowcases in the laundry, and sanitizing surfaces. For more information regarding the program, scheduling practice time, and utilizing task trainers and equipment, visit the Medical Simulation Lab Resources under Student Resources on the Student Intranet.

SP/SIMULATION CONTACTS

Robert Bouwman | Simulation/Clinical Skills Center Manager
Email: bouwm1r@cmich.edu
Phone: 989-774-1633

OVERVIEW OF YEARS THREE AND FOUR OF THE PROGRAM

Years 3 and 4 focus on clinical learning, building on the foundational knowledge attained during Years 1 and 2. The curriculum includes four 4-week clerkships, two 8-week clerkships, a 16-week Comprehensive Community Clerkship (CCC), a 4-week selective sub-internship, and 28 weeks of electives. Students must finish all Year 1 and 2 requirements before beginning Year 3 clerkships.

Year 3 Orientation:
Year 3 Orientation occurs prior to the start of Year 3 clinical rotations. Students should expect orientation to last 5-7 days; the length may vary depending on the student's assigned campus and site. During orientation, students will have the opportunity to meet our clerkship and site directors and administrative staff, and to become familiar with their new campus. They may also visit any affiliate sites at which they are scheduled for clinical rotations during the year. Campus-specific compliance and safety protocols, as well as additional onboarding tasks (access, badges, and laptop assignments), are reviewed. In addition, students will need to document compliance with immunization requirements and complete HIPAA and bloodborne pathogens clinical training. Mask fit, TB testing, and student drug screening will be scheduled prior to or during Year 3 orientation. Further details regarding the drug screening process and requirements are available in the Substance Use and Abuse policy. Scrub training will be scheduled during Year 3 or at campus-specific orientations.

Year 3 Comprehensive Community Clerkship (CCC):
The Comprehensive Community Clerkship (CCC) is a 16-week clerkship that immerses students in a primary care setting, providing comprehensive, continuity-based, patient-centered medical care within a

community. Medical students are assigned to a primary care office and work 2 ½ days per week with a family medicine or internal medicine physician. Students participate in the medical care of patients with both acute and chronic conditions while promoting preventive medicine. Students develop strong history-taking and physical exam skills through hundreds of clinical encounters. In addition, students have exposure to community health resources and emergency medicine. Students learn about population health by planning a quality improvement project. Students connect weekly via video conference with a faculty facilitator for small group sessions to practice giving oral presentations and teaching each other core primary care medical topics. In addition, a one-hour didactic is provided weekly, focused on high-yield medical knowledge for the primary care setting. Assessment of content, knowledge, professional behavior, and clinical skills and performance is accomplished using a variety of methods, including written examinations, clinical observation and feedback, clinical performance evaluation, and an objective structured clinical examination (OSCE).

Year 3 Hospital-Based Clerkships:
M3 students complete a series of three 4-week and two 8-week hospital-based clerkships. The three four-week required hospital-based clerkships are obstetrics/gynecology, pediatrics, and psychiatry. The two eight-week required hospital-based clerkships are in hospital medicine and surgery. In addition, the Year 3 schedule includes an additional 4 weeks during which time students can complete one four-week elective clerkship. Designed to complement the CCC experience, the hospital-based clerkships are intensive experiences focusing primarily on the inpatient environment, with ambulatory clinic-based experiences as necessary to accomplish clerkship objectives. All hospital-based clerkships take place at a branch campus or an affiliated site.

Surgery: This clerkship introduces the foundations of surgery. The majority of clinical time is spent on inpatient services (operating suite, emergency department, and inpatient unit), with the remainder in outpatient settings (academic clinic or private physician practice).

Hospital Medicine: This clerkship focuses on the diagnosis and treatment of medical patients in the inpatient setting. Students develop skills in the admission and management of acutely ill patients in the hospital, as well as in coordinating care and discharge planning. Students will be provided with opportunities to develop a problem-oriented approach to patient evaluation and to formulate a differential diagnosis based on the history, physical examination, laboratory results, and clinical judgment.

Psychiatry: This clerkship is designed to prepare medical students to promote positive behavior changes necessary for the most effective patient care, regardless of their ultimate specialty choice. Students will observe, interview, examine, and manage a variety of patients with common neuropsychiatric disorders under the supervision of clinical faculty/preceptors.

Obstetrics/Gynecology: During this clerkship, students provide obstetric and gynecologic care with a focus on inpatient labor/delivery and gynecologic surgery. Students will participate in a range of experiences throughout the clerkship to develop the knowledge, skills, and attitudes necessary to provide health care for women.

Pediatrics: This clerkship enables students to develop the competencies necessary for the care of children. Exposure to wellness and disease is provided, with a focus on inpatient pediatric care. Students will develop the core knowledge and skills needed to diagnose and treat pediatric patients.

Year 3 Elective: One elective opportunity is available to students during their third year. This elective block is designed to help students explore any area of medicine and may be particularly useful for those still exploring their career choices. In general, Year 3 students will not be approved for extramural (away) electives. This elective is not required, and students may use the block for Step preparation or another

purpose. That said, the elective will count toward the 28 weeks of electives required for graduation. The Elective Rotations policy provides additional detail pertinent to elective clerkships.

Year 4 Hospital-Based Clerkships: M4 students are required to complete 4-week rotations in emergency medicine and a required 4-week selective sub-internship. The remaining Year 4 blocks may be filled by electives, including up to 12 weeks of extramural ("away") rotations. All extramural electives are subject to approval by the Associate Dean for Clinical Education (ADCE).

Sub-Internship: The goal of the sub-internship elective is to prepare graduating students for residency training. Students will be required to manage their patients more independently than they did at the clerkship level – i.e., they will play a more active role in the work-up, management, and care of their patients. Sub-interns will be required to further develop their cognitive, technical, interpersonal, and communication skills with members of the health care team and with patients and families. Sub-interns are expected to provide high-quality, evidence-based, cost-effective, and individualized care for each patient.

Emergency Medicine: Students will learn to differentiate the emergent causes of common chief complaints, care for patients with frequently encountered maladies, and demonstrate competency in performing basic clinical procedures. In addition, they will learn to use pattern recognition and clinical gestalt to differentiate patients who are "sick" versus those who are "not sick." Importantly, Students will experience the provision of care, comfort, and consultation to many patients who, due to poverty, psychiatric illness, or substance dependence, may depend on emergency departments as "safety nets" in their communities.

Elective Clerkships: The college of medicine requires students to complete 28 weeks of elective clerkships. Elective choice is subject to the College's policy on Elective Rotations. This policy stipulates the following considerations:

- To ensure an adequate breadth of clinical exposure, no more than 12 weeks in any specific or identical specialty will count toward the 28-week requirement
- Students are required to take at least 4 weeks of patient care electives in both the medical and the surgical disciplines
- No more than twelve (12) weeks of extramural elective rotations will count toward the 28-week requirement
- Up to 4 weeks of research credit will count toward the 28-week elective requirement.
- Up to 8 weeks of electives designated "non-patient care" may count toward the 28-week elective requirement

The Directed Independent Study of Medicine II-V: This course is a critical component of the medical school curriculum, supporting student learning and assessment throughout the clinical years, and provides time, support, and resources to prepare adequately for the USMLE Step 1 or Step 2 exams through self-directed learning.

- Any M3 student who is not enrolled in a core clerkship or elective in Block 1 of their third year will automatically be enrolled in DISM II during that block.
- Any M4 student who is not enrolled in a core clerkship or elective in Block 1 of their fourth year will automatically be enrolled in DISM. M4 students are placed on DISM II-V depending on their individual circumstances and prior completion of DISM modules during their M3 year.

STUDENT TRAVEL FOR ACADEMIC CAMPUS ACTIVITIES

The college of medicine will reimburse off-campus students traveling to the Saginaw campus for required simulation and academic activities. The student should complete the Student Travel Reimbursement for

Academic Activities form as completely as possible, describing the nature of the travel. A standard flat mileage rate is used, regardless of gas prices. The college does NOT reimburse meals or lodging while traveling to these activities. Once completed, the form should be emailed to Angie Appold at appol1aj@cmich.edu. The Associate Dean for Clinical Education will review. If approved, the reimbursement will be placed into the student's CMU account.

RESEARCH TRAVEL REQUESTS TO PRESENT AT CONFERENCES/MEETINGS

Students must submit the Research Conference Travel Absence and Funding Request Form to get approval to present research at conferences (whether or not they are seeking funding). Approvals are generally given to the first authors on an abstract. Other factors considered for approval include which mandatory sessions the student will miss while attending the conference/meeting. Has the student already attended a conference/meeting this year? Each request will be considered in the context of prior travel granted within the same year. Students in years 1-2 who are absent from classes due to research travel will utilize their "Personal Time Allowance" as specified in course syllabi to avoid academic consequences of absences. Students should not accept invitations to attend professional conferences or meetings until they have obtained all necessary approvals requested on the Research Conference Travel Absence and Funding Request Form (regardless of whether they are seeking funding). Since approval may take several days, students must seek approval with sufficient time to allow for the approval process and then to make their travel arrangements. At a minimum, the request must be received at least 4 weeks before the requested date(s). Students are limited to 3 days of conference travel, including travel time. Absences from orientations, the first day of a clerkship, and exams will not be approved. Students experiencing academic difficulty, on academic probation, taking a leave of absence, or with professionalism concerns will not be approved for travel. In addition, requests from students who have appeared before the Student Performance and Conduct Committee (SPCC) within six months of the request will not be considered for endorsement or approval.

The sequence of approvals on the Research Conference Travel Absence and Funding Request Form is automated and includes the following:

- Your mentor (who should be faculty at CMU or another institution, and not a student or resident)
- Associate Dean of Pre-clerkship Education (Year 1-2 students) or the Associate Dean of Clinical Education (Year 3-4 students)
- Associate Dean of Student Affairs
- Director of Research

You will be notified once all approvals are secured.

NON-RESEARCH TRAVEL REQUESTS FOR CONFERENCES AND MEETINGS

Students not presenting research must submit a M1 and M2 CMED-approved Leadership Travel Request - NonResearch to attend conferences, serve in a leadership role at the conference where committee attendance is required, and/or for advocacy training purposes. There is a higher standard of approval for non-research-related travel. Some of the factors considered for approval include: Does the student have a leadership or advocacy role at the conference/meeting for which their attendance is required? Has the student already attended a conference/meeting this year? Which mandatory sessions will the student miss while attending the conference/meeting? Students should not accept invitations to attend professional conferences or meetings until they have obtained all required approvals listed on the M1 and M2 CMED-approved Leadership Travel Request - NonResearch. Since approval may take several days, students must seek approval with sufficient time to allow for the approval process and then to make their travel arrangements. At a minimum, the request must be received at least 4 weeks before the requested date(s). Students are limited to 3 days of conference travel, including travel time. Absences from orientations, the first day of a clerkship, and exams will not

be granted. Students experiencing academic difficulty, on academic probation, taking a leave of absence,or with professionalism concerns, will not be approved for travel. In addition, requests from students who have appeared before the Student Performance and Conduct Committee (SPCC) within six months of the request will not be considered for endorsement or approval.

The sequence of approvals on theM1 and M2 CMED-approved Leadership Travel Request - NonResearch is automated and includes the following:

- Associate Dean of Pre-clerkship Education (Year 1-2 students) or the Associate Dean of Clinical Education (Year 3-4 students)
- Associate Dean of Student Affairs

You will be notified once all approvals are secured.

SPECIAL NOTE FOR M1/M2 STUDENTS REGARDING COURSE ABSENCES FOR CONFERENCE OR MEETING TRAVEL

Days missed for approved conference/meeting travel (research or non-research) will count toward the Personal Time Allowance for the course(s) in the timeframe in which they are traveling (see course syllabi for the number of sessions that can be missed before course grades will be negatively impacted). There will be no opportunity for students to access information presented in PI or TBL sessions, or for students to make up the missed course credit associated with missed sessions.

DUTY HOURS

To prepare medical students for the rigors of clinical medicine, student schedules during Years 3 and 4 are often demanding. Depending on the clerkship, students may be scheduled for night, weekend, and overnight call shifts. Recognizing the need for rest and self-study, however, the college has developed a policy on Duty Hours that balances these needs. Students may not exceed the outlined work-hour parameters.

CLINICAL CAMPUSES

Saginaw Campus (including Genesys and Sparrow sites):
Students in our Saginaw campus rotate at MyMichigan Saginaw, Covenant HealthCare, Healthsource Psychiatric Hospital, Children's Hospital of Michigan (as applicable), and McLaren Bay Region (as applicable). These sites are referral centers for most of the complex medical care in the region, including:

- Pediatric Intensive Care Unit
- Regional Neonatal Intensive Care Unit
- Neuro Intensive Care Units
- Regional Cancer Treatment Centers
- Frank Anderson Regional Eye Institute
- Regional Hemodialysis Center
- Regional Trauma Referral Centers
- 24-hour Cardiac Cath Labs
- Accredited Stroke Centers
- Adult and Pediatric Psychiatric Inpatient Units

Saginaw is also home to CMU Medical Education Partners and CMU Health clinical practices. Fully accredited ACGME residency programs and fellowships include:

- Emergency Medicine
- Emergency Medicine Services (EMS)
- Family Medicine
- General Surgery

- Internal Medicine
- Obstetrics/Gynecology
- Psychiatry
- Adolescent Psychiatry
- Critical Care

In addition, certain Saginaw campus students will be assigned to one of our affiliate sites, including Henry Ford Genesys Hospital in Grand Blanc and University of Michigan Health Sparrow Hospital in Lansing, for their hospital-based third-year clerkships. These site assignments will be determined during the Clinical Campus/Site Assignment Lottery conducted in December of M2 year.

Detroit Regional Campus:
Henry Ford St. John Hospital is a 714-bed teaching hospital in Detroit, known for its clinical excellence and comprehensive, coordinated medical care. As a regional referral center, Henry Ford St. John Hospital provides advanced care in numerous specialties and sub-specialties, including cardiology, oncology, neuroscience, minimally invasive and robotic surgery, women's services, and pediatrics. They offer excellence in cancer treatment at the Van Elslander Cancer Center. As a designated children's hospital, this Institution has a wide array of specialists who work in its large inpatient Pediatric Unit, Pediatric Intensive Care Unit, Neonatal Intensive Care Unit, or Special Care Nursery. Henry Ford St. John is a teaching and research hospital where medical education and clinical research are vital aspects of the care provided. Henry Ford St. John Hospital has ACGME-accredited residency programs as well as fellowship programs in:

- Anesthesiology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pathology
- Pediatrics
- General Surgery
- Cardiology (fellowship)
- Hematology/Oncology (fellowship)
- Infectious Disease (fellowship)
- Nephrology (fellowship)
- Pulmonary/Critical Care (fellowship)
- Rheumatology (fellowship)

Midland Regional Campus:
MyMichigan Medical Center – Midland, the flagship hospital of MyMichigan Health, serves as the primary site for students based in the Midland branch campus. With 328 beds and a strong clinical affiliation with the University of Michigan, the campus offers cutting-edge clinical experiences with a small community feel. MyMichigan Health System also has Medical Centers in Alma, Alpena, Clare, Gladwin, Gratiot, Mount Pleasant, and West Branch. The health system provides a full continuum of care across a wide array of settings, including urgent care centers, home health, virtual care, and medical offices in more than 30 specialties and sub-specialties. Students will have the opportunity to train with residents from two MyMichigan Family Medicine residencies: one based on the main campus in Midland and the other at MidMichigan Medical Center in Alma. Given a limited census, students complete their Pediatrics clerkship at the Children's Hospital of Michigan in Detroit.

CLINICAL ASSIGNMENTS

Clinical Campus/Site Assignment Lottery: Student assignments to our clinical campuses and sites are the responsibility of the Associate Dean for Clinical Education. To ensure fairness, we employ a preference-based lottery to determine these assignments. This lottery is conducted in December of the M2 year. Students are provided with specific information related to the lottery in the weeks preceding. In general terms, student names will be selected in random order. When a name is selected, that student may choose a campus/site placement from the remaining availability. This selection is final and binding. No subsequent trading of campuses is allowed.

Special Considerations in Placement Process: Students may apply for special consideration in campus placement if they have extenuating circumstances. If granted, these placements are subject to availability. Requests should be made to the Office of Medical Education via an online form for referral to the Senior Associate Dean for Academic Affairs prior to the lottery process. Students will be required to explain their unique circumstances and may be required to submit proof of their extenuating circumstances. If the student's request is based on a personal health issue or disability, the student will need to contact Student Disability Services, and SDS will engage with the student and the college of medicine to identify and determine the appropriate accommodation. The Senior Associate Dean for Academic Affairs will consult with the Associate Dean of Clinical Education and the Associate Dean for Student Affairs on each request. Students granted special consideration placement do not participate in the campus or clerkship track lottery described below.

Year 3 Clerkship Track Comprehensive Community Clerkship (CCC) Site Scheduling: Scheduling of Year 3 clerkships (track) and CCC site is the responsibility of the Associate Dean for Clinical Education. We again employ a preference-based lottery to ensure fairness and equity in this process. This lottery is conducted in March of the M2 year. Students are provided with specific information about available tracks and sites in the weeks leading up to it. Each track specifies a chronological order of clerkships and the site for each. The lottery is conducted in two phases. In the first phase, students will be selected in random order. When selected, students may choose the site and trimester for their 16-week Comprehensive Community Clerkship OR a specific track for hospital-based clerkships. Once the first phase is complete, the second phase is conducted, reversing the selection order of the first phase. At this time, students complete their schedule by choosing from available CCC sites or hospital-based clerkship tracks.

