

States and approval or registration agencies for all states in which the school operates or maintains a presence

State	Agency Name	Address	Contact Person	Telephone Number
California	Bureau for Private Postsecondary Education	P.O. Box 980818 West Sacramento, CA 95798-0818	Erica Smith	916-431-6959
Georgia	Nonpublic Postsecondary Education Commission	2082 East Exchange Place, Suite 220 Tucker, Georgia 30084-5305	Dr. Shelvey Holland	770-414-3300
Hawaii	Department of Commerce & Consumer Affairs	235 S. Beretania Street, Room 801 Honolulu, HI 96813	Aquilino Idao	808-587-3222
Kansas	The Kansas Board of Regents	1000 SW Jackson Street, Suite 520 Topeka, KS 66612-1368	Jacqueline G. Johnson	785-296-3421
Louisiana	Louisiana Board of Regents	P.O. Box 3677 Baton Rouge, LA 70821-3677	Larry Tremblay	225-342-4253
Maryland	Maryland Higher Education Commission	6 N. Liberty Street Baltimore, MD 21202	Sue Blanshan	410-767-3301
Michigan	Michigan Department of Labor and Economic Growth Department of Licensing and Regulatory Affairs	P.O. Box 30004 Lansing, MI 48909	Steven H. Hilfinger	(517) 373-1820
New Jersey	New Jersey Commission on Higher Education	P.O. Box 542 Trenton, NJ 08625-0542	Iris Duffield	609-292-4310
New York	New York State Education Department	5 North Mezzanine Albany, NY 12234	Ellen Zunon	518-474-2593
North Carolina	The University of North Carolina	P.O. Box 2688 Chapel Hill, NC 27515-2688	Dr. Frank Prochaska	919-962-1000
North Dakota	North Dakota State Board of Career and Technical Education	600 E. Boulevard Avenue, Dept 270 Bismarck, ND 58505-0610	Debra Huber	701-328-3180
Ohio	Ohio Board of Regents	30 E. Broad Street, 36th Floor Columbus, OH 43215	Shane DeGarmo	614-387-1215
Pennsylvania	The Pennsylvania Department of Education	333 Market Street, 12th Floor Harrisburg, PA 17126-0333	Michael Westover	717-787-5041
Virginia	State Council of Higher Education for Virginia	1010 N. 14th Street, 9th Floor James Monroe Building Richmond, VA 23219	Linda Woodley	804-225-2600

Attachment H

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used,, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

All programs and courses will be offered primarily online. However, some programs (e.g. DHA and School Principalship with a Charter Schools emphasis) may have a face-to-face meeting requirement. Such meetings will be outside of the state of Iowa and comprise no more than 10% of the entire program meeting time.

For online programs and courses, Central Michigan University self-hosts an enterprise installation of the Blackboard Learning Management System (Bb) and an ASP hosted installation of Wimba Classroom (Wimba). Bb facilitates online course-related activities including, but not limited to, course material distribution, asynchronous interaction, email communication and assessment. Wimba is used as the environment for synchronous (real-time) interaction. Bb is updated four times daily through an automated process. The automated process, the snapshot, creates each course shell within Bb and associates with each course shell the students enrolled therein. Students access the Bb system by way of a web URL, secured by industry standard Secure Socket Layer (SSL) Encryption. Student Global ID and password serve as login credentials, authenticated against Lightweight Directory Access Protocol (LDAP) with a fallback to Bb. Access to Wimba, as it is used with online course work, requires login to Bb. User information is then securely passed between Bb and Wimba to allow student access to the Wimba environment.



Home > Student Services > Prior Learning Credit

Prior Learning Credit

Adult students bring a level of experience and knowledge to academic programs that most younger students do not have. The knowledge has been acquired through work, training, or life experiences.

We recognize the value of that learning, and award academic credit for it through our Prior Learning program. To learn more, attend one of our scheduled prior learning briefings.

To pursue college credit for prior learning undergraduate students must have regular admission status, and Global Campus graduate students* must have either conditional or regular admission status. Your academic advisor will be able to answer any questions you might have about using prior learning credit in your program

**On-campus graduate students are not eligible to apply for prior learning credit.*

Prior Learning Briefing Webcast

A Prior Learning Assessment Briefing for Portfolio Development is now available "On-Demand" through your favorite web browser. Watching a presentation using the Mediasite Player is virtually the same as being in the room with the Presenter. If you have any questions please use the "Question Link", and they will be forwarded to the Prior Learning Email address. Enjoy the Prior Learning Session.

[Click here to receive a link to the webcast by email.](#)

Note: To ensure your computer meets the requirements to view this webcast, please read this document before attending the webcast. You can also view a sample webcast here.

Prior Learning Process

Credits

Portfolio Preparation

Portfolio Evaluation

Frequently Asked Questions

Application of Prior Learning Credit toward a Degree Program

- Prior learning credit *may* count toward degree major, minor and concentration requirements and as electives
- Prior learning credit *may not*:
 - count toward 30 semester hour residency requirement
 - meet General Education requirements
 - be used to meet any University Program or competency requirement
 - count as part of enrollment for the determination of Federal Financial aid eligibility

- Academic Advisors decide which prior learning credits can be used in a student's program plan
- Student pays only for credits transcribed
- Students need to complete five hours of CMU course work before prior learning credits can be transcribed
- Prior learning fees are non-refundable

Undergraduate Credit

- General range of undergraduate credit awarded is 15-35 credits
- Maximum credits which may be counted toward an undergraduate degree is 60
- Undergraduate students must have regular admission status to apply for prior learning credit

Graduate Credit

- Average graduate credit awarded is 6 credits
- Maximum credits which may be counted toward a graduate degree is 10
- Graduate students must have either conditional or regular admission status



Request Information
Chat Now
Apply to CMU
Contact Us
Help/FAQ

More information

- [Student Handbook, Forms & Samples](#)
- [Upcoming Prior Learning Briefings](#)
- [Briefing Presentation](#)
- [Sign up for a Prior Learning Briefing Webcast](#)

Other Services

- [Graduate Advising](#)
- [Undergraduate Advising](#)
- [Transfer Credit](#)
- [Transfer Guides](#)
- [Prior Learning Credit](#)
- [Order Textbooks](#)
- [Disability Services](#)
- [Global Campus Library Services \(formerly OCLS\)](#)
- [CMU Writing Center](#)

Call Toll Free:

866-774-1018

Join the conversation:



Please note that prior learning credit is not available to all students or programs. Contact your academic advisor to discuss Prior Learning Assessment and your program plan. For further information, contact the Prior Learning Coordinator at 866-774-1018, e-mail priorlrm@cmich.edu, or complete our online form.

Upcoming Prior Learning Briefings

NOTE: please print copy of the pdf version of our presentation and bring it to your briefing session.

Warren, December 13, 2012 –

Call (586) 558-4300 to register for briefing to be held from 5:30-7:30 p.m. on Thursday, December 13, 2012.

Southfield, January 25, 2013 –

Call (248) 357-8600 to register for briefing to be held from 5:30-7:30 p.m. on Friday, January 25, 2013.

Auburn Hills, January 26, 2013 –

Call (248) 364-4230 to register for briefing to be held from 10:00 a.m.-noon on Saturday, January 26, 2013.

Dearborn, March 15, 2013 –

Call (313) 441-5300 to register for briefing to be held from 5:30-7:30 p.m. on Friday, March 15, 2013.

Warren, March 16, 2013 –

Call (586) 558-4300 to register for briefing to be held from 10:00 a.m. - 12:00 p.m. on Saturday, March 16, 2013.

Livonia, May 17, 2013 –

Call (734) 464-5900 to register for briefing to be held from 5:30 - 7:30 p.m. on Friday, May 17, 2013.

Troy, May 18, 2013 –

Call (248) 526-2610 to register for briefing to be held from 10 a.m.-noon on Saturday, May 18, 2013.

Feedback | CMU Mission Statement | CMU Copyright | CMU Web Policy | CMU Privacy Policy
CMU Global Campus Central Michigan University 802 Industrial Drive Mount Pleasant, MI 48859
CMU, an AA/EI institution, strongly and actively strives to increase diversity within its community. (see www.cmich.edu/aaei)

Attachment I

CMU's current operations and plans to enroll students in Iowa

As a publicly funded university in the State of Michigan offering online degree programs, Central Michigan University (CMU) employs national marketing campaigns, targeted by industry, through digital resources. CMU will utilize self-service advertising platforms offered through, but not limited to, Google, Facebook, LinkedIn, YouTube, Pandora and Hulu, to promote online degree programs. CMU has not utilized any traditional marketing outlets (TV, radio, print, outdoor, direct mail, etc.) for the purposes of promotion to Iowa residents.

Attachment I
New Faculty Applicants, Faculty Orientation,
and Policies on Continuing Faculty Development

New Faculty Applicants

- The following website:
http://www.cmich.edu/academics/off_campus_online/faculty/recruitment/Pages/Default.aspx is for faculty interested in part-time adjunct opportunities. The page is entitled “*Teaching for CMU’s Global Campus*” and outlines the process for applying to teach for courses available in all Global Campus locations.
- “If you wish to apply to teach part-time for CMU’s Global Campus, please visit the Applicant Information website at http://www.cmich.edu/academics/off_campus_online/faculty/Pages/application.aspx for opportunities and application instructions. “
- The following website invites faculty applicants to view the teaching opportunities available by checking the website entitled “*Part Time Adjunct Teaching Opportunities*” at <http://global.cmich.edu/faculty/recruitment/job-postings.aspx> . The requirements are listed for each course advertised, for example:
 - Select a department – A list is provided.
 - Choose a department - to view a list of courses for which we have the greatest need for faculty. Opportunities posted may be for future scheduled courses.
- To apply, CMU requires a:
 - CV/Resume,
 - A completed application which may be found at http://www.cmich.edu/academics/off_campus_online/faculty/Pages/application.aspx .
 - Copies of transcripts with the degree and award date posted on the transcripts.

