Board of Regents Meeting Materials, September 20, 2011

Eastern Michigan University

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AGENDA

Call to Order
Roll Call Attendance
Tab A  Open Communications
Tab B  President’s Report
Tab C  RESOLUTION: Cultural Heritage Months
Tab D  RESOLUTION: Bob England
Tab E  Proposed Minutes of the June 21, 2011 Regular Board Meeting

CONSENT AGENDA

Section 1  Emeritus Staff Recommendations
Section 2  Emeritus Faculty Recommendations
Section 3  Academic Affairs Administrative/Professional Appointments/Transfers
Section 4  Academic Retirements/Separations
Section 5  Faculty Appointments
Section 6  Faculty Tenure Appointments
Section 7  Lecturer Appointments
Section 8  Staff Appointments
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REGULAR AGENDA

Student Affairs Committee
Section 10 Report and Minutes
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Athletic Affairs Committee
Section 12 Report and Minutes

Faculty Affairs Committee
Section 13 Report and Minutes

Educational Policies Committee
Section 14 Report and Minutes
Section 15 Academic Program Additions and Program Deletions
Section 16 Policy Revision: Grading and Academic Probation
Section 17 Policy Revision: General Revision of Policy 6.2.1

Finance & Audit Committee
Section 18 Informational Reports and Financial Updates
Section 19 Contract Extension with CMD Outsourcing Solutions, Inc. for Financial Aid Call Center
Section 20 New Lease Agreement: JP Morgan Chase Bank

New Business
Section 21 Collective Bargaining Agreement Between Eastern Michigan University and the EMU Chapter of the Police Officers Labor Council (Sergeants Unit)
Section 22 Collective Bargaining Agreement Between Eastern Michigan University and AFSCME Local Union 3866 (FM Unit)
Section 23 Collective Bargaining Agreement Between Eastern Michigan University and the EMU Federation of Teachers (EMU-FT-Adjunct Unit)
Section 24 Policy Revision: Code of Ethics, Revision of 1.7
Section 25 Board of Regents Meeting Dates for 2012

Chairman’s Comments

Adjournment
RESOLUTION
Recognizing Cultural Heritage Months
at Eastern Michigan University

WHEREAS, Eastern Michigan University recognizes that respect for cultural differences is important, and seeks to demonstrate an appreciation of human diversity by providing an atmosphere of mutual respect through its programs and activities; and

WHEREAS, Eastern Michigan University continues to be cited for its commitment to campus diversity in the annual "America's Best Colleges" published by U.S. News and World Report as a place where students can learn from others whose backgrounds are different from their own; and was recently given the designation of "Best Midwestern College" by The Princeton Review for the ninth consecutive year; and was recognized by Diverse Issues in Higher Education magazine for the eighth consecutive year for its growing number of African American graduates, and

WHEREAS, African American, Arab American, Asian/Pacific Islander American, Latino American and Native American people have all distinguished themselves, have made significant contributions to the history of the state of Michigan and to the United States, and continue to enrich our nation intellectually, socially and culturally, and

WHEREAS, September 15 through October 15 has been established as National Hispanic Heritage Month, and celebrated at EMU as Latino Heritage Month, and

WHEREAS, the month of November has historically been designated as National Native American History Month, and

WHEREAS, the month of February has been established as Black History Month, and

WHEREAS, the month of May has been recognized nationally as Asian/Pacific Islander Month, and is celebrated at EMU in the month of March, and

WHEREAS, the month of April has been designated National Arab-American Heritage Month, and

WHEREAS, Eastern Michigan University recognizes the contributions and achievements of these cultures by celebrating with educational, social and cultural programs,

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents calls upon the Eastern Michigan University community to join the President of the United States, the Governor of the great State of Michigan and communities across the Nation in recognizing the many contributions made by these cultures to our state and to our nation by honoring these observances through participation in these programs, ceremonies and activities and by dedicating themselves to the pursuit of equality.

September 20, 2011
RESOLUTION

In Honor of Robert England and in Recognition of His Distinguished Service

WHEREAS, Robert Wayne England arrived at Eastern Michigan University September 1, 1968 and retired July 15, 2011 after 43 years of dedicated service to the University and the Recreation and Intramural Department, and

WHEREAS, Bob’s vision for designing and building a comprehensive, state-of-the-art, first-of-its-kind student recreation facility came to fruition in 1982, setting a new industry standard for the integration of programming, facilities, and business operations, and

WHEREAS, that vision became the Olds Robb Student Recreation Complex, better known today simply as the “Rec/Im,” a campus landmark and model for campus facilities throughout the United States, and

WHEREAS, Bob served as the first and only director of the Rec/Im for 29 years, and

WHEREAS, under Bob’s stewardship and continued vision, the recreation complex was enhanced in 1991-92 by the addition of an aerobics studio, a second weight-lifting room, a new wrestling/combative room, a Courtside food concessions stand, the Competitive Edge Pro Shop, and yet another campus landmark – the University Park and Lakehouse outdoor recreation facility, and

WHEREAS, in 2004, Bob opened the new intramural softball complex on the west side of campus; and in 2010 opened a new 30 person hot tub in the Club Pool, and

WHEREAS, Bob served EMU as the Interim Director of Athletics 2005-2006, during which time, the football field turf was replaced; the Sicluna Soccer Field was created, as well as the new Men’s Wrestling room in the Warner Building; and enhancements were made to the Men’s Baseball Locker Room, and

WHEREAS, Bob has been honored by the University community with a number of awards including the Silver and Gold Medallion Awards; Administrator of the Year; and the prestigious Dr. John W. Porter Distinguished Service Award; and has been honored among his peers in the recreation and sports industry with numerous state and regional service recognition awards; and in the local community was inducted into the Ypsilanti High School Athletic Hall of Fame in 2006, and

WHEREAS, Bob is the namesake of the Michigan Intramural and Recreation Sports Association’s “Robert W. England Outstanding Student Award;” and the Rec/Im’s peer-nominated “Englander Award” which is presented to a student employee who exemplifies the professional and personal strengths of Bob; and "The Robert England and Lou Gianino Rec/Im Student Employee Endowed Scholarship," and

WHEREAS, Bob has become an icon of EMU who is much-loved and respected by students, faculty, staff, alumni, fellow colleagues, and those in the surrounding communities and has mentored and touched the lives of hundreds of students who have since gone on to serve in the field of recreation and intramural sports at institutions across the country,

NOW, THEREFORE, BE IT RESOLVED, the Eastern Michigan University Board of Regents congratulates Bob England on his retirement, thanks him for his outstanding service and success over the past 43 years and wishes him the very best in the years to come.

September 20, 2011
These are the proposed minutes of the June 21, 2011 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Chairman Wilbanks at 4:02 p.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

The Board Members present were:

Regent Floyd Clack, Regent Beth Fitzsimmons, Regent Michael Hawks, Regent Mike Morris, Vice Chair Francine Parker, Regent Thomas Sidlik, Regent James Stapleton and Chair Roy Wilbanks.

TAB A

OPEN COMMUNICATIONS

Secretary Reaume announced that 9 people requested to address the Board of Regents. Each speaker was given up to 3 1/2 minutes to speak.

Kristin Judge (Washtenaw County Cyber Citizenship Coalition) – Collaboration with Eastern

Jelani McGadney (Student Body President) – Matters of importance to the Student Body

Susan Moeller (EMU-AAUP) – The search for a Provost

Cheryl Cassidy (EMU Professor – English Language and Literature) – Funding cuts to Academic Affairs

Samantha Stamper and Mallory Apel (Residence Hall Association) – RHA resolution for the construction of a new dining facility

Lisa Laverty – The treatment that EMU provides to EMU teachers

Sonya Alvarado (EMU Federation of Teachers) – Adjunct lecturers and two percent give back on lecturers’ salaries

Zachary Jones (EMU Federation of Teachers) – Working conditions on campus for part-time lecturers

Sarah Soebbing – Conditions for teaching at EMU
Today, we celebrate our past and embrace our future. We are the first teacher training college west of the Alleghenies and the sixth in the nation to be established in 1849. My one-room school teacher graduated from Michigan State Normal. The Governor and Chairman Wilbanks announced yesterday the Education Achievement Authority that invites Eastern to take its expertise to help schools that are underperforming. This recognizes faculty expertise and our national reputation as one of the top producers of excellent teachers for 161 years. Eastern faculty members are leaders that can choose to help every Michigan child learn and achieve degrees.

Eastern is pleased to announce the largest gift in the history of Eastern Michigan University. Dee and Bill Brehm (Dee is Eastern alumna 1952/special education) have made a gift of $3.2 million to the College of Education to establish the Delores Soderquist Brehm Center for Special Education Scholarship and Research, and to fully endow programs that they have been supporting for several years on an annual basis. The Brehm Scholars and faculty work together on research and develop teachers who understand how to think intellectually about better educating children, and publish those results to share with others. This gift ensures that work continues and also adds to the more than $1 million in support given previously to make a $4.365 million total gift -- the largest in Eastern's history. The Invest. Inspire. campaign is now more than $46 million toward its $50 million goal.

I am recommending that the Board of Regents approve a fiscal year 2012 budget that includes a 3.65 percent increase in tuition and fees -- $10.20 per credit. That follows $0 or 0 percent last year, and $10.20 the year before -- $20.40 in three years a total commitment to affordability and access. Parking fees will increase but free parking and a free shuttle will be available at Rynearson Stadium. Eastern is committed to its historic 161-year old role in providing an excellent affordable education with access to faculty who care and are leaders in their field. This budget recommendation also:

- Invests in faculty – 29 new tenure-track faculty and 11 full-time lecturers are budgeted.
- Invests in financial aid – 10.8 percent - $3.3 million year-to-year increase in University-sponsored financial aid. In 4 years, a $12.3 million/57 percent increase to support students.
- Invests in facilities – over $200 million dollars – more than 75 percent targeted toward academic facilities. The University’s $200 million five-year capital plan
includes last January’s opening of the 80,000 sq. ft. addition to the Science Complex and renovation of Mark Jefferson. Faculty and students will move back into the newly renovated Pray-Harrold this Fall – Eastern’s largest classroom building; $1.9 million is committed to the renovation of the Rackham building to expand health programs. Hill and Pittman tower dorms have been renovated and Hoyt is next. The Freshman Living Center residence halls have new windows and keyless locks – safe, secure home on campus. Fourteen new print release stations that are ADA accessible will be added.

• Invests in academic programs – laboratory and studio fees are being recommended to ensure a vibrant state of the art classroom experience – 100 percent of these fees will go back to the academic departments to fund consumable supplies in the classroom and enable departments to save up for expensive instructional equipment across years.

• Invests in growth in academic programs – $1 million preserved to invest in new academic programs such as physician assistant or existing programs that are growing and need more resources to help them expand. We are investing in the future.

Eastern is growing. We have achieved a 7 percent enrollment increase over the past two years. We plan to retain that growth and continue to add new students.

We serve this great State of Michigan and the many Michigan citizens who have some college but no degrees. It is estimated that there are over 300,000 people ages 25-34 in southeast Michigan (eight counties including Washtenaw) in that category. Many families think they can only afford community college. Students of any age can come to a great, important, historic university and join the family of Eastern. We are 161-years old, historic and proud, and retain an affordable, accessible excellent education in a welcoming, beautiful campus where you or your child can earn a degree.

The new budget includes approximately $15 million in spending reductions. Aggressive cost containment actions include the elimination of administration throughout the university, a pay freeze for non-union personnel, greater employee contributions to health care coverage, the reduction of travel and other expenses, cell phone allowances, and energy efficiency.

The budget process was rigorous and comprehensive, and involved all areas of the university. I thank the university community, the University Budget Council, the Faculty Senate, our union leadership, the all-union council, and all others who called or emailed me for the ideas, suggestions and support during this challenging time. This was challenging work for our team as we will lay off more than 40 employees while eliminating more than 70 positions. This is a painful moment for Eastern.

I thank the Board of Regents who created an ad hoc committee who met to hear the leadership teams recommendations over many hours – it was a learning experience for them and for us.

We pushed WEMU to raise more money over the upcoming years to be more self-
sustaining. We learned the Children’s Institute trains many students and sustains most of their budget through grants and fees. There is much more work to do in managing our costs and future.

I thank the Board for awarding me a $7,500 bonus and pay increase of 3 percent effective July 1 in my recent contract extension, but I will not accept it. I announced the non-bargained for employees would not receive a pay increase this next fiscal year and asked all bargaining units to do the same to reduce cuts by $3.2 million. Only one union accepted this difficult request so far. I want to recognize Sgt. Todd Lancaster, president of the Police Officers Labor Council, who could not be here today. The other members are Sergeants Diana Good, David Shefferly and Mathias Buckland. Sergeants Good and Shefferly are here today. The union agreed to delay their pay increase for 6 months -- taking a 0 percent pay increase from July 1 through December 31, 2011 and again extending and accepting a 0 percent increase for the next fiscal year.

I would like to acknowledge Provost and Executive Vice President Jack Kay, who will step down from his position at the end of June to return to the classroom. Dr. Kay has been a valuable member of the leadership team and a strong intellectual voice in his area of expertise on hate crimes and communication holding several forums on campus that were dynamic. A special appreciation reception in his honor will be held on Thursday, June 30 from 3-5 p.m. in room 300 of the Student Center for the entire University community.

The Provost search is underway and many applicants are responding to recent advertisements. I am delighted to announce the appointment of Jim Carroll as Interim Associate Provost to help through this transition. Dr. Carroll is the current Department Head in the Physics and Astronomy Department, and a professor of physics, and will serve July 1, 2011 through August 31, 2012.

Jann Joseph, a top administrator and expert in science teacher education with extensive experience in supporting teacher education and faculty and curriculum development, has been appointed dean of our College of Education. Dr. Joseph begins July 1, 2011.

Our new Men’s Basketball Coach is Rob Murphy. Rob has a great background and is a perfect fit for Eastern. He is from Detroit where he was successful in the high school ranks as coach, before moving on to assistant coach at powerhouse Syracuse University.

Chris Hoppe has joined us as Associate Athletic Director for Compliance. Chris comes to Eastern from Robert Morris University where he was Compliance Director.

Other special recognition includes:

- Senior Tyler “Omar” Orme won the national championship in Impromptu Speaking at the American Forensic Association tournament.
• Women’s golfer Sarah Johnson won the 2011 MAC championship – first ever for an Eastern women’s golfer. This is among several honors for women’s golf.

• The 40th consecutive top ten finish for Eastern’s forensics team at this year’s National Forensic Association tournament. Eastern is the only team in the nation to finish in the top ten every year since the tournament was started in 1971.

• Senior Kevin Douglas, a student in the College of Business, is one of 10 students from around the country recently awarded a nationally recognized scholarship in supply chain management – the R. Gene Richter Scholarship.

• A team of Eastern students won the Information Security “Cyber Defense” Talent Search at Rochester Institute of Technology in New York. The students are Greg Gallaway (Eaton Rapids), Bryan Robinson (Ypsilanti), Chris Schmitt (Ypsilanti), Karl Schuttler (DeWitt) and Zach Zeid (Ypsilanti).

• Eastern’s inaugural class of 13 future teachers was introduced as part of the highly competitive W.K. Kellogg-Woodrow Wilson Michigan Teaching Fellowship. They started this Spring semester 2011 as a cohort and will complete their Master’s degree studies and enter the Detroit Public Schools as “master teachers” in science and math Fall 2012.

• Linda Lewis-White, a professor in teacher education, was selected as an outstanding advising award winner by the National Academic Advising Association.

• Nursing graduate Brenda Washington recently won first-place for her research, “African American Men and Prostate Cancer: The Relationship of Knowledge, Fear and Intention to Screen,” awarded by the Midwest Nursing Research Society.

• Livonia native Ryan Bogan won a $15,000 award for his art involving trash. It is one of the nation’s largest and most competitive art awards.

• The women’s track and field team won the 2011 MAC Indoor Track and Field Championship.

• 2010 graduate and former track team member R. P. White won the Cleveland Marathon ahead of more than 13,000 other finishers.

• In late May we hosted the Girls on the Run 5k run through campus, with a turnout of an estimated 3,000 girls and their families. Debbie Dingell and I welcomed the crowd and fired the starting horns. The event celebrates a special character and self-esteem building program for young girls.
Chairman Wilbanks, this concludes my report.

Thank you.

Susan Martin

TAB C

RESOLUTION: Women’s Track and Field

Regent Morris moved and Regent Sidlik seconded to recommend the Board approve the Resolution recognizing the Women’s Track and Field team. The team won the 2011 Mid-American Conference Indoor Track and Field Championship and Head Coach Sue Parks was named MAC Indoor Track Coach of the Year.

Motion Carried

TAB D

RESOLUTION: Women’s Golf Proclamation

Regent Morris moved and Regent Sidlik seconded to recommend the Board approve the Resolution recognizing the Women’s Golf program. Women’s golfer Sarah Johnson won the 2011 Mid-American Conference Individual Championship, the first ever for an EMU women’s golfer, the women’s golf team tied the MAC record for most runner-up finishes and Head Coach Sandy Wagner was named MAC Coach of the Year.

Motion Carried

TAB E

RESOLUTION: Forensics Program

Regent Sidlik moved and Regent Parker seconded to recommend the Board approve the Resolution recognizing the 2011 EMU Forensics Team. The team earned its 40th consecutive top ten finish at the 2011 National Forensic Association’s individual events national tournament and Tylor “Omar” Orme won the national championship in Impromptu Speaking at the American Forensic Association’s individual events national tournament.

Motion Carried
TAB F

PROPOSED MINUTES OF THE APRIL 14, 2011 REGULAR BOARD MEETING

Regent Clack moved and Regent Morris seconded that the proposed minutes be approved as submitted.

Motion Carried

Consent Agenda
Regent Sidlik moved and Regent Stapleton seconded that the items on the Consent Agenda be approved (sections 1-12).

Section 1

Emeritus Staff Recommendations

Recommended that the Board of Regents grant Emeritus Staff status to two (2) former staff members: Judy Church and Nancy Mida.

Section 2

Emeritus Faculty Status

Recommended that the Board of Regents grant Emeritus faculty Status to five (5) former faculty members: S. Intiaz Ahmad, Nancy Allen, Emily Catherine Day, Barry Fish and Arthur Howard.

Section 3

Academic Affairs Administrative/Professional Appointments/Transfers

Recommended that the Board of Regents approve four (4) Administrative/Professional appointments and two (2) administrative/professional transfers.

Section 4

Academic Retirements/Separations

Recommended that the Board of Regents approve nine (9) retirements and separations for the reporting period January 1, 2011 through May 31, 2011.
Section 5

Faculty Appointments
Recommended that the Board of Regents approve twenty-eight (28) new faculty appointments for the 2011-2012 academic year.

Section 6

Faculty Reappointments
Recommended that the Board of Regents accept the report from the Division of Academic Affairs pertaining to the appointment of 102 probationary faculty members for the 2011-2012 academic year.

Section 7

Faculty Tenure Appointments
Recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2011 fall semester, for twenty-four (24) faculty members.

Section 8

Faculty Promotions
Recommended that the Board of Regents accept and place on file the report entitled Promotion of Faculty Members Effective Fall 2011.

Section 9

Lecturer Appointments
Recommended that the Board of Regents approve one (1) new lecturer appointment for the 2011-2012 academic year.

Section 10

Lecturer Promotions
Recommended that the Board of Regents accept and place on file the report entitled Promotion of Lecturers for 2011-2012.
Section 11

Staff Appointments

Recommended that the Board of Regents approve 13 staff appointments for the reporting period of April 1, 2011 – May 31, 2011.

Section 12

Staff Separations/Retirements

Recommended that the Board of Regents approve 12 separations and retirements for the reporting period April 1, 2011 – May 31, 2011.

Motion Carried

Section 13

MONTHLY REPORT AND MINUTES - STUDENT AFFAIRS COMMITTEE

Regent Stapleton moved and Regent Clack seconded that the Student Affairs Committee Agenda for June 21, 2011 and the Minutes of April 14, 2011 be received and placed on file.

Motion Carried

Section 14

MONTHLY REPORT AND MINUTES - ATHLETIC AFFAIRS COMMITTEE

Regent Hawks moved and Regent Stapleton seconded that the Athletic Affairs Committee Agenda for June 21, 2011 and the April 14, 2011 Minutes be received and placed on file.

Motion Carried
Section 15

2011-2012 DEPARTMENT OF INTERCOLLEGIATE ATHLETICS BUDGET

Regent Hawks moved and Regent Stapleton seconded that the Board of Regents receive and place on file the recommended 2011-2012 Department of Intercollegiate Athletics Budget, along with projections for the 2011-2012 and 2012-2013 game guarantee accounts.

Motion Carried

Section 16

EMPLOYMENT AGREEMENT FOR HEAD MEN'S BASKETBALL COACH ROB MURPHY

Regent Hawks moved and Regent Stapleton seconded to approve the employment agreement for Head Men’s Basketball Coach Rob Murphy.

Motion Carried

Section 17

2010-11 NCAA DIVISION I ATHLETICS CERTIFICATION SELF-STUDY REPORT

Regent Hawks moved and Regent Stapleton seconded that the Board of Regents accept and place on file the 2010-11 NCAA Division Certification Self-Study Report that was submitted to the NCAA for review on May 13, 2011.

Motion Carried

Section 18

MONTHLY REPORT AND MINUTES – EDUCATIONAL POLICIES COMMITTEE

Regent Sidlik moved and Regent Morris seconded that the Educational Policies Committee Agenda for June 21, 2011 and the Minutes of the April 14, 2011 meeting be received and placed on file.

Motion Carried
Section 19

REPORT: SPRING-SUMMER 2011, FALL 2011, AND FIRST ROUND OF WINTER 2012 FACULTY RESEARCH and CREATIVE ACTIVITY FELLOWSHIPS

It was moved by Regent Sidlik and seconded by Regent Clack to accept and place on file the report on Spring-Summer 2011, Fall 2011, and first round of Winter 2012 Faculty Research and Creative Activity Fellowships.

Motion Carried

Section 20

APPOINTMENT OF CHARTER SCHOOL BOARD MEMBERS

Regent Sidlik moved and Regent Parker seconded that the Board of Regents appoint Bernard Geter, Richard Hamme, Curtis Robinson, Cynthia Smith, Peter Sinclair, Mary Spademan, Randy McNeil, and Jasmine Fields to board seats at our charter schools.

Motion Carried

Section 21

CHARTER APPROVALS FOR COMMONWEALTH ACADEMY (K-8) and GAUDIOR ACADEMY (K-8)

Regent Sidlik moved and Regent Clack seconded that the Board of Regents reissue the charter for Commonwealth Community Development Academy and authorize the President of the University to execute a new five-year contract which will expire July 1, 2016. In addition, it was recommended that the EMU Board of Regents reissue the charter for Gaudior Academy and authorize the President of the University to execute a new two-year contract which will expire July 1, 2013.

