

PK-12 Leadership Preparation Student Handbook 2025-2026



# How to Use this Handbook

- The handbook is in PowerPoint slide format for easy review.
- Please download the handbook to your computer and open in Adobe, **not** in the web.
- Open Adobe bookmarks to access each section.
- The bookmarks can be opened to expose each section for easy navigation.
- The handbook may be updated with new policies during your matriculation.
- All students are notified when policy changes occur.

Please review the entire handbook before signing the handbook informed consent.

# Welcome

#### Welcome to Central Michigan University and Congratulations on the Start of Your Graduate Journey in Educational Leadership!

We are excited to welcome you to our community of aspiring school leaders, committed educators, and engaged scholars. Whether you are beginning the Specialist in Educational Administration program, pursuing your initial certification through the Fast-Track pathway, or working toward your Master's in Educational Leadership, you are joining a legacy of leaders who serve with integrity, vision, and care.

This handbook serves as a resource tailored to your program. It includes essential policies, procedures, and information designed to support your success.

We are honored to support you in your leadership development and look forward to seeing the positive impact you will make in schools and communities.

Welcome to our program. We are here to help you thrive!

#### **Full-Time PK-12 Faculty**

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# Section I: Mission, Vision, & Standards

Introduction

Program

Overview

Mission

Vision

NELP Standards

# Introduction

The PK-12 Leadership Preparation Student Handbook is designed to be used in conjunction with Central Michigan University's College of Graduate Studies Bulletin. The Student Handbook provided here is not to be used in place of this document. Copies of the College of Graduate Studies Bulletin are available online at: <a href="CMU Bulletins">CMU Bulletins</a>

# **Program Overview**

The PK-12 Unit of the Department of Counseling, Educational Leadership, and Higher Education at Central Michigan University strives to offer the best in both PK-12 and higher education leadership programs.

We prepare students for leadership positions at the local, regional, national and international levels within higher education and PK-12 administration. Educational leadership faculty are committed to the education and leadership development of those who serve multiple populations and constituents across PK-12 and higher education. In order to fulfill our mission and goals, we collaborate with researchers, educators, and community members to offer innovative and transformative programs and ongoing professional development.

# Mission, Vision, & Standards

#### **Mission**

To develop the capacity of professionals to lead diverse organizations in innovative ways by engaging them in reflection on current organizational practices, inquiry about theory and best practices, and experiential learning.

#### Vision

Innovative leadership for dynamic professional settings.

#### **NELP Standards**

One: Mission, Vision, and

Improvement

Two: Ethics and Professional

**Norms** 

Three: Equity, Inclusiveness, and

**Cultural Responsiveness** 

Four: Learning and Instruction

Five: Community and External

Leadership

Six: Operations and

Management

Seven: Building Professional

Capacity (Building Level)

Seven: Policy, Governance, and

Advocacy (District Level)

# **Section II: PK-12 Program Information**

CAEP Accredited

Program Delivery

Course Sequences

MA-EL Emphasis Options Ed.S
Concentration
Options

FastTrack to
Michigan
Administrator
Certification

### **Accreditation**

- Central Michigan University's educator preparation programs, including graduate programs in Educational Leadership, are accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation affirms that our programs meet rigorous national standards for educator preparation and demonstrate a commitment to continuous improvement, equity, and excellence in developing effective school leaders.
- The **Center for Educator Preparation and Development** within the College of Education and Human Services oversees accreditation and ensures that all certification and advanced programs align with the high standards required by CAEP and the Michigan Department of Education.
- Our accredited status provides students, employers, and school communities with confidence that CMU graduates are well-prepared to lead in today's diverse and dynamic PK–12 educational environments.
  - To learn more, please visit:
  - Center for Educator Preparation and Development at CMU
  - Council for the Accreditation of Educator Preparation (CAEP)



# Accelerated, Online-Synchronous Courses

All 8-week courses are accelerated – the course requirements are identical to courses taught in a 16-week format.