After this process concludes, a trading period is provided. Students may trade their CCC placement/trimester and/or their hospital-based clerkship track with another student from the same campus. Both parties must attest that this trade is made willingly and free of coercion or any form of payment.

Year 3 Elective Scheduling: The Year 3 electives are scheduled during the 4-week add/drop window for each individual block. Approximately 10 weeks prior to their scheduled Year 3 elective block, students will receive an email from CMEDDCE@cmich.edu containing a list of available electives and instructions for selecting an elective by submitting an add/drop form. M3 students should understand that the M4 class receives priority in elective scheduling; as such, choices may be limited.

Year 4 Clerkship and Elective Scheduling: The Year 4 schedule occurs in four distinct phases, with approximate timelines outlined below.

- Phase 1 (Required M4 clerkships): Begins in February with the placement of students in the required emergency medicine and sub-internship selective at their home campus. Students are selected in random order, and when selected, students may choose an available emergency medicine OR sub-internship placement. Once all students have made their first selection, the selection order is reversed, and students choose their other required M4 clerkship placement, either emergency medicine or the sub-internship, depending on their

initial selection. Following Phase 1, there is a trading period whereby students can swap placements within their own campus.

- Phase 2 (Affiliated site electives): This phase begins in March and allows for elective placements at Children's Hospital of Michigan and Henry Ford Genesys. Once all submissions have been received, the respective site coordinators will place students based on their requests and elective availability. When interest exceeds capacity, a lottery system is utilized to determine placement.
- Phase 3 (Home electives for Detroit/Midland-based students): Phase 3 begins in March and runs into April, with students at the Detroit and Midland campuses working 1:1with their campus coordinator to schedule home elective rotations at those campuses. When interest exceeds capacity, a lottery system is utilized to determine placement.
- Phase 4 (Home electives for Saginaw campus and affiliated sites): Phase 4 begins in April and continues into May, with students selecting from Saginaw campus and affiliated site electives, as well as remaining Detroit campus elective placements. Requests are submitted on a block-by-block basis. While home campus students have priority, all students may apply for Saginaw and Detroit electives. Again, when interest exceeds capacity, a lottery system is utilized to determine placement.

Students should consider our policy on Elective Rotations when scheduling their fourth year. Students should also maintain communication with their Faculty Advisor to discuss their career interests and applicable electives.

Extramural (Away) Electives: Students should discuss prospective extramural elective selections with their faculty advisor prior to application. Advisors will encourage students to use their electives to pursue a broad range of interests beyond their chosen specialty.

Students may apply for extramural domestic elective clerkships either through the respective institution's medical education office or through the AAMC Visiting Student Learning Opportunities (VSLO). Participation in extramural electives must be approved by the Associate Dean/Clinical Education at least 30 days prior to the clerkship start date. Students may access the extramural elective approval form on the student intranet.

Students wishing to participate in an extramural international elective should contact the CMU Office of Study Abroad to review approved opportunities and seek guidance from the Manager of Distributed Clinical Education. International electives must be approved by the Associate Dean/Clinical Education at least 60 days prior to the clerkship start date.

INTRODUCTION TO VISITING STUDENT LEARNING OPPORTUNITIES (VSLO)

The Visiting Student Learning Opportunities (VSLO) is a standardized, online application for fourth-year clinical extramural (away) electives.

The VSLO Application includes the following:

- Your Contact information (full name, AAMC ID, Address, phone number, cmich.edu email address, et cetera)
- Your Core Clerkships – includes the dates core clerkships have been or will be completed
- Your elective requests – the electives and dates you are requesting
- Your identification information – which is only shared if you accept an institution's elective offer
- Your verification data – this is the supporting verification data that is supplied by the college of medicine
- Your Supporting documents, which will need to be uploaded to the application by the student,

except for your academic transcript (which is uploaded by the Assistant Registrar)

Steps to the VSLO Application Process

Step 1: Receive Access to VSLO: In January of your M3 year, you will be provided access to VSLO. This access has been granted by the college of medicine, issuing you a 'VSLO authorization.' With this authorization, you will also receive an email with VSLO login instructions. The email is straightforward and provides basic instructions for logging in and getting started.

Step 2: Complete your Application Profile: You will need to provide your contact information and the dates on which you have completed or will complete your core clerkships.

Step 3: Review Host Institution Information: You can review all the host institution's information through the VSLO Institutions tab. This is where you will find all host-specific requirements and dates on which applications will be accepted. A review of this information is important because host institutions may have additional requirements that must be met outside the VSLO system.

Step 4: Upload and Assign Documents: It is the student's responsibility to upload and assign the required documents to a specific host institution or elective request. Photo, CV, and immunization records are often required. Transcripts will be uploaded by the Assistant Registrar. Additional documentation is required by some hosts. It is recommended that you also upload a copy of your USMLE Step 1 scores.

Step 5: Search for and Apply to Electives: Under the electives tab, you can browse electives by keyword, specialty, institution name, state, and/or elective start month. Please make sure to save electives to apply for later. To apply to electives, select saved electives (with preferred dates) and arrange elective requests in order of preference. Please review, edit, and upload the required documentation, pay the VSLO fees, and submit your requests. The VSLO program charges a flat fee of $15.00 per application. Application fees are per elective, regardless of the requested dates for that elective. Additionally, some institutions may have significant fees that students are responsible for. Costs may vary from year to year. In addition, some institutions may require additional fees. You will find this information on their access page under the VSLO Institutions tab. The college of medicine will then add additional data about you before releasing your applications to host institutions.

Step 6: Track Applications: Review of application statuses and host decisions is accessed through the VSLO Tracking tab. This is the area where you will accept or decline offers before they expire. It is also where you would withdraw pending applications or drop accepted offers, if necessary. It is essential that you ensure the e-mail address on your application tab is current, as you will receive emails notifying you of offers for electives, offers that will expire, electives for which you applied but which are not available, and scheduling conflicts between scheduled electives.

FREQUENTLY ASKED QUESTIONS CONCERNING VSLO

When can I submit applications?

- You may submit applications only when a VSLO host is ready to receive applications. These application dates vary between institutions and are listed on the VSLO Institutions tab. Hosts typically begin accepting applications from March through May for the upcoming academic year.

Do I need to use VSLO?

- We strongly encourage you to use VSLO when applying for senior extramural electives at any VSLO host institution. If you are considering pursuing an extramural elective from an

institution that does not participate with VSLO, please review the Extramural Electives Compendium (EEC) for information on the visiting student application. The link can be found on the VSLO login page. If you decide to pursue an extramural elective with one of these institutions, you must notify Dr. Vance and the Office of Distributed Clinical Education for review and approval of the elective.

ACADEMIC ADVISING

The advising process at the college of medicine 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 students to proper resources, and reflect the college of medicine's values and mission in the advising relationship.

In Years 1 and 2, academic advisors play an important role in the Academic Advising and Career Counseling Program. The advising program and the resources available are intended to help students navigate the pre-clerkship academic program. These meetings also give students the opportunity to provide their advisors with feedback on the academic program. This feedback
can be considered along with feedback from other venues in the process of making decisions regarding the curriculum and academic program. Each student is also required to meet individually (1:1) with their advisor at four touchpoints across years 1 and 2. These 1:1 meetings are scheduled at the beginning of semesters 1, 2, 3, and 4 in the pre-clerkship education program. These meetings provide an opportunity for the advisor and student to become familiar with one another, review the student's goals and extracurricular activities, and ensure that the student receives the academic advice and objective feedback needed to progress through the curriculum. Additional meetings may be arranged as needed to provide students with the support they need. Students must fulfill the expectations of the academic advising program, including attending all required meetings and completing required documentation. Failure to do so constitutes a professionalism concern warranting referral to the Associate Dean of Student Affairs.

ACADEMIC SUCCESS

The college of medicine is committed to the academic and professional success of each student. Thus, to promote a learner-centered environment, students are encouraged to take responsibility for achieving their goals by being self-directed and engaging with course directors, faculty, small-group leaders, peer tutors, Academic Success programming, and other resources, as presented below.

Academic Support	Individual(s) or Resource(s)	Contact Information
Assistance with student learning objectives (SLOs), specific courses, clerkship content, or questions about assigned readings or course requirements.	Course or Clerkship Director, Faculty Member.	Review the course syllabus for posted office hours and preferred appointment scheduling.
Advice and support for content-related academic difficulties or challenging subject matter	Course or Clerkship Director The course or clerkship directors can advise and make appropriate referrals to	Review the course syllabus for posted office hours and preferred appointment scheduling.

Note: Students are encouraged to meet with the course or clerkship director when they first experience academic difficulty.	other faculty, CMU resources, peer tutoring, or Academic Success for assistance.	

Academic Support	Individual(s) or Resource(s)	Contact Information
Advice and strategies for learning and studying	The Director of Academic Success offers customized consulting for medical students on learning and study strategies, assessments on learning style preferences, reading and note-taking, time management, test-taking strategies, board exam preparations, and more.	Contact the Director of Academic Success
Guidance related to required and elective curricular decisions	Members of the Office of Medical Education staff, including Course and Clerkship Directors, are available to assist you with information and/or advice related to your progression through the required and elective curriculum courses, clerkships, and electives. The Office of Medical Education staff can also provide assistance with the contact information required for registering to retake a board exam, if applicable.	Dr. Steve Vance, Associate Dean of Clinical Education (989) 746-7503 Steve.vance@cmich.edu
Assistance with developing and enhancing writing and proofreading skills and strategies	The CMU Writing Center offers free resources for assistance with writing at any level, including non-native speakers of English.	Visit the Writing Center website for hours and locations across campus.
Advice and strategies related to effective reading skills, goal setting, memory enhancement, and transitions	The CMU Office of Student Success, along with the college of medicine Director of Academic Success, offers coaching and resources focused on providing assistance with the transition to the University, time management, study skills,	The Office of Student Success, oss@cmich.edu / 989.774.3401 or Jewel Larkins, Director of Academic Success Jewel.larkins@cmich.edu

	and prioritizing workloads, and/or test anxiety.	
Assistance and resources for academic accommodations.		Student Disability Services: sds@cmich.edu Voice: 989-774-3018 TTY: 989-774-2569
Advice and/or referrals for other personal or professional topics that may also affect academic success (e.g., anxiety, test-taking anxiety, depression, stress management, grief/loss, learning challenges, or learning disabilities).	Contact the Office of Student Affairs if you are experiencing personal issues or learning challenges that may be interfering with your academic progress. The Office of Student Affairs staff can refer you to the appropriate CMU resource, such as the Counseling Center, the Psychology Training and Consultation Center, Primary Care Services, or Specialty Services.	Dr. Mildred Willy, Associate Dean of Student Affairs, at mj.willy@cmich.edu or 989.774.7880.
Resources for non-native Speakers of English	The Carls Center for Clinical Care and Education provides services related to literacy, language usage, and/or pronunciation on a fee basis.	Carls Center for Clinical Care and Education 1280 East Campus Drive, CMU, Mount Pleasant

Some academic performance concerns may require more assistance than the course directors or other faculty members can provide. In these cases, the students are referred to the appropriate staff in the Office of Student Affairs in collaboration with the Director of Academic Success.

The Academic Success program is a vital resource for all students. The Director of Academic Success collaborates with staff from the Office of Student Affairs and the Office of Medical Education. The role of Academic Success is to work with medical students and residents, assisting them in developing effective study and learning strategies to support their academic and professional goals. By offering a variety of learner-centered programs, services, and resources, Academic Success strives to enhance students' academic and clinical learning experiences through research-based methods and strategies. Educational opportunities include programs, confidential consultations, and online instructional resources focused on timely and relevant topics. Example topics include, but are not limited to, the following:

- Transitioning to Medical School and/ or Clinical Rotations
- Implementing evidence-based learning and study strategies
- Developing study aids and tools
- Improving note-making approaches
- Improving strategies for review and self-testing

- Managing time effectively and efficiently
- Creating a study plan and daily schedule
- Reading strategies to enhance comprehension and speed
- Enhancing test-taking strategies
- Implementing strategies for the effective use of question banks
- Preparing for NBME "shelf" exams
- Reducing test anxiety
- USMLE Step 1, 2, and 3 strategies and resources
- Enhancing team processes and performance
- Understanding learning style preferences and implications for learning

Referrals to other college of medicine or CMU Resources:
Academic success workshops and webinars are communicated through weekly emails from the Office of Student Affairs, emails to student email listservs, and promoted on building monitors. Individuals are welcome to email the Director of Academic Success to inquire about the upcoming program and/or to suggest future topics.

CONSULTATIONS ON LEARNING AND STUDY STRATEGIES

Students are encouraged to contact the Director of Academic Success to schedule a confidential consultation to explore strategies to enhance their academic performance. The Director typically meets with individuals for 30 – 60 minutes to learn more about their academic goals, prior knowledge, approaches to learning, and current needs or interests. Then, depending on the individual's goals, action steps are identified, which may include recommendations for implementing specific learning and study strategies, identifying resources, and referrals to faculty specialists, peer tutors, or other CMU resources. Consultations can occur face-to-face in Mount Pleasant or Saginaw, or via Webex or Teams, at a time that works best for students, taking into account their course and rotation schedules.

LEARNING AND STUDY STRATEGIES SELF-ASSESSMENTS

Learning and studying in medical settings can be very challenging. As a result, it is vital that students develop strategies to ensure long-term retention of concepts and the ability to reason critically and clinically. To help students identify their interests and learning preferences, Academic Success offers a variety of assessments and resources, including the Learning and Study Strategies Inventory (LASSI).

To schedule a self-assessment and/or to learn about additional assessments, contact the Director of Academic Success.

"JUST-IN-TIME" ONLINE LEARNING AND STUDY STRATEGY RESOURCES

Visit the Academic Success page on the Student Intranet to find learning and study resources, relevant research, workshop/webinar materials, and more. Please email the Director of Academic Success if you have questions about specific topics and/or recommendations for additional resources.

PEER TUTORING

Academic Success offers a free Peer Tutoring Program for students enrolled at any level in the medical school program. Through this program, students have the opportunity to work individually or in small groups with trained students who have a sincere interest in helping their colleagues and have excelled in their coursework.

This program supplements existing academic success and support services provided by the faculty, Course Directors, and Academic Success. In addition, this program provides tutors (who are also medical students) with the opportunity to reinforce their medical and clinical knowledge, enhance critical thinking, and improve leadership skills while helping their peers achieve similar goals.

To provide quality experiences for both tutors and tutees, prospective tutors are required to complete training and information sessions to help them develop or reinforce their teaching skills. Tutees should expect tutors to encourage them to use active learning and study strategies, conceptualize their understanding of scientific knowledge, and practice recalling and applying that knowledge through practice questions. Tutoring sessions are typically scheduled weekly and may continue for most of a term, or last only a few weeks, depending upon need. Tutoring sessions are limited to a maximum of three hours per week.

Students may request a tutor at any time and are encouraged to do so proactively as soon as they encounter difficulty in a course by contacting the Director of Academic Success.

To learn more, visit Academic Success on the Student Intranet.

PREPARATION RESOURCES FOR THE USMLE STEP 1 AND STEP 2 EXAMS

The United States Medical Licensing Exam (USMLE) is a three-step exam required for medical licensure in the USA. For more information about the USMLE and all its components, please refer to the following link: http://www.usmle.org. At the college of medicine, students will have early and varied opportunities to practice for this exam, including, but not limited to, summative and formative NBME midterm and final exams, NBME-format question items in peer-instruction, TBL and quiz sessions, opportunities to sit for the Comprehensive Basic Science self-assessment (CBSSA) and Comprehensive Basic Science Test (CBSE) in year 2, experiences with standardized patient encounters, and the end-of- clerkship Objective Structured Clinical Exams (OSCEs). In addition, Academic Success and the Office of Student Affairs offer workshops, webinars, simulations, and online resources to support students as they prepare for these exams.

Resources are also available to students through Academic Success on the Student Intranet.

ATTENDANCE POLICIES

Medical school entails the transition into the medical profession, and medical students are expected to demonstrate behaviors consistent with the practice of medicine. We expect students to be present and engaged in learning activities when and where they are scheduled. Actions to disguise or conceal absence for oneself or a fellow student are considered egregious forms of professional misconduct.

Years 1 and 2:
Requirements for attendance are outlined in the college of medicine policy titled "Attendance in Years 1 & 2" and in individual course syllabi. Student attendance at mandatory curricular events must meet attendance expectations as defined in course syllabi. Failure to do so will result in academic consequences up to and including failure to meet the PASS requirements for the course. Student attendance at examinations is mandatory at the scheduled time and place. Any absence from an examination is considered a failure to meet expectations for behavior and professionalism and will result in a score of zero for that assessment, be reported to the Associate Dean/Student Affairs for action, and may be reported externally.

Each course syllabus provides students with Personal Time Allowance such that a reasonable number of absences from mandatory sessions will not negatively impact a student's grade in the event that they:

- Need to seek medical care (preventative/acute/chronic)
- Experience illness or injury
- Wish to observe religious holidays
- Experience the death of a family member or loved one
- Wish to travel for Research/Conference purposes

- Experience an unexpected delay in returning from travel

Course syllabi specify the number of absences from curricular events allowed before academic consequences occur. It is the students' responsibility to monitor their attendance and ensure they meet stated expectations or accept responsibility for the academic consequences of their absence from sessions.