Faculty Orientation

Prior to teaching a Global Campus course, all instructors (online, face-to-face, tutorials, international, etc.) in the part-time adjunct faculty pool are required to complete this orientation. The orientation is designed to help faculty get started as a member of CMU's part-time faculty and to introduce them to the many resources available to them.

Example of topics featured in the Online Faculty Orientation:

- The faculty will find the orientation at <http://global.cmich.edu/faculty/orientation/>
- And may begin at <http://global.cmich.edu/faculty/orientation/getting-started/default.aspx>

Orientation Topics

- [Orientation Home](#)
- [Getting Started](#)
- [Course Planning](#)
- [Course Delivery](#)
- [Policies/Procedures/Forms](#)
- [Staying Connected](#)
- [FAQs](#)
- [Certification of Completion](#)

Policies on Continuing Faculty Development

An Adjunct Faculty has the opportunity to refer to the *Online Faculty Orientation* as a resource in addition to the items listed below to help them stay connected:

Important Resources for Faculty

Faculty Resources

- Teaching Opportunities
- Academic Programs
- Library & Support
- Course Development
- Procedures & Forms
- Faculty Community
- Faculty Orientation

***Policies & Procedures**

In addition, the following policies and procedures are for the Faculty to reference in keeping with the mission as stated by the Vice President/Executive Director of Global Campus: Our mission is:

To extend CMU's reach through delivering educational and outreach opportunities to a diverse and global learning society; and to advance the university through building knowledge resources, innovations, and technology.

This page highlights some of the university's policies and procedures of special interest to Global Campus instructors. There are many more which can be referenced by using links below

Academic Policies and Procedures

- [All Academic Bulletins, including Global Campus](#)
- [Articulation of the Faculty Role \(Maximizing Learning\)](#)
- [Institutional Review Board \(IRB\) Policies](#)
- [Grade Grievance Policy](#)
- [Policy on Academic Integrity for Global Campus Students](#)
- [Copyright and Fair Use](#)
- [Intellectual Property Rights](#)

General Counsel Administrative Policies, Procedures and Guidelines:

https://centrallink.cmich.edu/administration/General_Counsel/Pages/policies.aspx

The items listed below are highlights from the Manual of University Policies, Procedures and Guidelines found on the General Counsel's web page. This reading list is not exhaustive, but rather a place for CMU's Global Campus Instructors to begin.

- 3-1 Consensual Relationships
- 3-2 Workplace Violence
- 3-3 Guidelines for Handling Injuries on Campus
- 3-4 Fraud and Fraudulent Activities

- 3-5 Weapons Policy
- 3-6 Affirmative Action Protocol
- 3-7 Procedures for Granting Contracting Authority
- 3-8 Contract Review Process
- 3-9 Conflict of Interest Guidelines
- 3-10 Advocacy Policy
- 3-11 Deleted
- 3-12 Computer Disposal Policy
- 3-13 Solicitation and Fundraising Policy
- 3-14 Social Security Number Privacy
- 3-15 Supplemental Assignments
- 3-25 Drug-Free Workplace
- 3-27 Smoke-free Policy
- 3-31 Responsible Use of Computing
- 5-3 Copyright Compliance

Human Resources Policies and Programs:

https://centrallink.cmich.edu/services/employment_services/human_resources/HRAssociatedVicePresident/Pages/Policies.aspx

The items listed below are highlights from the Policies and Programs section of the Human Resources web page. This reading list is not exhaustive, but rather a place for CMU's Global Campus Instructors to begin.

- [AIDS Policy](#)
- [Copyright](#)
- [Diversity Strategic Plan](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Non-Discrimination Policy](#)
- [Travel Information](#)

Student Policies

https://centrallink.cmich.edu/academics/off_campus_programs/faculty/procedures-forms/Pages/default.aspx

- [Code of Student Rights, Responsibilities and Disciplinary Procedures](#)
- [Withdrawal Policies for Students](#)
- [Graduation Deadlines](#)
- [Maximize Your Learning; Expectations for Students](#)

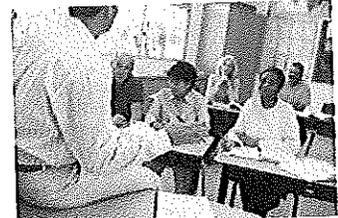
*Most links require a CMU ID and password assigned to faculty at the time of CMU's Global Campus approval.



[Home](#) > [Faculty](#) > [Teaching Opportunities](#) > [CMU Global Campus](#)

Teaching for CMU Global Campus

Central Michigan University Global Campus is looking for part-time adjunct faculty to teach its highly motivated adult-learners. Classes are taught in compressed terms at CMU's centers throughout the United States, Canada and Mexico. You'll be paid a generous stipend and reasonable travel expenses while you experience weekend or evening teaching schedules, and add to your paycheck.



Unique locations

CMU has multiple locations in Michigan. Out-state sites include Metro Atlanta, Washington, D.C. Ohio and many more fascinating destinations. If interested in teaching an online class, we may have opportunities there, too.

Convenient schedules

Classes are taught in various formats including the popular weekend schedule completed in three or four alternating weekends and the evening sessions that meet one night per week for eight weeks. Schedules vary by location.

Find out more

If you are interested in further information about specific opportunities at CMU please take a look at our current job postings and review the application procedures.

For more information contact Globalfr@cmich.edu.

More information

- [Teaching For Global Campus](#)
- [Part-Time/Adjunct Postings](#)
- [CMU FA Bargaining Unit Member Postings](#)
- [On Campus Opportunities](#)

Faculty Resources

- [Teaching Opportunities](#)
- [Academic Programs](#)
- [Library & Support](#)
- [Course Development](#)
- [Procedures & Forms](#)
- [Faculty Community](#)
- [Faculty Orientation](#)

Faculty Quick Links

- [Blackboard](#)
- [CMU Directory](#)
- [E-mail](#)
- [Early Alert Referral](#)
- [EOC & Grade Data](#)
- [Master Course Syllabus](#)
- [OCLS](#)
- [Syllabus Build Tool](#)
- [*new Syllabus Build Tool](#)
- [IRB Information](#)

Call Toll Free:

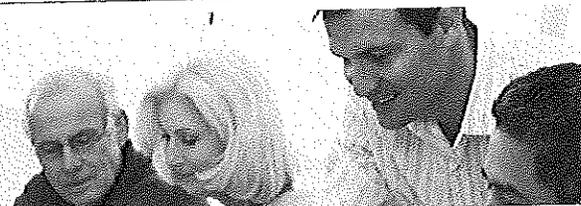
800-950-1144

Join the conversation:





Application for Part-Time Adjunct Faculty



Welcome to CMU Global Campus' application for part-time adjunct faculty. Please register your email address and password to get started on a new application, or login below if you are a returning user.

Login to Existing Account

Email Address _____

Password _____

Remember me on this computer

Login to Existing Account

Create New Account

Email Address _____

Password _____

Password Confirmation _____

Create New Account

[CMU mission statement](#) | [CMU privacy policy](#) | [CMU copyright](#) | [CMU web policy](#)
CMU, an AA/EEO Institution, strongly and actively strives to increase diversity within its community. (see www.cmu.edu/aseo)



- [Home](#)
- [Degrees & Programs](#)
- [CMU Online](#)
- [Locations](#)
- [Course Schedules](#)
- [Tuition & Financial Aid](#)

[Home](#) > [Faculty](#) > [Teaching Opportunities](#) > [CMU Global Campus](#) > [Job Postings](#)

- [Military](#)
- [Faculty](#)
- [Students](#)

Part Time Adjunct Teaching Opportunities

A Unique Opportunity

Central Michigan University Global Campus is currently looking for part-time adjunct faculty to join a pool of qualified Instructors. This is "as needed" employment perfect for retired faculty or any qualified instructor who appreciates the unique environment created when teaching to adult students. Adjunct positions are offered to candidates based not only on their academic and teaching qualifications but also on their availability to teach evenings and weekends and ability to travel to other locations.

Select a department

Choose a department below to view a list of courses for which we have the greatest need for faculty. Opportunities posted below may be for future scheduled courses.

Things to know before you apply:

1. When qualified instructors are approved, assignments are based on class location, instructor location and availability, as well as student enrollment.
2. Successful candidates will teach adult students in classes offered on alternating weekends (usually Friday evening and 8 a.m. to 5 p.m. on Saturday every other week for eight weeks) or one night a week for eight weeks.
3. Local candidates are preferred for teaching assignments; however, qualified instructors from outside the local area may be considered for hard to fill openings.
4. You may be asked to travel to multiple sites if approved.
5. A generous stipend is paid for teaching the course plus reimbursement of reasonable travel expenses.
6. CMU Global Campus does not sponsor candidates or reimburse them for moving expenses for part-time adjunct assignments.

To apply, CMU requires:

1. The completion of the online application found [here](#).
2. CV/Resume attached to the online application
3. Copies of transcripts with the degree and award date posted on the transcripts must be attached to application or mailed, emailed or faxed to:

Approval Services Coordinator
 Central Michigan University
 802 Industrial Drive
 Mount Pleasant, MI 48858
 E-mail: globalfr@cmich.edu or Fax copies of your transcripts to (989) 774-7409.

Experience working with non-traditional adult students is desired. More information about teaching for CMU's Global Campus can be found [here](#).



More Information

- [Teaching For Global Campus](#)
- [Part-Time/Adjunct Postings](#)
- [CMU FA Bargaining Unit Member Postings](#)
- [On Campus Opportunities](#)

Faculty Resources

- [Teaching Opportunities](#)
- [Academic Programs](#)
- [Library & Support](#)
- [Course Development](#)
- [Procedures & Forms](#)
- [Faculty Community](#)
- [Faculty Orientation](#)

Faculty Quick Links

- [Blackboard](#)
- [CMU Directory](#)
- [E-mail](#)
- [Early Alert Referral](#)
- [EOC & Grade Data](#)
- [Master Course Syllabus](#)
- [OCLS](#)
- [Syllabus Build Tool](#)
- [*new Syllabus Build Tool](#)
- [IRB Information](#)

Call Toll Free:

800-950-1144

Join the conversation:





Home > Faculty > Faculty Orientation

Welcome to Global Campus' Faculty Orientation

Central Michigan University's Global Campus is one of the largest providers of off-campus courses/programs in North America. Global Campus offers undergraduate and graduate degrees, graduate certificates and professional development courses and operates in more than 50 locations throughout North America, including Canada and Mexico, and online.