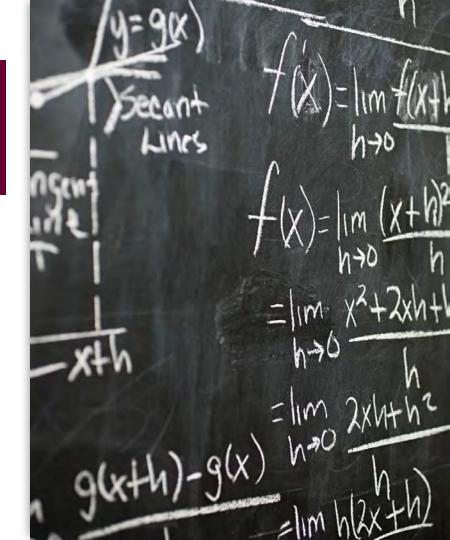
All synchronous (live online) 8-week courses are taught in a flipped classroom style. Students are expected to come to class having reviewed all course material in the BB shell each week and ready to discuss and engage with the material.



Synchronous courses are not lecture-based, but rather interactive and collaborative.

# **Blackboard Course Shells: Content & Assessments**

- All courses have Blackboard course shells filled with content, assignment templates, and rubrics
- Blackboard Course Shells are created by CMU Program Faculty
- Your instructor may not have created the course shell, though, so you
  may see or hear content from a different instructor



# **Course Sequence**

Our graduate programs in Educational Leadership are **learner-centered and individually paced**, rather than cohort-based. This structure empowers you to **build a personalized degree plan** that aligns with your professional goals, personal schedule, and unique life circumstances. Whether you're balancing full-time work, family responsibilities, or other commitments, our flexible course offerings are designed to support your success.

Upon admission, students are strongly encouraged to schedule a meeting with the **program's academic advisor**, **Dr. Gina Wilson**, to collaboratively design a course sequence that best meets their individual needs and timeline for completion.

# **MA- EL Emphasis Options**

You will find additional information on these concentrations on-line at the Education & Human Services website under <u>Master of Arts in Educational Leadership</u>, and in your on-line Graduate Bulletin, which is available at https://bulletins.cmich.edu.

NOTE: Regardless of emphasis, all students must complete an internship.\*

\*Internship waiver is available for qualifying students. More information is on page



Core Courses	EDL 656 (3): Public School Law
	EDL 661 (3): School and Community Relations
	EDL 662 (3): School Business Administration
	EDL 670 (3): The Principalship
	EDL 690 (3): Administration of School Curriculum
Total	15 Credit hours
Research Core	EDL 611 (3): Using Research for Leading School Improvement
Total	3 Credit hours
Emphasis Area	EDL 765 (3): Organizational Change in Educational Institutions
	EDL 773 (3): Instructional Supervision and leadership
Total	6 Credit hours
Additional Requirements	EDL 699 (3): Leadership Internship
	EDL 620 (3): Administration of Diverse Populations
Total	6 Credit hours



Core Courses	EDL 656 (3): Public School Law
	EDL 661 (3): School and Community Relations
	EDL 662 (3): School Business Administration
	EDL 670 (3): The Principalship
	EDL 690 (3): Administration of School Curriculum
Total	15 Credit hours
Research Core	EDL 611 (3): Using Research for Leading School Improvement
Total	3 Credit hours
Emphasis Area	EDL 645 (3): Charter School Leadership
	EDL 678 (3): Emerging Issues and Reform Initiatives in Educational Leadership
Total	6 Credit hours
Additional Requirements	EDL 699 (3): Leadership Internship
	EDL 620 (3): Administration of Diverse Populations
Total	6 Credit hours

# **Ed.S Concentration Options**

You will find additional information on these concentrations on-line at the Education & Human Services website under <u>Specialist in General Educational Administration</u>, and in your on-line Graduate Bulletin, which is available at https://bulletins.cmich.edu.