Motion Carried

Section 22

POLICY REVISION: 6.2.1 – GRADING, PROBATION AND COURSE REPEATS

This item was tabled.
Section 23

CORRECTION OF UNIVERSITY CALENDAR

It was moved by Regent Sidlik and seconded by Regent Clack that the Board of Regents approve the changes to previously approved academic calendars for 2011-12, 2012-13, 2013-14, and 2014-15.

Motion Carried

Chairman’s Comments
Before moving to the Finance and Audit section of the Board meeting, Chairman Wilbanks addressed the attendees reminding them that each member of the Board of Regents signs an oath of office, and supports the Constitution that spells out the duties of the Regents. He indicated that each Regent takes his or her position seriously and has listened intently to everyone’s opinions during this difficult budget process. Regents Parker, Clack, Fitzsimmons, Hawks, Morris, Sidlik and Stapleton reinforced the Chairman’s statements and reminded the attendees that this year’s budgeting process was very serious.

Section 24

MONTHLY REPORT AND MINUTES - FINANCE AND AUDIT COMMITTEE

Regent Stapleton moved and Regent Parker seconded that the Board of Regents receive and place on file the Minutes from the April 14, 2011 Finance and Audit Committee meeting, the agenda for the June 21, 2011 meeting and the Informational Reports and Financial Updates.

Motion Carried

Section 25

FY 2011-2012 TUITION AND FEES RECOMMENDATION

Regent Stapleton moved and Regent Clack seconded that the Board of Regents approve an increase of 3.65 percent on the current tuition, mandatory fees, program fees (with the exception of the “all other course” fee) and elective fees starting with the Fall 2011 semester. In addition, it is recommended that the Board of Regents approve new lab and studio fees.

Motion Carried
Section 26

FY 2011-2012 GENERAL FUND OPERATING BUDGET RECOMMENDATION

Regent Stapleton moved and Regent Morris seconded that the Board of Regents approve a 2011-2012 General Fund operating budget of $281.4 million.

Motion Carried

Section 27

FY 2011-2012 AUXILIARIES FUND OPERATING BUDGET RECOMMENDATION

Regent Stapleton moved and Regent Morris seconded that the Board of Regents approve the $40.7 million fiscal year 2011-12 Auxiliary budget.

Motion Carried

Section 28

FY 2011-2012 CAPITAL BUDGET RECOMMENDATION AND 3-YEAR CAPITAL PLAN

Regent Stapleton moved and Regent Parker seconded that the Board of Regents approve a fiscal year 2011-2012 University Capital budget of $38.1 million. It was also recommended that the Board receive and place on file the three-year capital plan for the years 2011-12 through 2013-14.

Motion Carried

Section 29

POLICY REVISION: 9.3.1 – PUBLIC SAFETY, TRAFFIC and PARKING

Regent Wilbanks moved and Regent Parker seconded that the Board of Regents amend Board Policy 9.3.1 – Public Safety, Traffic and Parking.

Motion Carried
Section 30

EMU FOUNDATION REPORT AND RECOMMENDATION

Regent Stapleton moved and Regent Clack seconded that the Board of Regents approve a five-year operating agreement between Eastern Michigan University and the Eastern Michigan University Foundation.

Motion Carried

Section 31

CREATION OF THE DELORES SODERQUIST BREHM CENTER FOR SPECIAL EDUCATION SCHOLARSHIP AND RESEARCH

Regent Wilbanks moved and Regent Clack seconded that the Board of Regents approve a new academic center to be named the Delores Soderquist Brehm Center for Special Education Scholarship and Research to be housed within the Department of Special Education in the College of Education at Eastern Michigan University.

Motion Carried

Section 32

RECOMMENDATION TO APPROVE THE INTERLOCAL AGREEMENT BETWEEN THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY AND THE SCHOOL DISTRICT FOR THE CITY OF DETROIT, CREATING THE EDUCATION ACHIEVEMENT AUTHORITY (A Michigan Public Body Corporate)

Regent Wilbanks moved and Regent Parker seconded that the Board of Regents approve the Interlocal Agreement between the Board of Regents of Eastern Michigan University and the School District for the City of Detroit, creating the Education Achievement Authority (A Michigan Public Body Corporate). Further, it was recommended that the Board authorize President Susan Martin to sign the Agreement on behalf of Eastern Michigan University, and also to make non-material changes to the Agreement.

Motion Carried

Special thanks was given to Regent Michael Hawks for his assistance with this Agreement.
RECOMMENDATION TO APPOINT MIKE MORRIS AND JAMES STAPLETON TO THE AUTHORITY BOARD OF THE EDUCATION ACHIEVEMENT AUTHORITY UPON THE EFFECTIVE DATE OF THE INTERLOCAL AGREEMENT

Regent Wilbanks moved and Regent Hawks seconded that the Board of Regents approve the appointment of Mike Morris and James Stapleton to the Authority Board of the Education Achievement Authority upon the effective date of the Interlocal Agreement.

Motion Carried

Chairman Wilbanks announced that Regent James Stapleton has agreed to continue to represent the Board of Regents on the EMU Foundation Board of Trustees for the upcoming fiscal year. Regent Stapleton’s appointment on the Foundation Board of Trustees will end June 30, 2012.

Chairman Wilbanks called for any further business to be brought before the Board. There being none, the meeting was adjourned at 5:26 p.m.

Respectfully submitted,

Vicki Reaume
Vice President and Secretary to the Board of Regents
EMERITUS STAFF STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Staff Status to five (5) staff members: Sylvia Bethea, Administrative Associate in the College of Education Dean’s Office, who retired July 21, 2011; Robert W. England, Director of Recreation/Intramural Programs, who retired July 15, 2011; Claudia Galli, Clinical Educator in the College of Education Speech Language Clinic, who retired August 12, 2011; George Johnson, Lock Shop Group Leader, who retired September 1, 2011; Sandra Tanner, Administrative Assistant in the Office of Academic Services, who retired August 1, 2011.

STAFF SUMMARY

According to University policy, retiring Administrative Professional (AP), Athletic Coaches (AC), Confidential Clerical (CC), Food Service, Custodial & Maintenance (FM), Professional Technical (PT) or Clerical Secretarial (CS) staff members who have served the University for at least fifteen (15) years, may be granted Emeritus Staff Status. Such status is conferred based on the recommendation of the President and approval of the Board of Regents.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

August 30, 2011

University Executive Officer

President
EMERITUS STAFF STATUS RECOMMENDATION

The Department of College of Education Dean's Office recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Sylvia Bethea

Name of Staff Member: 

Current Status at EMU: 

Date of Hire at EMU: April 1989 

Retirement Date: July 21, 2011 

Number of Years at EMU: 22 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: 

Home Telephone: E-Mail Address: 

Name of Spouse: 

Degree(s)/Institutions/Year: Baccalaureate: Wayne State University 

Masters: Masters Work Wayne State University 

Doctoral: 

Please Attach a Brief Statement of Support to this Form

Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file at the EMU Foundation.

Recommended by Dr. Jann Joseph 7/12/11 

Department Head and/ or Supervisor Date 8/30/2011 

Dean and/ or Vice President Date 7/12/11 

Provost Date 8/30/2011 

Date Submitted to Board of Regents September 20, 2011 

Please forward this completed form to: Nicki Banush Academic Affairs, 106 Welch Hall

8/22/06
Jon Margerum-Leys, Interim Associate Dean

July 12, 2011

Subject: Emeritus staff status for Ms. Sylvia Bethea

To Whom It May Concern:

Although the College of Education will miss her tremendously, I am pleased to wish Sylvia Bethea all the best on her retirement from Eastern Michigan University. In the over twenty years that she has served with us, she has touched countless lives and supported hundreds of faculty and staff and thousands of students.

Currently, Ms. Bethea serves ably in the office of the Dean, College of Education. She coordinates building support and operations. This involves, among many other things, being acutely aware of building conditions and interacting with our custodians and tradesmen. She schedules and helps to manage special events, coordinates building access, requests and helps to schedule maintenance, and is integral in the process of helping faculty and staff to get keys. She also helps keep tabs on budget, answers phones as needed, and generally helps to keep the faculty, staff, and administration well supported.

As mentioned previously, we will miss Sylvia. She has been a team member since 1989, part of the family. Ms. Bethea is richly deserving of our gratitude and certainly of emeritus staff status. I am honored to offer the support of the Dean’s office in granting this award.

Sincerely,

/ Jon Margerum-Leys
Interim Associate Dean, College of Education
EMERITUS STAFF STATUS RECOMMENDATION

The Department of Recreation/Intramural recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Name of Staff Member: Robert W. England

Current Status at EMU: retired as of 7-15-11

Date of Hire at EMU: Aug. 1 1968    Retirement Date: July 15 2011

Number of Years at EMU: 43 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: ________________________________

Home Telephone: ____________________________

E-Mail Address: ______________________________

Name of Spouse: _____________________________

Baccalaureate: ______________________________

Masters: _________________________________

Doctoral: _________________________________

Degree(s)/Institutions/Year: Baccalaureate: U of Mich.


Doctoral: _________________________________

Please Attach a Brief Statement of Support to this Form

Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost's Office.

Recommended by ___________________________ Date 7/25/14

Department Head and/or Supervisor Date

Dean and/or Vice President Date

Provost Date Submitted to Board of Regents

Date

Please forward this completed form to: Nicki Banush

Academic Affairs, 106 Welch Hall
We would like to recommend emeritus staff status to be awarded to Robert England. Rationale for emeritus status:

- Administrator of Student Recreation Intramural Complex, outdoor sports field complex, and University Park, serving EMU students, staff and community (9 full-time staff, 200 student employees annually, $1.2 million annual budget, serving 500,000+ users each year)
- 43 years of dedicated service to EMU and Rec/IM; first and only director since Rec Center opened in 1982—one of few directors who have had the opportunity to be involved in the total process of acquiring a comprehensive student recreation facility, including, attainment of support, planning, construction, opening, operating and renovating facility.
- Much-loved icon at EMU, who is loved by many students, employees, colleagues and customers.
- Recipient of many honors and awards: MIRSA (Region III) Robert W. England Outstanding Student Award, NIRSA Region III Honor Award, MRPA Facility Design Award, Ypsilanti High School Athletic Hall of Fame, EMU Gold Medallion Award, EMU Silver Medallion Award, Certificate of Appreciation—Ypsilanti Youth Sports Program, Certificate of Recognition—Huron Dugout Club, Certificate of Recognition—Southern Illinois University Pro Rec Club, Administrator of the Year—EMU, Grand Marshall—EMU Greek Week, Division of Student Affairs Recognition Award—EMU, NIRSA Regional Award of Merit, Dr. Michael Stevenson Outstanding MIRSA Service Award, EMU Endowment Fund created in his name, Englander Award created in his name honoring exceptional student employees, Dr. John Porter Distinguished Service Award—EMU Alumni Association, Co-founder, co-owner of professional consulting firm specializing in collegiate and community recreation, facility design and program/facility evaluations.
- Best boss ever!

Sincerely,

Martha Costa
Lou Gianino
Lisa Mayes
Jackie Ray Moffett
Michelle Owens
Donna Schubert
Kristi Teasdale
Tim White
EASTERN MICHIGAN UNIVERSITY  
Division of Academic Affairs  

EMERITUS STAFF STATUS RECOMMENDATION

The Department of College of Education Dean ___________ recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Name of Staff Member: 

Current Status at EMU: 

Date of Hire at EMU: 10-1978 Retirement Date: 8-12-11

Number of Years at EMU: 32 1/2 yr (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: 

Home Telephone: 3-Mail Address: 

Name of Spouse: 

Degree(s)/Institutions/Year: Baccalaureate: B.S. Eastern Michigan University 1967  
Masters: M.A. Eastern Michigan University 1970  
Doctoral: 

Please Attach a Brief Statement of Support to this Form

Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file at the EMU Foundation.

[Signature]

Recommendation by ___________ Date  8-10-11

Department Head and/or Supervisor ___________ Date  Dean and/or Vice President ___________ Date  September 20, 2011

Provost ___________ Date  8/30/11

Date Submitted to Board of Regents

Please forward this completed form to: Nicki Banush  
Academic Affairs, 106 Welch Hall

8/22/06
Jann Joseph, Dean
Jon Margerum-Leys, Interim Associate Dean

August 20, 2011

The Eastern Michigan University Board of Regents
Mr. Roy Wilbanks, Chair

Subject: Emeritus Staff Status for Claudia Galli

The College of Education and particularly the Speech Language Clinic will very much miss Ms. Claudia Galli, who is retiring as a PT 9 Clinical Educator. For over thirty years, Ms. Galli has served as a clinician, a student supervisor, and a leader in the clinic.

Ms. Galli is a staunch advocate for her students and her clients. In her time with Eastern Michigan University, she has helped the clinic to grow both in terms of its capacity to help those it serves and in the professionalism of the clinic and its staff. Her most recent performance review credits her as possessing “sensitivity and respect for a diverse set of clients” and acting “at all times in a manner consistent with the highest ethics and values of her field and of Eastern Michigan University.”

Ms. Galli has also been the instructor of record for courses in Speech Language Pathology, an identified area of strength and future growth at Eastern Michigan University. Her student evaluations are consistently very strong, with her students praising her instructional ability and professional insights.

In the 2010-2011 academic year, Ms. Galli was instrumental in helping the clinic to manage needed personnel cuts. The clinic went from 3.5 to 3 clinical educators and, though some reduction in overall client load was necessary, was able to help as many clients as possible under the circumstances while continuing to serve our undergraduate and graduate students.

Ms. Galli is to be highly commended for a career well spent. The thousands of clients she has helped to communicate and the hundreds of students she has successfully mentored are a testament to her decades of service.

Jon Margerum-Leys, Interim Associate Dean
Jann Joseph, Dean
EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs

EMERITUS STAFF STATUS RECOMMENDATION

The Department of **Physical Plant** recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Name of Staff Member: **George Johnson**

Current Status at EMU: **FM#24 Carpenter/Lock Shop Group Leader**

Date of Hire at EMU: **11-20-1978**  Retirement Date: **9-1-11**

Number of Years at EMU: **32** (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: ____________________________________________________________

Home Telephone: ____________________________________ E-Mail Address: ____________

Name of Spouse: __________________________________________________________

Degree(s)/Institutions/Year: Baccalaureate: __________________________________

Masters: _________________________________________________________________

Doctoral: _______________________________________________________________

Please Attach a Brief Statement of Support to this Form

Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file at the EMU Foundation.

**John Lamb** 7-20-11  
Recommended by (please print) Date

7-21-11

Department Head and/or Supervisor Date Dean and/or Vice President Date

Provost 8/30/11 Date Submitted to Board of Regents

Please forward this completed form to: **Nicki Banush**  
Academic Affairs, 106 Welch Hall

8/22/06
Greetings:

I am writing you in support of George Johnson’s Emeritus staff status. It is very rare to find such high standards of sincerity and trustworthiness today. George has been an outstanding member of the Physical Plant for 33 years of his life. Starting in the motor pool in 1978, George worked his way up to position of mechanic-group leader, followed by Journeyman Carpenter, and finishing his career in the Lock-shop as group leader.

One of the greatest assets to any institution is an employee who is a self-starter and George has always been a self-starter, from re-keying large buildings like Mark Jefferson to helping a student that has been locked out of their dorm room, as his Foreman, I have always been able to count on George Johnson for a job well done.

Thank You

John Lamb

Eastern Michigan University

Carpenter Lock and Paint Shop Foreperson
EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs

EMERITUS STAFF STATUS RECOMMENDATION

The Department of Office of Academic Services recommends the awarding of Emeritus Staff Status for the following retiring/retired staff member:

Name of Staff Member: Sandra Tanner

Current Status at EMU: PT 07 Administrative Assistant I

Date of Hire at EMU: May, 1974  Retirement Date: August 1, 2011

Number of Years at EMU: 37 (Minimum of 15 years of service required)

Please complete the following information on the retiring staff member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: ________________________________________________________________

Home Telephone: ___________________ E-Mail Address: _____________________________

Name of Spouse: ______________________________________________________________

Degree(s)/Institutions/Year: Baccalaureate: ________________________________

Masters: ________________________________

Doctoral: ________________________________

Please Attach a Brief Statement of Support to this Form

Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file at the EMU Foundation.

Recommended by: Shawn Critter  7-18-11

Department Head and/or Supervisor:  7-18-11

Dean and/or Vice President:  7/19/11

Provost:  8/30/11

Date Submitted to Board of Regents: September 20, 2011

Please forward this completed form to: Nicki Banush
Academic Affairs, 106 Welch Hall

8/22/06
Biography and Support for Sandra Tanner
Application for Emeritus Staff Status
July 29, 2011

Sandy Tanner began her career at Eastern Michigan University in May of 1974. Her first jobs were clerical-secretarial. She started out processing applications in Graduate School. A few years later, she was promoted to supervisor of graduate records. Her responsibilities included graduation approvals, ordering diplomas for commencement, and working with student probation issues. After six years in the Graduate School, Sandy transferred to the Department of Industrial Technology as the departmental secretary. Two years later, Sandy became the secretary for the Corporate Services Center. Shortly after that move, she was promoted to a professional-technical position. This PT position focused on sponsored grants and contracts. Sandy did the accounting for all centers and was the office manager. In 1993, Sandy transferred to the Coatings Research Institute in the College of Technology. She was responsible for hiring graduate assistants and student workers as well as managing the office. She also organized numerous short courses offered by the Institute in the field of Polymers and Coatings. Beginning in 2004, Sandy was given the responsibility of managing accommodations, meals, advertising, and printing for the Smart Coatings National Conference held annually in Florida. In the fall of 2009, Sandy was transferred to the Office of Academic Services in the College of Education. She served as that office’s manager until July 2011.

As Sandy’s supervisor in the Office of Academic Services, I wholeheartedly support her application for emeritus staff. She faithfully served the university for over 37 years in various roles. She remained dedicated and committed to her work throughout her tenure at EMU. EMU appreciates her work and was fortunate to have her services through the years.

Shawn M. Quilter, Ph.D.
Associate Dean for Academic Accountability, College of Education
EMERITUS FACULTY STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Faculty Status to one (1) former faculty member listed on the attached report.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors (AAUP) provides that a faculty member who has served the University for at least fifteen (15) years may be nominated for Emeritus Faculty Status upon retirement.

The nomination for this individual has received the support of the department head, the dean of the college, and the Provost and Executive Vice President.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

Date
**Harrison Y. Smith**

Professor, School of Social Work from 1994-2010  
(16 years)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>University of Denver</td>
</tr>
<tr>
<td>Masters</td>
<td>Washington University</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>Southern University</td>
</tr>
</tbody>
</table>
EASTERN MICHIGAN UNIVERSITY
Division of Academic Affairs

EMERITUS FACULTY STATUS RECOMMENDATION

The Department of School of Social Work recommends the awarding of Emeritus Faculty Status for the following retiring/retired faculty member:

Name of Faculty Member: Harrison Y. Smith

Current Status/Rank at EMU: Professor

Date of Hire at EMU: 8/31/94 Retirement Date: 9/05/2016

Number of Years at EMU: 16 (Minimum of 15 years of service required)

Please complete the following information on the retiring faculty member for whom you are submitting this recommendation. This information is needed for inclusion in the EMU Faculty/Staff/Student Directory.

Home Address: ____________________________________________________________

Home Telephone: _____________________ E-Mail Address: _______________________

Name of Spouse: _______________________

Degree(s)/Institutions/Year: Baccalaureate: 1959, Southern Univ. Business + Secondary Ed.
                   Doctoral: Ph.D., 1981, Univ. of Denver

Please Attach a Brief Statement of Support to this Form

Emeritus Faculty status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Provost’s Office.

[Signature] 4/15/2011
Recommended by (please print) Date

[Signature] 5/15/2011
Department Head Date

[Signature] September 29, 2011
provost Date Submitted to Board of Regents

Please forward this completed form to: Nicki Banush
Academic Affairs, 106 Welch Hall

8/3/04
Emeritus Recommendation for Dr. Harrison Y. Smith

Statement of Support

Dr. Harrison Y. Smith was appointed Professor of Social Work at EMU in 1994 and served in that position until his retirement in the fall of 2010. Prior to coming to EMU, he served as Associate Professor of Social Work at the University of Kansas from 1975 to 1994, and as Assistant Professor of Sociology, Elmhurst College, Elmhurst, Illinois from 1970 to 1975. He received a B.S. from Southern University, Baton Rouge, Louisiana, an M.S.W. from Washington University in St. Louis, and a Ph.D. from the University of Denver.

During his tenure at EMU, he taught both undergraduate and graduate courses and was involved in curriculum development including launching a course on social work with military families. His scholarship included publications on topics such as public health social work and community development and management. He collaborated on several funded sponsored training and research projects. He made numerous service contributions, including serving as M.S.W. Program Director and as a member of various University departmental committees. Dr. Smith was the recipient of the EMU Martin Luther King, Jr., Honors Award in 2005.

In the broader professional community, he served as substance abuse program evaluator for the Detroit Health Department, Comer School development facilitator and social work consultant for the Detroit Public Schools, and served as a Yale University Child Study Center National Faculty.

In recognition of his work at the EMU School of Social Work, faculty members at the School recommend Dr. Smith for Emeritus Faculty status.
RECOMMENDATION

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL APPOINTMENTS/TRANSFERS

ACTION REQUESTED

It is recommended that the Board of Regents approve (3) Administrative/Professional appointments and (1) Administrative/Professional transfer at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2011-2012 personnel budget.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

Date
## ADMINISTRATIVE PROFESSIONAL HIRING REPORT

<table>
<thead>
<tr>
<th>Name</th>
<th>Effective Date</th>
<th>Salary</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mills, Crystal</td>
<td>6/20/2011</td>
<td>$110,000</td>
<td>Chair, Interdisciplinary Research Methods Committee - CHHS</td>
</tr>
<tr>
<td>Quiroz, Robert</td>
<td>7/5/2011</td>
<td>$66,000</td>
<td>Associate Director, Charter Schools</td>
</tr>
<tr>
<td>Johnstone, Lisa</td>
<td>8/1/2011</td>
<td>$72,000</td>
<td>Director, EMU Autism Center</td>
</tr>
</tbody>
</table>

### TRANSFERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Effective Date</th>
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<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carroll III, James</td>
<td>7/1/2011</td>
<td>$150,000</td>
<td>Interim Associate Provost</td>
</tr>
</tbody>
</table>
ACADEMIC RETIREMENTS / SEPARATIONS

ACTION REQUESTED

It is recommended that the Board of Regents approve (2) retirements and (1) separation for the reporting period June 1, 2011 through July 31, 2011.