Prior to teaching a Global Campus course, all Instructors (online, face-to-face, tutorials, international, etc.) In the part-time adjunct faculty pool or Instructors who have taught Global Campus courses within the last two years are required to complete this orientation. The orientation will take approximately two hours to complete.

This orientation is designed to help you get started as a member of CMU's part-time faculty and to introduce you to the many resources available to you. Our hope is that your experience with us will be a worthwhile journey as you represent CMU throughout the world.

At the end of the session, you will be asked for your feedback and prompted to submit a form that will document your completion of the orientation sessions.

[Begin >](#)



Orientation Topics

- [Orientation Home](#)
- [Getting Started](#)
- [Course Planning](#)
- [Course Delivery](#)
- [Policies/Procedures/Forms](#)
- [Staying Connected](#)
- [FAQs](#)
- [Certification of Completion](#)

Call Toll Free:

800-950-1144

Follow us on:



CMU's ProfEd

Articulation of the Faculty Role



CMU

CENTRAL MICHIGAN
UNIVERSITY

The Faculty Project was initiated in support of a college-wide strategic planning effort, focused in part, on the needs and concerns of CMU's ProfEd faculty. Identification of primary issues was achieved through national focus group discussions involving over eighty ProfEd faculty,

academic department chairs and ProfEd administrators. Results of these discussions were shared with participants and reviewed by the Academic Advisory Council, who in turn set priorities for addressing the most pressing needs. The top priority was defined as follows:

Articulation / communication of teaching and learning standards

1. Articulate ProfEd academic standards and expectations
2. Enhance the Faculty Handbook to address issues of teaching quality including strategies for teaching in flexible delivery formats and teaching pedagogy/androgogy
3. Involve ProfEd instructors and students in a discussion of academic expectations
4. Take a public stand on quality by clearly communicating academic expectations and putting them into practice

The model

Articulation of the expectations and responsibilities of faculty and students in CMU's Off-Campus Programs programs serves several important organizational functions:

- Establishment of consistent standards
- Creation of improved systems for the recruitment, selection and re-approval of faculty
- Identification of faculty development needs to guide the faculty mentoring process
- Clarification of the roles and responsibilities of faculty and students in the academic process
- Establishment of priorities for development of faculty support systems
- Articulation of criteria for the evaluation of faculty performance and recognition of outstanding faculty

The faculty project task force

The Faculty Project Task Force was appointed by the leadership of ProfEd and consists of directors of ProfEd's academic programs, regional directors and other Academic Advisory Council members. The Task Force was charged with completion of the following assignments:

- Establish expectations for ProfEd faculty and define job responsibilities
- Establish expectations for ProfEd students
- Involve ProfEd faculty in the discussion of expectations for faculty and students
- Inform faculty and students of each other's expectations

Together with Task Force Coordinators – Megan Goodwin, Terry Rawls, and Lana Ivanitskaya – task force members defined a process for meeting goals and reported outcomes to Larry Smiley, Associate Dean of ProfEd. The following steps were particularly instrumental in articulating the roles of faculty and students in the academic process.

1. Review of existing resources, including adult learning literature and literature on indicators of teaching effectiveness, the ProfEd faculty contract and handbook, and CMU bulletin
2. Definition of responsibilities and expectations for faculty/students in behavioral terms
3. A university-wide discussion of the drafted documents
4. Revision of drafts and review of appropriate ProfEd documentation for consistency of language
5. Identification of opportunities for distribution of the completed documents consistent with the college-wide promotion of enhanced learning outcomes and best practices in adult learning and flexible delivery formats

At the conclusion of their analysis, the Task Force drafted and approved two primary documents; "*Maximizing Learning: ProfEd's Expectations for the Faculty Role and Definition of Faculty Responsibilities*" and "*Maximize Your Learning: CMU's Off-Campus Programs Expectations for Students*." These documents were distributed to focus group participants and senior staff in Fall 2000, along with surveys requesting reader reactions to the drafts. Appropriate changes to the documents have been completed and are reflected in the following materials.

Maximizing learning:

ProfEd's expectations for the faculty role and definition of faculty responsibilities

Purpose

The purpose of this document is to specify behaviors essential to the effectiveness of ProfEd instructors. A ProfEd instructor is defined as an individual assigned to teach for Central Michigan University through the College of Extended Learning.

The role of a ProfEd instructor

ProfEd's overarching goal is to provide its learners with quality educational experiences that promote lifelong learning and achieve measurable learning outcomes. The following document specifies observable instructor behaviors, teaching practices and underlying pedagogical principles widely associated with *teaching effectiveness*. The document also specifies essential means by which instructors indirectly enhance the learning environment and improve academic outcomes, including regular participation in professional development activities and consistent alignment with ProfEd's procedures and policies.

How this document was created

ProfEd's requirements for its faculty were derived from existing documentation on the role of ProfEd faculty and faculty contracts. Essential instructor behaviors were inferred from state-of-the-art research literature on best practices in adult learning and indicators of teaching effectiveness dating from the 1960s to the present (see References). Literature reviews targeted principles and instructor behaviors demonstrating empirical relationships with desirable student outcomes, primarily measured as achievement on classroom and standardized tests of academic performance.

Teaching as a creative and innovative process

ProfEd recognizes that teaching is a creative and innovative process combining both the essential behaviors required of all university faculty and the less concrete techniques and approaches instructors should emphasize to enhance students' learning. In recognition of these two contributory elements, the attached document contains two separate sections: Part One: ProfEd's requirements for the faculty role and Part Two: ProfEd's expectations for its faculty role.

Part One describes those instructor behaviors that are considered required elements of ProfEd's faculty job description. Part Two describes in greater detail eight instructional principles essential to teaching effectiveness and required of all ProfEd faculty. Several behavioral examples of each instructional principle were included to help all faculty, particularly those new to the profession, to successfully integrate these best practices into their existing teaching styles. Strategies were selected in accordance with their strong empirical relationships to enhanced learning outcomes among adult students in flexible delivery formats.

Part one: ProfEd's requirements for the faculty role

I. Plan teaching sessions

1. Understand the goals and objectives of the overarching academic program
2. Construct a syllabus (course outline)¹, including a course description, goals and objectives as they appear in the Master Course Syllabus¹ and CMU Bulletin
3. Design teaching sessions from the course syllabus or a Master Course Outline¹

II. Integrate principles for effective adult learning in flexible delivery format instruction

1. See eight *Teaching and Learning Principles* listed in Part Two of this document

III. Assess student learning using reliable and valid measures²

1. At the start of the course, explain the criteria for evaluating each graded course requirement and the weight of each requirement in determining the student's final grade
2. Require multiple class assignments, including pre-course assignments
3. Design multiple assessments of learner performance that link to the course goals and objectives

IV. Monitor and evaluate teaching

1. Maintain awareness of verbal and non-verbal communication (e.g., voice pitch and volume, alertness, eye contact, body language, animated facial expressions) to show energy, give positive encouragement to students and convey enthusiasm for the subject
2. Seek and use self, peer and student feedback

V. Prioritize professional development

1. Complete an orientation for new faculty before the first class meeting
2. Conduct regular reviews of current research in the field to add to and/or update class materials
3. Participate in at least one formal faculty development activity every year
4. Participate in at least one regional ProfEd faculty development seminar every two to three years
5. Seek support and advice from colleagues (mentors, instructors, ProfEd staff) and provide the same for fellow faculty and staff

VI. Follow CMU/ProfEd procedures

1. Submit a course outline that is in compliance with the course outline guide
2. Meet with students for the required contact hours
3. Honor class dates and locations
4. Maintain compliance with copyrights
5. Maintain compliance with procedural deadlines (e.g., deadlines for submitting class materials and grades)
6. Retain assignments used for determining student grades for one year *or* give graded assignments back to students

¹ Underlined items appear in the Glossary of Terms.

² The importance of learning outcomes assessment is further underscored in Principle 4.8, 7.1 – 7.5, 8.4

Part two: ProfEd's expectations for its faculty

Behaviors consistent with enhanced teaching effectiveness

Engage in behaviors consistent with the following principles for effective adult learning in flexible delivery format classes:

Principle 1. Understand and respect individual differences

- 1.1 Show respect for students by calling them by their names
- 1.2 Discover students' learning styles¹, interests, assumptions about learning and backgrounds at the beginning of a course
- 1.3 Incorporate class activities that recognize and address varied learning styles¹
- 1.4 Capitalize on learners' backgrounds by adding relevant learning materials and activities
- 1.5 Examine students' motives to learn class material
- 1.6 Determine learners' understanding of prerequisite material
- 1.7 Provide additional materials/exercises, as needed, to improve the understanding of less knowledgeable students and challenge the abilities of more knowledgeable students
- 1.8 Assess student knowledge using more than one type of evaluation (e.g., multiple choice, essay questions, projects)
- 1.9 Respect minority opinion and keep disagreements civil

Principle 2. Set expectations and establish purpose

- 2.1 Establish ground rules for class management and conduct; tell students what is expected of them and what can be expected of the instructor
- 2.2 Prior to the start of instruction, review (as stated in the syllabus/course outline¹)
 - 2.2.1 Objectives for the class
 - 2.2.2 Policies regarding class participation, attendance, overdue assignments and re-taking examinations
 - 2.2.3 Instructor's physical or electronic office hours, contact information and routine response turn-around time
- 2.3 Minimize negotiation of expectations by treating the class outline as if it were a contract; changes to the class outline should be communicated to students in writing
- 2.4 Explain how the course relates to other courses in the program
- 2.5 Prior to each class meeting, provide learners with an advance organizer¹ (e.g., learning objectives, connection to previous classes, broader context for class material)
- 2.6 Explain why specific topics are being taught and how they relate to professional opportunities
- 2.7 Clearly state the amount and level of in-class and out-of-class work expected of students
- 2.8 Explain that students may be expected to know and understand things that may not be directly addressed in the classroom
- 2.9 Explain that the classroom environment is but one source of student learning; course objectives can be accomplished through other means (e.g., independent learning or practice)