Years 3 and 4:
Requirements for attendance are outlined in the college of medicine policy titled Attendance in Years 3 and 4. Students are required to attend all clerkship orientations, mandatory sessions, patient care activities, and assessments. Approval of absences is at the discretion of the clerkship director. Absences for academic conferences are also subject to approval by the Associate Dean of Clinical Education; see the Student Intranet for these forms. Any students who fail to attend orientation or a required assessment without pre-arrangements with the clerkship director will be referred to the Associate Dean of Student Affairs. Students who miss clerkship orientation may not be allowed to participate in the clerkship for that block. Any absence from an assessment without proper approval is considered a failure to meet expectations for behavior and professionalism and will result in a score of zero for that assessment, be reported to the Associate Dean/Student Affairs for action, and may be reported externally.

Year 3 students are excused from clinical duties to attend CARVE Day and the college of medicine/CMU Education Partners Research Symposium. Year 4 students are excused from clinical duty to attend Match Day and the college of medicine/CMU Education Partners Research Symposium.

Under certain circumstances, a student may be unable to attend a required session or scheduled clinic. An excused absence from the session may therefore be granted for good cause. Students remain responsible for any content, information, assignments, or assessments related to a missed session. Faculty are not compelled to provide additional/alternative "make-up" learning opportunities.

All student requests for absences must be sent to the clerkship director by the student. Students with excessive absences may be referred by the clerkship director to the Associate Dean of Student Affairs, who will determine whether further action is required.

Urgent/Emergent Health or Personal Reasons:
Students may be excused from a scheduled course session or clerkship day for compelling reasons, such as seeking medical care (preventive/acute/chronic), illness or injury, observance of religious holidays, bereavement, or research/conference travel.

Year 3-4 students must notify the following individuals BEFORE the start of their scheduled shift: Clerkship Director, Site Director (as applicable), Clerkship Coordinator, and the site faculty or scheduling contact with whom they were scheduled to work on that shift. Email or direct phone calls are appropriate. The Clerkship Director approves requests for absences.

Students may be required to provide documentation from their physician or to support absences for compelling personal reasons that are not health-related (e.g., an obituary) to the Office of Student Affairs. Students should never provide this information to the course/clerkship director or any staff member outside of the Office of Student Affairs.

Absences from orientations, the first day of a clerkship, and exams will not be granted. Requests from students who appeared before the Student Promotions and Conduct Committee within six months will not

be considered for endorsement or approval.

Planned Events or Personal Reasons:
Students may be excused from scheduled clerkship duties for public service and certain appointments. To the extent possible, students are encouraged to schedule routine/planned appointments, including medically related appointments (check-ups, dental and optical appointments, physical therapy, psychotherapy, counseling, etc.) at times when they do not have scheduled sessions. However, clinical time may be excused if necessary to accommodate these needs, provided this is consistent with the Attendance in Years 3-4 Policy.

Students should not confirm attendance at any personal event or make any travel arrangements to attend such events until they have received final approval of their excused absence request through the Clerkship Director. Since approval may take several days, students must seek approval with sufficient time to allow for the approval process and then to make their travel arrangements. At a minimum, the request must be received at least 4 weeks before the date(s) requested for the excused absence. Holiday absence requests must also be received at least 4 weeks in advance.

In Years 3 and 4, students must submit an email request to the Clerkship Director and Clerkship Coordinator. Approved requests will be communicated to the site faculty and scheduling contacts to accommodate the student's requested absence in the clinical schedule.

When submitting requests for time off to attend medical appointments, students should not disclose health-related information, such as a specific diagnosis, symptom, or procedure, related to the requested absence, other than stating that the absence is for medical reasons.

Clerkship directors/coordinators can notify OSA if a student requests multiple excused absences for doctor's appointments. Students should be prepared to provide documentation to the Office of Student Affairs to support absences for compelling personal reasons that are not health-related.

Absences on the first day of a clerkship, during orientation, or for exams for non-urgent reasons will be denied.

Missed Examinations:
At the beginning of the academic year, each student will receive a copy of the examination schedule. Each student will be responsible for ensuring that no conferences, meetings, appointments, or other events are scheduled during these examinations. The Office of Assessment and Evaluation will work with a student to reschedule an examination only under exceptional circumstances when the Office of Student Affairs makes such a recommendation, based upon a written and documented request from the student. The date and time of any rescheduled examinations are at the discretion of the Office of Assessment and Evaluation.

JURY DUTY EXEMPTION

There may be times when a student is summoned for jury duty during medical school. Students who believe jury duty will conflict with their courses/clerkships may request a letter from the Office of Medical Education. Please contact Colleen Harke (harke1cm@cmich.edu) with the following information:

- Court name
- Jury number
- Jury duty dates
- Court contact address/email

DECELERATION/EXTENDED PROGRAM POLICY

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

UNIT IV: STUDENT ASSESSMENT AND PROGRESSION

STUDENT ASSESSMENT

For the purposes of this document, the following Liaison Committee on Medical Education (LCME) definition of terms regarding the Assessment of Student Performance will be used:

- Assessment: The systematic use of relevant methods to collect, analyze, and use information to determine whether a medical student has met the objectives/acquired the competencies specified for that portion of the curriculum. (Standard 9; Elements 1.4, 4.5, 6.1, 8.3, 8.7, 9.1, 9.4, 9.5, 10.3, 10.8, 11.1, 11.3, and 12.5)
- Fair and Timely Summative Assessment: A criterion-based or normative determination, made as soon as possible after the conclusion of a curricular component (e.g., course/module, clinical clerkship/rotation) by individuals familiar with a medical student's performance, regarding the extent to which the student has achieved the learning objective(s) for that component. The assessment methods used and how they will contribute to the final performance indicator (i.e., the grade) should be made clear to students. The LCME requires that final grades be available within six weeks. (Element 9.8)
- Formative Feedback: Information on a student's performance that is communicated to a medical student in a timely manner to improve subsequent learning and performance in the medical curriculum. (Element 9.7)
- Narrative Assessment: Written comments from faculty that assess student performance and achievement in meeting specific objectives of a course or clerkship, such as professionalism or clinical reasoning. (Element 9.5)
- Standards of Achievement: Criteria used to measure a medical student's attainment of relevant learning objectives and that contribute to a summative grade. (Element 9.6)

INTRODUCTION TO ASSESSMENT

The college of medicine is committed to educating highly competent physicians. As such, it is the responsibility of the college of medicine to provide students with feedback on their performance based on reliable, valid assessments of their individual and group progress. Assessment strategies are based on approved institutional competencies, which include professional behavior, attitudes, skills, and the acquisition and application of medical knowledge.

The college of medicine policy entitled Timing of Course Grades provides guidelines for reporting grades, and the Assessment Monitoring in Required Courses and Clerkships policy provides guidelines for the promotion of students throughout the four-year program. The final grade for a course or clerkship reflects the overall assessment of a student's medical knowledge, skills, and behaviors, as determined by

Curriculum Committee-approved assessment plans. Course grades are recorded as Pass or No Pass, while required clerkship grades are recorded as Honors, Pass, or No Pass. Electives and the fourth-year sub-internship selective grades are recorded as Pass or No Pass.

The syllabus outlines the process for monitoring students' academic performance in each course and clerkship. The two-year longitudinal Essentials of Clinical Skills course and the Medicine and Society grades are recorded as Pass or No Pass at the end of each semester.

GUIDING PRINCIPLES OF ASSESSMENT

The college of medicine assessment plans are more than a series of discrete assessment methods. They embody an effective and comprehensive program that reflects institutional values and mission. They support the growth of learners, set out clear expectations, and enable consistent, transparent decision-making about student performance. The college of medicine assessment methodologies are based upon a philosophy and a series of guiding principles first articulated by the school in January 2013 and adopted by the college of medicine Curriculum Committee that same year. These guiding principles are as follows:

- Assessment of student performance is primarily for the benefit of students' learning, consistent with the principle of learner-centered education.
- Assessment of student performance is a combination of standardized examinations and performance-based assessments. As much as possible, assessment modalities should be realistic and practice-focused, reflecting the process and context in which learning took place.
- Integration (horizontal and vertical) is a central principle in both the curriculum and assessment. Students are assessed on their achievement of learning objectives across the full range of knowledge, skills, and attitudes aligned with the college of medicine's program competencies and its vision, mission, and values.

The college of medicine's overarching program/educational objectives are further defined as course/clerkship learning objectives and specific session learning objectives. All assessments are mapped to specific learning objectives.

- Assessments are criteria-based, and students will demonstrate achievement of learning objectives in comparison to those criteria.
- Assessment of student performance will include both formative and summative assessments.
- Students will receive timely feedback on their performance.
- The frequency of assessment is sufficient such that faculty and students can determine progress towards and achievement of the required standards.
- The assessment program includes self and peer assessment and quality assessment tools to enhance lifelong learning skills.
- Assessment tools, standards, and processes will be informed by best practices as reported by institutional, national, and international sources.
- The assessment program and methods will be continuously evaluated to ensure student assessment is responsive to student needs and consistent with the college of medicine academic (curricular) principles.
- The assessment program will ensure continuity and consistency in assessment throughout the entirety of the M.D. program.
- The assessment program will endeavor to work with students and faculty to ensure an equitable assessment environment that can support learners who may require accommodation.
- The program has developed policies that will ensure "that all persons who teach, supervise,

and/or assess medical students are adequately prepared for those responsibilities" in accordance with LCME Standard 9.

- The program ensures the Curriculum Committee, in collaboration with the Office of Medical Education, provides central oversight for the assessment of student achievement to include student acquisition of knowledge, core clinical skills, behaviors, and attitudes as specified in the medical education program objectives.

ASSESSMENT ALIGNMENT PRACTICES

All assessments must align with the posted, approved learning objectives and be consistent with the Guiding Principles above. Student achievement of the learning objectives will be evident following the assessment. It is important that approved assessment practices assess the achievement of learning objectives at the same level of skill, knowledge, or attitude articulated in the learning objectives.

The Curriculum Committee monitors the timing and number of assessments. All examinations will be listed in the course/clerkship syllabus at the beginning of each course. Consistent with the Guiding Principles, the frequency of assessment must be sufficient to give faculty and students a sense of progress towards achieving the required learning objectives.

Pre-Clerkship

During pre-clerkship courses, participation and performance in Peer Instruction, Team-Based Learning, and Anatomy Lab sessions will contribute to course grades. An optional formative quiz will also be administered at the end of each week. A required formative exam will be available through the NBME CAS system the week preceding each summative exam.

For discrete course blocks in pre-clerkship courses, summative course assessments will occur at the following intervals, based on the length of each course:

- 4-week courses will have a single summative exam
- 5-week courses will have two summative exams
- 6-week courses will have two summative exams
- 9-week courses will have three summative exams
- 10-week courses will have three summative exams

All formative and summative question items will be mapped to at least one posted and approved session learning objective (SLO), course learning objective, and Educational Program objective (EPO).

Clerkship

All required clerkships include a summative assessment of clinical performance, known as the clinical performance evaluation. In addition, a formative assessment is provided near the mid-point of the rotation. When available, a medical knowledge assessment is conducted through the NBME content examination. Other assessments may also be part of the grading criteria for a clerkship, as specified in the clerkship syllabi. These may include oral presentations, Objective Structured Clinical Examinations (OSCEs), or Health and Physical (H&P) notes.

GRADING SYSTEM FOR THE COLLEGE OF MEDICINE

The college of medicine employs the following grading system to document student performance in all courses and clerkships on the M.D. program transcript:

Grading Categories

- Honors/Pass/No Pass: Required clerkships are recorded as Honors, Pass, or No Pass.

- Pass/No Pass: Pre-clerkship courses, electives, and sub-internship selective are recorded as Pass or No Pass.

Pass Grade
A Pass grade is awarded to students who successfully complete all required components of a course or clerkship as outlined in the syllabus.

Honors Grade
Students may earn an *Honors* grade for required clerkships by meeting specific criteria outlined in the approved clerkship syllabi.

Incomplete Grade
A student who does not achieve a Passing grade on any component of a course, clerkship, or thread, as defined in the syllabus, will initially receive an *Incomplete.*

Upon receiving an *Incomplete*, the student enters a mandatory remediation period.

If a student accumulates more than one *Incomplete* in an academic year, the case is referred to the Student Performance and Conduct Committee (SPCC). SPCC approval is required for any remediation of two (2) or more outstanding *Incomplete* grades.

While a student is under SPCC review, or if a subsequent referral to the SPCC occurs before previously approved remediations are completed, all pending and previously approved remediation activities will be placed on hold. Remediation may only proceed after the SPCC has reviewed the student's most recent status and issued an updated decision.

If a student successfully completes remediation, their grade in Progress IQ will be updated to PassR, and their transcript will show a grade of Pass.

No Pass Grade
A grade of *No Pass* is assigned if a student fails or does not attempt to remediate a course or clerkship, including any required assessments.

GRADING PROCEDURES AND POLICIES:

Student Assessment and Grading in Years 1-4: The college monitors its students' academic performance and professional behavior. This process informs the promotion of students throughout the four-year program, which is outlined in the Assessment Monitoring in Required Courses and Clerkships policy.

For all courses and clerkships, grading criteria and passing standards are defined in course/clerkship syllabi. Objective Structured Clinical Exam (OSCE) and/or Essentials of Clinical Skills examinations may define specific standards for a 'competent candidate' that vary from station to station and exam to exam. These will be determined in advance of the exam.

Prior to the start of each academic year, each required course/clerkship follows the guidelines approved by the college of medicine Curriculum Committee to define specific grading criteria. These criteria are shared with students at the beginning of each course/clerkship as part of the syllabi.

Timing of Grades: Grades for Years 1 and 2 will be reported within 14 business days of the end of the course. During Years 3 and 4, grades are reported within six weeks of the end of the clerkship. Specific requirements are outlined in the college of medicine policy titled Timing of Course Grades. Final grades will be posted in the learning management system and reported to the Office of the Registrar.

Good Academic Standing: "Good academic standing" is the designation given when a student has met the Pass criteria(ion) for all completed courses and clerkships. The designation "experiencing academic difficulty" or "academic probation" is assigned to any student who does not meet one or more Pass criteria for a course or clerkship. Details of these designations are outlined in the Assessment Monitoring in Required Courses and Clerkships policy. The designation of good academic standing is required for student curricular accommodations for research opportunities.

Narrative Assessment: A narrative description of a student's performance is included as a component of assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment, as summarized in the Narrative Assessment policy. (LCME Standard 9.5)

Formative Assessment and Feedback in Required Courses and Clerkships: Although implementation may vary across courses and clerkships, it is required that formative assessment and feedback be provided to each student throughout each course. This feedback is provided at or near the midpoint of each required clinical clerkship, in accordance with the college of medicine policy titled Formative Assessment and Feedback in Required Courses and Clerkships.

Early Alert Process for Students Identified as At Risk of Academic Failure: Academic progress is monitored by the Office of Medical Education. Any student deemed to be at academic risk is contacted.

Rounding Procedure for Final Grade Assignment: Numeric grades are rounded to the nearest whole number solely for determining the final grade status (Honors, Pass, No Pass, or Incomplete). For example, a raw score of 69.49 will round down to 69, while a score of 69.5 will round up to 70. However, the original raw scores remain unchanged in the gradebook; only the grade status (Honors/Pass/No Pass/Incomplete) is adjusted based on this rounding.

Review of Grades: Students have the right to request a review of a final course or clerkship grade, as outlined in the college of medicine policy titled Review of Course or Clerkship Grade.

EXAM ADMINISTRATION PROCEDURES

The following guidelines apply during every written examination:

For computer-based exams, students must run an exam compatibility check before the exam date. It is the student's responsibility to complete this compatibility check at least three business days before the exam to ensure their computer meets the technical specifications. Unauthorized personal items and/or devices are prohibited in the testing room. Students are required to bring their CMU identification card to the exam. The start and end times for the exam will be strictly enforced. The appropriate arrival time will be announced before the exam date and is posted in the learning management system. Proctors will be present during every examination. Students are also expected to adhere to the examination guidelines and report any inappropriate behavior that may occur during the examination. Examinees must be escorted, one at a time, on all breaks taken during an examination session. Additional testing time to compensate for time lost due to absence from the room is not permitted. During a scheduled break, students must remain in the immediate area of the testing room. Communication and the use of electronic devices are prohibited during these breaks. Laminated note boards and markers will be provided during the exam for note-taking and calculations. These will be returned to the proctor upon completion of the exam. If technical issues arise during the examination, a student will raise their hand for proctor assistance. Students will not be allowed to ask questions of the proctors or faculty once the exam has begun.

CCC Only: For exams conducted remotely, unauthorized personal items and/or devices are prohibited. Students must ensure the area around their computer is clear of papers, books, phones, etc. Students

will be permitted to have two blank pieces of paper and a writing utensil for notes during the exam. During the environmental check, students must show that all pieces of scratch paper are blank. Upon conclusion of the exam, the scratch paper must be destroyed.

EXAM ABSENCES

If the student will miss an exam, a Year 1-2 Exam Absence Form or a Year 3-4 Exam Absence Form must be completed. The Office of Student Affairs determines the appropriateness of an absence from an exam and will inform the Office of Assessment and Evaluation if an exam absence is permitted.

REMEDIATION IN YEARS 1 AND 2

The remediation process for the INCOMPLETE grade will depend on the component(s) of the overall assessment plan in which the student failed to meet the Passing standard.