STAFF SUMMARY

All retirements and separations are Caucasian males.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

8/30/2011
<table>
<thead>
<tr>
<th>Name</th>
<th>Curr Hire Dt</th>
<th>Term Dt</th>
<th>Job Title</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carman, Kirk</td>
<td>7/26/1995</td>
<td>6/30/2011</td>
<td>Mgr, Publicity/Promo</td>
<td>At Will</td>
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<tr>
<td>Hoxie, Brian</td>
<td>6/1/2001</td>
<td>6/30/2011</td>
<td>Director, Acad Prog</td>
<td>Retirement</td>
</tr>
</tbody>
</table>
RECOMMENDATION

FACULTY APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve one (1) new faculty appointment for the 2011-2012 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

The new appointments is a Caucasian female.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2011-2012 personnel budget.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

______________________________
University Executive Officer

______________________________
Date

8/30/2011
NEW FACULTY APPOINTMENTS

Sherry Bumpus
Assistant Professor in the School of Nursing effective August 24, 2011 at an academic year base salary of $70,000.

Education
Ph.D. University of Michigan, Present
M.S. University of Michigan, 1997
B.S.N. University of Michigan, 1994
B.A. University of Michigan, 1993
RECOMMENDATION

FACULTY TENURE APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2011 fall semester, for one (1) faculty member.

STAFF SUMMARY

The probationary faculty member listed on the attachment is recommended for tenure, effective at the beginning of the 2011 fall semester.

Newly-hired tenure-track faculty are “on probation” for a period of time that varies according to rank. Instructors are eligible to apply for tenure for five (5) or six (6) years, Assistant Professors for four (4) or five (5) years, Associate Professors for three (3) or four (4) years, and Professors for two (2) or three (3) years. During this time, probationary faculty must be evaluated annually, undergoing either interim (partial) evaluations or full evaluations in accordance with the Eastern Michigan University / Eastern Michigan University—American Association of University Professors’ contract. An interim evaluation reviews the applicant’s instructional effectiveness and service. A full evaluation also reviews those two performance areas and the applicant’s scholarly and/or creative activity. A series of favorable probationary evaluations and a favorable final full evaluation leads to a recommendation for tenure.

The faculty member listed on the attached page meets the general contractual requirements for tenure, as well as the specific performance standards, which have been defined in his/her respective department evaluation document.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

Date

8/30/2011
Faculty Tenure Appointment

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Han</td>
<td>Xiaoxu</td>
<td>Associate Professor</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
RECOMMENDATION

LECTURER APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve (10) new lecturer appointments for the 2011-2012 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Of the ten (10) appointments, seven (70%) are female and three (30%) are male. Demographics show that eight (80%) are Caucasian, one (10%) is Asian and one (10%) is African American.

FISCAL IMPLICATIONS

The salaries would be absorbed in the 2011-2012 personnel budget.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

Date 8/30/2011
## LECTURER APPOINTMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Effective Date</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meriah Sage</td>
<td>CMTA</td>
<td>Lecturer III</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Anna Maria Hong</td>
<td>English</td>
<td>Lecturer III</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Dyann Logwood</td>
<td>WGST</td>
<td>Lecturer I</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Robbya Green-Weir</td>
<td>Health Sciences</td>
<td>Lecturer I</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Yvette Colon</td>
<td>Social Work</td>
<td>Lecturer III</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>David Marold</td>
<td>Marketing</td>
<td>Lecturer I</td>
<td>8/31/2011</td>
<td>$45,000.00</td>
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<tr>
<td>Theresa Crnkovich</td>
<td>Office of Academic Svcs</td>
<td>Lecturer I</td>
<td>8/31/2011</td>
<td>$30,500.00</td>
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<tr>
<td>Sheryl Grove</td>
<td>Teacher Education</td>
<td>Lecturer III</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
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<tr>
<td>Jeremy Catarino</td>
<td>STS</td>
<td>Lecturer I</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Jeremy Proulx</td>
<td>History &amp; Philosophy</td>
<td>Lecturer III</td>
<td>8/31/2011</td>
<td>$35,000.00</td>
</tr>
</tbody>
</table>
RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 11 staff appointments for the reporting period of June 01, 2011-August 31, 2011.

STAFF SUMMARY

Of the 11 appointments, 5 (45 percent) are females, 6 (55 percent) are males. Demographics of the total group indicate 8 Caucasians (73 percent) and 2 African American (18 percent) and 1 Asian (9 percent).

FISCAL IMPLICATIONS

The salaries are part of the University's 2011-2012 budget as approved by the Board of Regents.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

Date 9/20/11
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Job Title</th>
<th>E Class</th>
<th>Grade</th>
<th>Org Title</th>
<th>Current Hire Date</th>
<th>Activity Date</th>
<th>Annual Salary</th>
<th>Appt %</th>
<th>Ethnicity</th>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Bastien</td>
<td>Gary</td>
<td>Assistant Men's Track Coach</td>
<td>AC</td>
<td>11</td>
<td>I.A Mens Track and Field</td>
<td>8/29/2011</td>
<td>8/23/2011</td>
<td>37,600</td>
<td>100</td>
<td>WH</td>
<td>M</td>
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<tr>
<td>Young</td>
<td>Marissa</td>
<td>Assistant Women's Softball Coach</td>
<td>AC</td>
<td>11</td>
<td>I.A Women's Softball</td>
<td>8/29/2011</td>
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<td>100</td>
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<td>F</td>
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<tr>
<td>Sun</td>
<td>Victoria</td>
<td>Mgr Basketball/Football Ops</td>
<td>AC</td>
<td>11</td>
<td>I.A Mens Basketball</td>
<td>7/25/2011</td>
<td>8/18/2011</td>
<td>36,000</td>
<td>100</td>
<td>AS</td>
<td>F</td>
</tr>
<tr>
<td>Buttigieg</td>
<td>Samuel</td>
<td>Dir, Comp &amp; Employment</td>
<td>AP</td>
<td>MG/L2</td>
<td>Comp Employment and HRIS</td>
<td>6/20/2011</td>
<td>7/1/2011</td>
<td>66,000</td>
<td>100</td>
<td>WH</td>
<td>M</td>
</tr>
<tr>
<td>Sidelinker</td>
<td>John</td>
<td>Fire Protection Service Tech</td>
<td>FM</td>
<td>22</td>
<td>General Maint and Repr</td>
<td>8/15/2011</td>
<td>8/18/2011</td>
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<td>100</td>
<td>WH</td>
<td>M</td>
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<tr>
<td>Youngkin</td>
<td>Ellen</td>
<td>Research Assistant I</td>
<td>PT</td>
<td>05</td>
<td>Biology</td>
<td>8/1/2011</td>
<td>8/19/2011</td>
<td>33,239</td>
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RECOMMENDATION

STAFF SEPARATIONS/RETIREMENTS

ACTIONS REQUESTED

It is recommended that the Board of Regents approve 55 separations and retirements for the reporting period June 01, 2011-August 31, 2011.

STAFF SUMMARY

Of the 55 separations and retirements there are 30 (55 percent) females and 25 (45 percent) males. Demographics of the total group indicate 41 Caucasians (75 percent) and 9 African American (16 percent) 4 Hispanic (8 percent) and 1 Asian (1 percent).

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

9/20/11

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RECOMMENDATION

MONTHLY REPORT & MINUTES
STUDENT AFFAIRS COMMITTEE

ACTION REQUESTED

It is recommended that the Student Affairs Committee Agenda for September 20, 2011 and the Minutes of June 21, 2011 be received and placed on file.

STAFF SUMMARY

At the June 21, 2011 meeting new members who were on campus for the summer were introduced. The Committee received the enrollment and housing occupancy update, a report on the new Keys to Degrees – Single Parent Program and a resolution from the Residence Hall Association recommending construction of a new dining facility.

The September 20, 2011 agenda includes introduction of new members, an enrollment and housing occupancy update, the annual fall start-up report, the 2011-12 Student Affairs Advisory Council (formerly Student Leader Group) Priorities and an update on club sports. Revision of the EMU Alcohol and Other Drug Policy will also be addressed.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

______________________________  ____________________
University Executive Officer    Date
Tuesday, September 20, 2011
2:00 p.m.       Agenda

1. Approval of June 21, 2011 Meeting Minutes
   Regent Fitzsimmons

2. Introduction of New Members
   Bernice Lindke

3. Enrollment and Housing Occupancy Update
   Bernice Lindke

4. Annual Fall Start-Up Report
   Kathy Orscheln/Melissa Ginotti/
   Marney Buss

5. Student Affairs Advisory Council 2011-12 Priorities
   All

6. Policy Revision: Alcohol and Other Drug Policy
   Bernice Lindke

7. Club Sports Update
   Lou Gianino

8. Announcements
Regent Fitzsimmons convened the meeting at 2:00 p.m. Minutes of the April 14, 2011 meeting were approved as corrected. Seventy-six students participated in Alternative Spring Break.

Introduction of New Members
The 2011-12 student members introduced themselves: Mallory Apel (Graduate Student Organization), Allison Barkel (Campus Life Involvement Corps), Kristopher Bolds (National Pan-Hellenic Council), Jeffrey Chicoine (Student Body Vice President), Caiden Droscha (LGBT representative), Brittany Galloway (Member-at-Large), Jamie Linn (Interfraternity Council), Jelani McGadney (Student Body President), Aijalon McLittle III (Member-at-Large), Thanh (Jimmy) Nguyen (Commuter & Transfer Student Life), Samantha Stamper (Residence Hall Association). Regent Fitzsimmons welcomed the students to their new roles and is looking forward to a productive year.

Enrollment and Housing Occupancy Update
Vice President Lindke reported that overall Fall head count is up 1.5% over last year at this time. This includes an increase for first-time freshmen of 5% and an increase in new transfer head count enrollment of 3%. New graduate head count is down 2% over last year at this time. Fall housing contracts are up 14.6% over last year at this time. Current apartment occupancy is trending in line with last year.

Keys to Degrees – Single Parent Program
Elise Buggs, program director, presented information on the new Keys to Degrees – Single Parent Program. This is the first such program in the state and is a joint initiative with Endicott College funded through a one-year grant from the Kellogg Foundation. Ten freshmen from Washtenaw, Wayne and Jackson counties are participating. The program begins June 22, 2011 with the Summer term and, in addition to course work, will include structured mentoring and community service components. Workshops in areas such as budgeting, stress management, parenting classes, time management, and study habits and note taking will also be offered. On campus collaborators include Admissions, Financial Aid, Housing and Dining Services. Support services will be provided by the Holman Success Center, University Advising and Career Development Center, Disability Resource Center, Counseling
and Psychological Services and the College of Education Counseling Clinic. Continued funding for the program is being sought through the Kellogg Foundation. Following questions and answers, Regent Fitzsimmons thanked Ms. Buggs for her report.

**Residence Hall Association Resolution: Dining Facility**
Samantha Stamper and Mallory Apel, Residence Hall Association president and past president respectively, presented an RHA resolution recommending construction of a new dining facility. The resolution was supported by the RHA Executive Board and President’s Assembly on April 6, 2011. They reported that in a recent Facebook survey of residence hall students, there was overwhelming support for a new dining facility and that this is one of the Student Affairs Advisory Council’s (formerly Student Leader Group) priorities for the 2011-12 year. Regent Fitzsimmons thanked Ms. Stamper and Ms. Apel for their report.

**Other**
Jeffrey Chicoine reported that the new Student Government Executive Board has been hired.

The meeting adjourned at 2:45 p.m.

Respectfully submitted,

Teri L. Papp
Student Affairs Committee Recording Secretary
Outline for Fall Start Up Report 2011

1. The Class

Fall start up 2011 actually began in the fall of 2010 with recruitment of the class of 2011. 600 High School Visits, Community College visits, 250 college fairs, scholarship competitions, Explore Eastern, Fun Fridays, Fast Track, Return to Learn, etc.

This year's class includes:

- 2136 FTIACs
- 2140 new transfers
- 1208 new grads

2. The Chaos

**Construction and Changes**

- Pray-Harrold
- Mark Jefferson
- Parking Lots
- Kiosk/Freedom Wall
- 9/11 Memorial
- Housing Facilities
- Dining Commons, Student Center Food Court St
- Chase Bank
- ID card shop move

3. The Content

- Training
- Orientation Programs
  - Traditions
  - Move In and Meals
  - Involvement
  - Academic Success

4. The Crew

Staff from all across campus held vital roles in fall start up activities - list all offices/roles
RECOMMENDATION

POLICY REVISION: ALCOHOL AND OTHER DRUG POLICY

ACTION REQUESTED

It is recommended that the Board of Regents approve revisions to the Alcohol and Other Drug Policy. See attached information.

STAFF SUMMARY

The Michigan Medical Marijuana Act of 2008 (MMMA) permits possession and consumption of limited amounts of marijuana in certain circumstances. However, the state law conflicts with federal laws. Because EMU is subject to the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act amendment of 1989, which prohibit controlled substances on campus, the Alcohol and Other Drug Biennial Review Committee recommends the prohibition of medicinal marijuana use on campus.

Other revisions include changes in titles and the requirement that the university comply with a set of alcohol marketing standards that were developed by the committee established for that purpose under the current policy.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

________________________________________
Bernice A. Lindke

9-1-11

Date
UNIVERSITY POLICY STATEMENT:

The University is committed to promoting and maintaining a work and academic environment that is free from illegal alcohol and drug use and abuse, in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to work or working under the influence of alcohol or drugs.

Employees may not consume, possess, distribute, or be under the influence of alcoholic beverages on University property or while on University business (except at University functions at which use of alcohol is approved). Employees, students, and campus visitors aged twenty-one (21) years or older, consuming alcohol at University functions or while on University business, where such use is approved, are expected to use alcohol responsibly and not engage in illegal, unprofessional, or disruptive behavior.

Students and campus visitors who have attained the legal drinking age of twenty-one (21) years of age may possess and consume alcoholic beverages only at approved university functions or in residence hall rooms of students who have attained the legal drinking age. Those under twenty-one (21) years of age are not permitted to consume or possess alcoholic beverages at any time.

Students, employees and visitors are prohibited from dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by Michigan law.

Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of illegal drugs or engaging in improper self-medication while on University property or University business. The Michigan Medical Marijuana Act of 2008 (MMMA) permits possession and consumption of limited amounts of marijuana in certain circumstances. However, the state law conflicts with federal laws. Because EMU is subject to the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act amendment of 1989, which prohibit controlled substances on campus, the use of medicinal marijuana is not permitted on campus.

Any member of the University community who violates this policy is subject to both prosecution and punishment under federal, state and local laws and to disciplinary proceedings by the University.

This policy is not designed to punish people for seeking rehabilitation. All information about those individuals who voluntarily avail themselves of drug or alcohol counseling or rehabilitation services will remain confidential. Seeking counseling or rehabilitation will not be used as a basis for disciplinary action or be used against an individual in any way.

University employees and students who violate this policy shall be informed about and referred to services to assist them in determining whether they are abusing drugs and alcohol or are chemically dependent. If a problem is found to exist, the individual will be referred to resources to assist him/her
in overcoming the drug or alcohol abuse pattern. This referral or assessment shall not limit the University's ability to pursue appropriate disciplinary action, up to and including termination or expulsion, when an employee or student has violated this policy or any other University policy.

This policy shall not add to or supersede union contracts or established employee work rules.

UNIVERSITY PRACTICE:

In order to comply with this policy Eastern Michigan University will:

1. Disseminate a copy of the University Alcohol and Other Drug (AOD) policy to all employees and students on an annual basis, which will include:
   a. Information about programs aimed at preventing alcohol abuse and drug use and abuse.
   b. Information about the dangers and health risks of alcohol and drug use and abuse.
   c. Information on an annual basis on available counseling, treatment and rehabilitation or re-entry programs and facilities and encourage use of appropriate resources by all employees and students.
   d. A description of all applicable local, state, federal and University sanctions for unlawful consumption, possession, or distribution of illicit drugs and alcohol.
   e. The updated policy can be referenced at http://www.emich.edu/uhs.drugpolicy.html.

2. Disseminate a copy of EMU's policy on notification to parents of drug and alcohol violations related to the Family Educational Rights and Privacy Act (FERPA) to all students on an annual basis. This policy can be found at http://www.emich.edu/registrar/ferpa.htm.

3. Require employees who are working on federally funded projects and who are convicted of violating any criminal drug statute while at the workplace or while on work-related activities, to notify their immediate supervisor within five (5) days. EMU will then notify the appropriate federal agency about such a violation.

4. Conduct a biennial review of its alcohol and other drug program as required by the Drug-Free School and Communities Act Amendment of 1989 to determine the effectiveness of, and implement necessary changes to the AOD program, and to ensure that consistent enforcement of disciplinary sanctions for violating standards of conduct are appropriately applied.

5. When alcohol is served or sold at approved University functions:
   a. Alcoholic beverages shall not dominate the advertising or be the primary focus of any event.
   b. Food and non-alcoholic beverage alternatives shall be available.
   c. Precautionary measures shall be implemented to insure that alcoholic beverages are not accessible to persons under the legal drinking age.
   d. The sponsoring person/group shall comply with applicable rules and regulations of the Michigan Liquor Control Commission.

6. Comply with a set of formal standards related to alcohol marketing on campus in three areas: alcohol advertising, alcohol industry promotions, and alcohol industry official sponsorship.
RESPONSIBILITY FOR IMPLEMENTATION:

The President of the University has overall responsibility for the implementation and administration of this policy and has delegated its overall management to the Chief Human Resources Officer and the Vice President for Student Affairs and Enrollment Management. In addition, the President or his/her designee will generate a review of the institution's alcohol and other drug program as required by law.

SCOPE OF POLICY COVERAGE:

This policy applies to all current University employees, students, and visitors. The University will have jurisdiction over student-related misconduct that occurs on university premises and/or at university-sponsored activities, but may also address off-campus behavior if the University determines that the behavior, or the continued presence of the student, impairs, obstructs, interferes with, or adversely affects the mission, processes or functions of the University. Additional regulations on this subject may be found and may supersede this policy for employees covered by collective bargaining agreements.

Authority for Creation or Revision

Minutes of the Board of Regents, December 10, 1971; para. 1058M.
Minutes of the Board of Regents, January 11, 1975; para. 1471M.
Minutes of the Board of Regents, January 17, 1979; para. 2039M.
Minutes of the Board of Regents, September 27, 1989; para. 4070M.
Minutes of the Board of Regents, September 25, 1990; para. 4256M.
Minutes of the Board of Regents, January 16, 2001; para. 5766M.
Minutes of the Board of Regents, December 2, 2003, para. 6194M.
Minutes of the Board of Regents, June 21, 2005, para. 6450M.
UNIVERSITY POLICY STATEMENT:

The University is committed to promoting and maintaining a work and academic environment that is free from illegal alcohol and drug use and abuse, in accordance with all federal, state, and local laws. Students and employees are prohibited from reporting to work or working under the influence of alcohol or drugs.

Employees may not consume, possess, distribute, or be under the influence of alcoholic beverages on University property or while on University business (except at University functions at which use of alcohol is approved). Employees, students, and campus visitors aged twenty-one (21) years or older, consuming alcohol at University functions or while on University business, where such use is approved, are expected to use alcohol responsibly and not engage in illegal, unprofessional, or disruptive behavior.

Students and campus visitors who have attained the legal drinking age of twenty-one (21) years of age may possess and consume alcoholic beverages only at approved university functions or in residence hall rooms of students who have attained the legal drinking age. Those under twenty-one (21) years of age are not permitted to consume or possess alcoholic beverages at any time.

Students, employees and visitors are prohibited from dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by Michigan law.

Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of illegal drugs or engaging in improper self-medication while on University property or University business. The Michigan Medical Marijuana Act of 2008 (MMMA) allows patients to possess and consume limited amounts of marijuana in certain circumstances, for certain medical conditions. However, the state law conflicts with federal laws. Because EMU is subject to the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act amendment of 1989, which prohibit controlled substances on campus, the use of medicinal marijuana is not permitted on campus.

Any member of the University community who violates this policy is subject to both prosecution and punishment under federal, state and local laws and to disciplinary proceedings by the University.

This policy is not designed to punish people for seeking rehabilitation. All information about those individuals who voluntarily avail themselves of drug or alcohol counseling or rehabilitation services will remain confidential. Seeking counseling or rehabilitation will not be used as a basis for disciplinary action or be used against an individual in any way.

University employees and students who violate this policy shall be informed about and referred to services to assist them in determining whether they are abusing drugs and alcohol or are chemically dependent. If a problem is found to exist, the individual will be referred to resources to assist him/her
in overcoming the drug or alcohol abuse pattern. This referral or assessment shall not limit the University's ability to pursue appropriate disciplinary action, up to and including termination or expulsion, when an employee or student has violated this policy or any other University policy.

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   a. Information about programs aimed at preventing alcohol abuse and drug use and abuse.
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   c. Information on an annual basis on available counseling, treatment and rehabilitation or re-entry programs and facilities and encourage use of appropriate resources by all employees and students.
   d. A description of all applicable local, state, federal and University sanctions for unlawful consumption, possession, or distribution of illicit drugs and alcohol.
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   c. Precautionary measures shall be implemented to insure that alcoholic beverages are not accessible to persons under the legal drinking age.
   d. The sponsoring person/group shall comply with applicable rules and regulations of the Michigan Liquor Control Commission.

6. The Vice President for Student Affairs and Enrollment Management will appoint a committee to establish Comply with a set of formal standards related to the extent of alcohol marketing on
campus in three areas: alcohol advertising, alcohol industry promotions, and alcohol industry official sponsorship.

RESPONSIBILITY FOR IMPLEMENTATION:

The President of the University has overall responsibility for the implementation and administration of this policy and has delegated its overall management to the Assistant Vice President for Chief Human Resources Officer, and the Vice President for Student Affairs and Enrollment Management and the Assistant Vice President for Academic Affairs. In addition, the President or his/her designee will generate a review of the institution's alcohol and other drug program as required by law.

SCOPE OF POLICY COVERAGE:

This policy applies to all current University employees, students, and visitors. The University will have jurisdiction over student-related misconduct that occurs on university premises and/or at university-sponsored activities, but may also address off-campus behavior if the University determines that the behavior, or the continued presence of the student, impairs, obstructs, interferes with, or adversely affects the mission, processes or functions of the University. Additional regulations on this subject may be found and may supersede this policy for employees covered by collective bargaining agreements.

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Minutes of the Board of Regents, December 2, 2003, para. .6194M.
Minutes of the Board of Regents, June 21, 2005, para. .6450M.
RECOMMENDATION

ATHLETIC AFFAIRS COMMITTEE

ACTION REQUESTED
Working agenda for September 20, 2011 and the June 21, 2011 minutes to be received and placed on file.

STAFF SUMMARY
- The minutes for the June 21, 2011 meeting
- 2011-12 Goals for Athletics
- Nutrition Station Review & Expansion Proposal
- Athletic Facility Improvement Updates
- EMU Sport Program and MAC updates
- Good News from Athletics

FISCAL IMPLICATIONS
To be determined

ADMINISTRATIVE RECOMMENDATION
The proposed Board action has been reviewed and is recommended for Board approval.