NOTE: Regardless of concentration, all students must complete an internship.\*

\*Internship waiver is available for qualifying students. More information is on page



Core Courses	EDL 656 (3): Public School Law
	EDL 661 (3): School and Community Relations
	EDL 662 (3): School Business Administration
	EDL 670 (3): The Principalship
	EDL 690 (3): Administration of School Curriculum
Total	15 Credit hours
Research Core	EDL 611 (3): Using Research for Leading School Improvement
Total	3 Credit hours
Emphasis Area	EDL 765 (3): Organizational Change in Educational Institutions
	EDL 773 (3): Instructional Supervision and leadership
Total	6 Credit hours
Additional Requirements	EDL 699 (3): Leadership Internship
	EDL 775 (3): PK-12 Educational Policy
Total	6 Credit hours



Core Courses	EDL 745 (3): Administration of the School District
	EDL 751 (3): Program Evaluation and Review
	EDL 760 (3): Leadership Theory and Practice
	EDL 766 (3): Advanced Educational Law
	EDL 767 (3): Public School Finance
Total	15 Credit hours
Research Core	EDL 710 (3): Action Research
Total	3 Credit hours
Emphasis Area	EDL 765 (3): Organizational Change in Educational Institutions
	EDL 773 (3): Instructional Supervision and leadership
Total	6 Credit hours
Additional Requirements	EDL 699 (3): Leadership Internship
,	EDL 775 (3): PK-12 Educational Policy
Total	6 Credit hours

# FastTrack to Certification Options

You will find additional information on these concentrations on-line at the Education & Human Services website under <u>FastTrack to Michigan Administrator Certification</u>, and in your on-line Graduate Bulletin, which is available at https://bulletins.cmich.edu.

NOTE: All students must complete an internship.\*

\*Internship waiver is available for qualifying students. More information is on page



Core Courses	EDL 656 (3): Public School Law
	EDL 661 (3): School and Community Relations
	EDL 662 (3): School Business Administration
	EDL 670 (3): The Principalship
	EDL 690 (3): Administration of School Curriculum
Total	15 Credit hours
Research Core	EDL 611 (3): Using Research for Leading School Improvement
Total	3 Credit hours
Additional Requirements	EDL 699 (3): Leadership Internship
Total	3 Credit hours



Core Courses	EDL 745 (3): Administration of the School District
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Additional Requirements	EDL 699 (3): Leadership Internship
Total	3 Credit hours

### **Section III: Certification Information**

Internship

Internship Waiver

MTTC Test

Elementary/Secondary School Administrator Test

Central Office School Administrator Test

Applying for Michigan Administrator Certification

# EDL 699: Leadership Internship 3 cr

The purpose of the Leadership Internship is to provide the intern with an opportunity for an in-depth, varied, and continuous administrative experience in an educational setting. Additionally, the internship will provide an opportunity to begin mastering skills and behaviors appropriate for educational leaders.

The internship is place-based and project-oriented, meaning that typically internship candidates are partnered with a school or educational organization where they currently work.

Because our internship candidates are working full-time jobs, internship hours are accumulated through the completion of projects. Each candidate identifies, proposes, implements, and reflects on a series of leadership projects that benefit both the internship candidate and the school. Direct questions or <a href="mailto:CEH@cmich.edu">CEH@cmich.edu</a>

# Internship Applicant (Intern)

### **Frequently Asked Questions**

- When can I apply for the internship (EDL 699)?
- Fall: Apply by June 30
- Spring: Apply by October 31
- Summer: Apply by March 1

#### What are the key requirements?

- 240 internship hours (40 profile, 20 observation, 180 leadership activities)
- A qualified mentor and approved host institution
- Learning Plan aligned with NELP standards
- Active use of SLL for documentation and submissions

# Internship Applicant (Intern)

### **Frequently Asked Questions**

#### What is the process?

- Submit Internship Application
- Secure a qualified mentor
- CMU initiates Affiliation Agreement with your host site
- Register for EDL 699 once the agreement is signed

#### Can I start before the affiliation agreement is in place?

No. Only hours logged after the agreement is fully executed will count.

# **Internship Applicant (Intern)**

#### **Frequently Asked Questions**

#### What documents must I complete?

- Internship Log
- School Profile
- Mentor Observation
- Learning Plan
- Activity Analyses
- Mentor Assessment

#### How am I evaluated?

- Progress reviewed in two mentor meetings with your CMU Instructor
- Mentor completes a rubric-based assessment aligned to NELP standards

## **Internship Mentor**

#### **Frequently Asked Questions**

- Who can serve as a mentor?
- A full-time administrator (e.g., principal, executive director) at the host site
- Holds a master's degree in education, educational leadership, or a related field
- Has at least 5 years of full-time administrative experience
- Holds valid licensure/certification (as applicable)
- Has no pending litigation or disciplinary action

#### What are the mentor's responsibilities?

- Provide orientation to the organization
- Develop authentic leadership experiences aligned to NELP standards
- Supervise the intern and meet regularly to guide progress
- Approve and help shape the intern's Learning Plan
- Complete a final assessment
- Offer a professional and supportive learning environment

# **Internship Mentor**

### **Frequently Asked Questions**

#### What is the time commitment for an internship mentor?

- The intern completes a minimum of 240 hours, with at least 20 hours of structured observation
- The mentor's commitment includes regular check-ins, two formal mentor-instructor meetings, and the time to complete the final assessment.