1. Remediation of an INCOMPLETE course grade will occur at the end of the academic year wherein the INCOMPLETE grade was assigned. Where remediation examinations are required, they will normally be scheduled between 4 and 8 weeks following the end of the last course of the academic year.
2. Students may remediate one INCOMPLETE course grade without approval from the SPCC.
3. Students who accumulate more than one INCOMPLETE course grade must appear before the SPCC, and will not be permitted to remediate any INCOMPLETE grade until receiving a recommendation from the SPCC to do so.
4. Upon receipt of an INCOMPLETE course grade, a student will enter a remediation period of self-study. The goal of the self-study is to allow the student to achieve an acceptable level of mastery of medical knowledge associated with the course content.
5. Early in the self-study period, the student must meet with the Director of Academic Success to develop a remediation plan to guide self-study. The student will also be encouraged to meet with course directors and/or appropriate faculty for additional guidance.
6. Successful remediation of the INCOMPLETE grade requires the student to demonstrate their acceptable mastery of course content by achieving a Passing score on a summative remediation . The remediation will be comparable to the regular course assessment in terms of structure and content.
7. Remediation examinations will normally be scheduled following and within 4-8 weeks of the end of the last course of the academic year wherein the INCOMPLETE grade was assigned.
8. Passing scores for remediation exams may be adjusted upwards based on best practices in assessment. OAE will communicate these adjustments to students before the exam.
9. Remediation of other course requirements as listed in course syllabi, such as clinical skills exams, research project milestones, etc., will require the student to work with the Office of Medical Education and Course Directors to undergo targeted remediation of the deficit.
10. If the student successfully passes remediation requirements, their INCOMPLETE grade will be updated to a PASS for the transcript and PASSR for internal systems.
11. If the student fails to pass their remediation requirements, a 'NO PASS' grade will be assigned for the course.

REMEDIATION IN YEARS 3 AND 4

Required clerkships are graded HONORS/PASS/NO PASS. The Year 4 selective sub-internship and electives are graded PASS/NO PASS. For all required clerkships, the Passing threshold for the weighted final grade and the minimum NBME score requirement are defined in the clerkship-specific syllabus.

Students who do not achieve the minimum NBME score for any clerkship will be required to remediate the exam. Remediation exams are scheduled in accordance with the remediation plan determined by the clerkship director. Exams may not be scheduled during other core clerkships. Students will not be

promoted to Year 4 until all Year 3 INCOMPLETE grades are resolved. Students who meet the clerkship passing requirement after remediation will receive a grade of PASS for the clerkship. Students who do not achieve Passing requirements will receive a grade of NO PASS and will be required to repeat the clerkship.

The clinical performance evaluation (CPE) cannot be remediated. Other required components of assessment may be remediated at the discretion of the clerkship director (e.g., OSCE, H&P)

Any student who fails to meet the clerkship-specific requirements for the Professionalism competency on the CPE will be required to remediate. This remediation may include, among other requirements, additional clinical time at the discretion of the clerkship director. Those who do not pass the requirements for remediation will receive a NO PASS for the clerkship.

Students with outstanding clerkship requirements will receive an INCOMPLETE until these requirements are fulfilled. Any student who requires remediation for any reason is not eligible to achieve a grade of HONORS.

Clerkship failures will be detailed in the Medical Student Performance Evaluation (MSPE).

LEAVE OF ABSENCE AND/OR WITHDRAWAL

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. A leave of absence may be voluntary or involuntary. Students should reference the Leave of Absence Policy. A Leave of Absence may be due to, but not limited to, the following situations:

- Personal - which may include, but is not limited to:
  - Medical –may require a supporting letter from a physician.
  - Research or clinical fellowship programs
  - Military duty
- Academic

A student may request a voluntary LOA for personal reasons from the Associate Dean of Student Affairs. During the meeting with the Associate Dean of Student Affairs, the Deferment/Leave of Absence Form will be completed by the Associate Dean of Student Affairs. The form can be found on the student intranet. Students may contact any OSA member for assistance with this process.

A student may request a voluntary LOA for academic matters, including Step 1 deferment, to the Office of Medical Education. During the meeting, the Deferment/Leave of Absence Form will be completed.
An LOA, including deferments, may have financial repercussions associated with it, and it is the student's responsibility to meet with the Financial Aid Office to discuss those repercussions.

If it is determined that a student is a threat to themselves or others and/or the student could pose other safety issues, the senior administration has the right to place that student on immediate involuntary LOA.

Should a student be placed on an LOA, which is 8-weeks or longer, where the student is not enrolled in the curriculum, the following will take place:

- Laptop – Collected if LOA is eight weeks or longer.
- Building/Room – Access removed
- Learning Management System – Access removed and/or adjusted based on student status
- Email List(s) – Will be removed and/or adjusted based on student status
- Lockers – Will be cleaned out and locks removed
  *Note: this will not apply if the student is enrolled in DISM.

In addition, the student must take a hiatus from any regional or national leadership position during their leave of absence.

STANDARDIZED PATIENT (SP) REFRESHER

Students returning from a leave of absence of six (6) months or longer will be required to complete a Standardized Patient (SP) refresher in Mt. Pleasant prior to resuming clinical duties. This requirement is intended to assess clinical readiness and ensure competency upon returning to the curriculum after an extended absence. Students planning to return in the fall must complete this requirement on the Friday of M3 orientation week, while students planning to return in the spring must complete it on the last Friday of Block 7. Completion of this requirement, as determined by the Office of Medical Education, is mandatory before the student may re-enter any clinical learning environment.

WITHDRAWAL

A voluntary withdrawal is a permanent and voluntary termination of studies. Students wishing to withdraw must submit a written request to the Associate Dean of Student Affairs and copy the Senior Associate Dean of Academic Affairs. The request must include the reason(s) for withdrawal and a statement that the student understands that withdrawal is voluntary and permanent.

The SPCC may recommend an involuntary withdrawal (dismissal). A withdrawal in this sense would be a 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 for withdrawal are found below under the Academic Standards and Failure to Meet Academic Standards section.

ACADEMIC STANDARDS AND FAILURE TO MEET ACADEMIC STANDARDS

The development, review, revision, and approval of the academic standards leading to the M.D. degree are the responsibility of the Curriculum Committee (CurrComm). Monitoring student progress throughout the curriculum and ensuring compliance with the academic and professional standards is the responsibility of the student.

Students are required to complete all requirements for graduation within six years of the date of their matriculation (start of M1 orientation). In addition, students must require no more than three years to complete the pre-clerkship or clerkship components of the curriculum. If the student does not complete the program requirements in six academic years, the SPCC will review the student's record and determine whether additional time is warranted. The Degree Completion Policy outlines the details and requirements. The standards are outlined below and distributed in course syllabi.

Year 1: To be promoted into the Year-2 curriculum, a student must:

1. Satisfactorily pass all courses of the Year 1 curriculum OR have successfully remediated any incomplete course grades in Year 1 courses.
2. Satisfactorily complete all Health Equity and Social Justice (HESJ) Thread requirements for Year 1.

Year 2: To be promoted into the Year-3 curriculum, a student must:

1. Satisfactorily pass all courses of the Year 2 curriculum OR have successfully remediated any incomplete course grades in Year 2 courses.
2. Take the NBME Step 1 examination*
3. Satisfactorily complete all Health Equity and Social Justice (HESJ) Thread requirements for Year 2.

**Students wanting to defer Step 1 must seek approval.*

Year 3: To be promoted into the Year 4 curriculum, a student must:

1. Satisfactorily pass all Year 3 required clerkships.

Note: Students who do not meet any one or more of the above promotion criteria will follow the relevant procedures outlined in the following college of medicine policies:

- Assessment Monitoring in Required Courses and Clerkships
- USMLE Step 1 Policy

GRADUATION

To be certified for graduation, a student must have the following:

1. Satisfactorily passed all required courses, clerkships, and 28 weeks of electives
2. Received a Passing score on Step 1
3. Received a Passing score on Step 2 CK

FAILURE TO MEET ACADEMIC STANDARDS

The Student Performance and Conduct Committee (SPCC) is responsible for reviewing the academic performance and conduct of all students. The purview of the committee includes, but is not limited to the following:

- 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 the college of medicine Student Handbook, Standards, Conduct, and Professionalism.

A failure to demonstrate adequate progress at any point in the curriculum may be grounds for a recommendation for remediation, probation, or dismissal from the college of medicine program. The SPCC may recommend that a student be dismissed if their cumulative academic and/or professional performance indicates that they will be unlikely to make continued unimpeded progress toward meeting all requirements for graduation.

When the SPCC recommends repeating a curricular year or dismissal, the committee chair will notify the Senior Associate Dean for Academic Affairs (SADAA) and forward the recommendation to the student. The Associate Dean for Student Affairs shall also receive a copy of the recommendation. Students are expected to adhere to the professional behavior set out in the student handbook, Unit Two: Standards, Conduct, and Professionalism. The SPCC may recommend the withdrawal of any student from the program for lapses in professionalism, even though all other program requirements are met.

ADVERSE ACTION APPEAL

As outlined in the Adverse Action Appeal Policy, the college of medicine ensures that all students are afforded due process in adverse decision related to advancement, graduation, or dismissal based on a student's failure to meet the academic or professional standards of the college.

A student has the right to appeal any adverse action of the SPCC. This information is contained within the SPCC decision letter. The student must notify the Senior Associate Dean of Academic Affairs (SADAA) of their intent to appeal within 10 calendar days of receipt of the decision letter. When submitting the request, the student shall specify the grounds for the appeal. Request for an appeal may be made on one of two conditions: 1) failure of due process or 2) extenuating circumstances (e.g. any information that the student did not share with the SPCC, but had the SPCC received such information, it may have reasonably resulted in a different decision).

Ad-hoc appeal committee: The SADAA will convene an ad-hoc appeal committee (ad hoc committee) to hear the students' appeal. The ad-hoc committee will consist of three faculty members appointed by the SADAA from the faculty at large. Ad-hoc committee members cannot currently sit on the SPCC, be course

and/or clerkship directors who have assigned the student a failing grade, or have another conflict of interest (e.g., close familial relationship, advisor, research mentor). Every effort is made to select members who have had no prior interactions with the student who is making the appeal. The SADAA chairs the appeal meeting but does not participate in the discussion or ad hoc committee vote.

The student is given a 10-calendar day advance notice of the hearing to prepare appropriately. The student may waive the 10-calendar-day rule if they choose. The student shall represent themselves at the hearing but may be accompanied by an advocate. The advocate may advise the student but cannot address the committee or participate directly in the proceedings. If a student
intends to be accompanied by an advocate, the student must notify the SADAA three calendar days prior to the hearing date.

Meeting preparation: The student is required to provide documentation to support the grounds for their appeal (failure of due process or extenuating circumstances) to the SADAA at least three calendar days before the scheduled hearing. The SADAA will provide the ad hoc committee with copies of all materials that the SPCC had available to it concerning the student's case, the formal decision letter sent to the student, and the documentation provided by the student concerning the grounds for their appeal at least two calendar days before the hearing. The student will also be provided with a copy of these materials.

Appeal hearing: The student's case and any pertinent policies are reviewed. The committee reviews the students' academic summary and professionalism record as appropriate. The chair reviews the possible outcomes (uphold the SPCC's decision or reach a different decision with or without conditions). Following the students' statement and committee questions, the student is dismissed from the meeting for the committee to deliberate. The student will be notified of the committee's decision by phone within one calendar day and in writing within three calendar days.

ACCOMMODATIONS IN ASSESSMENT FOR STUDENTS WITH DISABILITIES

The college of medicine is committed to facilitating the integration of students with disabilities into the university community. Students with disabilities are entitled to a reasonable accommodation that will assist them in meeting the academic standards as defined in these regulations and in facilitating the students' progress. Reasonable accommodation may require those responsible for student assessment to exercise creativity and flexibility in meeting students' needs while maintaining academic and technical standards.

All college of medicine 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 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 college of medicine students who have been admitted to the program must continue to meet the essential functions and technical standards of the medical curriculum. The College recognizes, however, that some individuals may have disabilities or be temporarily limited in terms of their abilities. To reasonably accommodate such individuals, some modifications to the assessment process will be considered. However, no accommodation that 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 disabilities. Central Michigan University and the college of medicine recognize and use the definition of disability as defined by the Americans with Disabilities Act Amendment Act found at: ADA.gov

CMU Office of Student Disability Services: Accommodations for Students with Disabilities.

ACADEMIC RECORDS AND REVIEW OF ACADEMIC RECORDS

The college of medicine 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 students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate. For more information about FERPA, visit the CMU website on Confidentiality and Release of Information: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Confidentiality.aspx.

The student's academic record is available on demand, electronically, within the password-protected academic management systems. Access is limited to individuals with a legitimate educational need and is only granted by the SADAA. Legitimate educational needs include:

1. course and clerkship directors for student records within their respective courses
2. academic and student affairs deans
3. student advisors, and
4. chair of the SPCC and the SPCC (as needed) to monitor individual student progress and certify students for graduation.

In addition, de-identified student academic records may be provided to individual faculty by OME for approved educational research studies through the Access to Student Educational Records Policy. De-identified student assessment and evaluation data may be used for IRB-exempt research purposes in a manner consistent with Department of Health and Human Services regulations for the protection of human subjects in research (45 CFR 46, Subpart A). The use of assessment and evaluation for approved IRB-exempt research does not require consent of individual students, but does require that researchers follow the CMU College of Medicine policy titled, Request Access to Academic Records for Research Project. Non-exempt research involving medical student records will require the consent of individual students to include their records in the research dataset. All requests for access to student academic records must be made in writing and approved by the SADAA.

Students may review and/or challenge components of their personal academic record as outlined in the Review of Academic Records policy. The registrar is very responsive to student requests for access to their complete academic record.

Course and clerkship assessment data are maintained electronically in curriculum management software, protected by Office of Medical Education-defined permission access levels. Students can access their individual grades and evaluations through a password-protected student portal within these systems at any time. Students may review and/or challenge individual course/clerkship grades, and this process is described in the Review of a Course or Clerkship Grade Policy.

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 college of medicine Assistant Registrar can assist with university record changes for name, date of birth, or Social Security number.

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 released to third parties without the student's consent, a court order, or a subpoena. Any student wishing to exercise this right should contact the college of medicine 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; although it will not affect the printed directory, it will remove the student's information from the online directory. Once a student has requested the withholding of "Directory Information," it will remain withheld until they submit another written request to release it.

UNIT V: FINANCIAL AID AND DEBT MANAGEMENT

The Covenant HealthCare College of Medicine at Central Michigan University Financial Aid Office is located in the college of medicine building in room 1401. 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 on a walk-in or appointment basis from 8:00 am to 5:00 pm, Monday-Friday. 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. Additional information may be found on the financial aid website.

APPLICATION PROCESS

After October 1 of each year, the Free Application for Federal Student Aid (FAFSA) will be available online at www.fafsa.gov. Students will be considered for the loans outlined below by submitting the FAFSA. A new application must be submitted each year. Most students attending the college of medicine receive financial aid in the form of loans. While scholarship opportunities do exist, the primary source of funding is 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 completing the FAFSA application, students will be considered for financial aid. The award package is determined in accordance with 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 that is most beneficial to students. Students will be sent an email notice of financial aid, which they must accept or decline. Before accepting the award, students should assess their actual needs. We strongly recommend that students establish a budget that is below the school-approved budget. If students can 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 their actual needs and accept only what is needed.

UNIVERSITY RESIDENCY POLICY AND INFORMATION

While residency status can be a confusing subject to navigate, we have included the college of medicine Residency Policy
and some FAQs regarding in-state tuition status to help answer residency status questions:

Q: Does the payment of income or property taxes to the state of Michigan affect a student's eligibility for in-state status?
A: No. A person must be domiciled in the state of Michigan to be eligible to be classified as in-state
for tuition purposes. For University purposes, "domicile" is defined as the individual's true, fixed, and permanent home.

Q: After completing my first year at CMU, will I qualify for in-state status?
A: No. To qualify for in-state status, students must prove they live in Michigan for non-educational purposes. If an individual's activities or circumstances are considered unknown or temporary, such as (but not limited to) educational pursuits, that individual is not considered domiciled in the state of Michigan and, thus, will be classified as out-of-state for tuition purposes.

Q: If I work in Michigan during the summer, will I qualify for in-state status?
A: No. To qualify for in-state status, an individual must have physically resided in Michigan for 18 consecutive months without enrolling in any academic courses at any two- or four-year degree-granting institution.

Q: How long do I need to live in Michigan to be eligible for in-state status?
A: A non-dependent student needs to physically reside in Michigan for 18 consecutive months without enrolling in any academic courses at any two-year or four-year degree-granting institutions to become eligible for in-state status. During the same period of time, the student cannot be claimed as a dependent for federal tax purposes. Dependent students (26 years of age or younger) need to see the regulations for dependent students.

Q: Is it possible to be a legal resident of the state of Michigan and not be eligible for the in-state fee classification?
A: Yes. The state of Michigan determines the requirements for becoming a legal resident of the state. However, Central Michigan University determines when a person becomes eligible for the in-state classification at the University.

Q: Does an out-of-state student automatically become eligible for in-state status by marrying a Michigan resident?
A: No. Although marriage to a resident of Michigan is considered in the determination of in-state status, the existence of this factor alone does not qualify a student for in-state status.

Q: My company has transferred me to Michigan. Will my dependents qualify for in-state status?
A: In the case of a dependent student, if one parent is domiciled in Michigan, as demonstrated by the parent's permanent employment, establishment of a household, and severance of out-of-state ties, the student will be classified as in-state.

Q: If one of my parents lives in Michigan, will I qualify for in-state status?
A: The domicile of a dependent student is presumed to be the same as their parent. If one parent is domiciled in Michigan, as demonstrated by the parent’s permanent employment and establishment of a household, the student will be classified as in-state.