Derrick L. Gragg, Ed.D.
Director of Intercollegiate Athletics

Date: September 1, 2011
BOARD OF REGENTS

ATHLETIC AFFAIRS COMMITTEE
Tuesday, September 20, 2011
201 Welch Hall
1 p.m.

AGENDA

A. Approval of the June 21, 2011 Minutes
B. 2011-12 Goals for Athletics
C. Nutrition Station Review & Expansion Proposal
D. Athletic Facility Improvement Updates
E. EMU Sport Program and MAC Updates
F. Good News from Athletics
Eastern Michigan University
Board of Regents
ATHLETIC AFFAIRS COMMITTEE
Minutes of June 21, 2011

MEMBERS:
Regents: James Stapleton, Roy Wilbanks, Floyd Clack and Chair - Mike Hawks
Athletics: Dr. Derrick Gragg, Director of Intercollegiate Athletics

The Athletic Affairs Committee meeting was called to order at 1:00pm, by Regent Mike Hawks

Approval of the April 14, 2011 Minutes, accepted.

NCAA Certification Update
Walter Kraft, Vice President for University Communications gave the final update on the NCAA Certification process. The University recently completed a thorough and comprehensive, year-long study of its athletic program. Each subcommittee comprised a cross-section of campus and included faculty, staff and students. We are awaiting word from the NCAA regarding our final report.

Annual EMU Sport Program Review
Dr. Gragg, Director of Athletics presented the Athletic Department’s annual EMU sport program review which included historical athletic analysis as well as this past year’s athletic accomplishments in detail. Highlights from the report include:

- During the past four academic years, the EMU athletic teams have accumulated 19 MAC championships
- EMU head coaches have been named MAC Head Coach of the Year 21 times during the same period.
- It is also important to note the overall academic success of our student-athletes, who graduate at a 64 percent rate, which is 24% higher than the general student population. This is the highest graduation rate in university history.
- This past semester resulted in the highest overall cumulative GPA (3.138) for the student-athletes collectively in school history, the second consecutive semester the highest mark was surpassed.
- Donor support for the 2010-11 year was outstanding and was the 4th highest fundraising total for athletics in the history of the athletic program. Three of the five highest fundraising totals have come within the past five years.

2011-12 Athletic Budgets
University Chief Financial Officer, John Lumm and Associate Athletic Director Mike Malach presented the 2011-12 athletic operating budgets to the Athletic Affairs Committee for recommendation to the Regents. This year’s athletic budget totals: $10,097,111. The net reduction marks a 3.43% reduction against last year’s athletic budget. It should be noted that despite the fact that the program operates the most sport programs in the MAC, the athletic department operating budget is among the lowest in the conference. Additionally, due to past staff reductions, for the past 5 years we have operated the largest department with the smallest senior administrative staff and certainly one of the smallest athletic staffs in the conference.

Head Men’s Basketball Coach Contract Recommendation
The Athletic Affairs Committee made a recommendation that the employment contract for Rob Murphy, Head Men’s Basketball Coach, be recommended as written for approval of the Board of Regents.

GOOD NEWS FROM ATHLETICS
Baseball
Eastern Michigan had its best regular season in school history and got off to its best start since 1976, the last time EMU made an appearance in the NCAA Division I College World Series where it finished runner-up to eventual national champion, Arizona. The Eagles were 37-22 this past season and finished only one game out of first place in the West Division. During the season, EMU's captured victories versus Michigan, Michigan State, Clemson, Kansas,
Louisville and West Virginia. EMU won 21 games on the road in 2011, the most since 1998. EMU won 37 games in 2011, the most since the 1981 team also won 37 games.

**Athletic Team Academic Progress Rates (APRs)**

Eastern Michigan University women's cross country, women's gymnastics, women's softball and women's tennis teams received NCAA Public Recognition Awards Tuesday, May 17, for their exceptional work in the classroom as part of the NCAA's Academic Performance Program.

The awards are given annually to teams scoring in the top 10 percent in each sport with their Academic Progress Rates (APR).

**Softball**

The Eagles finish their 2011 campaign with a 26-18 mark with the program's second-best winning percentage in program history (.591), second only to the 1988 campaign where the Eagles went 36-21 (.631) under then Head Coach Connie Minor. This season marked the first time the team advanced to the post-season since 2007 season when the program captured the MAC championship. EMU also tallied a record five All-MAC honorees with Sarah Gerber, Jessica Richards and McKenna Russ named to the All-MAC first team, while Stacie Skodinski and Lauren Wells earned second team All-MAC accolades. Wells also garnered All-Freshman team honors.

**Mid-American Conference Commissioner Jon Steinbrecher Signs Two-Year Contract Extension**

The Mid-American Conference announced today that the Council of Presidents has extended the contract of Commissioner Dr. Jon Steinbrecher for two additional years through the 2015-16 academic years. Steinbrecher began as MAC Commissioner in May of 2009 with an original five-year contract and only two years into the agreement, the conference Presidents unanimously rewarded Steinbrecher with a two-year contract extension.

During his current two-year term as MAC Commissioner, Steinbrecher has expanded bowl opportunities for the conference and stabilized conference membership in football, increased national and regional television exposure, renegotiated the conference marketing rights agreement with ISP/IMG College and enhanced neutral site conference championships in basketball and volleyball.

Athletic Affairs Committee adjourned at 1:24 pm

Respectfully submitted,

Karen A. Hansen
Administrative Secretary
Intercollegiate Athletics
<table>
<thead>
<tr>
<th>TEAM</th>
<th>NUMBER OF ATHLETES</th>
<th>ESTIMATED COST OF NUTRITION STATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Golf</td>
<td>9</td>
<td>$3,780.00</td>
</tr>
<tr>
<td>Women's Gymnastics</td>
<td>24</td>
<td>$10,080.00</td>
</tr>
<tr>
<td>Women's Rowing</td>
<td>22</td>
<td>$9,240.00</td>
</tr>
<tr>
<td>Softball</td>
<td>20</td>
<td>$8,400.00</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>7</td>
<td>$2,940.00</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>28</td>
<td>$11,760.00</td>
</tr>
<tr>
<td>Women's Track/CC</td>
<td>40</td>
<td>$16,800.00</td>
</tr>
<tr>
<td>Baseball</td>
<td>34</td>
<td>$14,280.00</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>16</td>
<td>$6,720.00</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>10</td>
<td>$4,200.00</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>42</td>
<td>$17,640.00</td>
</tr>
<tr>
<td>Men's Track/CC</td>
<td>54</td>
<td>$22,680.00</td>
</tr>
<tr>
<td>Wrestling</td>
<td>32</td>
<td>$13,440.00</td>
</tr>
<tr>
<td></td>
<td>338</td>
<td>$141,960.00</td>
</tr>
</tbody>
</table>

Number of athletes is based on current squad list (2011-12)
$3.00 per day per athlete for 5 days a week for 28 weeks (Two 14 week semesters)

The cost for daily nutritional supplements is approximately $3.00 per student-athlete per day.
Each student-athlete is provided with the following five days each week:
1 Muscle Milk RTD Shake
1 Muscle Milk Bar
1 Piece of fruit
1 Bag of Trail Mix
1 Vitamin Shot

Currently, the football, volleyball, women's basketball and soccer teams receive nutrition station supplements daily. If the additional 338 additional student-athletes are added to the nutrition station program, the total daily cost for the additional supplements would be $1,014. Thus, a 14 week program during each of the two semesters, 5 days a week would be an additional $141,960.
BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT
FACULTY AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Faculty Affairs Committee Agenda for September 20, 2011 be received and placed on file and the Minutes of the April 14, 2011 meeting be received and placed on file.

STAFF SUMMARY

The topic for the September 20, 2011 Faculty Affairs Committee meeting is a discussion on Academic Advising.

FISCAL IMPLICATIONS

There is no fiscal impact.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

August 30, 2011

Date
Regular Agenda

Section 13  Monthly Report and Minutes (*Regent Parker, Chair*)

Status Report

Discussion: “Academic Advising”
Eastern Michigan University UG Student Probation, Retention, and Graduation Rates

### Full-time IPEDS FTIAC Cohorts Probation Rates

<table>
<thead>
<tr>
<th></th>
<th>First Fall</th>
<th></th>
<th>First Winter</th>
<th></th>
<th>2nd Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Probation</td>
<td>Rate</td>
<td>Return</td>
<td>Probation</td>
<td>Rate</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2167</td>
<td>645</td>
<td>29.8%</td>
<td>1924</td>
<td>497</td>
<td>25.8%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2196</td>
<td>458</td>
<td>20.9%</td>
<td>2027</td>
<td>357</td>
<td>17.6%</td>
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<tr>
<td>Fall 2010</td>
<td>1955</td>
<td>405</td>
<td>20.7%</td>
<td>1814</td>
<td>341</td>
<td>18.8%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1552</td>
<td>266</td>
<td></td>
<td>17.1%</td>
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### All Undergraduate Students Probation Rates

<table>
<thead>
<tr>
<th>TERM</th>
<th>Enrollment</th>
<th>Probation</th>
<th>Rate</th>
<th>TERM</th>
<th>Enrollment</th>
<th>Probation</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>17283</td>
<td>1918</td>
<td>11.1%</td>
<td>Winter 2009</td>
<td>16161</td>
<td>1493</td>
<td>9.24%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>17780</td>
<td>1732</td>
<td>9.7%</td>
<td>Winter 2010</td>
<td>16911</td>
<td>1407</td>
<td>8.32%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>18554</td>
<td>1732</td>
<td>9.3%</td>
<td>Winter 2011</td>
<td>17520</td>
<td>1419</td>
<td>8.10%</td>
</tr>
</tbody>
</table>

### FTIAC Cohort First Year Retention Rates

<table>
<thead>
<tr>
<th>FTIAC retention</th>
<th>2005 cohort</th>
<th>2006 cohort</th>
<th>2007 cohort</th>
<th>2008 cohort</th>
<th>2009 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fall to Fall)</td>
<td>74.05%</td>
<td>70.77%</td>
<td>71.05%</td>
<td>71.62%</td>
<td>75.46%</td>
</tr>
</tbody>
</table>

### FTIAC Cohort 4 and 6-year graduation rate

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 yr graduation rate</td>
<td>12.27%</td>
<td>10.53%</td>
<td>10.50%</td>
<td>11.90%</td>
<td>12.28%</td>
<td>12.91%</td>
<td>12.15%</td>
</tr>
<tr>
<td>6 yr graduation rate</td>
<td>39.90%</td>
<td>38.84%</td>
<td>35.68%</td>
<td>39.73%</td>
<td>37.70%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Regent Parker opened the meeting at 1:00 pm and asked the participants seated at the table to introduce themselves. Regent Parker also introduced EMU’s newest regent, Beth Fitzsimmons.

Reports distributed to members were; Response from Administration following Special Conference on Research, and Grants and Contracts FY2011 Progress Report (April 14, 2011).

Discussion: “Faculty Research”

Provost Kay began the meeting by introducing the discussion topic and its origin. The three questions posed by Dr. Kay for the discussion were:

- What are the research accomplishments of the faculty?
- What are the challenges, both externally and internally, of research?
- What are the opportunities for future sponsored research?

Dr. Kay invited Wade Tornquist to begin the discussion. Dr. Tornquist gave several examples of successful research projects at Eastern Michigan.

- Institute for Language Information and Technology (ILIT) – Linguistic and Cyber/Digital Research Infrastructure Research
- Institute for Geospatial Research & Education (IGRE) – land use and population studies helping regional governments and local school districts
- Creative Scientific Inquiry Experience (CSIE)
- Science, Technology, Engineering, and Mathematics (STEM)
- Woodrow Wilson Foundation Grant
- College of Technology Coatings research
- Cross-National Analysis of Islamic Fundamentalism, a multi-national study funded by the Office of Naval Research – research conducted by Mansoor Moadel

Helen Aristar-Dry shared ILIT’s mission of disseminating information on languages and linguistics (particularly endangered languages) to linguists and other interested parties and developing cyber/digital research infrastructure. ILIT currently has six National Science Foundation (NSF) or National Funding for the Humanities grants. These grants primarily develop digital tools for researches. ILIT has 26 researchers and 18 are graduate assistants who work year round. Because of the shift to digital research, ILIT devotes much of its time training these graduate assistants in this new collaborative research.
Ellene Contis explained the importance of faculty research as one side, along with teaching, of the same coin. Performing research with undergraduate students provides them with an experiential education. CSIE was established five years ago with an NSF grant. Its goal is to increase students in the sciences and math (STEM) and graduate them. Students in the CSIE/STEM program are more prepared, and the numbers of STEM students and graduates are increasing.

Regent Parker asked how many students completed the program and how they are admitted to the CSIE program. Dr. Contis replied that 400 students over a five year period have participated in the program. She continued explaining that students are recruited during Fast Track and other admission events based on their interest in science and their educational background. Dr. Contis further clarified that once the students are involved in CSIE for two years, the students' success and on-time graduation increases. Dr. Tornquist asked Dr. Contis to follow up on the systemic possibilities of this program. Dr. Contis replied that NSF looks for sustainability of the program as a measure of success. If they see such success, they will continue their investment in our research.

Susan Moeller shared the purpose of the Special Conference on Research, which was to explore possible support for faculty researchers post award. Dr. Moeller asked Dr. Contis what assistance would be beneficial to her program. Dr. Contis shared that originally the students were in smaller classes, but now the students are imbedded in larger sections. The student also attend (and pay extra for) a research seminar. This helps with sustainability, but it also helps the students who are not part of the CSIE program to perform better and become more involved. Dr. Contis continued telling the committee of the faculty support for this interdisciplinary program to develop clever and innovative community projects for the students.

Dr. Kay asked Caryn Chatter to discuss the challenges facing researchers at this time. Ms. Charter focused on the external challenges, specifically the elimination of earmarks. EMU has been very successful in obtaining earmark funding for research, but not will face a more competitive grant environment. EMU's success is because of solid proposals, which are centered on community partnerships. The other external challenge is the elimination of stimulus funding. Because the federal agencies don't know their fiscal year 2011 budget, they have been reluctant to make awards or announce new program competitions.

Regent Parker asked Ms. Charter about the differences between federal grant proposals and foundation and/or business grant proposals. Ms. Charter explained that the process is different. She stated that the federal application process involves a 50-page application which will be reviewed by your peers. With foundations it's more about developing relationships. Business and industry is unique based on with whom you're meeting; you would identify the needs of the business/industry, then present appropriately to the selected audience (scientists, executives, etc.).

Dr. Moeller continued with her concerns by explaining that 40% of the grant funding goes to the general fund for the purpose of providing post award support for the faculty researchers but hasn't seen such support. Regent Parker followed up with an inquiry about what other types of pre and post award support is needed.

Dr. Aristar-Dry shared her feelings that she, and most other faculty researchers, like to write their own grants. She continued by explaining that the Office of Research Development (ORD) is very helpful in provides support and guidance with grant proposals. However, ORD does not have the staff to offer post award support. Supporting post award would entail managing the accounts, help with report writing and hiring personnel.

Dr. Evett brought the discussion back to the importance of research and student mentoring. He invited Karen Saules to talk about her mentoring with student researchers. Dr. Saules' work focuses on bariatric patients and addictions. Her community of learners includes researchers at all levels; doctoral, masters,
and undergraduate. Recently she attended a conference with several of her student researchers, including an undergraduate.

Regent Parker directed the conversation to what types of post award support is needed and how to provide such support. She also suggested utilizing Walter Kraft to reach out to business and industry to explain EMU’s research opportunities/capabilities.

Some suggestions of research support are:

- Education on how to do outreach to potential sponsors
- Set aside indirect funds for bridge funding a grant tech between active grants, or base funding for a grant tech position to be utilized by a group of faculty researchers
- Funds for a summer Research Assistant program
- Support for junior faculty in the grant process; teaching or mentoring by more experienced faculty members
- Release time for junior faculty members to work with established grant projects as a fellowship program to help them learn the process and gain experience

Regent Parker thanked the contributors and those in attendance and adjourned the meeting at 1:45 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary
Academic Affairs
RECOMMENDATION

MONTHLY REPORT
EDUCATIONAL POLICIES COMMITTEE

ACTION REQUESTED

It is requested that the Educational Policies Committee Agenda for September 20, 2011 and the Minutes of the June 21, 2011 meeting be received and placed on file.

SUMMARY


FISCAL IMPLICATIONS

The fiscal impact of the actions taken is listed in the appropriate sections and in the Board minutes.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

University Executive Officer

8/30/2011
Date
AGENDA

Consent Agenda

Section 1 Emeritus Staff Recommendations (Rhonda Longworth)
Section 2 Emeritus Faculty Recommendations (Rhonda Longworth)
Section 3 Academic Affairs Administrative/Professional Appointments/Transfers (David Woike)
Section 4 Academic Retirements/Separations (David Woike)
Section 5 Faculty Appointments (David Woike)
Section 6 Faculty Tenure Appointments (David Woike)
Section 7 Lecturer Appointments (David Woike)

Regular Agenda

Section 14 Monthly Report and Minutes (Regent Sidlik)
Section 15 Academic Program Additions and Program Deletions (Rhonda Longworth)
Section 16 Policy Revision: Grading and Academic Probation (Rhonda Longworth)
Section 17 Policy Revision: General Revision of Policy 6.2.1 (Rhonda Longworth)

Update and Discussion

Advising and Counseling
Attendees: (seated at tables) B. Bond, Provost and Executive Vice President Kay, D. Ritzenhein, Regent Sidlik (Chair)


Regent Thomas Sidlik convened the meeting at 1:00 p.m.

Emeritus Staff Status (Section 1)

Jack Kay, Provost and Executive Vice President, recommended that the Board of Regents grant Emeritus Faculty Status to two (2) former staff members: Judy Church, Senior Secretary, Risk Management and Workers’ Compensation; and Nancy Mida, Communications Manager, EMU Foundation.

Emeritus Faculty Status (Section 2)

Jack Kay, Provost and Executive Vice President, recommended that the Board of Regents grant Emeritus Faculty Status to five (5) former faculty members: S. Imitaz Ahmad, Professor, Computer Information Systems; Nancy Allen, Professor, English Language and Literature; Emily Catherine Day, Professor, World Languages; Barry Fish, Professor, Psychology; and Arthur Howard, Professor, Chemistry.

Academic Affairs Administrative/Professional Appointments/Transfers (Section 3)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents approve four (4) Administrative/Professional appointments and two (2) transfers at the ranks and effective dates shown on the listing provided to the Board.

Academic Separations/Retirements (Section 4)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents approve nine (9) retirements and separations for the reporting period January 1, 2011 through May 31, 2011.

Faculty Appointments (Section 5)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents approve the appointment of twenty-eight (28) new faculty members for the 2011-2012 academic year at the rank, salary, and effective dates shown on the listing provided to the Board.
Faculty Reappointments (Section 6)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents accept the report from the Division of Academic Affairs pertaining to the reappointment of one-hundred two (102) probationary faculty members for the 2011-2012 academic year.

Faculty Tenure Appointments (Section 7)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2011 fall semester, for twenty-four (24) faculty members.

Faculty Promotions (Section 8)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents accept and place on file the report entitled Promotion of Faculty Members effective Fall 2011.

Lecturer Promotions (Section 9)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents approve one (1) new lecturer appointment for the 2011-2012 academic year at the rank, salary, and effective date shown on the listing provided to the Board.

Lecturer Promotions (Section 10)

Donald Ritzenhein, Assistant Vice President for Academic Personnel and Contract Administration, Academic Human Resources, recommended that the Board of Regents accept and place on file the report entitled Promotion of Lecturers effective for 2011-2012.

Spring-Summer 2011, Fall 2011, and First Round of Winter 2012 Faculty Research & Creative Activity Fellowships (Section 19)

Byron Bond, Interim Associate Provost and Associate Vice President for Research, recommended that the Board of Regents accept and place in file the Report on Spring-Summer 2011, Fall 2011 and First Round of Winter 2012 Faculty Research and Creative Activity Fellowships.

Appointment of Charter Schools Board Members (Section 20)

Malverne Winborne, Director, Charter Schools, recommended that the Board of Regents appoint Bernard Geter to a three-year term on the Board of Directors for the Academy for Business and Technology; Richard Hamme, Curtis Robinson and Cynthia Smith to three-year terms on the Board of Directors of Commonwealth Community Development Academy; Peter Sinclair and Mary Spademan to three-year terms on the Board of Directors of Grand Blanc Academy; Randy McNeil to a three-year term on the Board of Directors of Hope Academy; and Jasmine Fields to a three-year term on the Board of Directors of the Dr. Joseph F. Pollack Academic Center of Excellence (PACE).

Reissuance of Charter - Commonwealth Community Development Academy (K-8) (Section 21)

Malverne Winborne, Director, Charter Schools, recommended that the Board of Regents reissue the charter for Commonwealth Community Development Academy and Gaudior Academy and authorize the
president to the University to execute a new five-year contract for both academies which will expire July 1, 2016. Descriptions of these academies were provided included in the materials provided to the Board.

**Correction of University Calendar (Section 23)**

*Jack Kay, Provost and Executive Vice President,* recommended that the Board of Regents approve changes to previously approved Academic Calendars for 2011-12, 2012-13, 2013-14, and 2014-15 as described in the materials provided to the Board.

**Discussion – Academic Advising and General Education (Jelani McGadney)**

*Academic Advising*

Student Body President Jelani McGadney expressed his concern regarding academic advising and the confusion experienced by students. Mr. McGadney stated that he has met with the University Advising and Career Development Center (UACDC) and understands that policies and practices have been put in place, but he would like to see further improvements.

- Paperwork is up to date in both the UACDC and the academic departments advising offices.
- Printed paperwork is the same as the paperwork available on the website.
- All forms used in academic advising, whether in UACDC or the academic departments, should be identical.
- The UACDC and the academic departments need access to each other’s paperwork.
- LBC credit must be properly recorded on the student transcripts.

Regent Parker asked Mr. McGadney what process he has followed and if he has asked for deadlines. He explained that he met with Regent Sidlik and Regent Wilbanks regarding this issue, and that he has been working with UACDC, but had not asked for a deadline from UACDC. Regent Parker advised Mr. McGadney to ask for due dates when working with others to resolve issues.

Regent Sidlik requested an Advising/Counseling update for the September, 2011 Educational Policies Committee meeting.

*General Education*

Mr. McGadney requested that the Civics/American Government requirement be restored to the General Education requirements. Provost Kay explained that the General Education department with faculty input establishes general education requirements. After further discussion, Mr. McGadney was advised to work through the process with the General Education department.

Regent Sidlik thanked those in attendance, and adjourned the meeting at 1:45 p.m.