Principle 3. Application

- 3.1 Design learning activities that reinforce the acquisition of course content (content-oriented activities) and its application (problem-centered activities)
- 3.2 Use focused application to integrate new material and existing knowledge
- 3.3 Relate outside events/activities to the subject of study
- 3.4 Discuss course material within the context of concrete, real-life situations
- 3.5 Provide opportunities for reflection on the application of new learning (e.g., ask learners to summarize how new knowledge can be applied to their jobs)

Principle 4. Variety

- 4.1 Use attention-gaining devices (e.g., begin with a challenging question, visual or example)
- 4.2 Achieve class objectives by using a variety of instructional techniques¹ (e.g., literature reviews, demonstrations, field trips, structured discussions, panel discussions) and instructional aids (overhead transparencies, videotapes, handouts and Internet)
- 4.3 Design learning activities (e.g., data gathering and analysis) that develop higher-order cognitive skills such as summarizing, synthesizing, analyzing, and applying
- 4.4 Design learning activities to stimulate as many sensory modalities¹ (e.g., vision and hearing) as possible
- 4.5 Organize instruction to allow for demonstration (explanation, discussion) and guided practice
- 4.6 Use different question types¹ (e.g., fact and process questions, convergent and divergent questions, questions of policy and/or value)
- 4.7 Assign work to small and large groups
- 4.8 Assess student learning using different kinds of evaluations (e.g., papers, projects, tests, case studies) and test types¹ (e.g., multiple choice, essay, short answer, true/false)

Principle 5. Maximize and optimize learners' "time on task"

- 5.1 Guide students to set challenging goals for their own learning
- 5.2 Establish and communicate systematic milestones (e.g., paper drafts, quizzes, review) to keep students on schedule and moving toward a clearly defined goal
- 5.3 Communicate the importance of scheduling frequent, self-paced study sessions
- 5.4 Organize instruction around learning outcomes specified in the syllabus (course outline)¹
- 5.5 Organize clerical tasks before the class and establish procedures for dealing with unexpected interruptions
- 5.6 Communicate the minimum amount of time students should spend preparing for a class
- 5.7 Balance highly and moderately challenging tasks¹ for optimal student learning
- 5.8 Use direct instruction¹ for teaching facts, rules, and action sequences; and indirect instruction¹ for teaching concepts, patterns, abstractions
- 5.9 Provide periodic reviews or summaries of previously covered content
- 5.10 If a student misses a class, require him or her to make up lost work
- 5.11 Require that students use libraries and other information resources appropriate for accomplishing course objectives (e.g., OCLIS¹, Internet)
- 5.12 Give pre- and/or post-class assignments

Principle 6. Communication and cooperation

- 6.1 Present classroom material in a clear and interpretable manner consistent with high degrees of cognitive, oral and written clarity¹
- 6.2 Encourage students to ask questions
- 6.3 Ask open-ended questions that draw out relevant learner knowledge and experience
- 6.4 Ask learners to tell each other about their interests and backgrounds
- 6.5 Encourage classroom cooperation; create student project teams within a course
- 6.6 Fulfill the terms of the syllabus (course outline)¹ regarding instructor availability, accessibility and response turn-around (see Principle 2.2.3)

Principle 7. Feedback

- 7.1 Provide opportunities for informal, non-evaluative feedback on the acquisition and application of new course material (e.g., solicit group responses, provide handouts with correct answers for self-checking)
- 7.2 Distribute performance evaluations throughout the course to provide ongoing feedback on the quality of each student's performance
- 7.3 Include written comments specifying the strengths and weaknesses of each student's performance on a given assignment
- 7.4 Provide classroom exercises and problems which give learners immediate feedback about their performance
- 7.5 Solicit student feedback about class at multiple points in the course
- 7.6 Use a mix of rewards and reinforcers (e.g., meaningful verbal praise, starting a class strictly on time to reward punctual students) to facilitate a positive learning environment
- 7.7 Return graded assignments within the time frame established in Principle 2.2.3
- 7.8 Assign final grades according to each student's individual achievement and contribution (e.g., to group projects)

Principle 8. Encourage metacognitive learning

- 8.1 Facilitate learners' *reflection* on how they think and learn (e.g., ask learners to reflect on prior experiences, keep learning diaries, review drafts of work, complete learning-style inventories and examine assumptions and diverse perspectives)
- 8.2 Facilitate learners' *regulation* of how they think and learn (e.g., ask learners to challenge personal assumptions, determine the order of steps to be taken to complete a learning task, evaluate task difficulty, engage in meaning-making logic, create knowledge maps, share learning experiences)
- 8.3 Use teaching strategies¹ that model desirable learning behaviors (i.e., *processes* such as note taking, outlining and concept mapping) and outcomes (i.e., *products* such as summaries, project reports, knowledge maps)
- 8.4 Encourage and guide student self assessment (e.g., ask learners to evaluate their progress toward a learning goal)
- 8.5 Provide opportunities for *integration* of new learning (e.g., ask learners to analyze how new information relates to their existing knowledge).

¹ Underlined items appear in the Glossary of Terms.

Glossary of Terms

Advance organizer – A bridging strategy that assists learners in connecting prior knowledge and new knowledge. Advance organizers are different from overviews and summaries which simply emphasize key ideas. An advance organizer establishes a transition between what the student already knows and new learning and acts as a logical framework for the learner to make sense out of the new material. It could be a model, a brief explanation of what is to be learned or a rich and powerful transition statement that assists a learner in understanding how the information to be learned “fits in” with what is already known. An advance organizer is a practical implication of Ausubel’s subsumption theory of meaningful verbal learning (Ausubel, 1963). In subsumption theory, meaningful learning is determined by the logical organization of the learner’s prior knowledge to incorporate the new knowledge. Research has revealed that logical organization is facilitated through the advance organizer operating as a framework which organizes knowledge to induce long-term retention and transfer of general concepts (Kraiger, Salas, & Cannon-Bowers, 1995; Mayer, 1979; Mayer, 1989).

Challenging tasks – Researchers have found that learners who spent from 60-70% of their time on tasks that afford the opportunity for moderate to high levels of success had higher achievement scores and better retention of learned material. Success rates are high when learners understand the task and make only occasional careless errors. Success rate is medium when learners have partial understanding but make some substantive errors and low when learners do not understand material at all. Organizing and planning instruction that yields moderate to high success rates but at the same time is not repetitive or time wasting have been shown to be a key behavior for effective teaching (Brophy & Everston, 1976; Fisher, Filby, Marliave, Cahen, Dishaw, Moore, & Berliner, 1978).

Clarity – This quality refers to the clearness and interpretability of an instructor’s class presentation. Research indicates that instructors who teach with high degrees of clarity can allocate more time to course instruction and less time to going over previously taught material or answering repetitive questions (e.g., Smith & Land, 1981). Instructional clarity has two components: cognitive clarity (e.g., are the points made by the instructor understandable) and oral clarity (e.g., is the instructor’s oral delivery clear, audible, intelligible and free of distracting mannerisms). The cognitive and oral clarity of an instructor’s presentation varies substantially among teachers and may produce significant differences in student performance on cognitive tests of achievement.

Direct / indirect instruction – Researchers (e.g., Borich, 1989) suggest that the acquisition of facts, rules, and actions sequences is best facilitated through direct instruction (drill and practice). Conversely, concepts, patterns, and abstractions are best taught by indirect instruction techniques (discussion and inquiry). Though both types of techniques can be applied to meet both desired learning outcomes, tailoring the instructional approach to the type of information being taught can heighten the effectiveness of learning.

Flexible delivery format – ProffEd uses multiple delivery formats to accommodate the needs of working adult students. ProffEd’s flexible delivery formats include, but are not limited to on-site open enrollment, cohorts, distance learning (Web-based, learning package, telelearning, audio course, etc.), face-to-face, synchronous, asynchronous, and mixed modality formats. In addition, ProffEd offers course formats across a variety of schedules (e.g., 12-week, 8-week, 3 weekends) and educational models (interdisciplinary and traditional).

Instructional technique – Boyle (1981, p. 213) defined technique as the form used to present material to be learned. It is as a manner of accomplishing teaching objectives, such as lectures, readings, demonstrations, skits, field trips, note-taking, programmed instruction, panel discussion, structured discussions, panel discussions by students, topical discussions, question-answer panels, open-forum discussions, behavior modeling, interactive demonstrations, performance try-outs, brainstorming, case studies, action mazes, incident process, team tasks, role-plays, simulations, games, clinics, critical incident, hot role-plays and data gathering (Knowles, 1980, p. 129-168; Laird, 1985, p. 239). In “Effective Strategies for Teaching Adults,” Seaman and Fellenz (1989, p. 25-145) discussed and categorized the techniques into techniques for presentation, action and interaction. The presentation techniques included lecture, symposium, panel, dialogue, debate, demonstration and interview; the action techniques computerized in-basket exercises, simulation games, role plays and case studies; and finally the interaction techniques included fishbowl, expanding groups, buzz groups, brainstorming – including delphi and nominal group technique, listening teams, audience reaction teams, colloquy, forum, committee and committee hearing.

Learning styles – The characteristic cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment. Survey instruments and related literature can be obtained from the Center for Research on Adult Learning at CRAL@cmich.edu, (800) 950-1144, ext. 2534 or by writing to CRAL, Off-Campus Programs, Central Michigan University, Mount Pleasant, MI 48859.

Mentor – An experienced ProfEd faculty member who provides academic support to other ProfEd instructors.

Metacognitive knowledge – Knowledge of one's knowledge, processes and cognitive and affective states; ability to consciously and deliberately monitor and regulate one's knowledge, processes and cognitive and affective states (Hacker, Dunlosky, & Graesser, 1998). Gourgey (1998) noted, "whereas cognitive strategies enable one to make progress – to build knowledge – metacognitive strategies enable one to monitor and improve one's progress – to evaluate understanding and apply knowledge to new situations."