Q: My family has just relocated to Michigan. Will I qualify for in-state status?
A: In the case of a dependent student, if one parent is domiciled in Michigan, as demonstrated by the parent's permanent employment, establishment of a household, and severance of out-of-

state ties, the student will be classified as in-state.

Q: If my parents move out of Michigan, will I lose my in-state status?
A: No. If a parent of a dependent student moves out of Michigan during the time the student is enrolled at the University, the student's in-state classification will be maintained as long as the student remains continuously enrolled in the University (Fall and Spring semesters).

Q: I graduated from a Michigan high school. My parents still reside in Michigan, but I attended a non-
Michigan college or university. Do I qualify for in-state status?
A: Yes. The in-state status of a prospective student domiciled in Michigan will not be affected by the student's full-time attendance at a non-Michigan college or university prior to enrolling at Central Michigan University.

Q: If I move to Michigan and live with a family member, will I qualify for in-state status?
A: No. A student who is 26 years of age or younger is presumed to be a dependent of their parents.

Q: Are the children and grandchildren of Central Michigan University graduates automatically eligible for the in-state fee classification?
A: Yes.

Q: Do military service members and their dependents qualify for in-state status?
A: Yes. If the student, the spouse of a student, or a parent of a dependent student:
- is serving on active duty in the United States Uniformed Services
- is serving in the guard or reserves in one of the reserve components; or
- has received an honorable discharge from one of those Services or reserve components.

Q: Do non-U.S. citizens qualify for in-state status?
A: Non-U.S. citizens who are entitled to reside permanently in the United States are eligible for in-state status. The individual must prove they have established a Michigan domicile as defined in the Regulations. Individuals in the United States on a student visa do not qualify for in-state status.

Q: How do students request reclassification to in-state status?
A: A student who believes they should be classified as in-state under the regulations is required to complete a Change in Resident Status application. Applications and additional documents should be submitted to the Director of Admissions, Covenant HealthCare College of Medicine at Central Michigan University, 2520 S. University Park Drive, Mt. Pleasant, MI 48859, at least one month in advance of the semester in which reclassification is sought.

Q: Is there an "effective date" that applies to a person's eligibility for in-state status?
A: Yes. Circumstances that exist on the first day of classes of each individual semester determine a student's eligibility for in-state status for that semester.

Q: If a student is reclassified to in-state status, is it possible to get a refund of the out-of-state tuition paid?
A: No refunds for semesters completed prior to the request for reclassification will be made.
Q: Can a student appeal the decision of the Review Committee?
A: Yes. Any student desiring to challenge the decision of the Review Committee has the right to appeal the decision. The appeal will be reviewed by the Senior Associate Dean of Academic Affairs and should be submitted to the Director of Admissions, Covenant HealthCare College of Medicine

at Central Michigan University, 2520 S. University Park Drive, Mt. Pleasant, MI 48859.

TUITION, FEES, AND ESTIMATED COSTS FOR FIRST-YEAR STUDENTS 2026-27:

	Estimated In-State Costs	Estimated Out-of-State Costs
Tuition and Fees	$49,136	$72,912
Living Expenses/Transportation	$22,775	$22,775
Loan Fees	$1,835**	$2,820**
TOTAL	$73,746	$98,507

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

Students are charged a $50 annual fee for needlestick and disability insurance and $125 for their college of medicine-provided computer.

LOANS

Several federal loan programs are available to medical students. These loans are awarded to students each year based on individual needs and current federal regulations. Included in this category are:

- Ford Federal Direct Unsubsidized Loan
- Direct Graduate PLUS Loan

In addition, students may apply for alternative loans. These loans generally require separate applications, carry higher interest rates, and are not automatically awarded as part of the initial award process.

Note: First-year medical students will spend an estimated $2,800 on a computer, study aids, and equipment.

One Big Beautiful Bill Act: Federal Loan Changes for Current Students

Beginning July 1, 2026, federal student loan limits and Graduate PLUS Loan eligibility will change under the One Big Beautiful Bill Act. Current Covenant HealthCare College of Medicine students (M2-M4) are eligible for a limited legacy provision that allows them to continue borrowing under the pre-July 1, 2026, federal loan rules, including continued Graduate PLUS Loan eligibility, if they meet federal requirements.

To remain eligible for this legacy provision, a student must have received a qualifying Direct Loan for the same program of study prior to July 1, 2026, and must remain continuously enrolled in the same program of study at the same institution. The legacy provision is limited to the lesser of up to three academic years or the student's remaining expected time to complete the credential.

A break in enrollment, withdrawal, leave of absence, change in program, or transfer to another institution may affect the student's ability to remain under the legacy provision. Students who do not meet the federal requirements may become subject to the new federal loan limits and may lose access to Graduate PLUS Loan borrowing for future periods of enrollment.
Students considering a leave of absence, withdrawal, reduced enrollment, or any change to their academic plan should meet with the college of medicine Financial Aid Office before making a final decision. This is especially important for current students who are relying on federal loans to finance the remainder of their medical education. Final eligibility will be determined under federal law, Department of Education guidance, institutional enrollment reporting, satisfactory academic progress, cost of attendance, and other applicable financial aid requirements.

Private Loan Information for New Students Starting in Fall 2026
Due to federal loan changes beginning July 1, 2026, new students may need to review additional financing options, including private educational loans, to help cover costs not met by federal aid, scholarships, personal resources, or other funding. The college of medicine and Central Michigan University cannot recommend, endorse, or direct students to use any specific private loan lender. Students are encouraged to carefully compare lenders and loan terms before borrowing. To assist with this process, students may use **ELMSelect**, a private loan comparison tool, at the following link: https://www.elmselect.com/v4/school/863/program/12/program-detail. This tool allows students to review and compare lenders they have used in the past.

Students may also search independently for private loan options by using terms such as "medical school private loans." When reviewing private loans, students should ensure the loan is designed for medical students and carefully review whether the lender offers deferment or forbearance options during residency training.

Students should review interest rates, fees, repayment terms, cosigner requirements, residency deferment/forbearance options, and total borrowing costs before making a decision. The Financial Aid Office can help students understand how private loans fit into their overall financial aid package, but the final lender selection is the student's responsibility.

SCHOLARSHIPS AND GRANTS

Most scholarships and grants do not require repayment. These are awarded based on financial need and donor-determined academic and/or geographic criteria. Students must complete the FAFSA (www.fafsa.gov) to be considered for need-based awards and scholarships. The scholarship award philosophy prioritizes applicants who best meet the stated scholarship criteria.

Recipients will receive an email notifying them that they have been selected for the named scholarship, the estimated award amount, and whether the full disbursement will occur in the fall or be split equally between the fall and spring. In the fall, recipients will be provided with the donor's name and address, except in cases where the donor prefers to remain anonymous. This will allow the student to send the donor a letter of appreciation that includes biographical data and career goals. All college of medicine scholarships restricted to Central Michigan University students must be treated as financial resources. The award will reduce students' financial needs and will be included as aid toward their overall attendance costs.

FINANCIAL AID DISBURSEMENT SCHEDULE

Disbursement generally begins on the first day of a new term. To have aid disbursed, you must have:

- Been awarded and have accepted your aid,
- Do not have any holds on your aid,

- Completed required entrance counseling and signed promissory notes (students with loans only)

If these conditions have been met, aid will be disbursed first to your university account to pay your tuition, late charges, and other university charges. If your aid amount exceeds the charges on your student account, the difference will be sent to your bank account via direct deposit. Note: Year 3 and/or 4 students who are on a vacation period at the start of a term will not have their aid disbursed until they have started an approved clerkship.

Part-time attendance or withdrawal from the College and the University will result in the cancellation of any current or future College of Medicine scholarship. Students must maintain good academic standing with the college of medicine in accordance with the Student Performance and Conduct Committee (SPCC) to have their scholarship renewed. If financial need is a scholarship requirement, the student must complete a new FAFSA each year.

Private scholarships may be found on your own or by searching the Web for graduate/professional scholarship opportunities. The Office of Student Affairs can assist students with this search.

SATISFACTORY ACADEMIC PROGRESS

All medical students enrolled at the college of medicine are considered to be making satisfactory academic progress (SAP) unless otherwise determined by the Student Performance and Conduct Committee (SPCC). The college of medicine policy entitled Satisfactory Academic Progress describes the policies and procedures the College abides by in determining student academic progress.

TUITION REFUND POLICY

For students who withdraw before the first day of classes, a 100% tuition refund will be issued. Occasionally, a student may need to withdraw, take an LOA, or be dismissed from all classes during a semester. Students are billed for tuition on a semester basis. Once classes begin, refunds will be calculated as follows:

- 1-2 weeks: Full Refund
- 3-4 weeks: 50% Refund
- After the 4th week: No Refund

REFUNDS FOR UNIVERSITY CHARGES

Students who purchase health and disability insurance will receive a full refund during the first week of class. University Housing charges a prorated daily rate for time in housing; please review the housing contract for more information. Students who purchase a campus parking permit can receive a refund within two weeks of purchase. Page 47 of the CMU Traffic Ordinance to Govern and Control Parking, Traffic and Pedestrians. Information on tuition refund policies specific to students on a Leave of Absence is outlined in the college of medicine policy titled Tuition Refund.

LEAVE OF ABSENCE-FINANCIAL AID SPECIFICS

A student on leave may not use facilities, including medical libraries, the recreation center, health services, the student center, or the medical student lounge(s), nor receive financial aid.

An LOA is not a form of registration. Tuition will not be charged for semesters for which an LOA is approved, provided that the request is received prior to the start of the semester. Financial obligations, such as loan repayments, may come due. Students considering an LOA are strongly recommended to meet with the Senior Associate Director for Financial Aid.

Students placed on a leave of absence will be considered withdrawn from coursework and will be reported to NSLDS (National Student Loan Data System) as withdrawn.

Most federal loans will enter repayment once you withdraw from school. The grace period on your loan is a set period of time after you graduate, leave school, or drop below half-time enrollment before you must begin repayment on your loan. Not all federal student loans have a grace period. For most loans, interest will accrue during your grace period. For more information on loan repayment and grace periods, please visit: https://studentaid.gov

UNIT VI: ASSISTING WITH COMPLIANCE

The Office of Student Affairs oversees compliance of all matriculated college of medicine students. The following requirements must be met to be in good standing.

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 (vaccine dates) or positive antibody titers. Covenant HealthCare College of Medicine at Central Michigan University now uses the AAMC Standardized Immunization Form. Incoming students are asked to create an account and upload immunization records and/or serologic proof of immunity to Disa HealthCare.

IMMUNIZATION AND TESTING

The college utilizes Disa HealthCare Technology, a compliance tracking tool. Disa allows us and our students to easily collect, store, and share information for admissions, entry into clinical experiences, graduation, and career preparation.

All vaccines can be administered by CMU Student Health Services, the student's primary care provider, or local health departments. Remember, the hepatitis B series is given over six months. Health care workers, including medical students, may begin clinical experiences only after completing immunization requirements. Utilizing guidelines from the CDC, Immunization Action Coalition, and other expert recommendations, the following are required:

Tetanus/diphtheria and Tdap: All students must have documentation of one dose of Tdap. If the Tdap is over 10 years old, provide the date of last tetanus (Td) plus Tdap.

MMR (Measles, Mumps, and Rubella): Students must provide proof of either two doses of live attenuated measles, mumps, and rubella vaccine or, if no combined vaccines, then two 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. Please note that we prefer proof of two MMR vaccines over serologic proof. We will accept serologic proof if you cannot locate the MMR records.

Varicella: All students must provide proof of Varicella immunity with either proof of having received the two-shot series OR a positive immune titer.

Hepatitis B Vaccine (HBV): All students must provide proof of having received the three-shot Hepatitis B

series (Energix) or the 2-dose series of Heplisav AND proof of immunity with a positive quantitative Hepatitis B surface antibody (titer >10 IU/ML). Students with a negative Hepatitis B surface antibody (titer) after the initial three-dose series will require an additional Hepatitis B booster vaccine, followed by a repeat Hepatitis B titer drawn 28-60 days after the additional vaccine dose. If they have a negative titer following the booster dose, the full second HBV series will need to be completed, requiring two additional doses followed by a repeat Hepatitis B titer drawn 30 days after the third vaccine in that series. If the Hepatitis B surface antibody is negative after a secondary complete series, additional testing, including Hepatitis surface antigen and Hepatitis core antibody, should be performed. Depending on the vaccine utilized, a vaccine whose antibody remains negative after five to six doses is considered a "non-responder". Health care workers who are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection. Those with a positive Hepatitis B surface antigen will have appropriate counseling and a recommendation to seek medical evaluation.

Influenza: All students are required to have the vaccine annually. This can be administered at CMU Student Health Services, Monday–Friday, 8:30 am–11:30 am, or 1:30 pm–4:30 pm; no appointment is necessary. Influenza vaccination for Years 3 and 4 students at the college of medicine clinical branch campuses will be the individual student's responsibility. Instructions for obtaining and reporting proof of influenza vaccine during all four years can be found in the Medical Student Compliance with Health Requirements, Including Health Insurance Coverage policy.

COVID-19 Vaccination: The COVID vaccination is strongly encouraged by every member of our community. It is recommended that all students be fully vaccinated. Recommendations from universities continue to change over time, sometimes quickly, and all our hospital partners require proof of COVID-19 vaccination. Our curriculum involves immediate participation in small-group in-person discussions, interactions with simulated patients, and engagement with community organizations during the first year. Additionally, students will interact with various hospital and clinic locations as early as the second year of medical school. Volunteer opportunities also take place at hospitals and local community missions. To ensure there is no interruption in your education or limitation on your ability to participate in service events. For your protection and that of your patients, you are strongly recommended to be fully vaccinated. Please utilize this link for more information: CDC recommended vaccines.

Tuberculosis Test: Students will receive the two-step TB test in Year 1, as it is the preferred initial test for adults, including health care trainees/workers who are tested regularly. Alternatively, students can obtain a QuantiFERON (TB Gold) assay. Tuberculosis testing is offered through CMU Student Health Services in Year 1 and before entering clinical rotations between Year 2 and Year 3. For additional testing required during Years 3 and 4, the individual student will be responsible for completing it independently. The one-step TB test will be performed for any additional skin testing. A history of the BCG vaccine does not exempt students from completing the two-step test.

Students will fall into one of these categories:

- If you have no history of a two-step TB skin test (TST), you will need to complete two TST's
- If you have had a two-step TST in the past, please provide documentation of your two-step TST – only one TST is required to be completed following the initial two-step skin test
- 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 skin tests, as is a negative T-Spot test.

If a student has had a positive skin test prior to matriculation, a positive QuantiFERON TB Gold Test, or a documented previous TB treatment plan, then a negative chest x-ray is required. A negative or non-reactive skin test or chest x-ray report 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 x-ray (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. The student will complete a TB risk evaluation document annually thereafter in lieu of a TB skin test.

Any student with a positive TB screening test or a positive TB test obtained. In contrast, a student at CMU will be referred to the Central Michigan District Health Department for further instruction and treatment recommendations.

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

- Hepatitis B vaccines: Three doses AND a positive titer
- MMR: Two doses
- Varicella: Two doses
- TD/Tdap: one Tdap, if longer than 10 years, then an updated TD
- Influenza: Annually
- TB skin test: two-step first year, one step prior to beginning clinical rotations
- COVID "mRNA" vaccine: one dose of the Bivalent vaccine. Noravax is still available if a primary series is desired.

Please note: our clinical hospital partners may require additional immunizations, and students are expected to follow these respective hospital policies.

HEALTH/DISABILITY INSURANCE

Health insurance is required for all new and returning medical students. The college does not offer an insurance plan. Still, students have many options available, such as 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 benefits requirements of the ACA (see link below). Further details can be found at https://www.healthcare.gov/.

Students may also qualify for the Healthy MI plan: http://michigan.gov/healthymiplan.

The Affordable Care Act ensures that health plans offered in the individual and small group markets, both inside and outside health insurance marketplaces, include a core package of benefits and services.

known as "essential health benefits." These benefits closely parallel the college of medicine insurance requirements listed here: https://www.healthcare.gov/glossary/essential-health-benefits/.

Students may satisfy the health insurance requirement by providing documentation of a valid medical insurance plan already in effect or of a new plan. Evidence of current coverage that meets the requirements must be supplied. Acceptable evidence of coverage includes a letter from the current insurance company on its letterhead stating that the 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 plan's effective dates should be included. Returning students will need to submit updated information annually. Students will upload their proof of insurance to Disa HealthCare Technology (https://disahealthcare.com), the college of medicine's records-keeping system. Disa will review the document for approval. If the document is rejected, students will receive an explanation with the reason and address. Students should contact OSA for further directions when needed.

It is the students' responsibility to review their insurance coverage and make sure their policy meets the following requirements:

1. Covers the student for over 12 months.
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. Provides coverage while the student is on an approved rotation in another state.

Canadian residents studying in the US will also need health insurance. Central Michigan University requires all international students to be enrolled in a CMU-managed health insurance plan for the duration of their CMU studies. International students will be automatically enrolled in the plan each year and billed to their CMU student account. More information can be found by using the following link: Health Insurance For International Students

Questions need to be directed to the following office:

Central Michigan University
Office of Global Engagement, Ronan Hall 330
Mount Pleasant, MI 48859
Phone: 989-774-4308

NEEDLESTICK AND DISABILITY INSURANCE

All medical students are required to have disability insurance that includes needlestick coverage. Students will be automatically billed for both plans. Below are details on the needlestick and disability plans, along with the claim forms. Expenses incurred for testing, counseling, and post-exposure prophylaxis after a needle stick will first be billed to the student's health insurance carrier. Remaining expenses, including co-pays or co-insurance, will be paid by the college. Students must bring copies of any bills received to the Office of Student Affairs for reimbursement.