Respectfully submitted,

Robertta Goffeney, Administrative Secretary
Academic Affairs
RECOMMENDATION

ADDITION AND DELETION OF ACADEMIC PROGRAMS

ACTION REQUESTED
It is recommended that the Board of Regents approve the addition of two new Academic Programs: an Early Childhood Education Major and an Interdisciplinary Environmental Science and Society Major. It is further recommended that the Board of Regents approve the deletion of two existing degree programs: the Business French Major and the Three Minors (College of Education) Degree Program. We also report to the Board of Regents the deletion of the Business French Minor and the Early Childhood Education Minor.

SUMMARY
The attached materials provide the rationale for and contents of two proposed new degree programs: Early Childhood Major (ECE) and Interdisciplinary Environmental Science and Society Major (IESS).

The Early Childhood Education Major replaces a minor program in the same area. In the past, the State of Michigan allowed certification of teachers in this area with three academic minors (no subject major) one of which was Early Childhood Education. State standards have changed, requiring additional coursework for a newly constituted endorsement. These additional course requirements-- including expanded Special Education coursework- necessitate the move from the past three minors curriculum to a major (ECE) with only one minor area of study. The new major also provides opportunities to provide additional coursework to students with the previous endorsement who wish to upgrade to the new one. The new endorsement allows graduates to teach in Special Education classrooms as well as general education early childhood settings. The proposed program has been vetted and approved by the Michigan Department of Education and University President’s Council. It may be implemented immediately upon Board of Regents approval. Currently enrolled students may only complete and receive the old endorsement through July 2012.

The Interdisciplinary Environmental Science and Society Major is a new major program built on a platform of existing science, social science and humanities courses. The proposed program includes a limited number of new courses- all interdisciplinary- designed to help students integrate and apply concepts from these diverse disciplinary perspectives to demands created by environmental change. Tracks within the program allow students to focus on scientific methodologies and applications or on social science/humanities approaches to policy making based on an understanding of environmental science. Program is designed to meet the demand for increased numbers of environmental scientists as well as professionals with a knowledge base in the field combined with policy and non-profit leadership skills.
FISCAL IMPLICATIONS

The Early Childhood Education major would be paid for by shifting enrollments and resources currently invested in the Three Minors (College of Education) Program including those devoted to the Early Childhood Minor. Overall student credit hours and costs remain largely unchanged but would shift across major and minor programs within COE. Failing to move from the minor to major programs would result in EMU losing its ability to certify teachers in this area. There are also opportunities to market the program to individuals who have the previous endorsement who might now be interested in completing the additional focused coursework to obtain the new endorsement.

Given the economies resulting from the program design based primarily on a platform of existing science and policy course sections, the IESS program will require minimal additional resources beyond current expenditures. Nearly all of the credit hours (save 9 hours in the program core courses) in the program should be provided in this manner. We estimate the annual additional instructional cost (plus fringes) to be in the range of $13,657-$16,332 annually once the program is fully operational in the third year. Minimal coordination and operating expenses would also be incurred each year in the amount of $5,375. Following the initial implementation period, additional course sections and coordination expenses would be increased based on student demand for courses and the program. Funds to cover these proposed expenditures will re-allocated from within the Academic Affairs Division.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer
President

Date

9/6/2011
Program Revision Guidelines

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

OUTLINE FOR SUBMITTING PROPOSALS TO REVISE PROGRAMS

Use this outline to prepare proposals to revise existing programs, including undergraduate majors and minors and graduate degree programs and certificates. Proposals for revising programs should be submitted in narrative form, using the following outline. Guidelines are on the following page.

PROGRAM NAME AND SUBJECT CODE: EARLY CHILDHOOD EDUCATION (ECE)_________________________
REVISED PROGRAM NAME AND SUBJECT CODE (IF APPLICABLE): ____________________________
DEGREE: ________________________________
DEPARTMENT(S)/SCHOOL(S): TEACHER EDUCATION ________________________________
COLLEGE(S): EDUCATION __________________________
CONTACT PERSON: KAREN PACIOREK ________________________________
CONTACT PHONE: 487-7120 X 2629 __________________________
CONTACT EMAIL: KPACIOREK@EMICH.EDU __________________________
REQUESTED START DATE: TERM FALL ___________ YEAR 2011 __________________________

I. Rationale: Move from a minor to a major in Early Childhood Education (ECE)

Michigan is one of only five states nationwide without separate teacher certification in early childhood education covering the years from birth through age eight. Students in the State of Michigan who seek expertise in working with young children earn the elementary teacher certification and also complete a minor in early childhood education. The 26 credit hour minor in ECE, along with the appropriate field placements and successful completion of the state subject area test, enable the student to add the early childhood endorsement (coded ZA) to their elementary teaching certificate. Students are also required to have a content/teachable subject major or two other content subject minors along with the early childhood minor. This has been the case since the early 1970s when early childhood first became recognized as a field of study.

As the field evolved and more research became available on the developmental abilities of young children, along with the importance of quality programs for our youngest learners, early childhood education grew. The early childhood program area at Eastern Michigan University has six full-time faculty and has consistently been recognized by the National Association for the Education of Young Children (NAEYC), our NCATE Specialty Professional Association (SPA) at both the initial and advanced level. We are also considered to be a model program by our colleagues throughout the state and country. We have approximately 250 students at the undergraduate level who will be affected by the move from a minor to a major.

There are three key reasons for our proposal to move from a minor to a major: 1. The State changed the elementary teacher certification program requirements, 2. The State approved new standards for the preparation of Teachers for Early Childhood Education which are much more learner focused, (Appendix B) and 3. The State also made a significant reversal in policy and at the September 2008 State Board of Education meeting approved the Standards for the Preparation of Teachers of Early Childhood Education (ZA) and agreed to accept early childhood as a major to complete elementary certification program through option 2 of the elementary certificate standards. Previously, majors could only be subject content areas but the wealth of research on the importance of appropriate early education experiences was the impetus for the change.

Miller, Program Revision Guidelines
Sept. 09
The faculty at Eastern Michigan University has taken the lead at the state level in pressing for an approved major in early childhood education and has been very involved in the process for over ten years. The approval of a major means students wanting elementary certification with a focus on the early childhood years from birth through third grade can complete the requirements for elementary certification and take the early childhood major. No additional minors will be required; although the faculty will strongly recommend our students complete a minor in reading which will require an additional three courses. The move from our current 26 hour minor to the proposed 34 hour major will be a relatively smooth transition for students since in completing the current minor; they already take seven of the required proposed ten courses for the new major. The current minor and recommended major programs are presented side by side followed by a complete listing of the classes in the proposed Major (Appendix B.1). Students following the elementary certification program with a major in ECE will actually take fewer credits than they do now to earn the ECE minor. With the recent revision to the elementary program, the ECE program will be 133 credit hours. Currently students take anywhere from 142 credits to 156 credits depending on the major and minors chosen. (Appendix C)

There is new course content that addresses concerns raised by our recent graduates and student teachers related to their program preparation. The feedback from the Unit Assessment System, all NCATE institutions are required to collect, points to a deficiency in specific content on classroom management and guidance, preparation to work with students with special needs as well as interaction with families and co-workers as a developing professional. All three of these areas will be included in new or revised course outlines. (College of Ed. data presented at the Professional Education Advisory Council 10/29/09).

In developing the major we worked closely with community colleges throughout Michigan. Over 50% of our students transfer from community colleges where they most likely completed a two year degree in child development or programs for young children. After much communication we have developed partnerships which will allow students to achieve the Early Childhood content standards covered in our first four courses in the major (ECE 214, 215, 307 and 314) at the community college level and transfer those 12 credits to EMU if they so desire. We sent our course outlines to the Michigan Associates Degree Early Childhood Consortium and have met with faculty from many institutions to assist them in adjusting current courses or developing new ones to allow students to achieve the content standards we address in the first four courses offered at EMU. This is an example of the strong partnership that already exists among faculty at the two levels and will only grow stronger as the major comes to fruition. The new standards align with the new stringent federal requirements for Head Start teachers and teachers in the Michigan Great Start Readiness Preschool program for at risk three and four year olds. Currently lead teachers in those programs are required to only hold an Associate’s degree but by 2015 at least one of the teachers must be working toward a bachelor’s degree with a major in early childhood education or child development and all lead teachers must have a Baccalaureate degree by 2020. (Appendix E) These additional students will bring additional revenue.

The ECE program area received unanimous approval from the Teacher Education Department on Friday Nov. 13, 2009. We are submitting our proposed major through the college and then the university input system. We must seek approval from the university prior to submitting our proposed major to the state for approval. Our time frame for implementation is to receive internal approval by April 2010 and submit the program to the state in the summer of 2010 so we can be one of the programs used at the reviewer preparation conference in September of 2010. State timeline (Appendix B.2). Associate Dean for the College of Education, Dr. Shawn Quilter, sent an email to Drs. Linda Lewis-White and Dr. Karen Paciorek about the elementary program being in place by October 2013 and the Early Childhood major by October 2012. (Appendix E.1 page 2)
II. **Description of Current Program** see attached (Appendix B.1) The current minor is 26 hours and student must also choose a content teaching major or two other content minors to go along with the minor in ECE. Depending on the major or minors they choose they could take upwards of 156 credit hours.

III. **Proposed Revision** See attached (Appendix C) Students will now be able to only take the major in early childhood education to go along with the elementary teaching program. The program will be 133 credit hours. Students will earn elementary teacher certification, the early childhood endorsement, coded ZA by the state, and the Early Childhood developmentally Delayed approval (ECDD) to work with special needs preschoolers. This approval is in high demand and previously could only be earned by completing a major in special education and the early childhood endorsement. The new major will have much more special education therefore the students will be approved to work with special needs preschoolers.

IV. **Impact:** There will be no affect on other university programs. We did develop a new early childhood/special education course (ECE 451) with full participation of four key faculty from Special Education. (Drs. Brenda Doster, Linda Polter, Bill Cupples and John Palidino. Dr. David Winters, dept. head for Special Education and Dr. Donald Bennion Dept. head for Teacher Education were also kept informed during the process.) The faculty in special Education cannot teach sections we will need of BCE /SPGN 451 so it will be taught in Teacher Education by ECE faculty but cross listed so Special Education students may take the class. (Appendix D)

V. **Budget**
We do anticipate requesting additional faculty to cover the new courses and the increase in students we will have as a result of the major being approved. It is our estimation we will need one additional faculty above the six full-time faculty we are currently allotted. We do anticipate an increase in enrollment due to the new requirements for Head Start and Great Start Readiness Teachers to be working toward a Baccalaureate degree by 2015 and by 2020 have a Baccalaureate degree. (Appendix E) This will bring a significant number of new students since few Head Start teachers currently have a Baccalaureate degree. The early childhood program participate in a significant amount of fundraising and has a number of donors who contribute to a program fund for the program area so we do cover expenses related to additional supplies from our program fund.

VI. **Action of the Department/College**

1. **Department/School:**

   Vote of faculty: For 29 Against 0 Abstentions 0
   (Enter the number of votes cast in each category.)

   I support this proposal. The proposed revision can ______ cannot ______ be implemented within the affected Department(s)/School(s) without additional College or University resources.

   ___________________________ ___________________________
   Department Head/School Director Signature Date

Miller, Program Revision Guidelines
Sept. 09
2. College/Graduate School:

A. College

I support this proposal. The proposed program cannot be implemented within the affected College without additional University resources.

__________________________
Dean Signature
Date: 04-06-10

B. Graduate School (Graduate Program Revisions ONLY)

__________________________
Graduate Dean Signature
Date

VII. Approval

__________________________
Associate Vice-President for Academic Programming Signature
Date

VIII. Appendices

A. Market Analysis/Needs Assessment
B. Mandates
C. Request for New/Revised Course Forms
D. Letters of Support from Impacted Departments
E. Cost Analysis (Complete only if the revision cannot be implemented without additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

<table>
<thead>
<tr>
<th>Estimated Resources</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
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<tr>
<td>Faculty / Staff</td>
<td>$ ______</td>
<td>$ ______</td>
<td>$ ______</td>
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<tr>
<td>SS&amp;M</td>
<td>$ ______</td>
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<tr>
<td>Equipment</td>
<td>$ ______</td>
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<tr>
<td>Total</td>
<td>$ ______</td>
<td>$ ______</td>
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APPENDIX "B"
Standards for the Preparation of Teachers of Early Childhood Education (ZA)

Adopted by the Michigan State Board of Education
September 9, 2008
STANDARDS FOR THE PREPARATION OF TEACHERS OF EARLY CHILDHOOD EDUCATION (ZA)

PREFACE

Development of the Proposal

Due to national and state attention to the needs of high quality programs and instructional opportunities for young children and changes in standards over the last two years, a referent group reflecting the interests of public and independent teacher preparation institutions and K-12 teachers worked on the revision of Michigan’s standards for the preparation of teachers of early childhood education. The committee began its work by reviewing the K-12 content standards in the Michigan Curriculum Framework, Early Childhood Quality Program Standards and adapting national standards from the National Association for the Education of Young Children. The need for teachers prepared to address the learning of children with developmental delays during the early years prompted the committee to incorporate standards that address the Administrative Rules for Special Education regarding the preparation of teachers.

To provide information and gather feedback on the proposal, a copy was forwarded to selected groups/organizations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts for review and comment. As presented in this document, the standards reflect the feedback received.

State Board of Education adoption of these standards typically leads to the revision of the certification test for teachers prepared to teach this content area. Test development for revised Michigan Test for Teacher Certification (MTTC) in Early Childhood Education (ZA) will be scheduled according to the recommendation of the Standing Technical Advisory Council.

Approval of Programs

Teacher preparation institutions that wish to continue to offer programs to prepare early childhood education teachers are required to submit an application for program approval that demonstrates how the new standards are met throughout the proposed curriculum. Candidates in current Early Childhood Education (ZA) programs will have up to two years to complete the old program. The programs must be re-approved to show compliance with the new Early Childhood Education (ZA) standards. Following initial approval, the specialty content program will be reviewed for outcomes through the national accreditation process.
Standards for the Preparation of Teachers of Early Childhood Education (ZA)

Content Guidelines/Standards Matrix

College/University

Program/Subject Area Early Childhood Education Code ZA


Members of the Early Childhood Education Standards Committee recommend the following new requirements for the Early Childhood Education endorsement:

- The Early Childhood Education major or minor may be utilized to complete an elementary certification program through option 2 of the elementary certificate standards.
- Completion of an Early Childhood Education major must include a minimum of 30 semester credit hours.
- Completion of an Early Childhood Education minor must be at least 20 semester credit hours.
- In order to keep a focus on highly qualified elementary teachers, the following core content specialty areas must be evident in the program (Reading, Language Arts, Mathematics, Integrated Science, World Languages, Social Studies, and Fine Arts).
- The Early Childhood Education endorsement may be added to a secondary certificate only in combination with a special education endorsement to allow for employment in an early childhood developmentally delayed placement.
- To add an Early Childhood Education endorsement to an existing elementary certificate, the program must be at least 26 semester credit hours with 14 of those semester credit hours addressing learning related to birth through age 8 children.

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

PROFICIENCY LEVEL RATINGS

A – AWARENESS: Possesses general knowledge of (exposure)

B – BASIC UNDERSTANDING: Ability to comprehend and apply (use)

C – COMPREHENSIVE UNDERSTANDING: A high level of understanding, application, and reflecting (proficient)
<table>
<thead>
<tr>
<th>NO#</th>
<th>Guideline/Standard</th>
<th>Level of Proficiency</th>
<th>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</th>
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<tbody>
<tr>
<td>1.0</td>
<td><strong>Promoting Child Development and Learning</strong></td>
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<tr>
<td></td>
<td>Candidates use their understanding of young children’s typical and atypical developing characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education’s Universal Education Vision and Principles.</td>
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<td></td>
<td><strong>The preparation program provides candidates with a variety of opportunities to demonstrate:</strong></td>
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<tr>
<td>1.1</td>
<td>Knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn;</td>
<td>C</td>
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<tr>
<td>1.2</td>
<td>Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children’s individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media);</td>
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<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
<td>Level of Proficiency</td>
<td>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</td>
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<tr>
<td>1.3</td>
<td>Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such areas as curriculum, interactions, teaching practices, technology, and learning materials;</td>
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<td>1.4</td>
<td>Knowledge and skills to promote young children’s physical and psychological health, safety, and sense of security including specifics about child abuse and neglect;</td>
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<tr>
<td>1.5</td>
<td>Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child’s culture, home language, individual abilities or disabilities, family context, and community;</td>
<td>C</td>
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<tr>
<td>1.6</td>
<td>Knowledge and skills to create a learning environment that supports young children’s ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations; and</td>
<td>C</td>
<td></td>
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<tr>
<td>1.7</td>
<td>Application of their knowledge of theory and research to construct learning environments that provide achievable and challenging experiences for all children, including children with special abilities and children with disabilities or developmental delays.</td>
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</tbody>
</table>
## Building Family and Community Relationships

Candidates know about, understand and value the importance and complex characteristics of children’s families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

The preparation program provides candidates with a variety of opportunities to demonstrate:

<table>
<thead>
<tr>
<th>NO#</th>
<th>Guideline/Standard</th>
<th>Level of Proficiency</th>
<th>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</th>
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</thead>
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<td>2.0</td>
<td><strong>Building Family and Community Relationships</strong></td>
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<tr>
<td></td>
<td>Candidates know about, understand and value the importance and complex characteristics of children’s families and communities as reflected in State Board of Education (SBE) Universal Education Vision and Principals. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</td>
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<tr>
<td>2.1</td>
<td>Knowledge about and understanding of family and community characteristics and the critical role both play in children’s development;</td>
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<td>2.2</td>
<td>A variety of communication strategies that support and empower families and communities through respectful, reciprocal relationships;</td>
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<td>2.3</td>
<td>Strategies that involve families in children’s developmental learning;</td>
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<td>2.4</td>
<td>An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP);</td>
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<td>2.5</td>
<td>An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws;</td>
<td>B</td>
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</tr>
</tbody>
</table>
### Guideline/Standard

<table>
<thead>
<tr>
<th>NO#</th>
<th>Guideline/Standard</th>
<th>Level of Proficiency</th>
<th>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Strategies for clarifying and communicating sensitive issues with appropriate parties including but not limited to child abuse, neglect, hygiene, and nutrition;</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Knowledge and understanding of community assets and resources including collaborative community services. The ability to actively assist families in seeking those resources;</td>
<td>B</td>
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</tr>
<tr>
<td>2.8</td>
<td>Knowledge of signs of emotional distress, child abuse and neglect in young children, and follows appropriate procedures to report suspected abuse and neglect to authorities; and</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Knowledge of the teacher’s role in transitioning, including the creation of a required transition plan for children with disabilities.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td><strong>Observing, Documenting, and Assessing to Support Young Children and Families</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates know about and understand the goals, benefits, use and misuse of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

The preparation program provides candidates with a variety of opportunities to demonstrate:
<table>
<thead>
<tr>
<th>NO#</th>
<th>Guideline/Standard</th>
<th>Level of Proficiency</th>
<th>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making;</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
<td>Level of Proficiency</td>
<td>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</td>
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<tr>
<td>3.5</td>
<td>Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices; and</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Knowledge of the teacher's role as a participant and an advocate during the development and use of an IFSP and IEP.</td>
<td>B</td>
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<tr>
<td>4.0</td>
<td><strong>Teaching and Learning</strong></td>
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<tr>
<td></td>
<td>Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children.</td>
<td></td>
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<tr>
<td></td>
<td><strong>The preparation program provides candidates with a variety of opportunities to demonstrate:</strong></td>
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</tr>
<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
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</tr>
<tr>
<td>4.1</td>
<td>Use of individual and group guidance and problem solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>An ability to model and affirm anti-bias perspectives regarding development and learning;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Knowledge about the research and theory regarding early care and learning environments for all children (birth through age 8) that create optimal conditions which foster exploration and learning;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
<td>Level of Proficiency</td>
<td>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</td>
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</tr>
<tr>
<td>4.6</td>
<td>Knowledge and understanding of the central concepts, inquiry tools, and structures of each content area, (i.e., literacy, science, mathematics, social studies, the arts, world languages, technology, physical education and health);</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td>Implementation of the central concepts of core content areas in a developmentally appropriate manner drawing from a continuum of teaching strategies and multiple disciplines;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>Ability to formulate and use action plans based on IFSP and IEP;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children. Understanding and skills must include adaptive and assistive devises for children with disabilities;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.10</td>
<td>Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children's language, concept development related to core content-areas, and skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions);</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
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<tr>
<td>4.11</td>
<td>Knowledge and skills to build meaningful learning environments and curriculum by focusing on children’s characteristics, needs and interests; linking children’s language, culture, and community to early childhood learning; use of social interactions during routines and play experiences; incorporating technology and integrative approaches to content knowledge;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.12</td>
<td>Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child’s self-regulation and respect of peers, and pro social skills;</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.13</td>
<td>Knowledge of Michigan’s curriculum standards and age/grade level expectations and the appropriate implementation of those standards in the early childhood classroom, using and appropriately modifying a variety of instructional methods, and materials; and</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4.14</td>
<td>Knowledge of disabilities, including, etiology, characteristics, and classification of common disabilities in young children and implications for development and learning in the early years.</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to practices in early childhood education. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**The preparation program provides candidates with a variety of opportunities to demonstrate:**

<table>
<thead>
<tr>
<th>NO#</th>
<th>Guideline/Standard</th>
<th>Level of Proficiency</th>
<th>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td><strong>Becoming A Professional</strong></td>
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<tr>
<td></td>
<td>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to practices in early childhood education. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</td>
<td></td>
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</tr>
<tr>
<td>5.1</td>
<td>An awareness of the value of life long professional development, participation in collaborative communities, and reflective informed practice;</td>
<td>B</td>
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</tr>
<tr>
<td>5.2</td>
<td>Knowledge and application of legal and ethical guidelines and professional standards related to children and families;</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Knowledge and utilization of integrated cross content and interdisciplinary personnel and resources for children who exhibit typical and atypical development and challenging behaviors;</td>
<td>B</td>
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<tr>
<td>5.4</td>
<td>An understanding of early childhood education as a professional field, and identification and involvement of oneself with professional organizations;</td>
<td>B</td>
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<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
<td>Level of Proficiency</td>
<td>Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines for Endorsement</td>
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</tr>
<tr>
<td>5.5</td>
<td>Knowledge and utilization of information about early childhood and other professional groups, resources, and literature, and recognizing the benefits of cross-disciplinary collaboration;</td>
<td>B</td>
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<tr>
<td>5.6</td>
<td>Knowledge of public policy issues, processes, and impact on the education of young children;</td>
<td>B</td>
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</tr>
<tr>
<td>5.7</td>
<td>Knowledge and skills for informed advocacy for children, families, and early childhood education profession;</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>5.8</td>
<td>Self-reflective practices integrating knowledgeable, reflective, and critical perspectives on early education;</td>
<td>B</td>
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</tr>
<tr>
<td>5.9</td>
<td>Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution; and</td>
<td>B</td>
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<tr>
<td>5.10</td>
<td>Understanding and the application of various models of consultation in diverse settings.</td>
<td>B</td>
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<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
<td>Level of Proficiency</td>
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</tr>
<tr>
<td>6.0</td>
<td>*Field Experiences</td>
<td></td>
<td>The preparation program provides candidates with a variety of opportunities to participate in early and ongoing structured and supervised field experiences in inclusive infant toddler (birth to 2 years), preschool, and early elementary programs. Inclusive programs may include but are not limited to, children with differing socioeconomic status, disabilities or developmental delays, English language learners, limited language learners, and children with special abilities. Additional endorsement candidates must provide documentation regarding the completion of supervised and structured field experiences as determined by the teacher preparation institution. The preparation program provides candidates with a variety of opportunities to participate in:</td>
</tr>
<tr>
<td>6.1</td>
<td>A substantial number of hours of early field experience, before student teaching for initial certification candidates. Field experiences include observation and participation in programs serving children at infant/toddler, preschool, and early and upper elementary levels in connection with coursework;</td>
<td>*</td>
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</tr>
<tr>
<td>6.2</td>
<td>Student teaching experiences which occur in at least two of the three areas (i.e. infant/toddler, preschool and early elementary through grade 3) under the direction of a qualified cooperating teacher;</td>
<td>*</td>
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</tr>
<tr>
<td>NO#</td>
<td>Guideline/Standard</td>
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<tr>
<td>6.3</td>
<td>Experiences that include involvement, partnering, and communicating with families including participation in parent/guardian conferences;</td>
<td>*</td>
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<tr>
<td>6.4</td>
<td>Experiences where students must demonstrate knowledge and understanding of positive working partnerships with other adults in the educational setting; and</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Field experiences where students develop the knowledge, understanding, and competence in planning for and guiding the work with other adults in the classroom setting, i.e. paraprofessionals and classroom volunteers.</td>
<td>*</td>
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</tr>
</tbody>
</table>

* These standards do not have levels of proficiency. Institutions either meet, or do not meet, these standards.
<table>
<thead>
<tr>
<th><strong>Glossary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adaptive or Assistive Devices</strong></td>
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<tr>
<td><strong>Developmental Delays</strong></td>
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<tr>
<td><strong>Developmentally Appropriate Endorsement</strong></td>
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<tr>
<td><strong>Endorsement</strong></td>
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<tr>
<td><strong>Etiology</strong></td>
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<tr>
<td><strong>IEP</strong></td>
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<tr>
<td><strong>IFSP</strong></td>
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<tr>
<td><strong>Integrative Approaches</strong></td>
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<tr>
<td><strong>ISD</strong></td>
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<tr>
<td><strong>MTTC</strong></td>
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<tr>
<td><strong>Positive Behavior Support</strong></td>
</tr>
</tbody>
</table>
Self regulation

Utilization of a set of skills by which individuals manage their own choices and actions often internally and private, rather than being publicly regulated by other people.