Master Course Syllabus (Model Course Outline) – An exemplar syllabus for the course. Master Course Syllabus is used by ProfEd faculty to develop a syllabus for each course section. A Master Course Syllabus is approved through the curricular process each time a course is approved or revised. Master Course Syllabus is synonymous with Model Course Outline, which is a term used for MSA designator courses.

References

- Adult Learning Potential Institute (1980, September). *Overview of Training Practices Incorporating Adult Learning: Annotated Bibliography on Adult Learning*. (ERIC Document Reproduction Service No. ED 198 366).
- Ames, C., & Ames, R. (1973). *Teachers' Attributions of Responsibility for Student Success and Failure Following Informational Feedback: A Field Verification*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd Ed.). San Francisco: Jossey-Bass.
- Ausubel, D. P. (1963). *The Psychology of Meaningful Verbal Learning*. New York: Grune and Stratton.
- OCLS – Off-Campus Library Services.
- Question types** – *Convergent* questions usually have a single right answer and are usually used in the teaching of facts, rules and sequences. *Divergent* questions may have any right answers and are usually used in teaching of problem solving, inquiry and discovery learning.
- Sensory modalities** – Main avenues of physical sensation (as vision, touch, smell, taste and hearing).
- Syllabus (course outline)** – A document that is based on a Master Course Syllabus (or a Model Course Outline) and contains additional detail about the specific section of the course. The course outline is prepared with the help of a Course Outline Guide.
- Teaching strategies** – Strategies used by instructors to facilitate learners' knowledge acquisition (as opposed to learning strategies that are used by learners to acquire new knowledge).
- Test types** – The most common types of tests used in university courses are multiple choice, essay, short answer, oral, true/false and recall (Greive, 1995). Recall tests (e.g., fill in the blank) require simple recall rather than guessing and rationalization. All test types should reflect the objectives for the course.
- Ausubel, D. P., Novak, J., & Hanesian, H. (1978). *Educational Psychology: A Cognitive View* (2nd Ed.). New York: Holt, Rinehart & Winston.
- Battle, E. S. (1965). Motivational determinants of academic, task persistence. *Journal of Personality and Social Psychology*, 2, 209-281.
- Bennet, N., Desforjes, C., Cockburn, A., & Wilkinson, B. (1981). *The Quality of Pupil Learning Experiences: Interim Report*. Lancaster, England: University of Lancaster, Centre for Educational Research and Development.
- Berliner, D. (1979). Tempus educare. In P. Peterson & H. Walberg (Eds.). *Research on Teaching Concepts. Findings and Implications*. Berkeley, CA: McCutchan.

- Biggs, J. B. & Collis, K. F. (1982). *Evaluating the Quality of Learning*. New York: Academic Press.
- Blanchard-Fields, F., & Hess, T. M. (Eds.) (1996). *Perspectives on Cognitive Change in Adulthood and Aging*. New York: McGraw-Hill.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. (ERIC Document Reproduction Service No. ED 340 272). Washington D.C.: The George Washington University, School of Education and Human Development.
- Borich, G. D. (August, 1989). *Air Force Instructor Evaluation Enhancement: Effective Teaching Behaviors and Assessment Procedures*. Number ADA 212 766/0 filed with the report literature.
- Boyle, P. G. (1981). *Planning Better Programs*. New York: McGraw-Hill Book Company.
- Breckon, D. J. (1989). Teaching college courses in compressed formats. *Lifelong Learning: An Omnibus of Practice and Research*, 12, 19-20.
- Brewer, P. (1995). Learner outcomes as articulated in adult education literature: An annotated bibliography. (ERIC Document Reproduction Service No. ED 391 067).
- Brinko, K. T. (1993). The practice of giving feedback to improve teaching: What is effective? *Journal of Higher Education*, 64, 574-593.
- Brookfield, S. (1986). *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. San Francisco: Jossey-Bass.
- Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research*, 51, 5-32.
- Brophy, J., & Evertson, C. (1976). *Learning From Teaching: A Developmental Perspective*. Boston: Allyn and Bacon.
- Brophy, J., (1983). A study of instructional processes in Title I classes: 1981-82. *Journal of Research and Evaluation of the Oklahoma City Public Schools*, 13 (1).
- Carroll, J. A. (1963). A model of school learning. *Teachers College Record*, 64, 723-733.
- Caskey, S. R. (1994). Learning outcomes in intensive courses. *Journal of Continuing Higher Education*, 42, 23-27.
- Cronbach, L. (1967). How can instruction be adapted to individual differences? In R. Gagne' (Ed.) *Learning and Individual Differences*. Columbus, OH: Merrill.
- Dahloff, V. (1971). *Ability Grouping: Content Validity and Curriculum Process Analysis*. New York: Teachers College Press.
- Dart, B. (1997). Adult learners' metacognitive behavior in higher education. In P. Sutherland (Eds.), *Adult Learning: A Reader*. (pp. 30-43). London: Kogan Page.
- De Bello, T. C. (1990). Comparison of eleven major learning styles models: Variables, appropriate populations, validity of instrumentation, and the research behind them. *Reading, Writing, and Learning Disabilities*, 6, 203-222.
- Dunlosky J., & Hertzog, C. (1997). Older and younger adults use a functionally identical algorithm to select items for restudy during multi-trial learning. *Journal of Gerontology: Psychological Sciences*, 52B, 178-186.
- Fisher, C. W., Filby, N. N., Marliave, R. R., Cahen, L. W., Dishaw, M. M., Moore, J. E., & Berliner, D. C. (1978). *Teaching Behaviors, Academic Learning Time, and Student Achievement: Final Report of Phase III-B Beginning Teacher Evaluation Study*. San- Francisco, CA: Far West Educational Laboratory for Educational Research and Development.
- Fisher, C., Berliner, D., Filby, N., Mariave, R., Cohen, L., & Dishaw, M. (1980). Teaching behaviors, academic learning time and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to Learn*. Washington, DC: National Institute of Education.
- Galusha, J. M. (1998). Principles of training and of adult education: A comparison. (ERIC Document Reproduction Service No. ED 416 378).
- Galusha, J. M. (1998). The role of subject matter in adult learning. (ERIC Document Reproduction Service No. ED 416 379).
- Gappa, J. M., & Leslie, D. W. (1993). *The Invisible Faculty: Improving the Status of Part-timers in Higher Education*. San Francisco: Jossey-Bass.
- Glassick, C. E., Huber, M. T., & Macroff, G. I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

- Good, T., & Grouws, D. (1979). Teaching effects: A process-product study in fourth grade mathematics classrooms. *Journal of Teacher Education*, 28, 49-54.
- Good, T., & Grouws, D. (1979). The Missouri mathematics effectiveness project. *Journal of Educational Psychology*, 71, 355-362.
- Good, T., Biddle, B., & Brophy, J. (1975). *Teachers Make a Difference*. New York: Holt, Rinehart, and Winston.
- Good, T., Grouws, D., & Beckerman, T. (1978). Curriculum pacing: Some empirical data in mathematics. *Journal of Curriculum Studies*, 10, 75-81.
- Gourgey, A. F. (1998). Metacognition in basic skills instruction. *Instructional Science*, 26, 81-96.
- Greive, D. (1995). *A Handbook for Adjunct and Part-time Faculty and Teachers of Adults*, 3rd Ed. Elyria, OH: Info-Tech, Inc.
- Greive, D., & Worden, C., Eds. (2000). *Managing adjunct and part-time faculty for the new millennium*. Elyria, OH: Info-Tech.
- Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.) (1998). *Metacognition in Educational Theory and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Henschke, J. A. (1998). Modeling the preparation of adult educators. *Adult Learning*, 9, 11-13.
- Hertzog, C., & Dixon, R. (1994). Metacognitive development in adulthood and old age. In J. Metcalfe & A. P. Shimamura (Eds.). *Metacognition: Knowing About Knowing* (pp. 227-251). Cambridge, MA: MIT Press.
- Kennedy, J., Cruickshank, D., Bush, A., & Myers, B. (1978). Additional investigations into the nature of clarity. *Journal of Educational Research*, 72, 3-10.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and preliminary feedback intervention theory. *Psychological Bulletin*, 119, 254-284.
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. New York: Cambridge.
- Kraiger, K., Salas, E., & Cannon-Bowers, J. A. (1995). Measuring knowledge organization as a method for assessing learning during training. *Human Factors*, 37(4), 804-816.
- Laird, D. (1985). *Approaches to Training and Development*. Reading, Massachusetts: Addison-Wesley.
- Lundgren, V. (1972). Frame factors and the teaching process: A Contribution to Curriculum Theory and Theory on Teaching. Stockholm: Alnquist and Wiksell.
- Lysakousk, R. S., & Walberg, H. J. (1983). Cues, participation and feedback in instruction: A quantitative synthesis. *American Educational Research Journal*, 75, 69-77.
- Maehl, W. H. (2000). *Lifelong Learning at Its Best: Innovative Practices in Adult Credit Programs*. San Francisco: Jossey-Bass.
- Mayer, R. E. (1979). Can advance organizers influence meaningful learning? *Review of Educational Research*, 49, 371-383.
- Mayer, R. E. (1989). Models for understanding. *Review of Educational Research*, 59, 43-64.
- McDonald, F., & Elias, P. (1976). *The Effects of Teaching Performance on Pupil Learning. Beginning Teacher Evaluation Study, Phase II, 1974-1976*. Princeton, NJ: Educational Testing Service.
- McKeachie, W. J. (1994). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. (9th Ed.). Lexington, Ma: D.C. Heath.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in Adulthood: A Comprehensive Guide*. (2nd Ed.) San Francisco: Jossey-Bass.
- Metcalfe, J., & Shimamura, A. P. (Eds.). (1994). *Metacognition: Knowing about knowing*. Cambridge, MA: MIT Press.
- Moran, J. J. (1997). *Assessing Adult Learning: A Guide for Practitioners*. Malabar, FL: Krieger.
- Mowatt, I., & Slann, G. (1997). Learning in small groups. In P. Sutherland (Eds.), *Adult Learning: A Reader*. (p. 94-105). London: Kogan Page.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How College Affects Students: Findings and Insights from Twenty Years of Research*. San Francisco: Jossey-Bass.
- Paulsen, M. F. (1995). The Online Report on Pedagogical Techniques for Computer-mediated Communication. Internet: <http://www.hs.nki.no/~morten/cmcped.html>.