#### How are mentors supported?

- CMU provides detailed guidance, expectations, and access to forms
- Communication with the CMU Internship Instructor as needed

#### How does a mentor confirm their participation?

Complete the Mentor Agreement and submit credentials

# **Internship Host Institution**

### **Frequently Asked Questions**

#### What types of institutions qualify to host an intern?

- Accredited PK–12 educational organizations (public, private, charter, DoDEA, alternative ed, adult GED, etc.)
- Must have operated for at least 3 years
- Must comply with local, state, and federal laws

#### What are our responsibilities as a host site?

- Support the intern with access to leadership activities
- Provide workspace and resources
- Ensure the assigned mentor meets eligibility requirements
- Sign an affiliation agreement initiated by CMU

# **Internship Host Institution**

### **Frequently Asked Questions**

#### What is the affiliation agreement?

- A required agreement between CMU and the host institution
- Outlines expectations, liability, and support
- Must be fully executed before hours can count

#### Can an intern start before the agreement is signed?

• No. Internship hours are only valid after CMU confirms the agreement is complete

#### What types of activities should the intern complete?

- Leadership-aligned tasks that support the intern's Learning Plan and NELP standards
- Not limited to, but may include strategic planning, curriculum review, stakeholder engagement, school improvement efforts, etc.

# **Internship Waiver**

# Waiver Requirements

The waiver's goal is to ensure that the required internship does not replicate what a student is doing in their professional capacity. To qualify for the internship waiver, students need the following:

- Complete and submit the waiver application. This can be obtained through your adviser.
- Have served in a leadership position for a minimum of six months before applying for certification.
- Submit a completed evaluation/performance appraisal.

Additional documents that may be required:

- resume
- copy of the evaluation tool/rubric
- Job description or posting

This information should be emailed to Dr. Wilson, wilso2ga@cmich.edu

# **MTTC Test for Certification**

# Michigan Administrator Certification Test

- In addition to your certification courses and internship, the Michigan Test for Teacher Certification (MTTC) is a new MDE-required assessment for administrator certification (ES and CO) effective January 1, 2025.
- All certification candidates are now required to take this assessment to fulfill certification requirements. Please contact Dr. Jankens (janke1bp@cmich.edu) for questions regarding the MTTC test and certification.

### **MTTC Test for Certification**

### Registering for the Michigan Test for Certification

- To register for your intended test(s), log in to your account on the MTTC website, <a href="http://www.mttc.nesinc.com/">http://www.mttc.nesinc.com/</a>, and select "Register" to begin registration for your test. This site also provides test prep materials, including a practice test (free with registration).
- Students seeking an Elementary/Secondary (PK-12) School administrator certification should choose test 139. <u>MTTC test 139</u> Information
- Students seeking a Central Office School Administrator certification should choose test 140. MTTC test 140 Information

# **Applying for Certification**

### How do I apply for Michigan Administrator Certification?

- Applying for certification is done through the Michigan
  Department of Education's secured site, the Michigan Online
  Educator Certification System (MOECS). Once the application is
  received by MDE, it is sent to Central Michigan, and your
  application will go through a documentation review.
- Once approved by Central Michigan, an electronic copy of your certification will be issued. If all the documentation is complete, the review should take no more than a week or two.
- Link to the MOECS: <a href="https://mdoe.state.mi.us/MOECS/Login.aspx">https://mdoe.state.mi.us/MOECS/Login.aspx</a>

### **Section IV: Processes and Procedures**

Transfer of Credit Advising

SLL

## **Transfer of Graduate Credit**

# **Graduate Credits from Other Institutions**

- Graduate transfer Credit is different than for undergraduates.
- Use this link for specific information:
   <a href="https://www.cmich.edu/graduate/how-to-apply/transferring-as-a-graduate">https://www.cmich.edu/graduate/how-to-apply/transferring-as-a-graduate</a>

# **Advising**

Upon admission to the students will be assigned an advisor from among the faculty members within the department. This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing to the department chair.