Social Competence

Possessing the knowledge and skills which allows a person to appropriately interact with others in large and small groups.

Transitions

Movement across time, space and activities. Transitions may create inconsistencies and disruptions in continuity of experience which can interfere with feelings of security and learning.

Universal Education Vision and Principles

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood (SBE, September 12, 2006).
APPENDIX "B.1"
Eastern Michigan University proposed move from current minor to new major in Early Childhood Education

| Current Minor in Early Childhood Education | | | Proposed Major in Early Childhood Education | | |
|-------------------------------------------|----------------|--------------|---------------------------------------------|-------|
| **Current Course** | **Title** | **Credits** | **New Course** | **Title** | **Credits** | **Changes** |
| ECE 214 | The Developing Child Co-req 215 | 3 | ECE 214 | The Developing Child Birth – Age 8 | 3 | Title change only |
| ECE 215 | The Developing Professional & concurrent field placement Co-req 214 | 2 | ECE 215 | The Developing Professional Concurrent field placement stays the same | 3 | 1 add. credit to allow for added content |
| ECE 307 | Young Children in Peril: Educational Implications | 3 | ECE 307 | Diverse Children, Families and Communities | 3 | Title & was an elective, now a required class |
| ECE 314 | Infants and Toddlers in ECE | 3 | ECE 314 | Infants and Toddlers: Development and Programs | 3 | Title & was an elective, now a required class |
| ECE 302 | Methods for Implementing Curriculum in ECE co-req ECE 303 | 3 | ECE 302 | Child Centered Teaching and Learning | 3 | Title and minor content changes |
| ECE 303 | Implementing Curriculum in ECE & concurrent field placement co-req ECE 302 | 2 | ECE 303 | Implementing the Curriculum Concurrent field placement stays the same | 3 | 1 add. credit to allow for added content |
| ECE 341 | Assessment of the Young Child | 3 | ECE 341 | Assessment of the Young Child | 3 | No changes |
| ECE 318 | Play and Creativity in ECE | 3 | ECE 342 | Intentional Teaching in the Content Areas | 3 | New course |
| EDUC 495 | Student Teaching Preschool | 4 | ECE 343 | Advocacy, Leadership and Administration | 3 | New course |
| | | | | ECE/SPG N 451 | Inclusive Classrooms in Early Childhood | 3 | New course |
| | | | | EDUC 495 | Student Teaching Preschool | 4 | No changes |

**Total Credits** 26 **Total Credits for proposed new major** 34

Content from ECE 318 will be added to ECE 303 for the proposed major
New Proposed Undergraduate Major in
Early Childhood Education

Students completing the Professional Education Program and the Major in ECE will receive elementary teacher certification, the ECE (ZA) endorsement and approval for Early Childhood Developmentally Delayed (ECDD). If graduating by Dec. 2012 students follow the current minor. If graduating after Dec. 2012, students follow the new major.

All classes are 3 credits
* course taken at a community college will be accepted for transfer
# course already a part of the current minor:

1. **ECE 214** The Developing Child Birth – Age 8
   A basic child development class which covers Pregnancy – age eight
   Taken concurrently:

2. **ECE 215** The Developing Professional
   Plus a three hour practicum one day each week in the EMU Children’s Institute

To take the following courses numbered 3-10, students must be admitted to the Professional Teaching Program in the College of Education

3. **ECE 307** Diverse Children, Families and Communities
   Focus on families, especially children living in peril, and resources in communities

4. **ECE 314** Infants and Toddlers: Development and Programs
   Focus on fostering and planning for learning experiences for children from birth - 3

5. **ECE 302** Child Centered Teaching and Learning
   Focus on history of ECE, curriculum and how to establish an EC learning environment
   Taken concurrently:

6. **ECE 303** Implementing the Curriculum
   Plus a three hour practicum one day each week in the EMU Children’s Institute

7. **ECE 341** Assessment of the Young Child – take prior to Elem. St. teaching
   Focus on appropriate assessment of young children

8. **ECE 342** Intentional Teaching in the Content Areas – take prior to ECE St. teaching
   Focus on Michigan early learning standards along with content standards for ECE

9. **ECE 343** Advocacy, Leadership and Administration - may take with ECE St. teaching
   Content for center administrators, developing leadership and advocacy skills

10. **ECE/SPGN 451** Inclusive Classrooms in Early Childhood – may take with ECE St. teaching
    Special education focus on children from birth - 8

11. **ECE 495** Student Teaching Preschool: 5 half days for an entire semester - 4 credits. This would follow the elementary 5 credit student teaching in a 1st-3rd grade classroom the semester before.

10/14/09
APPENDIX "B.2"
APPENDIX "C"
### Early Childhood Major Program Requirements

<table>
<thead>
<tr>
<th>Comprehensive Planned Program</th>
<th>ECE Major</th>
<th>Professional Education Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 121 English Composition (3)</td>
<td>ECE 214 The Developing Child Birth -- Age 8 (3)</td>
<td>EDPS 322 Human Development and Learning (4)</td>
</tr>
<tr>
<td>CTAS 124 Fundamentals of Speech (3)</td>
<td>ECE 215 The Developing Professional (3)</td>
<td>SPGN 251 Education of Exceptional Children (3)</td>
</tr>
<tr>
<td>MATH 108 Math I for Elementary Teachers (3)</td>
<td>ECE 307 Diverse Children, Families, and Communities (3)</td>
<td>SOFD 328W: Schools in a Multicultural Society (3)</td>
</tr>
<tr>
<td>MATH 110E Math II for Elementary Teachers (3)</td>
<td>ECE 314 Infants and Toddlers (3)</td>
<td>CURR 304 Curriculum and Methods: Elementary (3)</td>
</tr>
<tr>
<td>PHY 100 Physics for Elementary Teachers (3)</td>
<td>ECE 302 Child Centered Teaching and Learning (3)</td>
<td>PRCT 304 Practicum I: Elementary (3)</td>
</tr>
<tr>
<td>CHEM 101 Chemistry for Elementary Teachers (3)</td>
<td>ECE 303 Implementing the Curriculum (3)</td>
<td>RDNG 300 Early Literacy (3)</td>
</tr>
<tr>
<td>ESSC 202 Earth Science for Elementary Teachers (3)</td>
<td>ECE 341 Assessment of the Young Child (3)</td>
<td>HIST/CURR 308 Social Studies Methods (3)</td>
</tr>
<tr>
<td>CHL 207 Introduction to Children's Literature (3)</td>
<td>ECE 342 Intentional Teaching in the Content Areas (3)</td>
<td>EDMT 330 Instructional Applications of Media and Technology (3)</td>
</tr>
<tr>
<td>ART 220 Visual Arts for Elementary Teachers (3)</td>
<td>ECE 343 Advocacy, Leadership, and Administration (3)</td>
<td>RDNG 310 Literacy Across the Curriculum in the Intermediate Grades (3)</td>
</tr>
<tr>
<td>MUSC 220 Music for Elementary Teachers (3)</td>
<td>ECE/SPGN 454 Inclusive Classrooms in Early Childhood (3)</td>
<td>PRCT 310: Practicum II: Elementary (3)</td>
</tr>
<tr>
<td>DANC 220 Dance for Elementary Teachers (3)</td>
<td>EDUC 495 ECE Student Teaching (4)</td>
<td>BIOT 303 Life Science for Elementary Teachers (3)</td>
</tr>
<tr>
<td>PLSC 112 American Government (3)</td>
<td></td>
<td>MATH 381 The Teaching of Mathematics (3)</td>
</tr>
<tr>
<td>GEOG 110 World Regions (3)</td>
<td></td>
<td>CTAR 300 Integrated Arts for Elementary Teachers (3)</td>
</tr>
<tr>
<td>HIST 123 The United States to 1877 (3)</td>
<td></td>
<td>EDUC 490 Student Teaching (5)</td>
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<tr>
<td>HIST 313 Michigan History (3)</td>
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<tr>
<td>RDNG 240 Reading/Writing Connection In Elementary Grades (3) or ENGL 307 Writing Process for Elementary Teachers (3)</td>
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</tbody>
</table>

Total Credit Hours in Planned Program: 48

Total Credit Hours in Major: 34

Total Credits Hours in Professional Sequence: 45

Additional Credit Hours Needed for General Education Requirements: 6

TOTAL PROGRAM: 133 Credit Hours to Graduation
APPENDIX "D"
Hi Karen,

Thank you for allowing me to provide input for the ECE/SPGN course. The class looks very good! It seems to have all the pertinent information needed for such a class. I like that it is both ECE and SPGN so that either faculty can teach it.

Let me know if I can be of further assistance.

Brenda

-----Original Message-----
From: Karen M. Paciorek <kpaciorek@emich.edu>
To: Brenda Doster <bdoster@emich.edu>, Linda Polter <linda.polter@emich.edu>, Willie Cupples Jr <wcupples@emich.edu>
Cc: Margo Dichtelmiller <margo.dichtelmiller@emich.edu>, David Winters <dwinterl@emich.edu>, Don Bennion <donald.bennion@emich.edu>
Sent: Wednesday, October 14, 2009 4:00:40 PM GMT-05:00 US/Canada Eastern
Subject: new ECE/SPGN course

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department heads in the loop.

7. We would appreciate your feedback and are very open to meeting in person if that would be best so we can develop a strong relationship as we work to develop an outstanding educational experience for our students.

Feel free to contact Margo Dichtelmiller or me with any questions. Thank you. Karen Paciorek

--

Karen Menke Paciorek, Ph.D.
Professor, Early Childhood Education
Eastern Michigan University
Department of Teacher Education
313J Porter
Ypsilanti, MI 48197
734.487.7120 x 2629 - Office
734.487.2101 - FAX
248.305.8839 - Home
kpaciorek@emich.edu

--

Brenda Doster, Ph.D.
Assistant Professor
Eastern Michigan University
Special Education
734 487-7120, ext. 2673
bdoster@emich.edu
Bill, your excellent suggestions for addition of information about augmentative communication is exactly the reason we needed to get input from many people. Thank you for your thorough review and additions which I incorporated into the outline. We will keep your dept. posted as the course makes its way through the input system. Karen

----- Original Message ----- 
From: "Bill Cupples" <wcupples@emich.edu> 
To: "Karen M. Paciorek" <kpaciorek@emich.edu> 
Sent: Sunday, October 25, 2009 10:17:58 AM GMT -05:00 US/Canada Eastern 
Subject: Re: new ECE/SPGN course 

Karen, 
John passed this on to me to review as an SLP. This looks great, what a great course! Please see my additions in the attached document. 

Bill Cupples, Ph.D., CCC/SLP 
Professor and Speech-Language Pathologist 
Department of Special Education 
EMU Autism Collaborative Center 
128D Porter Building 
734-487-7120, Ext. 2674 
Fax: 734-487-2473

----- Original Message ----- 
From: "Karen M. Paciorek" <kpaciorek@emich.edu> 
To: "Brenda Doster" <bdoster@emich.edu>, "Linda Polter" <linda.polter@emich.edu>, "Willie Cupples Jr" <wcupples@emich.edu> 
Cc: "Margo Dichtelmiller" <margo.dichtelmiller@emich.edu>, "David Winters" <dwinter@emich.edu>, "Don Bennion" <donald.bennion@emich.edu> 
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APPENDIX "E"
<table>
<thead>
<tr>
<th>Year</th>
<th>1 class/1 teacher</th>
<th>2 classes/2 teachers</th>
<th>3 classes/3 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Teacher has a minimum of a Child Development Associate Credential [CDA] or equivalent.[i] The teacher has or is working toward an Associates[iii] or Baccalaureate[ii][iii] degree or equivalent. [Annual Annual reports must show continuous progress.]</td>
<td>Both teachers have a minimum of a Child Development Associate Credential or equivalent.</td>
<td>All teachers have a minimum of the Child Development Associate Credential or equivalent.[i]</td>
</tr>
<tr>
<td>2010</td>
<td>Teacher must have a minimum of an Associates degree[ii] or equivalent.</td>
<td>Both teachers have a minimum of an Associates degree[ii] or equivalent. At least 1 of the 2 teachers is enrolled in a Baccalaureate[iii] degree program or equivalent. [Annual reports must show continuous progress.]</td>
<td>All 3 teachers must have a minimum of an Associates degree[ii] or equivalent. At least 1 of the 3 teachers must be enrolled in a Baccalaureate[iii] degree program or equivalent. [Annual reports must show continuous improvement.]</td>
</tr>
<tr>
<td>2015</td>
<td>The teacher must have a minimum of an Associates degree[ii] degree or equivalent. The teacher must be working toward a Baccalaureate[iii] degree or equivalent. [Annual reports must show continuous progress.]</td>
<td>At least one teacher must have a minimum of an Associates degree[ii] degree or equivalent. At least one teacher must have a minimum of a Baccalaureate[iii] degree or equivalent.</td>
<td>All teachers must have a minimum of an Associates degree[ii] degree or equivalent. At least 1 of 3 teachers must have a minimum of a Baccalaureate[iii] degree or equivalent.</td>
</tr>
<tr>
<td>2020</td>
<td>The teacher must have a minimum of an Associates degree[ii]</td>
<td>At least 1 teacher must have a minimum of a Baccalaureate[iii]</td>
<td>At least 2 teachers have a Baccalaureate[iii] degree or</td>
</tr>
<tr>
<td>1 class/1 teacher</td>
<td>2 classes/2 teachers</td>
<td>3 classes/3 teachers</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>degree or equivalent and be enrolled in a Baccalaureate degree program.</td>
<td>degree or equivalent.</td>
<td>equivalent.</td>
<td></td>
</tr>
<tr>
<td>(The teacher must have a minimum of a Baccalaureate degree or equivalent by next NAEYC Accreditation cycle.)</td>
<td>The second teacher must have a minimum of an Associates degree or equivalent and be working toward a Baccalaureate degree. [Annual reports must show continuous progress.]</td>
<td>The third teacher must have a minimum of an Associates degree or equivalent.</td>
<td></td>
</tr>
</tbody>
</table>

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[i][i] - Equivalence to CDA: A minimum of 12 college credits [semester hours] in Child Development [CD]/Early Childhood Education [ECE]/Early Childhood Special Education [ECSE].

[i][ii] - Associates degrees should be in Child Development/Early Childhood Education. Equivalence is defined as 60 college credits with 30 college credits [semester hours] in CD/ECE/ECSE as defined by Criterion 6.6, including relevant field-based experience.

[i][iii] - Baccalaureate degree should be in CD/ECE/ECSE. Equivalence is defined as a Baccalaureate’s degree in any discipline with a minimum of 36 college credits [semester hours] in CD/ECE/ECSE as defined by Criterion 6.6, including relevant field-based experience.
APPENDIX "E.1"
Hi Linda and Karen,

Please read below. Ruben asked about the changeover to new elementary and new ECE. He poses his questions and Bonnie Rockafellow (MDE) answers them in all caps.

Hopefully this all makes sense.

Shawn

From: Reuben Rubio <rarubio@arbor.edu>
Date: October 1, 2009 4:34:20 PM GMT-04:00
To: Directors and Representatives of teacher education programs <DARTEP@LISTSERV.MICHIGAN.GOV>
Subject: ECE endorsement for certified teacher in the "new" system

Here is question for the MDE folks that may be of interest to all of us. Can the MDE pls shed some light on this?

If an elementary-certified teacher was coming back to get an ECE endorsement, would they have to satisfy option II or would they just take the courses for the endorsement? THIS INDIVIDUAL IS ALREADY CERTIFIED SO THE NEW ELEMENTARY STANDARDS ARE NOT OF A CONCERN FOR THIS PERSON. THE TEACHER WILL SIMPLY COMPLETE THE INSTITUTION'S APPROVED EARLY CHILDHOOD ENDORSEMENT PROGRAM (ZA).

Please cover the three scenarios below:

Student has Fall 2009 start date w/ existing elem program and existing ECE program but student will be finishing up after one or both have flipped to the new program?

BASED ON THE CHART WE HAVE POSTED, THE INSTITUTION NEEDS TO ADVISE CANDIDATES THAT THE LAST DATE FOR THE OLD TEST IS JULY 2013. I KNOW THAT THE ADVISORY COMMITTEE WANTED TO HAVE THIS DATE BE IN 2015 BUT MDE IS UNABLE TO ALLOW THAT LENGTH OF TIME.

THERE WILL BE NO OVERLAP OF THE OLD ELEMENTARY TEST AND THE NEW

STUDENT ADVISING IS ENCOURAGED TO INCLUDE A SIGN OFF FORM THAT DOCUMENTS THE CANDIDATES ARE INFORMED OF THE TRANSITIONS THE NEW STANDARDS AND PROGRAM REVIEWS PROMPT. THE CANDIDATES WILL NEED TO SCHEDULE THEIR PROGRAM WITH THE DEADLINES IN MIND AND IF NEEDED BE PREPARED TO TRANSITION TO NEW PROGRAM REQUIREMENTS IF THE NEW ASSESSMENTS ARE THE ONLY ONES AVAILABLE UPON COMPLETION OF THE PROGRAM.

Student has Fall 2010 start date w/ new elem program (early adopter) but old ECE program? THE LAST ADMINISTRATION OF THE OLD ECE TEST IS JULY 2012. THERE WILL BE NO OVERLAP OF TESTS. THE NEW ECE ASSESSMENT WILL OCCUR IN OCTOBER OF 2012. AGAIN, ADVISING NEEDS TO ADDRESS THESE ISSUES.

Student has Fall 2011 start date w/ new elem program and new ECE program? THE NEW ELEMENTARY AND ECE ASSESSMENTS WILL BE IN PLACE IN OCTOBER 2013. THE ASSESSMENT AND PROGRAMS NEED TO MATCH FOR OPTIMUM RESULTS.

DR. STEGINK SUGGEST THAT YOU CONSULT THE INFORMATION PRESENTED IN THE OCTOBER DARTEP UPDATE PAGE 1 FOR ADDITIONAL INFORMATION

Thanks!

RR
January 6, 2011

MEMORANDUM

TO: Local and Intermediate School District Superintendents
Deans of Teacher Preparation Institutions
Public School Academy Directors and Authorizers

FROM: Sally Vaughn, Ph.D.
Deputy Superintendent/Chief Academic Officer

SUBJECT: Change in Endorsement Name and Code of the Early Childhood Education (ZA) to Early Childhood ZS (General and Special Education)

Revised Early Childhood Education (ZA) standards were presented and approved at the State Board of Education (SBE) meeting on September 9, 2008. These revised standards reflect the knowledge and skills identified to teach children from birth to age 8 in general education settings, as well as significant knowledge and skills for teaching children with disabilities.

It was then determined that to present a clear transition and indication of different knowledge and authorization, the revised standards should be known by a new name, Early Childhood ZS (General and Special Education), that represents the knowledge and skill changes presented in the standards. The name and code change for this endorsement was approved by the SBE on October 12, 2010.

The Office of Professional Preparation Services is in the process of approving the revised programs submitted by teacher preparation institutions. It is expected that the revised programs will be approved during the January-June 2011 review cycle and that the new Michigan Test for Teacher Certification (MTTC) Early Childhood ZS (General and Special Education) assessment will be available by October 2012. Currently enrolled students have the option of completing their coursework and completing the old Early Childhood ZA MTTC until July 2012.

A teacher who currently possesses a certificate with the Early Childhood Education ZA endorsement will continue to be authorized to teach in general education classrooms within the validity of the certificate and code.
A teacher preparation institution with an approved ZS program may offer an opportunity for teachers possessing the old ZA endorsement to complete the additional coursework based on the institution’s newly approved ZS program and documentation of the successful completion of the new Early Childhood ZS (General and Special Education) MTTC, and make the recommendation for the ZS as an additional endorsement.

A teacher who has earned a ZS endorsement will be qualified to teach in an early childhood general or special education program upon promulgation of the Administrative Rules for Special Education. A teacher who has earned a ZS endorsement will not be qualified to teach any other special education program.

Teachers prepared in new Early Childhood ZS (General and Special Education) programs are authorized to teach within the validity of the endorsement without the additional letter of authorization from the Office of Special Education and Early Intervention Services (OSE-EIS) or the Office of Early Childhood Education and Family Services. The ZS endorsed teacher will be able to teach in general education early childhood classrooms, inclusive early childhood classrooms, and in early childhood special education classrooms.