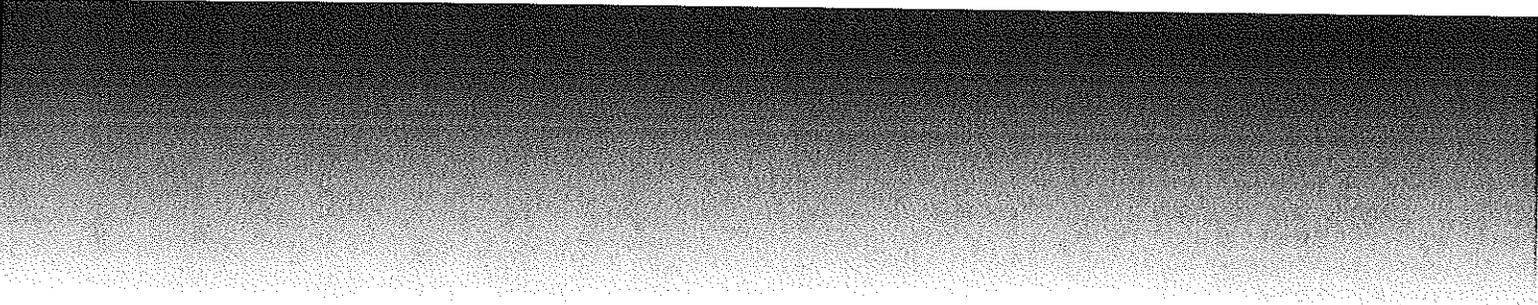
- Petrisko, M. E. (1999). Faculty development for part-time faculty in work force development programs. *Continuing Higher Education Review*, 63, 80-86.
- Pillay, H. (1997). Adult learning in a workplace context. In P. Sutherland (Eds.), *Adult Learning: A Reader*. (pp. 122-134). London: Kogan Page.
- Rosenshine, B. (1983). Teaching functions in instructional programs. *The Elementary School Journal*, 83, 335-351.
- Rosenshine, B., & Berliner, D. (1978). Academic engaged time. *British Journal of Teacher Education*, 4, 3-16.
- Royce and Royce Inc. (1998). *APEX: Adult Practitioner Excellence* [Final Report]. (ERIC Document Reproduction Service No. ED 427 212).
- Scott, P. A., & Conrad, C. F. (1992). *A Critique of Intensive Courses and an Agenda for Research*. (ERIC Document Reproduction Service No. ED 337 087).
- Seaman, D. F., & Fellenz, R. A. (1989). *Effective Strategies for Teaching Adults*. Columbus, Ohio: Merrill Publishing Company.
- Smith, L., & Cotton, M. (1980). Effect of lesson vagueness and discontinuity on student achievement and attitudes. *Journal of Educational Psychology*, 72, 670-675.
- Smith, L., & Land, M. (1981). Low inference verbal behaviors related to teacher clarity. *Journal of Classroom Interaction*, 17, 37-42.
- Speeth, K., & Margulies, S. (1969). Techniques for maintaining student motivation. *National Society for Programmed Instruction Journal*, 8, 24-27.
- Stallings, J. (1980). Allocated academic learning time revisited, or beyond time on task. *Educational Researcher*, 8 (11), 11-16.
- Sutherland, P. (1997). The implications of research on approaches to learning for the teaching of adults. In P. Sutherland (Eds.), *Adult Learning: A Reader* (pp. 192-200). London: Kogan Page.
- The Johnson Foundation (1989). *Seven Principles for Good Practice in Undergraduate Education*. (Faculty Inventory). Racine, WI: AAHE.
- Tobias, S. (1982). When do instructional methods make a difference? *Educational Researcher*, 11, 4-10.
- Tuckman, B. W. (1996). The relative effectiveness of incentive motivation and prescribed learning strategy in improving college students' course performance. *Journal of Experimental Education*, 64, 197-210.
- Van Meter, P., Yokio, L., & Pressley, M. (1994). College students' theory of note taking derived from their perceptions of note taking. *Journal of Educational Psychology*, 86, 323-338.
- Walvoord, B.E., & V.J. (1998). *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass.
- Winne, P.H. (1996). A metacognitive view of individual differences in self-regulated learning. *Learning and Individual Differences*, 8, 327-353.
- Wouters C. A., Yu, S. L., & Pintrich, P. R. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences*, 8, 211-238.
- Zahorik, J. (1978). Teacher verbal feedback and content development. *Journal of Educational Research*, 63, 419-423.
- Zoyonc, R., & Bricman, P. (1969). Expectance and feedback as independent factors in task performance. *Journal of Personality and Social Psychology*, 11, 148-156.

Copyright © 2006 by Central Michigan University
All rights reserved.

With the exception of the reprinted material copyrighted elsewhere, no part of this publication may be reproduced, sorted in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of duly authorized agents of Central Michigan University. Persons wishing to adapt or adopt these materials for their own use or programs may do so by special agreement and payment of royalties. Inquiries are welcomed and should be sent to:
Jamie Slater, Director
Organizational Research & Assessment
CMU's Off-Campus Programs
Mount Pleasant, Michigan 48859
(989) 774-2534
E-mail: cral@cmich.edu

Printed in the United States of America.

19669 6/06



CMU

**CENTRAL MICHIGAN
UNIVERSITY**





Home | Degrees & Programs | CMU Online | Locations | Course Schedules | Tuition & Financial Aid

Home > Faculty > Institutional Review Board (IRB)

Institutional Review Board (IRB)

Effective August 1, 2010, research conducted in MSA and MA in Education capstone courses is no longer under the jurisdiction of CMU's IRB office. This means that IRBNet applications will not be accepted for MSA and MA in Education students. The exceptions to this policy are those cases where the student's work involves human subjects and would be considered "research" under the federal guidelines.

Projects considered "research" are those projects using human subjects that generate findings that can be generalized and that are intended from the outset of the project to be disseminated to a wider audience. For example, a student conducting a project and using human subjects with the intent to publish the findings or report the findings to a broader audience, i.e., state or regional, national or international conference or outside of the researcher's organization, must complete CITI training and seek IRB approval. On the other hand, a student conducting a work-related project with human subjects and reporting the findings within the organization is not required to seek IRB approval.

We are replacing the IRB requirement with a Research Review Application. Students will complete this form and submit the form along with appropriate attachments to their capstone instructor. The application form is available at global.cmich.edu/student/forms.

Approval notifications will be sent by e-mail and data collection may only begin when that approval has been received. If your project meets the criteria for research, please read the following information:

IRB - Human Subjects Research

In addition to promoting the acquisition of external support for faculty and staff research and programmatic and creative endeavors, the Office of Research and Sponsored Programs (ORSP) is responsible for ensuring that CMU is fully compliant with a variety of research-related policies and procedures. The increasing complexity of the research process, the requirements of federal and state agencies, and the accountability of university personnel to colleagues, students, the university, and the larger community necessitate that CMU provide its research community with mechanisms that ensure that research is conducted in a manner that is compliant with all governing oversight offices.

To accomplish this goal, ORSP has adopted a software package called IRBNet that is designed to be open to the entire CMU research community and assists in the management and oversight that support IRB, IACUC, and other compliance boards with one unified solution.

- IRBNet will allow for online submission of research proposals involving humans and animals and will create required reporting documents for the oversight and regulatory offices.
- IRBNet is an enterprise-class, hosted toolset that is secure and accessible from anywhere, anytime on any platform. Users need only have an internet connection and a browser, thus making it possible for our Global Campus to use this system for submission of proposals.
- All IRB applications must be submitted through IRBNet.

IRBNet Instructions for Researchers

Important Information for MSA Students

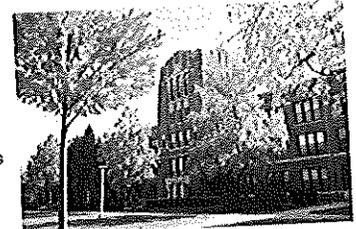
Important Information for MA in Education Students

Connect to IRBNet

Online Training in the Use of Human Subjects

All investigators conducting research with human subjects are required to complete training in the protection of human subjects in research. CMU has adopted the online training system offered through the Collaborative Institutional Training Initiative (CITI). CITI offers courses in the responsible conduct of research and can be individualized for specific university needs. CITI allows for the tracking of individuals who have completed their respective training requirements. Thus, individuals who are required to complete training in human subjects research would complete only the training relevant in this area. Implications for Research Involving Human Subjects By the beginning of the 2009 Spring Semester, all investigators conducting research with human subjects must provide evidence of training in human-subjects protection. Completion of CITI training is reported to CMU.

Military | Faculty | Students



Request Information
Chat Now
Apply to CMU
Contact Us
Help/FAQ

IRB Committee Information

- Committee Members
- Committee Meeting Dates
- IRB Policies & Procedures
- IRB Human Subjects Research
- ORSP Research Home Page

Call Toll Free:

800-950-1144

Follow us on:



CITI Instructions for Researchers

Connect to CITI

Support: Please contact Dr Roop Jayaraman at 989-774-1958 or by e-mail at jayar1rc@cmich.edu with any questions regarding the utilization of either IRBNet or CITI.

[Feedback](#) | [CMU Mission Statement](#) | [CMU Copyright](#) | [CMU Web Policy](#) | [CMU Privacy Policy](#)
CMU Global Campus Central Michigan University 802 Industrial Drive Mount Pleasant, MI 48858
CMU, an AA/EI Institution, strongly and actively strives to increase diversity within its community. (see www.cmich.edu/aaeo)

Grade Grievance Policy

Grade grievance procedures apply only to the review and resolution of allegations of capricious grading. They are not for the review of the instructor's judgment in assessing the quality of a student's work.