AMA Med Plus Advantage Group Long Term Disability Insurance: https://amainsure.com/schools-practices/residency-programs/longterm-disability/

- Needlestick Benefits: https://med.cmich.edu/policy/clinicalexposure
- Needlestick Claim Form: https://med.cmich.edu/policy/medical-claim
- Medical Student Compliance with Health Requirements, including Health Insurance Coverage Policy: https://med.cmich.edu/policy/health-compliance

This plan covers any student on a leave of absence, provided the annual premium is paid. If a position is reserved for the student at the medical school and the student does not have to reapply to return to classes, they can continue on the plan. However, coverage terminates if a student withdraws from the medical school.

CLINICAL EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS

Students receive education and training on methods to prevent exposure to infectious and environmental hazards throughout their coursework, starting with Essentials of Clinical Skills. Throughout the program, students demonstrate an 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, coronaviruses, and HIV, and the methods that decrease their transmission.

Infectious disease transmission training occurs before the start of any clinical experience. Instruction includes adequate barrier protection (gloves, safety glasses, mask, gown, etc.), sharps precautions, handwashing/hygiene, and other relevant health care worker standards set forth by OSHA. Respirator fit testing is included and coordinated for the students. This personal protective device guards against inhalation of hazardous and infectious respiratory agents.

The college of medicine Clinical Exposure to Infectious and Environmental Hazards Policy addresses medical student exposure to infectious and environmental hazards, including methods of prevention, procedures for care and treatment after exposure or needlestick (including a definition of financial responsibility), and the effects of infectious and environmental disease or disability on medical student learning activities. It abides by professional values that recognize the primacy of patient welfare and the need to reduce risks to the health of both patients and medical students within the framework of medical education activities.

EDUCATIONAL IMPACT OF INFECTIONS, ENVIRONMENTAL DISEASE OR DISABILITY

Students who acquire an infectious disease or are immunocompromised, regardless of whether this is due to environmental exposure, must consult an infectious disease specialist regarding the advisability of working with patients, including any limitations or concerns related to their clinical and educational activities. Should the physician advise limitations on clinical and/or educational activities, the Office of Student Affairs must be notified. The student will be advised to contact the Office of Student Disability Services to determine whether formal accommodation is warranted. The college will attempt to provide reasonable accommodations, but students must be able to comply with the College's technical standards with or without reasonable accommodations to continue in the program.

RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING

Students receive respirator training prior to M3 clinical rotations. A bloodborne pathogens training module is also required prior to M3 clinical rotations.

CRIMINAL BACKGROUND CHECKS (CBC) – US STUDENTS

The college participates in the AAMC-facilitated criminal background check service, Certiphi. Please visit the AAMC site for Criminal Background Check Services. Students are asked to attest that their CBC has not changed annually. This attestation is uploaded by the student to Disa HealthCare.

CRIMINAL BACKGROUND CHECKS - CANADIAN STUDENTS

Canadian students are required to obtain an official police clearance or police certificate from their local law enforcement agency. This certificate must be submitted to the college of medicine by the student. Please see the Criminal Background Checks policy for more information.

UNIT VII: OFFICE OF STUDENT AFFAIRS

CAREER COUNSELING

The Office of Student Affairs (OSA) oversees and directs career counseling at the college. OSA uses the AAMC's Careers in Medicine (CiM) program to educate students about career options. This education begins early in Year 1 and continues through the residency selection process. The program offers exercises to help students explore themselves and find the path in medicine that suits them. Students have direct access to the CiM site, enabling independent, self-directed specialty exploration. CiM offers detailed specialty information, including the length of postgraduate training required, typical hours

worked, the number of expected calls, and more. Utilizing CiM and other resources, including interactions with faculty mentors and career advisors, students will begin to identify specialties that align with their interests and skills. More information on CiM is available here: www.aamc.org/cim.

OSA supplements the CiM resources with other events, including individual student advising sessions, mandatory curricular sessions, and workshops. There are also scheduled events throughout the year for students to interact with residency program directors, faculty, and residents. Student interest groups (SIGs) are also an effective way for students to learn about various specialties and to engage with clinical faculty and residents in those specialties.

Career advising shifts from a general group advising focus with some individual 1:1 meetings in the pre-clerkship phase to an individualized, specialty-specific focus with some group advising in the clerkship phase. Faculty Career Advisors are assigned to students in Years 3 and 4 based on student specialty preferences. These advisors are available to assist students with elective selection and to provide academic support should the need arise. Their role is to guide their advisees through career development, including specialty choice, elective choices, assistance with personal statements, and the residency selection process.

You can find comprehensive details about career planning services on the student intranet.

COLLEGE OF MEDICINE TRANSCRIPTS/LETTERS OF GOOD STANDING/ENROLLMENT VERIFICATIONS

Official transcripts are requested through the process found on the CMU Office of the Registrar website. Letters of good standing and enrollment verifications can be requested by submitting a written request to the Office of Medical Education at harke1cm@cmich.edu. Processing takes three to five business days. Processing times may vary depending on the time of year and the volume of requests, so it is advisable to submit your request one to two weeks before your deadline.

MEDICAL STUDENT PERFORMANCE EVALUATION

The Medical Student Performance Evaluation (MSPE) is a written transcript of the student's performance in medical school and a required component of the residency application. The college of medicine prepares MSPEs for all students regardless of their residency application plans in accordance with the AAMC's guidelines.

Description of the college of medicine MSPE Process:
The Associate Dean of Student Affairs is responsible for the final version of the MSPE, in collaboration with the MSPE Committee of the college, appointed by the Dean. The following outlines the steps of the MSPE process:

1. The Associate Dean and Assistant Director of Student Affairs inform the students of the MSPE process. Students' letters are randomly assigned to the letter writers; however, students may request a change of letter writer. The Office of Student Affairs will communicate the student's assigned letter writer and the deadline for students to request a change in letter writer. These requests must be submitted to the Assistant Director of Career Advising and Professional Development by the deadline set.

2. Students are given parameters for writing their own Noteworthy Characteristics statements. These statements are reviewed, and edits are suggested as necessary by the letter writer. Noteworthy characteristics and details are provided during student meetings, and students are given documents to assist them with the process. These documents are made available on the Student Intranet. Students are encouraged to discuss their noteworthy characteristics with their

faculty career advisors. This is a topic listed on the student advising form to prepare for meetings with their career advisor. Student advising forms are made available on the Student Intranet.

3. Academic history, including dates of attendance, leaves of absence, delay in progression, required clinical performance remediation, clerkship failures, professionalism violations, probation, or any adverse action, is verified by the Office of Medical Education and included.

4. Clerkship grades and summative narrative comments are organized by the date of completion. Comments may be edited for grammar but not content.

5. A graphic comparison of student performance is included for each required clerkship. Overall summary comparison graphs were not included because our students do not receive class rank.

6. The MSPE letter writer is responsible for the summary paragraph. The paragraph includes descriptors from the summative narrative clerkship comments about student performance, mention of induction into the Gold Humanism Honor Society, if appropriate, and other honors noted from the student's CV (Curriculum Vitae). Students are required to meet with their letter writer one (1) time at a minimum and by the communicated deadline. Students are responsible for scheduling and keeping these appointments.

Students may review a draft MSPE for factual errors. They receive a PDF copy of their MSPE draft from the Office of Student Affairs and are provided a link to submit their requested edits. Edits can be submitted for factual errors only and must be submitted by the communicated deadline. Edits are then made by OSA. If necessary, requests for any significant changes to the letters are made by the Associate Dean of Student Affairs. The MSPE Appendix, which describes the curriculum and its requirements, is attached to the letters in their final stage. Final letters are uploaded to ERAS for release on September 22nd. This date changes annually based on the program director's visibility date. Students may review a copy of their final letter in person with the Office of Student Affairs upon request.

STUDENT ENGAGEMENT

Participation in student organizations is a great way to get involved at the state and national levels. Elections and applications take place in the fall semester of the M1 Year and in the spring semester for the other three cohorts. The "Get Involved Fair" is held each fall to introduce students to various student engagement opportunities, including:

Medical Student Council (MSC): The Medical Student Council (MSC) represents the college of medicine medical students with an elected executive board for each matriculating year. The MSCs work to enhance the extracurricular aspects of student life at the College by collaborating with classmates, faculty, staff, and the Office of Student Affairs on programming, support services, and legacy projects. Each MSC leadership team meets monthly with the Senior Associate Dean of Academic Affairs and the Associate Dean of Student Affairs.

Student Interest Groups (SIGs)/Student Focus Groups (SFGs): Student Interest Groups (SIGs) and Student Focus Groups (SFGs) focus on a specific field of medicine or medical-related topics and are designed to increase student knowledge in those areas. SIGs and SFGs provide networking opportunities for students with faculty, staff, and guest speakers, and provide leadership opportunities for the students to run meetings and coordinate events. SFGs have fewer requirements to apply and to remain active than SIGs. For more information on SIGs and SFGs, visit the SIG/SFG Handbook.

Student Senate: The college of medicine Student Senate is comprised of various representatives from the MSCs, SIGS/SFGS, student committees, faculty bylaw committees, and campus representatives. The

purpose of the Student Senate is to unify the cohorts, share information, host events, and promote camaraderie amongst all classes and campuses. The Student Senate takes on projects that affect the student experience overall.

Student Committees and Other Leadership Opportunities: Students can serve on several committees in the college of medicine. Student-led committees include the Medicine for All Committee, Health Fair Committee, and Environmental Committee. Other student leadership opportunities include the Big Sib/Little Sib Mentor Program, the Dean's Ambassadors, Wellness Club leaders, the First-Gen Student Group, and the AAMC Student Reps (OSR).

Faculty Bylaw Committees: Faculty Bylaw Committees include the Admissions Committee, Curriculum Committee, Years 1 & 2 Committee, Years 3 & 4 Committee, Student Performance and Conduct Committee (SPCC), and the Student Engagement Committee. Other related committees are the Learning Environment Committee and the Library Committee.

Limits to Student Participation: To keep the focus on academics and spread the leadership positions around, medical students are limited to three leadership/membership opportunities. The only exception to this policy is when a student's leadership/membership role is also part of the Student Senate; in this case, the dual appointment would count as one role rather than two. For example, the MSC M1 President is also asked to serve as a member of the Student Senate. In these cases, instead of counting them as two separate roles, they count as one role total. When OSA becomes aware that a student is a member or leader of more than three organizations, OSA will contact the student and ask them to step down from their additional leadership/membership roles.

REMOVAL FROM STUDENT LEADERSHIP/MEMBERSHIP POSITIONS

Leadership/membership in the college of medicine student groups and committees is a privilege and assumes good standing in the College academically, professionally, and socially. Academics and professionalism take priority over leadership/membership in student groups and committees. The Office of Student Affairs reserves the right to remove students from their leadership/membership roles if and/or when a student is struggling academically, noted by course failure, two or more required remediations within a given academic year, or two successful course remediations immediately prior to the beginning of a new academic year, or has engaged in unprofessional behavior, including social behavior. If a situation arises, the student will be asked to meet with the Associate Dean and the Associate Director of Student Affairs to discuss the matter. After the meeting, the Associate Dean of Student Affairs and the Associate Director of Student Affairs will determine whether the student may retain

their leadership position(s) or step down from them. The decision will be communicated to the student within three days of the meeting and is final.

Students must take a hiatus from any regional or national leadership position while on academic probation or on a leave of absence.

All student organizations, including the MSC, are under the auspices of the Office of Student Affairs. More information on medical student organizations may be found at: https://www.cmich.edu/colleges/med/Education/MD/Students/Pages/default.aspx

STUDENT ACCESS TO THE COLLEGE OF MEDICINE:

MOUNT PLEASANT CAMPUS BUILDING

Before M1 Orientation, new students will contact the Central ID Office to order their Central Mobile ID, which provides 24-hour/7-day-a-week building access. In addition, you can use your Central Mobile ID for meal plans, flex dollars, library materials, athletic events, and recreation (Student Activity Center and

residential fitness centers).

A review of building access will take place during orientation week. If a student loses or damages the CMU-issued ID, they must contact the Central Card office at (989) 774-3484 for a replacement. There is a charge to the student's account for the replacement ID card. The college reserves the right to reserve any room for specific events. Check the room calendars posted outside most classrooms to determine availability in the medical building.

The Central Mobile ID app allows entrance to the following spaces specific to the medical building:

- 24/7 access to the building entrance, all college of medicine entrances, group study rooms (1408, 1409, 1411 – 1420), student lounge, 1410, Learning Commons (1427)
- Monday – Friday, 5 pm – 6 am and Saturday and Sunday, 24/7 access to the auditorium (1404), 1426, 2401 (faculty/staff lounge), 2403

RESEARCH LAB BUILDING (2630 DENNISON DRIVE)
If students will be working with a researcher and the researcher's lab is located in the Research Lab building, the researcher must submit a request to the individual handling access control to grant the student access. They must also confirm that the student has passed all necessary training. At a minimum, the student must pass lab safety training. Access will not be granted until all appropriate training has been completed.

ACCESSING THE BUILDING AFTER HOURS
There are times when a student may want to study in the building after hours. It is important to keep your phone with you at all times so that you can access the Central Mobile ID app. If you accidentally lock yourself out of a room, you can use the phone in the PBL hall to call the CMU Police Department at (989) 774-1847.

STUDY ROOMS AND MEDICAL LIBRARY
Located in the college of medicine, the Opperman Learning Commons, an annex of University Libraries, is designed as a 24-hour/7, 7-day-a-week group study space with 32 seats, an eight-seat Group Study Room, and 12 secure wired internet connections for student laptops. The medical library collection is nearly 100% electronic, providing 24/7 on-site and off-site access to library resources. Opperman Learning Commons is supported by an on-site faculty-level medical librarian, as well as support and services offered through University Libraries.

The college has a variety of study rooms. Click this link for details: Study Spaces

Additionally, at the Saginaw Campus, Knowledge Services also provides library support. For more information about available college of medicine Library Services and hours, please visit the Medical Library site: Medical Library

There is space available at the college of medicine 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 OSA about availability and reserving space. Availability is on a first-come, first-served basis. Students are responsible for leaving the space clean and in order after use.

LOCKERS

During orientation, students will be assigned lockers on the first floor of the college of medicine (Mount Pleasant) building. Students must supply their own lock. Students will have lockers or another protected space for their belongings at each clinical site. Students should speak to their site contact for more information.

UNIVERSITY ID

Students will be issued a laminated ID badge during orientation. This is different from the Central Mobile ID and cannot be used to gain entry to rooms. Students are required to wear their laminated badge while on away assignments, such as CCEL, and at clinical affiliates. The first card is issued to the student at no charge. A fee is assessed for a replacement ID card due to loss or damage. Contact the Campus ID Office at (989) 774-3484 for additional information. ID Badges are distributed during orientation week.

ID FOR 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 policies regarding wearing the
ID badge while working at the facility.

GLOBAL ID

All CMU students, faculty, and staff are issued 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 a required first step in connecting to CMU's virtual infrastructure and services, including email. 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 at (989) 774-3662 or online: http://helpdesk.cmich.edu

When you activate your Global ID, your CMU email account is activated. Your CMU email account is used to deliver communications from CMU. Each time you log into your CMU email account, you will enter your Global ID and password. You can access your CMU email account via the Central link portal. It is vital that you check your CMU email account daily. Official University communications are sent to your CMU email account, and the University expects students to access it.

Examples of CMU communications sent only to your CMU email account.

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

CENTRALLINK

CentralLink is CMU's web-based information portal, which puts CMU at your fingertips! Students can access the items below via email login.

Accessing the CentralLink portal:

- Visit http://Centrallink.cmich.edu
- Enter your Global ID and password

Via your Global ID and password, the CentralLink portal provides easy access to the following:

- CMU email
- CMU directory
- Grades
- Registrar's Office
- Course Registration
- View/pay a bill
- Academic history

CLINICAL VOLUNTEER OPPORTUNITIES

The college of medicine supports and encourages students enrolled in the M.D. program to become involved in clinically relevant volunteer activities within the broader community and considers these experiences to be approved curricular activities. Student participation in volunteer activities is restricted to those activities consistent with the student's level of training and proven competency. A licensed health care provider must directly supervise all volunteer activities taking place in a clinical context. Examples of such activities include, but are not limited to:

- Participation in hospital and community health care and wellness activities
- Participation in charitable health care organizations, such as free clinics
- Participation in medical service trips

As approved curricular activities, volunteer experiences qualify students for liability and malpractice insurance coverage through the Central Michigan University insurance carrier during their participation in these activities. However, to ensure this insurance mechanism protects students, participating students must inform the college of their volunteer activity and agree to represent the college of medicine in a professional manner consistent with the expectations outlined in this Handbook and related policies. Students are required to attend all mandatory educational sessions, and absences for volunteer opportunities will not be approved.

UNIT VIII: RESEARCH

RESEARCH OPPORTUNITIES

Opportunities Listed on Student Intranet

Students are encouraged, but not required, to participate in research projects outside of the M.D. program curriculum while at the medical school. The college of medicine offers robust research support to its medical students through dedicated personnel, structured programming, and substantial financial resources. Students receive individualized mentorship from research faculty and staff, including guidance on study design, data analysis, and navigating research opportunities. The Summer Scholars Program provides paid research positions, while clinical research opportunities are expanding through partnerships with community educators. Financial support includes funding for poster printing, travel to scientific conferences, and publication fees. Additional support systems include seed funding for faculty-led projects, access to external grant-writing assistance through Hanover Research, and an emphasis on increasing awareness of and access to both internal and external research opportunities.