A teacher who possesses both a special education and an early childhood endorsement on his/her teaching certificate, or possesses a special education endorsement with a major or minor in early childhood education and a full approval letter from the OSE-EIS, will continue to be qualified to be an early childhood special education teacher.

The Administrative Rule for Special Education authorizing the use of the ZS endorsement has been approved for rulemaking. A memo will be distributed to institutions of higher education, local school districts, and intermediate school districts as soon as the new rule allowing the use of the ZS endorsement is promulgated.

Thank you for your continued attention to the needs of Michigan’s youngest learners and the professionals who work with them. More information about the Early Childhood ZS (General and Special Education) can be accessed at:

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-204349--,00.html

Should you have questions please contact Thomas T. Bell, Higher Education Consultant, Professional Preparation and Development, at 517/241-0172 or belltt1@michigan.gov.

cc: Michigan Education Alliance
Approval of Specialty Program

Recommendations from Review Panel Regarding Programs to Prepare Teachers of Early Childhood Education Undergraduate (Major And additional endorsement), and Graduate programs (Additional Endorsement) (ZS)

February 22, 2011

Institution: Eastern Michigan University

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Major (# Credits)</th>
<th>Minor (# Credits)</th>
<th>Group Major (# Credits)</th>
<th>Group Minor (# Credits)</th>
<th>Endorsement Only (# Credits)</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood Undergrad.</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td>34 credits</td>
</tr>
<tr>
<td>Early Childhood Grad program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24-26</td>
</tr>
</tbody>
</table>

Source of Standards/Guidelines:
State Board of Education
Pub. Date: 2008

Program Assessment Summary/Recommendation

- Meets all standards and requirements
- Not all standards and requirements are met
- Insufficient documentation for program review

Approval
Program is not Approvable as Presented

Standards/requirements not met:

Additional information needed/action to be taken:
N/A

Comments:
The reviewers found both program routes to be clear and meet standards.
OUTLINE FOR SUBMITTING PROPOSALS FOR NEW DEGREE PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate majors. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: INTERDISCIPLINARY ENVIRONMENTAL SCIENCE AND SOCIETY

DEGREE: B.S. REQUESTED START DATE SEPTEMBER 1, 2011

DEPARTMENT(S)/SCHOOL(S): CAS COLLEGE(S): CAS

CONTACT PERSON: TOM KOVACS OR ULRICH REINHARDT CONTACT PHONE: 7-8571 OR 7-4398

I. Description:

A. Goals, Objectives, Student Learning Outcomes

The Interdisciplinary Environmental Science and Society (IESS) program is an interdisciplinary program designed to provide broad knowledge of the interaction between humans and the environment from various points of view. Students can tailor their curriculum by following one of several concentrations and sub-concentrations to gain a deeper understanding of an environmental issue depending on their interest. Currently, concentrations in Environmental Science and Environment and Society are available, but more can be developed in the future. All IESS students will learn how population growth and increased economic activity affect our environment and how GIS can be used as a tool to present environmental data. Students choosing the environmental science concentration then learn the concepts needed to understand the ‘Grand Challenges in Environmental Science’ as identified by the National Academies of Science including biodiversity and ecosystem functioning, climate variability, hydrologic forecasting, land-use dynamics, and biogeochemical cycles. Students choosing the environment and society concentration learn how environmental policies and regulations have economic, political, and social impacts.

Students completing the program will be competitive to enter careers such as environmental technician, environmental advocate, hydrologist, resource manager, and environmental lobbyist. Research institutions, regulatory agencies, nonprofit organizations, and consulting firms will be the main source of employment for graduates of the program. Although, as with many science baccalaureate degrees, many of the jobs available to students who complete the environmental science concentration are entry-level, experience and graduate work can allow students to advance to environmental management positions. The environmental science degree, in consultation with an advisor, prepares students to enter a graduate degree or graduate certificate program in a specific environmental science such as atmospheric scientist, ecologist, or hydrogeologist.

Upon graduating from the IESS program, students will have achieved the following learning outcomes:

1 Committee on Grand Challenges in Environmental Sciences, Oversight Commission for the Committee on Grand Challenges in Environmental Sciences, Grand Challenges in Environmental Sciences, The National Academies Press, 2001.
1. be able to effectively communicate on topics relating to environmental studies in written and oral forms
2. be able to use scientific reasoning and methodology
3. demonstrate an understanding of the importance of ethics and diverse worldviews in the public discourse on environmental issues
4. demonstrate an understanding of the major environmental issues and their potential solutions

Specific to Env. Sci. Concentration:
5. be able to create and implement scientific investigations

Specific to Env. & Soc. Concentration:
6. demonstrate understanding of the roles and importance of laws, politics and economics in environmental issues.

The program is intentionally interdisciplinary and the development of the program involved several departments in four different colleges. The program is consistent with university and College of Arts and Sciences strategic direction in that it provides practical experience in the form of a capstone experience that enhances learning and helps address community needs through environmental internships or research. The program provides a diverse perspective through the core courses and a bridging ("Topics") course that brings together students from the sciences, the social sciences, and the humanities to discuss a topic in Environmental Science and Society. The program is consistent with the College of Arts and Sciences goal of internationalization by providing study abroad as an option for the capstone experience.

B. Program

The Interdisciplinary Environmental Science and Society program can be thought of schematically as shown in Fig. 1. The program consists of a common core made primarily of General Education Program courses and a few additional courses that almost all majors will be required to take. The only exception is that students opting to pursue the Environmental Science concentration must take BIO 110, CHEM 121/122, and ESSC 110 while those not choosing to pursue the Environmental Science concentration can take an alternative to these three courses. All new course proposals appear in appendix C.
Required, restricted elective, and elective courses for the Interdisciplinary Environmental Science and Society program are listed below and more concisely in a table in Appendix B:

**Core Courses** (32-34 credit hours) *Environmental Science concentration must take BIO 110, CHEM 121/122, and ESSC 110*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO/ESSC 107</td>
<td>Introduction to Environmental Science</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 226</td>
<td>Global Ecology and the Environment</td>
<td>3 CH or</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Introductory Biology I</td>
<td>5 CH</td>
</tr>
<tr>
<td>CASI (ENVI) 105</td>
<td>Introduction to Environment and Society</td>
<td>3 CH ** new course</td>
</tr>
<tr>
<td>CASI (ENVI) 305</td>
<td>Topics in Environmental Science and Society</td>
<td>3 CH ** new course</td>
</tr>
<tr>
<td>CASI (ENVI) 405</td>
<td>Capstone Experience</td>
<td>3 CH ** new course</td>
</tr>
<tr>
<td>CHEM 115 and 116</td>
<td>Chemistry and Society and Lab</td>
<td>4 CH or</td>
</tr>
<tr>
<td>CHEM 121 and 122</td>
<td>General Chemistry I and Lab</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 108 and 109</td>
<td>Earth Science for Non-Majors and Lab</td>
<td>4 CH or</td>
</tr>
<tr>
<td>ESSC 110</td>
<td>The Dynamic Earth System</td>
<td>4 CH</td>
</tr>
<tr>
<td>GEOG 276</td>
<td>Principles of GIS</td>
<td>3 CH</td>
</tr>
<tr>
<td>MATH 170</td>
<td>Elementary Statistics</td>
<td>3 CH</td>
</tr>
<tr>
<td>PHIL 229</td>
<td>Environmental Ethics</td>
<td>3 CH ** passed CAC 10/10</td>
</tr>
</tbody>
</table>

**Environmental Science Concentration** (45-58 credit hours depending on emphasis) *Students must complete all the requirements of one of the emphases below.*

**Atmosphere and Climate emphasis (45-47 credit hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 123 and 124</td>
<td>General Chemistry II and Lab</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 281</td>
<td>Introduction to Analytical Chemistry</td>
<td>4 CH or</td>
</tr>
<tr>
<td>CHEM 282</td>
<td>Honors Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
</tbody>
</table>
ESSC 212  Weather, Climate and the Earth System  3 CH
ESSC 300  Introduction to Hydrology  3 CH
ESSC 324  Weather  3 CH
ESSC 424  Climatology  3 CH
ESSC 485  Remote Sensing  3 CH
MATH 120  Calculus I  4 CH
PHY 221(or 223)  Mechanics, Sound, and Heat  4(5) CH
PHY 222(or 224)  Electricity and Light  4(5) CH

Restricted Electives: (minimum 10 credits)

BIO 120  Introductory Biology II  5 CH
BIO 310  Ecology  3 CH
CHEM 270  Survey of Organic Chemistry  4 CH  or
CHEM 371  Organic Chemistry I  3 CH
CHEM 415  Environmental Chemistry  3 CH  or
ESSC 422  Environmental Geochemistry  3 CH  ** new course
COSC 120  Computational Principles for Math and Science  3 CH  or
COSC 145  Introduction to FORTRAN Programming  3 CH
ESSC 111  Earth System Through Time  4 CH
ESSC 320  Oceanography  3 CH
ESSC 325  Geomorphology  4 CH
ESSC 327  Soil Science  3 CH
ESSC 370  Glacial Geology  4 CH
ESSC 425W  Severe and Unusual Weather  3 CH
ESSC 448  Hydrogeology  3 CH
ESSC 497/498/499  Independent Study  1/2/3 CH
ESSC 567  Paleoclimatology  3 CH
GEOG 376  Geographic Information Systems Analysis  3 CH
GEOG 476  Advance GIS  3 CH
MATH 121  Calculus II  4 CH
MATH 122  Elementary Linear Algebra  3 CH
MATH 223  Multivariable Calculus  4 CH
MATH 325  Differential Equations  3 CH

Environmental Biology emphasis (46-50 credit hours)

Required Courses:

BIO 120  Introductory Biology II  5 CH
BIO 310  Ecology  3 CH
BIO 311W  Laboratory in Ecology  3 CH
CHEM 123 and 124  General Chemistry II and Lab  4 CH
CHEM 270  Survey of Organic Chemistry  4 CH  or
CHEM 371  Organic Chemistry I  3 CH
ESSC 212  Weather, Climate, and the Earth System  3 CH
(MATH 105 or 119)  College Algebra or Applied Calculus
and MATH 107  Plane Trigonometry  5 CH  or
MATH 112  Topics in Precalculus Mathematics  3 CH  or
MATH 120  Calculus I  4 CH
PHY 221 (or 223)  Mechanics, Sound, and Heat  4 (5) CH

Electives: (18 Credit hours; at least 15 in BIO)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 410</td>
<td>Limnology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 412</td>
<td>Biogeography</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Wetland Ecosystems</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 414</td>
<td>Terrestrial Ecosystems</td>
<td>3 CH</td>
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<tr>
<td>BIO 415</td>
<td>Microbial Ecology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Plant Evolution and Classification</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 456</td>
<td>Freshwater Algae</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 457</td>
<td>Aquatic Plants</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 458</td>
<td>Trees and Shrubs</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 480</td>
<td>Natural History of Invertebrates</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 481</td>
<td>Natural History of Vertebrates</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 482</td>
<td>Ichthyology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 483</td>
<td>Mammalogy</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 484</td>
<td>Herpetology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 485</td>
<td>Ornithology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 486</td>
<td>Entomology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 488</td>
<td>Biology of Arachnids</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 497/498/499</td>
<td>Undergraduate Research in Biology</td>
<td>1/2/3 CH</td>
</tr>
<tr>
<td>CHEM 281</td>
<td>Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 282</td>
<td>Honors Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Inorganic Chemistry</td>
<td>2 CH</td>
</tr>
<tr>
<td>CHEM 411</td>
<td>Toxicology I</td>
<td>2 CH</td>
</tr>
<tr>
<td>CHEM 412</td>
<td>Toxicology II</td>
<td>3 CH</td>
</tr>
<tr>
<td>CHEM 413</td>
<td>Toxicology Lab</td>
<td>2 CH</td>
</tr>
<tr>
<td>CHEM 415</td>
<td>Environmental Chemistry</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 422</td>
<td>Environmental Geochemistry</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 111</td>
<td>The Earth System Through Time</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 229</td>
<td>Rocks and Minerals</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 250</td>
<td>Introduction to Coastal Processes</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 300</td>
<td>Introduction to Hydrology</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 325</td>
<td>Geomorphology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 327</td>
<td>Soil Science</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 448</td>
<td>Hydrogeology</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 450</td>
<td>Lake and Coastal Management</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 459</td>
<td>Aquifer Analysis</td>
<td>3 CH</td>
</tr>
<tr>
<td>GEOG 376</td>
<td>GIS Analysis</td>
<td>3 CH</td>
</tr>
<tr>
<td>GEOG 476</td>
<td>Advanced GIS</td>
<td>3 CH</td>
</tr>
<tr>
<td>PHY 222 (or 224)</td>
<td>Electricity and Light</td>
<td>4 (5) CH</td>
</tr>
</tbody>
</table>

**Environmental Chemistry emphasis (47-56 credit hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Introductory Biology II</td>
<td>5 CH</td>
</tr>
<tr>
<td>CHEM 123 and 124</td>
<td>General Chemistry II and Lab</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 270 and 271</td>
<td>Survey of Organic Chemistry and Lab</td>
<td>5 CH</td>
</tr>
<tr>
<td>CHEM 371, 372 and 373</td>
<td>Organic Chemistry I and II and Lab</td>
<td>8 CH</td>
</tr>
<tr>
<td>CHEM 281</td>
<td>Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 282</td>
<td>Honors Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 332</td>
<td>Inorganic Chemistry</td>
<td>2 CH</td>
</tr>
<tr>
<td>CHEM 381</td>
<td>Instrumentation for Chemical Technology</td>
<td>2 CH</td>
</tr>
<tr>
<td>CHEM 481</td>
<td>Instrumental Analysis</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 415</td>
<td>Environmental Chemistry</td>
<td>3 CH</td>
</tr>
</tbody>
</table>
ESSC 212  Weather, Climate and the Earth System  3 CH or
ESSC 300  Introduction to Hydrology  3 CH
(MATH 105 or 119)  College Algebra or Applied Calculus
and MATH 107  Plane Trigonometry  5 CH or
MATH 112  Topics in Precalculus Mathematics  3 CH or
MATH 120  Calculus I  4 CH
PHY 221(or 223)  Mechanics, Sound, and Heat  4(5) CH
PHY 222(or 224)  Electricity and Light  4(5) CH

**Restricted Electives: (minimum 8 credits) maximum 3 CH total from CHEM 488/489/498/499**

BIO 305  Cell and Molecular Biology  3 CH
BIO 306W  Cell and Molecular Biology Lab  2 CH
BIO 310  Ecology  3 CH
BIO 311W  Ecology Lab  2 CH
BIO 410  Limnology  3 CH
CHEM 351  Foundations of Biochemistry  4 CH
CHEM 411  Toxicology I  2 CH
CHEM 412  Toxicology II  3 CH
CHEM 413  Toxicology Lab  2 CH
CHEM 451  Biochemistry I  3 CH
CHEM 452  Biochemistry I I  3 CH
CHEM 453  Biochemistry Lab  2 CH
CHEM 488/489  Cooperative Education in Chemistry  2/3 CH
CHEM 498/499  Undergraduate Research in Chemistry  2/3 CH
ESSC 228  Mineralogy  4 CH or
ESSC 229  Rocks and Minerals  3 CH
ESSC 320  Oceanography  3 CH
ESSC 327  Soil Science  3 CH
ESSC 448  Hydrogeology  3 CH

*Environmental Geoscience emphasis (49-54 credit hours)*

**Required Courses:**

BIO 120  Introductory Biology II  5 CH
CHEM 123 and 124  General Chemistry II and Lab  4 CH
ESSC 111  Earth Through Time  4 CH
ESSC 212  Weather, Climate and the Earth System  3 CH
ESSC 228  Mineralogy  4 CH or
ESSC 229  Rocks and Minerals  3 CH
ESSC 300  Introduction to Hydrology  3 CH
ESSC 325  Geomorphology  4 CH or
ESSC 327  Soil Science  3 CH
ESSC 330  Sedimentology and Stratigraphy  4 CH
ESSC 422  Environmental Geochemistry  3 CH **new course
MATH 119  Applied Calculus  3 CH or
MATH 120  Calculus I  4 CH
PHY 221 (or 223)  Mechanics, Sound and Heat  4 (5) CH

**Restricted Electives: (minimum 10 credits at least 2 courses from ESSC)**

BIO 310  Ecology  3 CH
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 270</td>
<td>Survey of Organic Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 371</td>
<td>Organic Chemistry I</td>
<td>3 CH</td>
</tr>
<tr>
<td>CHEM 281</td>
<td>Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>CHEM 282</td>
<td>Honors Introduction to Analytical Chemistry</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 320</td>
<td>Oceanography</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 324</td>
<td>Weather</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 326</td>
<td>Structural Geology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 329</td>
<td>Igneous and Metamorphic Petrology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 331</td>
<td>Paleontology</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 448</td>
<td>Hydrogeology</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 450</td>
<td>Lake and Coastal Processes</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 466W</td>
<td>Global Tectonics</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 485</td>
<td>Introduction to Remote Sensing</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 487</td>
<td>Cooperative Education in Geoscience</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 497/498/499</td>
<td>Independent Study</td>
<td>1/2/3 CH</td>
</tr>
<tr>
<td>PHY 222 (or 224)</td>
<td>Electricity and Light</td>
<td>4(5) CH</td>
</tr>
</tbody>
</table>

**Environmental Hydrology emphasis (56-58 credit hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Introductory Biology II</td>
<td>5 CH</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Ecology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 311W</td>
<td>Laboratory in Ecology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Limology</td>
<td>3 CH</td>
</tr>
<tr>
<td>BIO 413</td>
<td>Wetland Ecosystems</td>
<td>3 CH</td>
</tr>
<tr>
<td>CHEM 123 and 124</td>
<td>General Chemistry II and Lab</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 111</td>
<td>Earth Through Time</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 212</td>
<td>Weather, Climate, and the Earth System</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 228</td>
<td>Mineralogy</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 300</td>
<td>Introduction to Hydrology</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 320</td>
<td>Oceanography</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 330</td>
<td>Sedimentology and Stratigraphy</td>
<td>4 CH</td>
</tr>
<tr>
<td>ESSC 422</td>
<td>Environmental Geochemistry</td>
<td>3 CH **new course</td>
</tr>
<tr>
<td>ESSC 448</td>
<td>Hydrogeology</td>
<td>3 CH</td>
</tr>
<tr>
<td>ESSC 485</td>
<td>Remote Sensing</td>
<td>3 CH or</td>
</tr>
<tr>
<td>GEOG 376</td>
<td>Geographical Information Analysis</td>
<td>3 CH</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Calculus I</td>
<td>4 CH</td>
</tr>
<tr>
<td>PHY 221 (or 223)</td>
<td>Mechanics, Sound and Heat</td>
<td>4 (5) CH</td>
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</table>

**Environmental and Society Concentration (30 credit hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSC 495</td>
<td>Environmental Assessment and Planning</td>
<td>3 CH</td>
</tr>
<tr>
<td>GEOG 110</td>
<td>World Regions</td>
<td>3 CH</td>
</tr>
<tr>
<td>HIST 416</td>
<td>American Environmental History</td>
<td>3 CH **new course</td>
</tr>
<tr>
<td>LAW 456</td>
<td>Environmental Law</td>
<td>3 CH</td>
</tr>
<tr>
<td>PLSC 381</td>
<td>Public Policy Analysis</td>
<td>3 CH</td>
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</table>

**Electives—choose 5: (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 336</td>
<td>Economics of Environmental and Natural Resources</td>
<td>3 CH</td>
</tr>
<tr>
<td>ENGL 310</td>
<td>Writing and Civic Literacy</td>
<td>3 CH</td>
</tr>
<tr>
<td>PHIL 224</td>
<td>Ethics and Food</td>
<td>3 CH</td>
</tr>
</tbody>
</table>
PLSC 336  Foundations of the US Nonprofit Sector  3 CH
PLSC 342  International Organizations  3 CH
PLSC 435  Nonprofit Management and Leadership  3 CH

A sample typical program of study that a student would follow in completing the IESS program is given in Table 1 for the environmental hydrology emphasis, which is the largest of the emphases.

Table 1. Sample program for environmental hydrology emphasis

<table>
<thead>
<tr>
<th>Year 1 Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 120 or placement</td>
<td>4-5</td>
</tr>
<tr>
<td>ESSC 110</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed area I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed area IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14-15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1 Winter Semester</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Math 120 or 170</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO/ESSC 107</td>
<td>3</td>
</tr>
<tr>
<td>ESSC 111</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed area I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed area IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16-17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2 Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121 and 122</td>
<td>4</td>
</tr>
<tr>
<td>BIO 110</td>
<td>5</td>
</tr>
<tr>
<td>U.S. Diversity area III</td>
<td>3</td>
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<tr>
<td>Gen Ed area IV</td>
<td>3</td>
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<tr>
<td>Gen Ed area IV</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Year 2 Winter Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHEM 123 and 124</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 229</td>
<td>3</td>
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<tr>
<td>CASI 105</td>
<td>3</td>
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<tr>
<td>BIO 120</td>
<td>5</td>
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<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 3 Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSC 300</td>
<td>3</td>
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<tr>
<td>BIO 310</td>
<td>3</td>
</tr>
<tr>
<td>BIO 311</td>
<td>3</td>
</tr>
<tr>
<td>ESSC 212</td>
<td>3</td>
</tr>
<tr>
<td>PHY 221 or 223</td>
<td>4-5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16-17</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 Winter Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CASI 305</td>
<td>3</td>
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<tr>
<td>GEOG 276</td>
<td>3</td>
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<td>ESSC 320</td>
<td>3</td>
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<td>ESSC 448</td>
<td>3</td>
</tr>
<tr>
<td>ESSC 422 or none</td>
<td>0-3</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Year 4 Fall Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 413</td>
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<tr>
<td>BIO 410</td>
<td>3</td>
</tr>
<tr>
<td>ESSC 228</td>
<td>4</td>
</tr>
<tr>
<td>Math 170 or elective</td>
<td>3</td>
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<tr>
<td>Gen Ed area IV</td>
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<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 4 Winter Semester</th>
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</thead>
<tbody>
<tr>
<td>ESSC 330</td>
<td>4</td>
</tr>
<tr>
<td>ESSC 485 or GEOG 376</td>
<td>3</td>
</tr>
<tr>
<td>ESSC 422 or none</td>
<td>0-3</td>
</tr>
<tr>
<td>CASI 405</td>
<td>3</td>
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<tr>
<td>Gen Ed area IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13-16</strong></td>
</tr>
</tbody>
</table>

**Total 120-129 credit hours**

C. Admission

No additional admission requirements beyond those required for admission to the university are needed for this program. There will be no conditional admissions to the program.