Capricious grading consists of any of the following: (a) the assignment of a grade to a particular student on some basis other than her or his performance in the course; (b) the assignment of a grade to a particular student that resorts to more exacting or demanding standards than were applied to other students in that course; 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.

A student who has a complaint about a grade should begin with Step One of the procedure by contacting the instructor, either in person or in writing, as soon as possible and not later than 30 days after the course grade is available. The instructor should discuss the matter, explaining how the student's grade was calculated. A student who is unable to reach the instructor should contact the Vice President/Executive Director's office in Off-Campus Programs.

A student who is not satisfied with the results of Step One may move to Step Two by initiating the following process within 60 days after the course grade is made available: (1) writing a letter to the instructor stating the reason(s) for moving to Step Two and (2) writing a letter to the appropriate program director (e.g. MSA Director, MA in Counseling Director, MA in Education Director, MA in Humanities Director, or Undergraduate Programs Director) requesting a joint consultation with the instructor and the appropriate program director. The student must include a copy of the student's letter to the instructor stating the reason(s) for moving to Step Two.

In cases where the instructor is also the program director, the materials will be forwarded to the appropriate dean.

The program director will arrange for a conference call among the instructor, student, and program director as soon as possible. The purpose of the joint consultation is to provide an opportunity for the student and the instructor to discuss the student's allegations with a third party present. The role of the program director is to facilitate the discussion, not to recommend a change of grade. Following the joint consultation, the program director will confirm the outcome of the conference call to the student with a letter which outlines the procedures for moving to Step Three if the student is not satisfied. A copy of the letter will be sent to the instructor.

A student who is not satisfied with the results of Step Two may move to Step Three by writing a letter to the program director within 30 days of the consultation. The letter must include a description of the basis for claiming that the student's grade was the result of capricious grading as defined in the Off-Campus Programs Bulletin. Evidence such as tests, papers, etc., that would support the student's allegations must be included at the same time. A copy of the student's letter and documentation will be sent to the instructor, who will be given 30 days to respond. A copy of the instructor's response will be sent to the student.

Copies of the letters and documents submitted by both the student and the instructor will be referred to the appropriate council (e.g., MSA Council, MA in Counseling Council, MA in Education Council, MA in Humanities Council, or Undergraduate EDP Council). If the council finds the allegations of capricious grading to be supported by substantial evidence, the council will determine the most appropriate remedy. The council may direct the instructor to grade the student's work anew or to give the student a new examination in the course, or it may take other action that will bring about substantial justice in the individual case. The decision of the council is final and shall be reported in writing to the student, the instructor, and the Vice President/Executive Director's office of Off-Campus Programs.

POLICY ON ACADEMIC INTEGRITY FOR OFF-CAMPUS STUDENTS

This Policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses).

1. Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

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

2. Academic dishonesty includes:

A. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

Clarification

1. Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.

2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.
3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

B. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification

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

C. Fabrication, Forgery and Obstruction

Definition

Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in

conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarification

1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
4. Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

D. Multiple Submission

Definition

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses.

Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.
2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity

Definition

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

Clarification

1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have

been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors

Definition

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

Clarification

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

address: www.orsp.cmich.edu. Applicability of this policy for students is found under I. GENERAL PROVISIONS, A. Applicability, number 3.

G. Computer Misuse

Definition

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

Clarification

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

H. Misuse of Intellectual Property

Definition

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

Clarification

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

3. Ethical and Professional Behavior

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

4. Sanctions for Violations of the Policy on Academic Integrity

In cases involving violation of the Policy on Academic Integrity, determination of the student's grade and status in the course are made by the instructor. The instructor's determination can be appealed by the student to the dean of the appropriate college as outlined below.

5. Process for Handling Alleged Violation of this Policy

A. Informal Proceedings

1. Conference with the Student

A conference between the student and the instructor is the first, and may be the only, step in addressing alleged violations of the Policy on Academic Integrity. This meeting may be held in person, or via email, phone, or any other available means.

If an instructor has reason to believe that a student has committed a violation of the Policy on Academic Integrity, the instructor will contact the student within a reasonable period of time to notify the student of the suspected violation of the Policy on Academic Integrity and to either discuss the matter with the student or set up an informal meeting between the student and instructor. The student has the right to decline to talk about the matter with the instructor until a scheduled meeting can be arranged. Any meeting shall take place as soon as possible after the discovery of the alleged violation. Neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.
^{1,2}

At this meeting, the instructor will inform the student of the details of the alleged violation and will refer the student to the published Policy on

¹ It is understood that "there is nothing to preclude other persons from being present, as long as they are not present as lawyers or advisors" (Academic Senate minutes, May 1, 2001).

² It is understood that "it is not always possible to have a 'Conference with the Student' before grades are due" (Academic Senate minutes, May 1, 2001).

Academic Integrity. It will be the responsibility of the instructor to present evidence of the alleged violation of the Policy on Academic Integrity. The student will be provided the opportunity to respond to the allegation and may explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days from the initial attempt to contact the student, the instructor shall make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.

If, after completing the above process, the instructor believes there is a preponderance of evidence that the student violated the Policy on Academic Integrity, the instructor may make an admonition to the student (i.e., an oral statement that the student has violated the Policy on Academic Integrity) or impose one or more of the following:

- a. Warning. A written notice that the student has violated the Policy on Academic Integrity and that further violation may result in additional sanctions. A copy of this letter shall be sent to the appropriate Program Director. A copy of this letter will become part of a file on the violation maintained in the Office of Student Life or the College of Graduate Studies.
- b. Revision of Work. A requirement that the student revise or replace the work in which the violation of the Policy on Academic Integrity occurred. The instructor may assign a deferred grade pending the replacement or revision of the work.
- c. Reduction in Grade. The grade on the assignment or in the course may be lowered.

In addition to the above sanctions, an instructor may refer the matter to the Office of Student Life or the College of Graduate Studies for formal proceedings, seeking additional sanctions under the Code of Student Rights, Responsibilities and Disciplinary Procedures (See Section B below).

When an instructor decides to impose any sanction(s) the instructor will notify the student (with a copy to the Program Director) of this decision by sending a letter to the student through mail. The letter

will inform the student of the sanction(s) imposed because of the violation of the Policy on Academic Integrity. The notice will be mailed to the last address for the student on file with the University Office of the Registrar. The notice will be deemed received two (2) days following the date the notice is posted at facilities of the United States Post Office. In the absence of mailing, personal delivery to the student cited, or delivery to the last home address on file in the Office of the Registrar constitutes proper notice. If personal delivery to the student or delivery to the last home address is used, the date notice is so delivered shall be deemed the date the notice is received. A copy of this letter will become part of a file on the violation maintained in the Office of Student Life or the College of Graduate Studies.

The Office of Student Life or the College of Graduate Studies will document the incident, maintain a file of its records, and may initiate formal proceedings for disciplinary action against the student under the "Code of Student Rights, Responsibilities and Disciplinary Procedures."

The Office of Student Life or the College of Graduate Studies will maintain a confidential file on students for one (1) year after they graduate or have not been enrolled at the university for a period of three (3) years. If students are suspended, the records are maintained for one (1) year after graduation or five (5) years after last enrollment. If students are dismissed records are maintained indefinitely.

2. Appeal of an Informal Proceeding

A student sanctioned for violation of the Policy on Academic Integrity may appeal the instructor's decision that a violation of the Policy has occurred, and / or the sanction.

The appeal must be submitted in writing to the instructor and to the dean³ of the college in which the violation occurred not later than twenty (20) business days after the student has been notified of the instructor's decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college.

An appeal is made by submitting a written statement of appeal to the instructor and dean of the college (CEL for undergraduate students and Graduate Studies for graduate students) within the time limit. The

³ It is understood that deans may delegate the responsibilities associated with an appeal to a designee—often an associate dean (Academic Senate minutes, May 1, 2001).

written statement of appeal must state: the course name, dates and location; the name of the person appealing; the basis of the appeal; the instructor making the decision from which the appeal is made; and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee comprised of faculty and students to hear the appeal and to make a recommendation to the dean. The role of the committee is to advise the dean.

All appeals will be facilitated in writing. The written request for an appeal will be forwarded to the instructor, who will have 30 days to respond. The appeals committee will then review all available information and formulate a recommendation to the appropriate dean.

The appeals committee makes its determination based solely on the materials provided by the student and instructor. The appeals committee will use as its standard of review a preponderance of evidence, and it will be the instructor who has the burden of proof.

The purpose of the appeals committee is to decide if the findings of the instructor were so incorrect that the decision should be changed. It is not the purpose of the appeals committee to substitute their judgment for that of the instructor. It is not the purpose of the appeals committee to decide if it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student; it is an appeal of the findings of the instructor. The appeals committee may either recommend upholding the instructor's findings and action(s), or find that there are not sufficient facts presented to warrant the findings of the instructor and thus recommend setting aside the instructor's decision.

After receiving this recommendation the dean will either sustain or deny the appeal. The dean's decision will be in writing and will state the findings of the fact and the conclusion as to whether there has been a violation of the Policy on Academic Integrity.

The dean's decision will be final.

A copy of the appeal and the dean's resolution of the appeal will be part of the file on the violation maintained in the Office of Student Life or the College of Graduate Studies.

Failure to appeal a sanction after an informal conference with an instructor constitutes acknowledgement that the student violated the Policy on Academic Integrity.

B. Formal Proceedings in the Office of Student Life or the College of Graduate Studies

If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Life or the College of Graduate Studies for the consideration of additional sanctions. The following procedures will be followed.