Students should schedule, at an annual meetings with their advisor.

Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice from the College of Graduate Studies.

Information related to the sequencing of courses, scheduling, internship, and other pertinent information is available through the advisors.

## SLL

Watermark SLL, or Student Learning & Licensure, is a software platform designed to help higher education institutions assess and manage student learning.

It's used to guide students through program requirements, assess learning, coordinate placements, and track progress towards licensure. The platform also helps streamline grading and assessment, prepare for accreditation, and organize data.

SLL may be accessed in one of two ways: directly through the SLL URL OR through a link provided in

the Blackboard course shell.

Enter your CMU email and temporary password CMUeducator1892 (it is case sensitive).

(CMU email example: examp1ab@cmich.edu) If this is your first time logging in, your initial password is a temporary password

If you are having difficulties signing in, please clear your cookies & cashe then try again.

If you are still having troubles, reach out to our SLL Support at

CMUedprep@cmich.edu.

## **Section V: College of Graduate Study Policies**

Grade Grievance Policy Incomplete and Deferred Grade Policy

Graduate
Repeat
Course Policy

Graduate Credit/No Credit Policy Application for Graduation

# Grade Grievance Policy – College of Graduate Studies

The University recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear their basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon their own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

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The following steps are available for review of allegations of capricious grading under the grade grievance policy. They are not for review of the judgment of an instructor in assessing the quality of a student's work nor are they to be used in cases involving violations of CMU's Academic Integrity Policy. Determination of the grade in such cases is left solely to the instructor.



Capricious grading, as that term is used herein, constitutes any of the following: (a) the assignment of a grade to a particular student on some basis other than their performance in the course; (b) the assignment of a grade to a particular student based on more exacting or demanding standards than were applied to other students in that course (and it is understood that standards for graduate credit may be different from standards for undergraduate credit); (c) the assignment of a grade by a substantial departure from the instructor's previously announced standards.

# **Grade Grievance Policy – Step 1**

A student who desires discussion of a complaint about a grade shall contact the instructor or, if the instructor is unavailable, the department chairperson either in person or in writing as soon as possible, but in no case later than thirty days after the grade is posted. Any exception to the time limitation shall be for unusual and most compelling reasons. Ordinarily, the student should accept the instructor's decision. However, if the student is still not satisfied, he/she may request in writing a joint consultation with the instructor and the chairperson of the department involved. In a case in which the student's request for joint consultation involves an instructor who is also chairperson of the department, the student's request in writing should be sent to the dean of the school or college involved. In such cases, the dean shall act in place of the department chairperson.

# Grade Grievance Policy – Step 2

A student who is not satisfied after consultation with the instructor and department chairperson and who alleges that the course grade is the result of capricious grading may file an appeal within forty-five days from the date of the posted grade to the dean of the instructor's college for forwarding to the College Committee on Review of Change of Grade. The student shall file the appeal by submitting a written statement explaining the basis for the allegation that the grade was the result of capricious grading and presenting any evidence he/she may have.

The appeal shall be dismissed if

the appeal was not timely;

- (a) the allegations, if true, would not constitute capricious grading; or
- (b) the student has not attempted to confer with the instructor or chairperson of the department.

If the appeal is not dismissed, the committee\* shall submit a copy of the student's written statement to the instructor of the course with a request that the instructor promptly submit a written response thereto, a copy of which shall be made available to the student. If, upon the basis of these papers, the dispute appears to be attributable to inadequate or incomplete communication between the parties, the committee may arrange to meet individually or together with the student and instructor to discuss the problem. A teleconference may be arranged for a student who does not reside in proximity to the main campus.

# Grade Grievance Policy – Step 3

If such a meeting is not held or, if held, the meeting does not result in a mutually agreeable solution, the committee shall proceed to hold a fact-finding session concerning the allegations set forth in the appeal. Both the student and the instructor shall be entitled to be present throughout the session and to present any relevant evidence, including testimony by other persons. The student and the instructor both may be accompanied by a person to assist them in presenting evidence. The session shall not be open to the public.