Interested students are directed to review the available opportunities listed on the student intranet under the Research Opportunities tab. If other opportunities are desired but not listed, please follow up with the Senior Associate Dean for Research (Dr. Sethu Reddy, reddy3s@cmich.edu) and/or the Director of Research (Dr. Neil Ragina, ragin1n@cmich.edu) for more information.

RESEARCH ELECTIVE

During Years 3 and 4, students may request a Research Elective scheduled in four-week increments aligned with the Years 3 and 4 block schedules. Students may take more than one research block, but only 4 weeks of research activity will count toward the 28-week elective requirement. To apply for a research elective, students must identify a faculty mentor, develop a list of learning objectives and

expected outcomes, and complete the Research Elective Request form. This must be done at least 6 weeks before the elective begins. Research electives will not be approved retroactively. The faculty mentor, the Director of Research (ragin1n@cmich.edu), and the Associate Dean for Clinical Education (Years 3 and 4) must provide approval. Upon completion of the elective, the faculty mentor will submit an evaluation of the student's performance.

REQUIREMENTS TO PARTICIPATE IN RESEARCH

All medical students involved in research must fill out the Student Engagement in Research Form. This is currently housed on the Student Intranet > Research Resources > Getting Started tab. Students who present or publish their work are asked to provide the details of the presentation and publication to the Office of Research at cmedresearch@cmich.edu for our records. Student presentations and publications are tracked and listed in our LCME reports.

Students involved with laboratory research must complete laboratory safety training arranged and managed by their mentor. Proof must be provided to their mentors prior to initiation of their research project.

Students involved in animal research will need to work with their mentors to obtain appropriate animal training and approval from the CMU Institutional Animal Care and Use Committee (IACUC) before initiating their research project.

Students involved in human subject research will need to work with their mentors to obtain appropriate human subjects training and Institutional Review Board (IRB) approval prior to initiating their research project. For more information regarding the IRB process and approval, contact the Director of Research (ragin1n@cmich.edu) or visit the compliance tab in the Research Resources section of the Student Intranet.

All students are required to complete the appropriate CITI training, including modules on research ethics and other relevant topics, during the Medicine and Society (MS) course. Proof of completion of the CITI training must be sent to Dr. Beth Bailey (bailey@cmich.edu) as a requirement of the MS course. For more information, please visit: https://about.citiprogram.org/. In addition, depending on the research area, your mentor may ask you to complete other relevant modules.

The college of medicine receives many requests from researchers to recruit medical students as study subjects. For further information or to discuss a particular request, please contact the Associate Dean of Student Affairs and review the Research Involving Undergraduate Medical Education (UME) Medical Students as Research Subjects policy.

RESEARCH FUNDING

Travel Funds

The college encourages medical students to present their research at local, regional, and national scientific meetings. The college of medicine has established a limited fund to support such travel presentation costs. Its primary purpose is to support students presenting their research for which no other resources are available. If the work being presented was done with a faculty investigator who has presentation and travel funds allocated by a grant, those are expected to be the first source of funding for student travel and presentation costs. Travel requests will be reviewed on a case-by-case basis, and funding is not guaranteed. See the Student Intranet > Support> Financial Support for more information and the application. Research Conference Travel Funding Request.

PUBLICATION FUNDS

The college of medicine encourages medical students to publish their work. Limited funds are available to support student publications. Students must complete a Publication Request Form before submitting a paper to ensure funding. The form can be found on the Student Intranet > Support > Financial Support.

POSTER PRINTING FUNDS

The college of medicine provides funds for poster printing for students presenting their research locally, regionally, or nationally. The application for this funding is available on the Student Intranet > Support > Financial Support > Poster Print Funding.

MEDICAL STUDENT RESEARCH SUMMER SCHOLARS PROGRAM

The college of medicine supports the Medical Student Research Summer Scholars, a summer research program, to enhance research opportunities for M-1 students. The program will award paid positions of up to 40 hours per week for up to 230 hours of research conducted in cooperation with a medical school or community educator mentor during the break between Years 1 and 2. More information on the application, award selection, and deadlines is summarized on the student intranet in the Research Resources> Financial Support > College of Medicine Summer Scholars Research Program section. Questions may be directed to the Coordinator for Research Administration, Myra VanSyckle (vansy1m@cmich.edu).

RESEARCH SUPPORT

Students seeking mentors for their chosen research topic can receive support by contacting the Director of Research (ragin1n@cmich.edu) or visiting the Student Intranet > Collaboration Hub.

Database access and Statistical Support are available for any research project. They can be obtained by filling out the forms on the Research Intranet under the Support tab, then Scholarly Support.

Writing or presentation support is available through many online resources and faculty-directed seminars posted on the Student Intranet > Support > Scholarly Support > Writing-Presentation Support. The Student Intranet > Support > Scholarly Support area also hosts the CMU and college of medicine logos and templates for use in presentations or publications.

General Research support can be obtained by emailing the Director of Research, Dr. Neli Ragina (ragin1n@cmich.edu), or the Coordinator of Research Administration, Myra VanSyckle (vansy1m@cmich.edu). Dr. Ragina has open office hours on the third Thursday of every month (accessible via Teams on the CMU Research Calendar, on the left side of the Home Screen under Research Resources). To schedule a one-on-one or in-person meeting with Dr. Ragina, contact vansy1m@cmich.edu for availability.

VENUES FOR PRESENTING YOUR RESEARCH

The college of medicine offers internal and external venues for students to present and disseminate the findings of their research projects. These can be found on the Student Intranet > Research Resources > Conferences and Events tab.

UNIT IX: HEALTH CARE, PSYCHOLOGICAL SERVICES, AND COUNSELING

NON-INVOLVEMENT OF PHYSICIAN FACULTY AND PROVIDERS IN STUDENT HEALTH SERVICES

The college of medicine's Non-Involvement of Providers of Student Health Services in Student Assessment Policy states that employed or contracted physicians, physician assistants, or nurse practitioners who participate in the assessment of students are prohibited from rendering medical or mental health/counseling services to medical students. The goal of this policy is to comply with LCME standards and achieve absolute objectivity in the evaluation and assignment of grades or in the promotion of students. Therefore, students should avoid seeking medical care from any college of medicine provider. Students are instructed to identify any potential conflicts of interest within the educational setting; this notification should be made to the Office of Student Affairs. The basis of the conflict need not be elaborated, and if a conflict is identified, the student will be reassigned to another faculty member for the educational activity.

MEDICAL AND BEHAVIORAL HEALTH SERVICES

Students on the Mt. Pleasant campus are encouraged to visit CMU Health Services in Foust Hall. Services include Student Health Services, Primary Care Services, and Behavioral Health Services.

These clinics are staffed by physicians, nurse practitioners, and physician assistants who do not participate in the teaching of medical students. Please note that Dr. Yonder teaches at the college of medicine and practices medicine in the Student Health Clinic. Students are advised to call ahead (989-774-6599) and identify themselves as a college of medicine medical student to avoid any conflict with teaching faculty.

Student Health and Primary Care Services include:

- Same-Day Appointments
- Treatment of acute illness and injuries
- Physicals
- Medication Management
- Chronic illness management
- Immunizations, injections, and allergy shots
- Point of Care Testing (excluding blood draws)
- Birth Control Management
- Gynecological Exams, pregnancy testing, and sexually transmitted infection testing
- Travel health clinic
- Basic Cardiac Screening
- Basic dermatological services

Behavioral Health Services Include:

- Initial assessment and evaluation
- Medication management
- Anxiety and depression management
- Attention deficit disorders
- General psychiatric care
- Neuropsychological testing

- Telehealth

Our licensed Behavioral Health providers, overseen by a psychiatrist, are here to serve you. Students at our clinical sites are provided with other behavioral health resources they can utilize that are not involved in teaching college of medicine students.

CMU Health Mt. Pleasant
600 E Preston
Foust Hall, Room 200
(989) 774-6599

Students with health issues outside of the scope of these clinics will be referred to a local specialist. These clinicians will not be involved with student academic evaluation or other aspects of the student's medical school experience. Students are free to seek care from other area physicians as needed. Further details are outlined in the Non-Involvement of Providers of Student Health Services in Student Assessment policy. Students at our clinical sites are provided with a list of local health care resources they can utilize that are not involved in teaching college of medicine students: Medical Student Wellness at clinical sites.

After-hours, emergent, and urgent care are available at the following locations:

McLaren Central Michigan Emergency Department, 1221 South Drive, Mt Pleasant: (989) 772-6700
McLaren Central Michigan ReadyCare Walk-In Clinic
MyMichigan Health Walk-In Care
Students on the Saginaw campus are recommended to visit My Michigan Towne Centre at 4599 Towne Centre Rd (989-497-3200) or Covenant MedExpress W at 5570 State St # 2 (989-583-0100) for emergency or urgent needs.

COUNSELING CENTER

Melissa Hutchinson, Executive Director/Counseling Services
Kristie Miner, Associate Director
Foust Hall 102, (989)774-3381

The CMU Counseling Center provides mental health support for students facing personal concerns that may negatively affect their academic success, interpersonal relationships, health, or well-being. We recognize that each student is a unique individual with different stories, experiences, and needs. We strive to create an open, safe, and inclusive environment where students can freely explore and express all their identities, beliefs, and values.

Taking care of your mental health is essential for your own personal and academic success. We offer a variety of services to meet each student where they are and honor individual needs. Individual counseling services are short-term and provided in person or via telehealth to students living in the State of Michigan. For concerns requiring immediate attention, urgent appointments are available daily. Crisis support is available after-hours, on weekends, and when the university is closed by calling the Counseling Center and selecting #3.

A variety of support groups are available and provide the opportunity to connect with peers who share similar concerns.-Students do not need an appointment to attend a support group.

To schedule an appointment for individual counseling, students can call or complete a request for services. All Counseling Center services are free to currently enrolled CMU students. Visit the Counseling Center website www.counsel.cmich.edu for more information.

Psychiatric care is available on the CMU campus at the Behavioral Health Services Clinic located at Foust Hall. CMU Behavioral Health Services offers initial assessments and evaluations, medication management, anxiety and depression management, attention deficit disorder treatment, bipolar disorder treatment, substance abuse treatment, and general psychiatric care. CMU Behavioral Health provides telehealth services to accommodate students who are not directly on campus. Students not located on the CMU campus have access to AllOneHealth (Encompass), a service that provides 24/7 online and phone counseling and wellness support resources through the My Life Expert website or by calling 800-788-8630. The service also contracts with local certified professional counselors, and students have access to 1:1 counseling sessions. allonehealth.com

In addition, students at the Detroit branch campus have access to a counselor employed by Eastwood Clinics, an affiliate of Ascension Michigan, and students at Corewell Health have access to counselors employed by Corewell Health. These individuals, who are qualified social workers and/or licensed counselors, are available to all learners and have no involvement with the college of medicine; students are guaranteed confidentiality.

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.

STUDENT SAFETY ON CMU CAMPUS – MOUNT PLEASANT

CMU police urge students, employees, and visitors to report crimes or suspicious activities as soon as possible. When emergencies such as injuries, fires, or crimes occur on campus, people 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 they become aware of criminal acts. 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.

STUDENT SAFETY 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.

CENTRAL UNIVERSITY 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 its traditional responsibilities, the department offers many other services, including speaking engagements for student

groups. In the event of an emergency, the University's Emergency Management Plan can be found at: Emergency Management.

CENTRAL ALERT

To ensure you are notified of any emergencies on campus, sign up for Central Alert, CMU's Emergency Notification System. This system will notify you of campus closures, emergencies, and other events that pose a danger to the safety and well-being of CMU students, faculty, and staff. Sign up through Central

Alert's website and follow the prompts to receive text, email, and phone notifications. Please note that the system runs a quarterly test to ensure it is functioning properly.

Emergency action plans for each building on campus can be found at:
emergency management and emergency-procedures-quick-charts

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

STUDENT SAFETY AT THE CLINICAL CAMPUSES

Covenant HealthCare and MyMichigan Saginaw are responsible for ensuring a safe and secure environment for customers, patients, students, residents, and employees 24/7. The hospitals urge students, employees, and visitors to report crimes or suspicious activities as soon as possible.

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

MyMichigan Saginaw
Security at MyMichigan Saginaw can be reached at (989) 907-8128.

Corewell Health Lakeland
Security at Corewell Health Lakeland can be reached at extension 8144 if in the hospital. If outside of the hospital, call (269) 983-8144 to reach security.

Henry Ford St John Hospital
Security at Henry Ford St John Hospital can be reached at 313-343-3860 if calling outside the hospital, or at extension 33860 if calling from inside the hospital.

MyMichigan Health Midland
Security at MyMichigan Health Midland can be reached at 989-839-1911 if calling outside of the hospital, or by calling ext. 11911 from inside the hospital.

DMC Children's Hospital of Michigan
Security at DMC Children's Hospital of Michigan can be reached by calling 313-745-5111.

UM Health – Sparrow Hospital
Security at UM Health – Sparrow Hospital can be reached by calling 517-364-2000 from outside the hospital, or extension 42000 from inside the hospital.

Henry Ford Genesys Hospital
Security at Henry Ford Genesys Hospital can be reached by calling 810-606-5691 (for physical problems and emergencies) or 810-606-6960 (for badge-related problems).

McLaren Bay Region Hospital
Security at McLaren Bay Region Hospital can be reached by calling 989-894-3762. Students, faculty, and staff who would like an escort to their vehicles should contact the security office of each hospital campus using the numbers listed above.

**Please note that, regardless of geographical location, all clinical sites will orient each student to the safety procedures and guidelines specific to that site during student orientation at the clinical site.

INCLEMENT WEATHER

For medical students attending classes on the Mount Pleasant campus, the college of medicine will close or delay classes in accordance with CMU's 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 notifications can be found via this link: https://www.cmich.edu/about/emergency/Pages/central-alert.aspx

Additional class days or a virtual option to attend class may be added to the college of medicine 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 facility's directions, whether at an assigned hospital, clinic, or during an away rotation. If CMU's campus is closed but an assigned facility is open, students working at these facilities are expected to attend.

UNIT X: CENTRAL MICHIGAN UNIVERSITY RESOURCES OF INTEREST TO MEDICAL STUDENTS

WRITING CENTER (CMU)

Writing is a skill that students will use as professionals 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. You may book a virtual appointment or submit your writing for feedback through their website. The table below shows the locations and hours of the Center during the fall and spring semesters:

Writing Center Information	To Make an Appointment
Park Library, Room 360 (989) 774-2986 Visit the website to check out the Writing Center's hours for each semester and to learn more: https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center Closed during the summer	Call to make an appointment or make an appointment online at https://cmich.mywconline.com

STUDENT DISABILITY SERVICES

Central Michigan University is committed to providing students with disabilities with 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 permanently or temporarily disabled. The SDS office is located in Park Library, Suite 120, and is part of the Division of Enrollment and Student Services.

For further information regarding CMU's Student Disability Services, please visit the Student Disability Services website.

MARY ELLEN BRANDELL VOLUNTEER CENTER

The Volunteer Center at CMU can connect you with our community. The Volunteer Center connects you with volunteer opportunities throughout Mid-Michigan. Visit their webpage to sign up for events, log volunteer hours, and hear the latest news!

WELLNESS AND WELL-BEING PROGRAM (College of Medicine)

Learning and practicing techniques that emphasize self-care is essential. As future physicians, students will continually be caring for others, but can only do so if they care for themselves: mind, body, and spirit. The Wellness and Well-Being Program offers events, classes, workshops, and resources, including a website focusing on well-being tips and helpful links. The Student Intranet has many resources, including Wellness and Wellbeing, and a Student Wellness Activity Calendar.

MULTICULTURAL ACADEMIC STUDENT SERVICES

The Office of Multicultural Academic Student Services (MASS) provides academic, personal, social, and cultural support to students. The office provides culturally relevant services through academic achievement, scholarship, cultural celebrations, mentoring, and intergroup dialogue, which promote students' successful transition, persistence, achievement, and graduation. In particular, MASS promotes a campus community that fosters the holistic development of multicultural students by providing relevant services to support their academic pursuits, while expressing genuine care for their personal development and well-being, advocating on their behalf, and encouraging the full use of all university resources.

UNIVERSITY ENGAGEMENT AND STUDENT AFFAIRS (UESA)

University Engagement and Student Affairs (UESA) is the driving force behind CMU's commitment to creating a culture of care and concern across campus. The work of our division emerges through the expansion of institutional policy, procedures, practices, and community outreach. UESA serves as an advocate for students and their concerns while simultaneously coordinating student services. UESA promotes a learning environment that fosters intellectual curiosity, professional development, holistic engagement, and community building among students, faculty, and staff.

OFFICE OF INDIGENOUS AFFAIRS

The Office of Indigenous Affairs is responsible for various programs related to the Indigenous community and culture. This office exists in part because of CMU's long-standing relationship with the Saginaw Chippewa Indian Tribe. The Saginaw Chippewa Indian Tribe is an active sponsor of CMU athletics, various CMU scholarships, and many culturally related activities.

OFFICE OF LESBIAN GAY BISEXUAL TRANSGENDER QUEER SERVICES

The LGBTQ Services & Gender Equity Programs raise 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 hosts programs, classroom presentations, and forums on topics related to sexual orientation/identity and gender identity/expression. Office resources include literature on social and political issues, as well as subscriptions to a number of journals and publications.