1. As part of the letter notifying the student of the sanction(s) resulting from the informal meeting, the instructor will inform the student that formal proceedings in the Office of Student Life or the College of Graduate Studies are being requested.
2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Life or the College of Graduate Studies with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.
3. The "Code of Student Rights, Responsibilities and Disciplinary Procedures" will govern the sanctions that can be imposed, and the appeal process.
4. The Office of Student Life or the College of Graduate Studies will determine a sanction and will notify the instructor of its determination.
5. This sanction will be recorded on the student's permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.
6. The instructor will be notified of the outcome of the hearing.

In rare instances, the Office of Student Life or the College of Graduate Studies may be aware of multiple charges of academic dishonesty against a student, and so may choose to initiate the imposition of additional sanctions following the procedures outlined above.

C. Proceedings With a Department or Program

1. Departmental or Program Action

- a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student's program is housed.
- b. Departments and programs will follow their internal procedures for deciding whether the student's status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.

Appeal of Departmental or Program Action

A record of the department, program and / or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Life or the College of Graduate Studies.

Approved by the Academic Senate 4-9-02



CentralLink > Services > Employment Services > Human Resources > Assoc. Vice President > Human Resources Policies and Programs

Assoc. Vice President

- ⌘ Employee Satisfaction Survey
- ⌘ Leadership New Hire Orientation
- ⌘ Policies
- ⌘ Resource Center



Human Resources Policies and Programs

Recent policy creations and revisions are maintained on general counsel's website. You may be leaving our website when clicking on a policy.

- Additional Compensation
- Advocacy Policy
- Affirmative Action / Equal Opportunity
- Air Conditioners
- Alcohol Policy
- Campus Mail
- Campus Security
- Catastrophic & Serious Leave -OP
 - Checklist
- Catastrophic Leave Program - P&A
- Catastrophic Leave Program - SM
- Catastrophic Leave Program - SO
- Catastrophic Leave Program - ST
- Classification
- Closing the University
 - Closure Pay Practices
- COBRA
- Compensation Philosophy
- Conflict of Interest Policies
- Consensual Relationships Policy
- Criminal History Checks
- Crisis Response Plan
- Digital Communication Policy
- Diversity Strategic Plan
- Drug-Free Schools/Workplace - Mount Pleasant
- Dual Career Program
- Email Lists for Faculty and Staff
- Employment Eligibility Verification (I-9)
- Equal Opportunity and Affirmative Action Protocol
- Ergonomics



Human Resources Policies and Programs | Central Michigan University

- Faculty Policies and Procedures
- Family Educational Rights and Privacy Act (FERPA)
- Family Medical Leave Act
- File Sharing
- Flexible Work Schedules
- Fraud and Fraudulent Activities Policy
- Freedom of Information Policy
- Fund Raising/Solicitation Policy
- Governing Contracts
- Hiring Process (Staff)
- Hiring Process Overview - Detailed
- Holiday Pay for Temporary and Relief Staff
- Immigration Expenses Policy
- Independent Contractors Policy
- Injury Reporting Guidelines
- Michigan Special Olympics Employees
- Military Leave - Long Term
- Moving Expense Policy
- Nepotism/Family Employment
- Non-Discrimination Policy
- Other Eligible Individuals
- Overtime/Compensatory Time
- Paying Individuals to Perform a Service
- Performance Evaluation Policy - Guide and Forms
- Progressive Discipline - Supervisor's Guide to Managing Performance
- Privacy Policies
- Release Time for Employee Volunteer Activities
- Retiree Status
- Salary Setting
- Search Firm Policy
- Senior Officer Search and Selection Procedures/Guidelines
- Sign Language Interpreter
- Smoke-Free Policy
- Staff Excellence Award
- Supplemental Assignments
- Survivor Benefit
- Termination Checklist
- Time and Effort Reporting Policies
- Travel Information
- Tuition Waiver
- Unpaid Leave of Absence
- Volunteer Waiver of Liability and Release
- Weapons Policy
- Work Accommodation Process

Workplace Violence

CMU's Manual of Policies, Procedures & Guidelines is located on the general counsel's website.

CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community.
Copyright Central Michigan University, Mount Pleasant, Mich. 48859 | Phone 989-774-4000 | Privacy Policy

Copyright

- ⌘ Using Copyrighted Works
- ⌘ Fair Use
 - What is Fair Use?
 - Fair Use Checklist
- ⌘ Print Coursepacks
- ⌘ Authors' Rights
- ⌘ Plagiarism
- ⌘ Helpful Links
- ⌘ FAQs
- ⌘ Contact Us

What is Fair Use?

Fair use is a set of broad criteria identified in [Section 107 of the Copyright Act of 1976](#) that allows individuals to use limited portions of a work in the name of criticism, teaching, scholarly research, and news reporting without first having to obtain permission from the work's copyright holder. Consideration of all four of the factors below is required before proceeding with use, though all factors do not have to be in favor of use to make it a fair use. Ideally, however, all four factors will be satisfied before using an item.

The four factors are:

- What is the purpose of the use?

If the purpose of the use is non-profit and/or educational in nature, the use is more likely to be protected under the doctrine of fair use than if the intention is to use the material in a for-profit manner.

Please note that educational use alone is not sufficient to constitute fair use.

There is also allowance made for a transformative use of material. Fair use permits the transforming of an original work to give it new expression or meaning. One common example of this is using original content in a parody.

- What is the nature of the copyrighted work?

The concept of fair use favors works considered factual in nature (i.e. created for the purpose of criticism, commentary, teaching, or scholarship) over works that are original fictional or artistic expressions. Also, since copyright law grants an author the right to first publication, greater accommodation is given when using published versus unpublished works.

Copying material intended to be purchased (e.g. chapters from a textbook or an instructional module) is not protected under the idea of fair use.

- What is the amount or substantiality of the item used?

While the doctrine does not define a set amount or percentage of a work that can be used and still be considered fair use, as a rule of thumb the smaller the amount of the work you use the more protected you are. For example, using ten pages of a 300-page book is more likely to be considered fair use than using ten pages of a 60-page book.

Regarding substantiality, even using a very limited portion of a work may not be allowed if that portion is what is referred to as the 'heart of a work.' In a fictional work, this might be a key or climactic plot scene; in a non-fictional work it may be a few pages that summarize the argument of the entire text, for example.

- What effect will the use have on the potential market for the work?

Copyright law grants an author the right to realize financial gain from the creation and sale of his work. If usage of the material negatively impacts the author's ability to realize revenue, it will not be protected under the doctrine of fair use.

Please remember that the concept of fair use is very general and that there are no concrete measures as to what is fair use and what is not. Fair use is open to interpretation and dependent upon the individual circumstances, and the individual seeking to use a copyrighted work must weigh all four factors and arrive at the conclusion that his usage is a reasonable and fair usage of the material before proceeding.

For More Information

[Stanford Copyright and Fair Use Center](#)

[Arizona State University Libraries on Fair Use](#)

[Code of Best Practices in Fair Use for Online Video](#)



What is Fair Use? | Central Michigan University

[Fair Use Guidelines for Educational Multimedia](#)

CMU, an AA/E/O institution, strongly and actively strives to increase diversity and provide equal opportunity within its community.
Copyright Central Michigan University, Mount Pleasant, Mich. 48859 | Phone 989-774-4000 | [Privacy Policy](#)

Intellectual Property at CMU

This page offers a summary of the Central Michigan University intellectual property ownership rights. This page is intended to provide a quick reference to the key points of CMU's intellectual property policy. If you need more detailed information or need an answer about a specific situation, you can find the full text of the policy here.

Owned by Creator:

1. Created by employee outside the scope of CMU employment and without using CMU support or resources;
2. Books, journal articles, and other research materials created by faculty within the scope of employment and not as part of a "works for hire" agreement with the university;
3. Multimedia works created as part of CMU employment, provided that the creation did not rely upon university resources and services above and beyond what one utilizes in the course of one's usual employment (i.e. "substantial support");
4. Online courses created as part of CMU employment, provided that the creation did not rely upon university resources and services above and beyond what one utilizes in the course of one's usual employment (i.e. "substantial support").

Owned by CMU:

1. Anything created with "substantial support" of university resources and services;
2. Anything created under a "work for hire" agreement with the university;
3. Anything created by staff within the scope of employment;
4. In the event that intellectual property rights are offered to the university and the university accepts them;
5. Rights to inventions, software, and other patentable products;
6. Master course syllabi submitted through the curricular process;
7. Materials created as part of a larger work already owned by the university;
8. Course materials developed at the request of the university and designed to specifically benefit the teaching activities of more than the individual who developed the material.

As CMU moves into offering more online courses, it bears pointing out that this form of instruction has its own intellectual property issues. Below are some key points related to online courses.

1. Central Michigan University retains all rights related to what are referred to as Base Line Materials. These include such things as the course syllabus, description, objectives, bibliography, and outline. Also, such evaluation methods as assignment descriptions, grading rubrics, and departmentally developed assessment materials.
2. The Course Developer retains all rights to all Course Materials and Individualized Multimedia Components. Course Materials include all introductory material, instructional materials, online assignments, interactive components, discussion questions, group projects, quizzes, exams, and post-production adjustments/modifications. Individualized Multimedia Components include video and audio presentations, live web chats, and podcasts or other downloadable class content.
3. While the Course Developer retains all intellectual property rights and copyright to the Course Materials and Individualized Multimedia Components, CMU reserves the right to use the material for any educational purpose for a period of up to five (5) years.
4. The Course Developer grants the right to all future departmentally approved course instructors the right to make determinations about component selection, arrangement, the inclusion of additional materials, and compilation for the developed course.

If you have questions about ownership rights related to online courses or need further clarification, please contact Mary Roy in the Office of General Counsel at (989) 774-3971.

Copyright

- ⌘ Using Copyrighted Works
- ⌘ Fair Use
- ⌘ Print Coursepacks
- ⌘ Authors' Rights
 - Overview
 - Intellectual Property at CMU
- ⌘ Plagiarism
- ⌘ Helpful Links
- ⌘ FAQs
- ⌘ Contact Us

Connect



Intellectual Property at CMU | Central Michigan University

CMU, an AA/EEO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community.
Copyright Central Michigan University, Mount Pleasant, Mich. 48859 | Phone 989-774-4000 | [Privacy Policy](#)