At the close of the session, the committee shall deliberate privately. If a majority finds the allegations of capricious grading to be supported by substantial evidence, the committee shall determine the most appropriate remedy. The committee may direct the instructor to grade the student's work anew, give the student a new examination in the course, or take such other action as will bring about substantial justice in the individual case. However, except in the most extraordinary circumstances, the committee itself should not award the student a new grade in the course. The decision of the committee shall be final and shall be reported in writing to the student, instructor, and the departmental office.

The College Committee on Review of Change of Grade may also resolve complaints involving suspected violation of grading policies for incomplete and deferred grades, dropping a class, or withdrawal from the university. The same procedures as outlined above for review of alleged capricious grading shall be followed.

\*If the instructor of the course is a member of the Committee, he/she shall be disqualified from considering the

# Incomplete Policy – College of Graduate Studies

## Incomplete Grade:

- An "I" (Incomplete) grade is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances.
- An incomplete grade does not indicate enrollment for the period of time in which the work is done. It is
  assigned only in cases in which the student has completed satisfactorily the major portion of the
  course requirements and has convinced the instructor of their ability to complete the remaining work
  without re-registering for the course.
- It is not to be given to a student who is already doing failing work.
- A form must be completed and signed by the faculty member (and the student, when possible) whenever a grade of "I" is assigned.
- The form is to be kept on file in the departmental office. An instructor who assigns a grade of "I" also submits a formal statement to the department chairperson of requirements to be satisfied for removal of the Incomplete grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

# Student Responsibility:

- It is the student's responsibility to contact the instructor to plan for completing the remaining work.
- The required work should be completed, and a grade reported by the end of the student's next semester in residence, but in no case later than one calendar year following the receipt of the "I" grade.
- If a student does not complete the course work within one calendar year, the faculty will convert the I grade to an E.
- Students will not be allowed to register for the same course with an outstanding "I" grade. The student must either work with the faculty member to complete the course requirements to have a grade awarded in the course or the "I" grade must be changed to an "E" and the student can then retake the course.
- If the instructor of the class in which the "I" was incurred is no longer a member of the faculty, the student should contact the department chairperson, who shall act on behalf of the former instructor.

# **Deferred** Grade Policy -College of **Graduate Studies**

Deferred Grade. The "Z" (deferred) grade may be recorded for students registered for independent study, for thesis, International Program Studies courses, or for other courses specifically approved for "Z" grades in the Bulletin, if the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time. An instructor who assigns a grade of "Z" shall submit, on the proper form, a statement to the department chairperson of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

# **Graduate Academic & Retention Standards Policy**

#### Grade Point Average -3.0 Required

• To obtain a graduate degree, a student must have at least a 3.0 (B) cumulative graduate grade point average (GPA), and a cumulative graduate GPA of 3.0 (B) in all course work on the student's authorized degree program. The policies which follow deal with cumulative graduate GPA (where cumulative graduate GPA is defined to be all courses taken at CMU at the graduate level); the College of Graduate Studies monitors overall graduate GPAs and follows these procedures when a student's cumulative graduate GPA is below a 3.0.

#### **Academic Probation:**

- When a student's cumulative graduate GPA falls below a 3.0, the student is placed on academic probation and the student's academic file is reviewed by the College of Graduate Studies. Graduate students are given two semesters of enrollment after being placed on academic probation to raise their cumulative graduate GPA to the required 3.0. A semester in which all coursework is CR/NC, which does not contribute to the GPA, will not be counted as a semester of enrollment in determining probation status.
- When a student is successful in achieving a 3.0 GPA within two probationary semesters of enrollment, they will be removed from probation.
- If a student does not raise their cumulative graduate GPA to a 3.0 within two semesters of enrollment after being placed on probation, the student will be dematriculated.
- If the student is in a degree program, the relevant department may specifically request an exception to policy. If the College of Graduate Studies concurs, the student will be granted a third and final semester to raise their cumulative graduate GPA to a 3.0. However, three semesters of enrollment after being placed on probation is the limit on extension to the probation policy. The College of Graduate Studies will also take into consideration course offering schedules that will affect a student's ability to repeat a course.
- Given the time it takes to implement these procedures, it is possible that a student will be dematriculated after he/she has registered for classes and perhaps even started attending them. If that is the case, the student will be dropped from the classes and receive any eligible refund.