AREA HEALTH EDUCATION CENTER (AHEC)

The Area Health Education Center (AHEC) program was developed by Congress in 1971 to recruit, train, and retain the health care workforce committed to underserved populations. The Mid Central Regional Area Health Education Center and other regional partners are integral in teaching and training the next generation of health professionals, along with the college of medicine at Central Michigan University. The Mid Central AHEC specifically works to improve health care distribution in the State of Michigan by identifying and facilitating student housing for clinical rotations. In addition to housing resources, the Mid Central AHEC identifies community resources and volunteer and engagement opportunities for medical students. Connecting students' community populations facilitates future engagement and network alliance-building for health career students to remain in their clinical practice regions and continue providing more sustainable health care in rural and urban underserved areas following their training. AHEC staff can be reached at midcentralahec@cmich.edu.

PARK LIBRARY

The Park Library offers many areas to study, a coffee shop, IT services, cultural exhibits, art exhibits, computer workstations, and friendly librarians ready to answer your questions.

BOVEE UNIVERSITY CENTER

The Bovee University Center (UC), across from the Park Library, has several helpful services for students, including Starbucks, a post office, a bank, the CMU bookstore, the Central Eats Food Court, and CMU student service offices.

DINING

There are many choices for dining on CMU's campus as a medical student. A coffee and snack shop is located in the adjacent College of Health Professions for student convenience. The local area offers a variety of dining options, both in and takeout, as well as plenty of stores to purchase groceries.

STUDENT ACTIVITY CENTER (SAC)

This center is considered one of the finest college recreational facilities in the Midwest. The SAC was built in 1990 as an addition to the 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, and fitness centers with strength training equipment and free weights. Students and community members use the SAC for various activities, including aquatics, group fitness, personal training, jogging, billiards, indoor soccer, archery, table tennis, badminton, tennis, floor hockey, dancing, and leisure activities. To learn more about what the SAC offers, visit its website.

HOUSING FOR YEARS 1 AND 2

New graduate housing, in close proximity to the college of medicine building, may be available for medical students. Please call (989) 774-3111 or visit the graduate housing website for more information.

Many types of off-campus housing are available in the local Mount Pleasant community within walking and driving distance of campus. Visit the Central Michigan Apartment Life website for a more detailed

listing of available apartments.

HOUSING FOR YEARS 3 AND 4

Third and fourth-year students may contact the Mid Central AHEC department for housing information at each site affiliated with the College of Medicine. Options are available for both long and short term and can be accessed here: AHEC: Community Resources. AHEC staff can be reached at midcentralahec@cmich.edu.

PARKING

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. 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.

For questions concerning billing, parking permits, citations, and locations, contact us at (989) 774- 3083 Monday-Friday, 7:30 am-5:00 pm (Summer office hours – 7:30 am to 4:00 pm) or email at parking@cmich.edu. Additional CMU parking information can be found on their website.

UNIT XI: TECHNOLOGY

MEDICAL SCHOOL STUDENT LAPTOP PROGRAM

The College will issue incoming M1 students a Windows laptop to support educational activities in the curriculum. The laptop will be issued during Year 1 Orientation. CMU's Office of Information Technology and Healthcare IT will own and manage this laptop while you are a student at CMU. Upon graduation, the laptop's management and ownership will be transferred to you.

All students will be assessed a yearly $125 technology fee to support the laptop program. The fee will be issued every year you are an active medical student. The value of the laptop issued to the student is approximately $1,000.

You are required to use this laptop for all formative and summative assessments, research activities, and clinical work during your clerkships. This laptop is designed and configured to support reliable test-taking and access to clinical systems and services during clerkship rotations. Your CMU laptop must be used when accessing Protected Health Information (PHI) and when handling human subject research data. Students will not be permitted to install or configure personal software without prior coordination and approval by the Healthcare IT team. Your CMU-issued laptop will not have file backup software installed. CMU's Microsoft OneDrive will be used to store all personal files. In the event your laptop needs service or replacement, Healthcare IT cannot guarantee immediate service or data transfer between devices.

You are also expected to keep the laptop in good working order during the 4-year curriculum. Please do not affix personal stickers or perform any other personalization to the laptop. While enrolled in the M.D. program, the Healthcare IT team will provide all warranty service and support (e.g., software installation, hardware replacements and maintenance). If maintenance is required on the laptop (hardware or software), students are expected to promptly respond to the Healthcare IT team's request. All communication will be handled via the OIT ticketing system and/or Email. Students are not permitted to

self-service the CMU-issued laptop. You may be assessed a replacement fee if the laptop is lost, stolen, or severely damaged. For repeated incidents involving accidental damage repairs, Healthcare IT reserves the right to report them to the Office of Medical Education for additional review and discipline, if necessary. If, at any time, your laptop needs to be replaced, you will be temporarily loaned or permanently issued a like-model of the same age.

Prior to the end of the fourth year, you are required to perform a factory reset on the laptop to erase all CMU-licensed software and data. Instructions will be provided; assistance is available if requested. Please note that you are not required to keep the laptop upon graduation.

PERSONAL AND MOBILE DEVICE RECOMMENDATIONS

Purchasing a personal computer is not required due to the Medical Student laptop program. However, a tablet is a great on-the-go computing addition to the CMU-provided laptop and can also be used as a textbook E-Book reader. iPad tablets, for example, can connect to Office 365 tools, including OneNote – a great tool for organizing your notes during lectures and studies.

If you wish to purchase a personal computer for your studies, we have provided recommended hardware specifications below:

- Screen Size - 13”-15”
- CPU - Intel Core i5, i7 or equivalent
- Memory/RAM - 16GB or greater
- Storage - 512GB Solid State Drive (SSD) or greater. Conventional platter drives/disk drives/fusion drives / hybrid drives / SSHD drives are NOT recommended
- Wireless - Dual-Band (2.4GHz and 5GHz) 802.11ac
- Integrated Webcam/Microphone

The college of medicine does not permit personal laptops or tablets for assessments. You will be required to use your college of medicine-issued laptop for all assessments.

PRINTING AND ACCESSORY RECOMMENDATIONS

PrintQ: A local printer can be purchased for around $100 - $200; however, with the PrintQ service (see below) available to all medical students, it’s not required.

- PrintQ Remote Printing stations are all around campus (including CMU main campus medical school and the Saginaw Educational Building)
- $51 of quota is issued once per year (1,275 black and white pages or 159 color pages)
- No need for a local printer. Fewer configuration issues and hassles of purchasing paper and ink. More information can be found at http://printq.cmich.edu

Cloud Storage: CMU provides 1 TB of cloud storage in Microsoft OneDrive, part of the Office 365 suite (http://onedrive.cmich.edu). It is not necessary for students to have portable media (e.g., flash drives, external hard drives) if OneDrive is used. OneDrive will be pre-configured on the CMU-issued laptop to synchronize your personal files. It is highly recommended that students leverage the Office 365 suite, including OneDrive, for file storage, note-taking, and collaboration with faculty and classmates. The OneDrive sync client within Windows makes utilizing OneDrive very easy. Please keep in mind that data backup is ultimately the student’s responsibility, and Healthcare IT is not responsible for any data loss during service.

SOFTWARE OVERVIEW

Student Intranet: This site provides a quick-access portal to all online resources from the college of

medicine. Quickly jump to all the software and services you will need at http://med.cmich.edu/students.

Audience Response Clicker System: Each medical student is assigned a clicker at the beginning of their first year. The student is responsible for this device for their tenure at the college of medicine. Student general fees cover the cost of the clickers; therefore, each clicker becomes the student's property and sole responsibility.

Each clicker is unique, identified by a device ID imprinted on the back. It is crucial that students use their assigned clicker for all exercises. Any attempt to allow another student to use their clicker for graded assignments constitutes a breach of professionalism and academic honesty with severe penalties under the Central Michigan University Policy on Academic Integrity. A student who fails to check in using their iClicker for any required clicker activity will be recorded as absent per the Attendance in Years 1 and 2 policy.

If students misplace their clicker, they are responsible for replacing it with the same model. To ensure attendance, the new clicker must be registered through their iClicker account before a clicker session. Please note that refunds will not be issued if a lost clicker is found after a replacement has been purchased. OSA has a limited number of loaner iClickers available for students to borrow for one-time use.

If a clicker malfunctions, first check the channel setting and the batteries. Students should keep a spare set of batteries with the clicker. Channel assignment and reset instructions are covered by OME during Year 1 orientation.

Microsoft Office and Office 365: Microsoft Office 365 is recommended for all Medical Students over Google Docs. Usage of cloud storage other than CMU's Microsoft 365 environment for human subject research is prohibited unless specifically approved by the CMU IRB. Office 365 is used across campus and is the most compatible productivity suite with the programs that our faculty and staff utilize. Microsoft Office is available for free to students. Visit Knowledgebase for more information. CMU provides an Office 365 educational suite with OneNote, OneDrive cloud storage, Office 365 Groups, and Microsoft Teams.

- OneNote is the recommended tool for taking and managing notes. These, as well as all Office documents, can be stored and shared within OneDrive.
- Office 365 Groups is a tool used by Special Interest Groups and student organizations to collaborate with a group email, task management, shared storage, and documents.
- Microsoft Teams is a web conferencing tool offering more than basic messaging and video calling. It can support large-group video meetings and offer in-call collaboration tools.

Central Michigan University is proud to be an Adobe Creative Campus
This initiative empowers students in all disciplines to develop digital literacy skills to think critically, produce innovative projects, communicate more effectively, build their personal brands, prepare for the challenges of an increasingly digital world, embark on a journey of lifelong learning, and achieve career goals. Click on this link for FAQ: Adobe Creative Cloud

Survey Instruments/Data Collection Instruments

- Qualtrics: Qualtrics Research Core XM is CMU's enterprise-level survey and data collection tool for both research and administrative projects. It offers users the ability to create surveys, collect responses, and analyze data. Qualtrics may not be used for projects involving protected health information (PHI). https://cmich.qualtrics.com Visit Qualtrics Research Core XM: Home Page for more information.
- REDCap: The Research Electronic Data Capture application (REDCap) is a secure web application

for building and managing online surveys and databases. While REDCap can be used to collect virtually any type of data in any environment (including compliance with 21 CFR Part 11, FISMA, HIPAA, and GDPR), it is specifically geared to support online and offline data capture for research studies and operations. CMU's implementation of REDCap may be used for projects involving protected health information (PHI)https://redcap.cmich.edu Visit REDCap: Service Overview for more information.

Microsoft Forms: Microsoft Forms is a simple, lightweight app that lets you easily create surveys, quizzes, and polls. This app is included in CMU's Microsoft 365 environment. Currently, these are the only three survey tools commonly approved for use in human subject research by CMU's IRB.

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, access CMU-licensed software, and print from the PrintQ servers. It's very similar to going to a traditional computer lab, but you don't have to leave your room. Visit https://cmich.teamdynamix.com/TDClient/664/Portal/home/ for more information.

Laerdal SimCapture (B-Line): A Standardized Patient/Simulation Management software. This is the software that you will use when taking your clinical skills exams during all four years. As well as during your formative SP sessions in the Essentials of Clinical Skills Course. https://bline.cmich.edu

Microsoft Teams: a cloud-based communication and collaboration tool in Microsoft 365 that supports chat, video meetings, and calls.

Panopto: A recording program that we use to record some sessions at the college of medicine. There are Panopto Lights in our main classrooms to indicate the recording's current status. A green light means the lecture is being recorded; a yellow light means the recording is paused, and no light or a red light means the room is not currently being recorded, or there is a problem.

eMedley: A comprehensive system for Curriculum Mapping, Learning Management, Student Documentation, Scheduling, Testing and Assessment, Evaluations, and Experience Tracking for 3rd and 4th year students. https://he.emedley.com/cmucom

VidaNova: A comprehensive system for Curriculum Mapping, Learning Management, Student Documentation, Scheduling, Testing and Assessment, Evaluations, and Experience Tracking for 1st and 2nd year students. https://cmich.vidanovavle.com

ProgressIQ: A student academic progress monitoring software used to monitor and track student performance in real-time using existing information systems. https://cmich.progressiq.com/login.aspx

NBME Web-Based Testing: The National Board for Medical Examiners (NBME) exam software will be used to deliver subject examinations for clinical clerkships, assessing the educational achievement of individuals in specific subject areas. http://wbt.nbme.org/exam

IT SERVICE DESK AND SUPPORT CONTACT INFORMATION

Healthcare IT is a team of IT professionals and student technicians that directly support the college of medicine staff, faculty, and students. The Healthcare IT team supports all college of medicine IT systems and services, including your CMU-issued laptops, and will provide courtesy support and advice for

personal computer issues, as well.

Contact
Mt. Pleasant: HPB 2265 (by appointment) Phone: (989) 774-3662
Saginaw: CMED SEB 2nd Floor, Room 2100 Phone: (989) 746-7576
Online Tech Request: http://med.cmich.edu/help

Hours
Monday – Friday, 8 a.m. to 5 p.m.

The OIT Help Desk provides support to all Central Michigan University students, faculty, and staff. The OIT Help Desk is the main point of contact for Technology assistance. The CMU Helpdesk will assist where they are able. If your issue needs further care, the ticket will be escalated directly to HCIT. Additionally, The Help Desk is available to assist anyone with their personally owned electronic device problems.

Contact
Mt. Pleasant: Park Library 101 Phone: (989) 774-3662
Chat: http://helpdesk.cmich.edu
Email: helpdesk@cmich.edu

OIT Help Desk
Monday – Thursday: 7 a.m. to 10 p.m. Friday: 7 a.m. to 5 p.m.
Saturday: 12 p.m. to 5 p.m.
Sunday 12 p.m. to 10 p.m.

Student Policy Redirect Links

Last updated 05/26/2026

Short URL	Policy Name
https://med.cmich.edu/policy/12workload	Academic workload in Years 1&2
https://med.cmich.edu/policy/educational- records-access	Access to Student Educational Records
https://med.cmich.edu/policy/accommodations	Accommodations for Students with Disabilities
https://med.cmich.edu/policy/deferment	Admissions Deferment
https://med.cmich.edu/policy/AdverseAction	Appeal of Adverse Action
https://med.cmich.edu/policy/assessmentandmonitoringyears1-4	Assessment Monitoring in Required Courses and Clerkships
https://med.cmich.edu/policy/attendanceY12	Attendance in Years 1 and 2
https://med.cmich.edu/policy/attendanceY34	Attendance in Years 3 and 4
https://med.cmich.edu/policy/clinicalexposure	Clinical Exposure to Infectious and Environmental Hazards
https://med.cmich.edu/policy/clinical-supervision	Clinical Supervision of Medical Students
https://med.cmich.edu/policy/background-check	Criminal Background Checks
https://med.cmich.edu/policy/deceleration	Deceleration/Extended Academic Program
https://med.cmich.edu/policy/completion-time	Degree Completion Time
	Delaying Operations Due to Weather
https://med.cmich.edu/policy/duty-hours	Duty Hours
https://med.cmich.edu/policy/elective-rotations	Elective Rotations
https://med.cmich.edu/policy/formative- assessment	Formative Assessment and Feedback in Required Courses and Clerkships
https://med.cmich.edu/policy/medical-claim	How to File a Medical Claim
https://med.cmich.edu/policy/learnermistreatment	Learner Mistreatment, Harassment, Discrimination and Unprofessional Behavior Policy
https://med.cmich.edu/policy/leaveofabsence	Leave of Absence
https://med.cmich.edu/policy/endorsed-volunteer	Liability/malpractice coverage for endorsed volunteer experiences
https://med.cmich.edu/policy/learnermistreatment	Learner Mistreatment, Harassment, Discrimination and Unprofessional Behavior Policy
https://med.cmich.edu/policy/leaveofabsence	Leave of Absence
https://med.cmich.edu/policy/health-compliance	Medical Student Compliance with Health Requirements Including Health Insurance Coverage
https://med.cmich.edu/policy/narrativeassessment	Narrative Assessment

https://med.cmich.edu/policy/studenthealthandassessment	Non-Involvement of Providers of Student Health Services in Student Assessment
https://med.cmich.edu/policy/relativesandassessment	Non-Involvement of Relatives in Student Assessment
https://med.cmich.edu/policy/professionalism	Professionalism
https://med.cmich.edu/policy/academic-records-research	Request Access to Academic Records for Research
https://med.cmich.edu/policy/research-_medstudents	Research Involving Medical Students
https://med.cmich.edu/policy/residency-status	Residency Status
https:// med.cmich.edu/policy/residentsandnonfaculty	Residents and other Non-faculty Instructors as Teachers
https://med.cmich.edu/policy/reviewofgrade	Review of a Course or Clerkship Grade
https://med.cmich.edu/policy/academic-review	Review of Academic Records
https://med.cmich.edu/policy/progressfinancialai_d	Satisfactory Academic Progress For Financial Aid
https://med.cmich.edu/policy/schoolreqmentalhealtheval	School Requested Mental Health Evaluation
https://med.cmich.edu/policy/teacherlearner-relationship	Standards of Conduct for the Teacher-Learner Relationship
https://med.cmich.edu/policy/Student-Housing-Stipend	Student Housing Stipend
https://med.cmich.edu/policy/substance-use	Substance Use and Abuse
https://med.cmich.edu/policy/technicalstandards	Technical Standards
https://med.cmich.edu/policy/grade-timing	Timing of Course Grades
https://med.cmich.edu/policy/tuition-refund	Tuition Refund
https://med.cmich.edu/policy/useofsocialmedia	Use of Social Media
https://med.cmich.edu/policy/step1	USMLE Step 1
https://med.cmich.edu/policy/step2	USMLE Step 2
https://med.cmich.edu/policy/visiting_learners	Visiting Students and Other Learners