# Graduate Academic & Retention Standards Policy

#### **Academic Integrity Policy**

- In addition to maintaining a satisfactory cumulative graduate GPA, students in graduate programs must abide by the university's "Academic Integrity Policy", which specifically prohibits "plagiarism, cheating and other forms of dishonest or unethical behavior..."
- Violations of the Academic Integrity Policy may lead to sanctions as described in the policy.
- In addition, departments involved in clinical programs may evaluate students on the basis of their ability to relate successfully with clients. Students who do not meet the professional standards established by departments may be placed on probation, suspended, or dismissed from a program.

#### Dematriculation:

- In cases where a student fails to satisfy departmental graduate program requirements, the College of Graduate Studies, upon the recommendation of the advisor and the departmental chairperson or program coordinator, and after review of the student's academic progress, may remove the student from the graduate program.
- Examples of specific departmental requirements to be met by students include but are not limited to the following: (1) writing competency;(2) the number of attempts made in passing comprehensive or qualifying exams; (3) the completion of required papers or theses; and (4) meeting university and departmental time limitations.
- Students dismissed from graduate study, regardless of whether they were non-degree students or students pursuing a graduate certificate or degree, may petition for readmission no sooner than one academic year after the semester they were dismissed. Exceptions to this waiting period can be granted by the College of Graduate Studies.
- A dismissed student can apply for either non-degree admission or admission to a graduate program. Admission as a non-degree student will be decided by the College of Graduate Studies. Admission to a graduate program will be decided by the procedures normally used for that program.

# **Graduate Repeat Course Policy**

- To improve a grade previously earned at CMU, a student may repeat any course except an Independent Study course up to two times at the graduate level.
- This includes repeats where the student has earned a grade of A through E, or attempts where the student was awarded grades of CR, NC, I, W, or Z.
- The last grade and credit hours earned at CMU completely replace the previous grade and credit hours in computing the grade point average, although the earlier record remains a part of the student's transcript.
- A grade of A through E must be earned in a repeat course to replace the previous grade in computing the average.
- If the designator or the course number has changed since the student's previous attempt, the student is encouraged to complete a Repeat Course Request card with the Registrar's Office by the deadline date.
- This will ensure that the repeat will be noted and will be included in the current semester calculations. A graduate student cannot transfer in a course previously taken at CMU in order to earn credit. For exceptions to this limitation policy, a student may appeal to the College of Graduate Studies.

# Graduate Credit/No Credit (CR/NC) Policy

- ✓ Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale, carry the designation "CR/NC only" in the departmental course descriptions.
- ✓ CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course.
- ✓ NC indicates that the student has performed at a level lower than a B and shall not receive credit.
- ✓ In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript. CR and NC are not equated with qualitative letter grades, however, and are not included in computation of the student's grade point average.
- ✓ Optional registration for Credit/No Credit in other graduate courses is not available to graduate students.
- ✓ Optional registration for Credit/No Credit is available to graduate students who register in a course below the 500 level for undergraduate credit.
- ✓ Courses taken under this provision may not be applied to graduate certificate or degree requirements.
- ✓ Such optional registration for undergraduate credit is not available to student's removing deficiencies specified in their Conditional Admission.
- ✓ The courses for which graduate students may register for undergraduate credit on a CR/NC option basis must be designated in the Class Schedule/Course Offerings and Search by the department as available on a CR/NC option basis.
- ✓ Procedures for registration, grading, and recording are explained in the CMU undergraduate Bulletin under Credit/No Credit Policy.



# **Application for Graduation**

During the **FIRST MONTH** of the semester in which you plan to graduate, you will need to complete a graduation application, available through the College of Graduate Studies. There is also an application fee that is due when you submit this form. It is your responsibility to submit the application and the fee. Upon receipt of your graduation application, the College of Graduate Studies will review your Authorization of Graduate Degree Program and then send you an audit that will indicate what, if any, requirements are still outstanding before you can graduate. If you have questions regarding your audit, please contact your advisor and attach the degree audit for reference.

### **Section VI: CMU Student Resources**

Financial Assistance Career
Development
Center

**ADA** 

Counseling Resources

Educational Resources

Plagiarism and Al Policy

# Policy on the Use of Artificial Intelligence

The CMU Counseling Program prohibits the use of artificial intelligence to complete required assignments. The CMU Counseling Program considers the use of artificial intelligence to complete required assignments to be plagiarism and a violation of the Central Michigan University Code of Conduct for Academic Integrity, the American Counseling Association Code of Ethics (G.5.b), the American School Counseling Association Code of Ethics and the National Association for Drug and Alcohol Counselors Code of Ethics.

Assignments are designed to help students grow into competent counselors and to benefit future clients. Using artificial intelligence to complete this work violates the required welfare to client standard and the CMU Counseling Program considers this practice a gatekeeping issue. Clients deserve mental health professionals who have learned through their own work to provide competent care.

Unless specifically allowed in the syllabus or Blackboard assignment instructions, students who use artificial intelligence to draft any portion of a required individual and/or group assignment, including, but not limited to, discussion boards, reflection papers, research papers, interviews, and PowerPoint presentations may incur the following consequences:

- Failure of the assignment. If the assignment is a group assignment, all members will fail the assignment.
- Required to redo the assignment or complete another assignment.
- Failure of the course
- Placed on a remediation/support plan
- Referred to student affairs for a violation of the student code of conduct.
- •Dematriculation from the program.

Students may use automatic captions in Teams or WEBEX to create transcripts of recordings.

# **Americans with Disability Act (ADA)**



This handbook and policy review is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the Office of Student Disability Services to document the impairment and access the appropriate accommodations.

## **Financial Assistance**



Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. More information can be obtained through the Office of Scholarships and Financial Aid.



Additionally, a limited number of graduate assistantships and scholarships through the counseling program and the department are available each year based on funds available. Interested students can inquire through the counseling faculty or the department office staff.



Graduate Assistantships are advertised during the summer



Scholarship opportunities are advertised during the Spring Semester (January through April)

# **Career Development Center**

The Career Development Center coordinates placement in career positions for all colleges. Services include individual discussions with staff members to talk over career plans, employment information, resume preparation, application procedures and job prospects, as well as the opportunity to interview with recruiters representing a variety of employers. The Career Development Center provides information on employers, government positions, schools and colleges, occupational fields, and specific position openings. Students interested in career positions are encouraged to contact the <u>Career Development</u> Center, but especially early in the year of graduation. (240 Ronan Hall)

# CMU Educational Resources



- Library Support
- Writing Center
- Student Disability Services
- Office of Civil Rights and Institutional Equity
- Diversity, Equity & Inclusion
- Office of Scholarships and Financial Aid

# **Mental Health Resources**

Name	Address	Phone	Email	Website	Services	Notes
CMU Counse ling Center	102 Foust Hall, Mt. Pleasant, MI 48859	989 774-3381	counsel@cmich.edu	CMU Counseling Center	limited number of sessions for CMU students residing in Michigan	Telemental Health sessions available - may not be used for CMU Counseling Program 5 hour requirement. CMU Counseling students never see fellow CIT's
Community Counseling Associates	500 S. Main St., Suite B, MT. Pleasant, MI 48858	989 773-022			individual counseling	local to Mt. Pleasant
ASCC Therapy Solutions	218 S. Washington; Mt. Pleasant, MI 48858	989 779-9449			individual counseling	local to Mt. Pleasant
Ten 16 Recovery Network	133 N. Sagi naw Road, Midland, MI 48640	989 631-0241		https://1016.org/	Substance use support	local to Mt. Pleasant
24 hour Suicide and Crisis Line	Nation wide	988			24 hour suici de and crisis support	nationwide cris is hotline
Michigan Wide Counseling options	N/A	N/A		www.mhweb.org		Provides mental health and substance use options throughout Michigan by County
Substance Abuse and Menal He alth Administration (SAMHSA)	N/A	N/A		https://findtreatment_gov/		Nationwide search for mental health services



Thank you for reviewing the CMU PK-12 Leadership Preparation Student Handbook