D. Projections
Environmental Studies programs often consist of hundreds of majors at many of the Michigan Universities listed in Table 2. Given the justification presented in section 2 and the fact that over 10 students from outside of EMU have inquired about the program in the past 4 months with only a brief mention of the development of such a program on the department website, it is reasonable to expect a program of a similar size once it is fully developed. If a more coordinated marketing effort is developed and implemented, the initial enrollment can easily be over 30 students with approximately 50 students a year enrolled within three years.

E. Other Pertinent Information

The administration of the program is described in a program input document presented in appendix B. All CASI courses will convert to ENVI courses with the same course number upon acceptance of proposed program.

II. Justification/Rationale

A. Evidence of demand for the proposed program

People are becoming more aware of the increasing degradation of our environment and the government has imposed increasingly complex regulations to protect the integrity of the environment. Companies often need to hire consulting firms to help them comply with these complex regulations. The identifications of problems that humans cause to the environment, the solutions to these problems, and the assistance to industry to comply with regulations all require training in the environmental studies. Both the renewed emphasis on environmental awareness and the need for hiring skilled employees have led to an increased popularity of environmental science/studies programs.

Several data sources document the growing student demand for Environmental Studies and Environmental Science programs, with a pronounced increase in popularity during the last five years. According to a 2009 report by the Association for Environmental Studies and Science, program offerings have increased in recent years, but so has student enrollment. A comprehensive survey indicated that 58% of undergraduate programs in environmental science and environmental studies reported enrollment growth between 2003 and 2008 and a further 29% reported stable enrollment. The same survey reported that there are more undergraduate programs called “environmental science” than “environmental studies”, but that environmental studies received on average about twice greater student enrollment. A New York Times article from February 2009 reports a similar trend of growing enrollment in these two majors at select universities. A 2010 report by the National Association of University Forestry Resources Programs shows for its 69 member universities a strong recent increase in student enrollment in the area of “Natural Resources and the Environment”; undergraduate enrollment in this area rose by about 35% since 2005. Students at EMU often inquire about environmental programs to EMU faculty involved in this proposed program. We had several inquiries about the environmental studies program over the summer of 2010 after mention of the proposed program was made on the Department of Geography and Geology website. This suggests to us that student-interest in our geographic area tracks the reported national trend.

The job outlook for science and technology-oriented occupations related to the environment is believed to be good to excellent. A federal Bureau of Labor Statistics report shows an expected strong growth (faster than average) in employment for environmental scientists between 2008 and 2018. In their current Occupational

2 “Growth in Environmental Studies and Science Programs,” Shirley Vincent, Association of Environmental Studies and Sciences Newsletter, July 2009 (available at http://ncseonline.org/CEDD/cms.cfm?id=1500)

3 NY Times February 24, 2009, “Environmental Studies Enrollment Soars” By KATE GALBRAITH
Outlook Handbook, the field of environmental scientists is pegged at 86,000 nationwide employees and “favorable” employment outlook, particularly in state and local government. Total job growth for the category “Environmental Scientist and Specialists” is expected to be 28% over the next decade. Also expected is a stronger than average growth (18% between 2008 and 2018) in the occupational category of geoscientists and hydrologist (a career for which an undergraduate degree in Environmental Science would be a stepping-stone). For the job category of “Conservation Scientists and Foresters” the employment outlook is predicted to be stable. Other job categories that the Department of Labor tracks and that are relevant to the proposed new program include “Soil and Water Conservationist (average projected growth)”, “Water Resource Specialists (above average)”, “Environmental Restoration Planners (much faster than average)”, “Climate Change Analysts (much faster than average)”, “Regulatory Affairs Specialists (much faster than average)”, “Regulatory Affairs Managers (much faster than average)” and “Sustainability Specialists (average)”. In 2009, the Michigan Department of Energy, Labor & Economic Growth (Bureau Of Labor Market Information & Strategic Initiatives) released a special report on growth outlook of “green jobs”. It predicted a strong growth in this job category. However, said report defined “Green occupations” as job titles “commonly utilized by green-related industries to produce products and services for the green economy”. As such, it looked mostly at manufacturing industries, construction industries, and the like. However, the report finds a fairly bright outlook in the surveyed job category “Environmental Scientists and Specialists, including Health” which appears roughly applicable to the environmental science concentration in the proposed EMU program: 33% of surveyed employers predict a likely job expansion for that category and 81% of employers see a need for unique skills for their green projects in that job category, i.e. agree that environmental scientists and specialists need specialized training, such as formal education from a university. In sum, our analysis points to a strong potential for student enrollment in the program at EMU that is driven by increased societal awareness and a favorable anticipated employment situation.

The program will support working relationships that members of the faculty have with their network of alumni at community environmental organizations and consulting firms. Faculty also have several grant programs that could utilize students in environmental studies such as the Coupled Remote Sensing and Biological Monitoring of Invasive Plant Species and their Impacts on the Detroit River International Wildlife Refuge grant (NOAA $633,350), the Grassland Ecosystems and Societal Adaptations Under Changing Grazing Intensity and Climate on the Mongolian Plateau, 2009 – 2012 grant (NASA $458,298), and the Brownfield Redevelopment in Michigan grant (Michigan Department of Environmental Quality $295,000) to name a few. This new program can help provide student research support and has the potential to assist faculty in obtaining future environmental research grants.

B. Similar programs in Michigan and uniqueness of the proposed program

Table 2 Universities in Michigan that have similar environmental programs

<table>
<thead>
<tr>
<th>Universities</th>
<th>Programs</th>
<th>Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Michigan University</td>
<td>Coordinate major in Environmental Studies</td>
<td>Environmental Science and</td>
</tr>
<tr>
<td></td>
<td>(second major must be chosen)</td>
<td>Environmental Policy</td>
</tr>
<tr>
<td>Grand Valley State University</td>
<td>B.S. Natural Resource Management</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>B.S. Environmental Conservation</td>
<td></td>
</tr>
</tbody>
</table>

A number of similar programs in the state of Michigan are presented in Table 2. While several other Michigan universities have environmental studies programs, occupational demand, societal need, and student-interest in environmental programs justify the creation of additional programs in the state. The EMU program is unique in that it is intentionally interdisciplinary. The proposed program features several classes that will be team-taught by faculty across different departments, a common core between the two concentrations, a bridge course ("Topics in . . . ", ENVI 305) attended by students in both concentrations, and an intentionally interdisciplinary capstone experience. This unique breadth of knowledge and ability to communicate across disciplinary boundaries prepare students for the type of interdisciplinary jobs for which they will be competing upon graduation.

C. Letters of support for the program are attached as an appendix to this proposal

III. Preparedness

A. Qualifications of Faculty

Most of the courses in the IESS program are pre-existing and will be taught by faculty vetted by the departments that controls those courses. The new proposed courses that will start out as CASI courses (later, ENVI) will be team-taught by faculty from various departments who are qualified by virtue of their experience in teaching and/or research in the topic area. CASI 1xx, (ENVI 105) Introduction to Environment and Society will be taught by two faculty members from different departments in the area of social sciences/humanities, e.g. Political Sciences, History/Philosophy or Geography. CASI 3xx (ENVI 305), Topics in Environmental Science and Society, will be team-taught by 2-3 faculty members from departments in the natural sciences and from social sciences/humanities. A good example for this topics course is an interdisciplinary course that is taught this semester, (PHY 179/PLSC 120/PHIL 279) Global Energy Resources: Physics, Philosophy, and Policy; it is being taught by Ernest Beringer from the Physics, Margaret Crouch from History/Philosophy and Rhonda Longworth from Political Science. The Capstone Experience course (CASI 4xx, ENVI 405) will be taught/organized by the program coordinator or by a faculty affiliate in the program.

B. Library Resources

Halle Library has been acquiring new material for the field of environmental science and environmental studies at a moderate pace. Since 2006, the Library has bought about 310 new titles, mostly books. There is a small collection of videos and DVDs (about 25 titles), some of which are a bit outdated. In addition, science librarian Paula Storm has drawn up a research guide for ecology and the environment and a further one about sustainability is under construction. These research guides lists relevant data indices and web resources. The library has sufficient databases for scholarly and general media sources, among them Web of Science, GEOBASE, Green FILE, BioAbstracts, and BioOne. The recommendation is that the library allocates an additional $2000-$3000 during the first year to acquire further material in consultation with the faculty that

| Oakland University | B.S. Environmental Science | Occupational Safety and Health, Public Health, Environmental Resource Management, Toxic Substance control |
| University of Michigan | B.A. or B.S. in the Environment |
| University of Michigan-Dearborn | B.S. Environmental Science or B.A. Environmental Studies |
| Wayne State University | B.S. Environmental Science |
| Western Michigan University | Coordinate major in environmental studies (second major must be chosen) |
develops the new courses in the program to adequately supply the program with media, e.g. for $3000 the video collection could be expanded by about 20 titles.

C. Adequacy of Existing Facilities/Equipment

Since the majority of classes in the program are housed in departments, it is largely the responsibility of the departments to assure adequacy of facilities/equipment for the courses. Fortunately, the university is in the process of investing $90 million in the construction and renovation of science facilities, which will be tremendous boost to the IESS program. In addition a proposal has been submitted to the Provost office for an Above-baseline Budget Proposal of $96,000, some of which is slated to help cover emerging equipment needs, such as a new van to allow expanded field-based courses. The IESS courses that will be housed in the college will not have a laboratory component and thus depend only on adequate classroom space, which will be available once the Mark Jefferson and Pray Harrold renovations are completed.

D. Not applicable to this proposal

E. Marketing Plan for the New Program

Student helpers will be hired to assist in developing a website that provides information and explains the requirements of the new major. The website will also describe career opportunities, job openings, and typical starting salary ranges. Information about IESS will also be provided to other websites such as internet networking sites (e.g. www.zinch.com). High schools will be identified that are candidate feeder schools for the departments that are participating in the new major. Pamphlets will be prepared and sent to these schools. The program coordinator will visit a number of these schools on special ‘college nights’ to discuss the new program with guidance counselors, environmental studies-related (Biology, Earth Science, Environmental Science, Social Science) teachers, and interested students. A demonstration booth will be prepared to market the program to current and prospective EMU students at university-sponsored programs such as ‘Explore Eastern’. This marketing campaign will begin as soon as the program is approved. Since the timing of the new program will fit well with the opening of the new LEED-certified Mark Jefferson Science Complex, media outlets will be notified of the “ribbon cutting” for both the new science building and the new IESS program. The slogan for the new program will be “Say YES to IESS!”.

IV. Assessment/Evaluation

The guiding principles in developing this Assessment Plan were the following:
* Establish procedures and timelines to ensure success of the assessment program
* Create assessment vehicles that provide data that can verify if IESS Program Learning Outcomes are achieved
* Develop benchmarks for declaring Program success

A) Student Learning Outcomes

Upon graduating from the IESS program, students will...

1. be able to effectively communicate on topics relating to the environment in written and oral forms
2. be able to use scientific reasoning and methodology
3. demonstrate an understanding of the importance of ethics and diverse worldviews in the public discourse on environmental issues
4. demonstrate an understanding of the major environmental issues and their potential solutions
5. be able to create and implement scientific investigations

(Specific to Environment & Society Concentration)

6. demonstrate understanding of the roles and importance of laws, politics and economics in environmental issues

B) Curriculum Mapping

Table 3. Student Learning Outcomes and places in the core curriculum where they are specifically addressed

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>ESSC BIO 107</th>
<th>ENVI 105</th>
<th>PHIL 229</th>
<th>BIO 110</th>
<th>CHEM 116/122</th>
<th>ESSC 109/110</th>
<th>LAW 456</th>
<th>HIST 4xx</th>
<th>Topics ENVI 305</th>
<th>Capst, ENVI 405</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use scientific reasoning and methodology</td>
<td>K</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Importance of ethics and worldviews</td>
<td>K,A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>4. Environmental issues and solutions</td>
<td>K</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Create and implement scientific investigations</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Roles and importance of laws, politics and economics</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>K</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

Explanation of abbreviations: K= Knowledge/Comprehension level, A= Application Level, S= Synthesis/Evaluation Level (based on Bloom’s taxonomy of learning)
W= writing-intensive course, LBC- may qualify for learning beyond the classroom credit

C) Monitoring Program Objectives Through Assessment Data

The following describes the methodology for assessing how well program-level SLOs are being met in the program. The responsible party for carrying out the monitoring plan is the program coordinator under
guidance from the program steering committee. Instructors are expected to collect student data and share this information with the program coordinator. An electronic file will be created for each student who has declared his/her major in the new program. In this file, information for monitoring student progress will be collected. These data will be used by the steering committee in annual reviews to monitor if program-level SLOs have been met and what adjustments need to be made to the program.

Data collection will be mainly restricted to classes in the common core: ESSC 107, Intro to Environment & Soc., Environmental Ethics, ENVI 305 (Topics Course), Capstone Experience (ENVI 405). To track student success in SLO 2 and SLO 5, final grades and lab reports will be collected in some of the natural science courses (see Table 4 below). Other assessment vehicles include using writing assignments and/or final reports to evaluate the student’s mastery of key learning objectives. For SLO 4 (“students will understand major environmental issues and their potential solutions”), a specific ungraded assessment test will be developed that will be repeatedly administered throughout the core courses (e.g. before the ESSC/Bio 107 course as a pre-test and after the capstone seminar as a post-test) to monitor student progress. The content of this test will be developed by gathering input from focus groups of faculty that teaches the core courses.

Table 4. Assessment tools used for evaluating students’ attainment of SLOs

<table>
<thead>
<tr>
<th>Class</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSC/BIO 107</td>
<td></td>
<td></td>
<td></td>
<td>Assessment test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Section of exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVI 105 Environment &amp; Society</td>
<td>Final Report</td>
<td>Final Report</td>
<td></td>
<td>Assessment test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVI 305 Topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 226 Env. Ethics</td>
<td>Main writing assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVI 405 Capstone seminar</td>
<td>Final Capstone Report, (oral/written) reflective journals</td>
<td>Section of exams</td>
<td>Assessment test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 116/122</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 110/120</td>
<td>Section of exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW 456</td>
<td>Section of exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D) Timeline for Monitoring Program (projected)

The following timeline is a projection. Since some of the courses in the program haven't been taught yet, we can’t know exactly which data are going to collected when.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td>Assessment test admin. In ESSC 107. Assignments in Envt. Ethics.</td>
<td>Assessment test in more classes. Gather assignments in ENVI 305</td>
<td>Common rubric for exam sections applied in several classes</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Evaluation of Data</td>
<td>Program coordinator to collate report</td>
<td>First-year report goes to steering committee</td>
<td>Program coordinator to collate report</td>
<td>2nd-year report goes to steering committee</td>
<td>Program coordinator to collate report</td>
<td>3rd-year report goes to steering committee</td>
</tr>
</tbody>
</table>
E) Developing Program-level Outcomes

The program coordinator will form a focus group with faculty affiliates and interested external parties (e.g. local employers in the environmental field) to develop program-level outcomes and define benchmarks for the program’s success. Part of the focus group’s task will be to suggest common rubrics for some assignments so all assessments graded in different sections of the course are evaluated fairly.

The program coordinator will report the findings of the focus group to the steering committee. Benchmarks may include 5-year graduation rate of majors, % of graduates that go on to grad school or find relevant employment etc.

V. Program Costs

A. FACULTY/LECTURERS/or SUPPORT STAFF: The program will require a Program Coordinator with a ½ time course release for Fall and Winter AND 20% of base salary for Spring-Summer semesters. It is essential to have a Program Coordinator available for Spring and Summer due to the number of students who seek information and advice during that time span. The actual $ cost will be determined when this person is selected.

B. No additional space for the program is needed.

C. EQUIPMENT NEEDED: For lab courses taught within a specific department, a budget for replacement equipment and supplies for resources used by Interdisciplinary Environmental Science and Society courses needs to be established. The amount involved will depend on program enrollment and actual use of the lab equipment and supplies.

D. ASSISTANTSHIPS/FELLOWSHIPS: Initially the program will need a part-time graduate student assistant to help with the work of the Program Coordinator.

E. LIBRARY RESOURCES: Initially: $3000 for start up costs and then $500/ year thereafter to support acquisition of necessary publications and/or databases.

F. MARKETING AND RECRUITING COSTS: Suggested budget of $4000/year for the first three years to cover High School recruitment, University Fairs, brochures, travel expenses and other related promotional costs.

G. OTHER COSTS NOT COVERED ABOVE: Additional sections or courses as program enrollment increases will require additional instructional staffing.

H. Total of all financial requirements for implementation of proposed degree: Total costs can not be determined until the Program Coordinator is selected, courses are offered and enrollment numbers are available, and recruitment plans are established.

I. Continuing Education: Not applicable.
VI. Action of the Department/College

1. Department/School (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty:

For 12  Against  5  Abstentions  0

(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can be implemented without additional College or University resources.

__________________________________________________________  11-5-2010
Department Head/School Director Signature  Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program cannot be implemented within the affected College without additional University resources.

__________________________________________________________  12/7/10
College Dean Signature  Date

B. Graduate School (new graduate programs ONLY)

__________________________________________________________
Graduate Dean Signature  Date

VII. Approval

__________________________________________________________  2/27/11
Associate Vice-President for Academic Programming Signature  Date

VIII. Appendices

Appendix A: Curriculum Table
Table A.1. Table of required courses and restricted electives along with credit hour counts for each concentration and emphasis.

<table>
<thead>
<tr>
<th>Environment and Society</th>
<th>Required</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATMOSPHERE &amp; CLIMATE</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 123 &amp; 124</td>
<td>ESSC 424</td>
</tr>
<tr>
<td></td>
<td>CHEM 212</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 324</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>PHYS 211 or 225</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td>ENVIRONMENTAL SCIENCE</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 123 &amp; 124</td>
<td>ESSC 424</td>
</tr>
<tr>
<td></td>
<td>CHEM 212</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 324</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>PHYS 211 or 225</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td>ENVIRO. BIOLOGY</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 123 &amp; 124</td>
<td>ESSC 424</td>
</tr>
<tr>
<td></td>
<td>CHEM 212</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 324</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>PHYS 211 or 225</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td>ENVIR. CHEMISTRY</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 123 &amp; 124</td>
<td>ESSC 424</td>
</tr>
<tr>
<td></td>
<td>CHEM 212</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 324</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>PHYS 211 or 225</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td>GEOSCIENCE</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 111</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 212</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 228 or 229</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 328 or 327</td>
<td>PHY 221 prerequisites</td>
</tr>
<tr>
<td>HYDROLOGY</td>
<td>BIO 120</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>CHEM 111</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 212</td>
<td>BIO 120</td>
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<tr>
<td></td>
<td>ESSC 228</td>
<td>BIO 120</td>
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<tr>
<td></td>
<td>ESSC 300</td>
<td>BIO 120</td>
</tr>
<tr>
<td></td>
<td>ESSC 328 or 327</td>
<td>PHY 221 prerequisites</td>
</tr>
</tbody>
</table>

+ All Required
* indicates courses required by Environmental Science Concentration

<table>
<thead>
<tr>
<th></th>
<th>Atmosphere &amp; Climate emphasis</th>
<th>Envirom. Biology emphasis</th>
<th>Envirom. Chemistry emphasis</th>
<th>Envirom. Geosci. emphasis</th>
<th>Envirom. Hydrology emphasis</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours of Core Courses</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>79-81</td>
</tr>
<tr>
<td>Credit Hours of Required Courses</td>
<td>35-37</td>
<td>28-32</td>
<td>39-48</td>
<td>39-44</td>
<td>56-58</td>
<td>80-84</td>
</tr>
<tr>
<td>Credit Hours of Electives</td>
<td>10</td>
<td>18 (15 from BIO)</td>
<td>8</td>
<td>10 (2 courses from ESSC)</td>
<td>0</td>
<td>81-90</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>79-81</td>
<td>80-84</td>
<td>81-90</td>
<td>83-88</td>
<td>90-92</td>
<td>62-64</td>
</tr>
</tbody>
</table>
Program Input Document
Interdisciplinary Environmental Science and Studies

Preamble:
The following are definitions of governance structure and roles of individuals within the Interdisciplinary Environmental Science and Society Program:

1. **Faculty Affiliate** - A tenured or tenure-track faculty member who demonstrates commitment to the mission of the Interdisciplinary Environmental Science and Society Programs through teaching, research or service, and who has been elected to Faculty Affiliate status by the Faculty Affiliates. Faculty Affiliates have voting privileges in Interdisciplinary Environmental Science and Society Faculty meetings. Faculty affiliate status will initially be extended to those members teaching any required course.

2. **Program Coordinator** - Faculty Affiliate recommended by the Interdisciplinary Environmental Science and Society Steering Committee, and elected by the faculty affiliates. The Interdisciplinary Environmental Science and Society Program Coordinator is responsible for reporting issues related to the Interdisciplinary Environmental Science and Society Program to the Interdisciplinary Environmental Science and Society Program Administrator. Serves as chair of the Interdisciplinary Environmental Science and Society steering committee.

3. **Program Administrator** - Department head of a department affiliated with the Interdisciplinary Environmental Science and Society Programs, or an Associate Dean of CAS, or an assistant to the Dean of CAS. This person will be appointed by and report to the Dean of CAS for the purposes of administrative oversight. Serves as a nonvoting member of the Interdisciplinary Environmental Science and Society Steering Committee. Program administrator must be in a different department from the program coordinator.

4. **Steering Committee** - Membership consists of one Interdisciplinary Environmental Science and Society Faculty Affiliate from each affiliated department, the program coordinator, and is chaired by the Program Coordinator.

5. **Affiliated Departments** - Departments with commitments to participation in the Interdisciplinary Environmental Science and Society Programs. Initially, the affiliated departments are Biology, Chemistry, Geography and Geology, History and Philosophy, Mathematics, and Political Science. Departments may be affiliated with the program on the recommendation of the steering committee by vote of Faculty Affiliates.
I. Faculty Affiliation

A. An Interdisciplinary Environmental Science and Society program Faculty Affiliate is a tenured or tenure-track faculty member who demonstrates commitment to the mission of the Interdisciplinary Environmental Science and Society Programs through teaching, research, or service, and has been elected to affiliate status by the Interdisciplinary Environmental Science and Society Faculty Affiliates.

B. The procedure for affiliation is as follows:

   i. The candidate affiliate should request affiliation from the Interdisciplinary Environmental Science and Society Steering Committee.

   ii. The Steering Committee will then forward a recommendation (either positive or negative) regarding the affiliation of the candidate to the Interdisciplinary Environmental Science and Society Faculty Affiliates.

   iii. The Interdisciplinary Environmental Science and Society Faculty Affiliates will then vote on the affiliation as specified in the section on the Interdisciplinary Environmental Science and Society Faculty Meeting in section III.

C. To retain Faculty Affiliate status, an Interdisciplinary Environmental Science and Society Faculty Affiliate must reassert their affiliation with the Interdisciplinary Environmental Science and Society Programs by the first faculty meeting of the academic year.

D. A faculty member whose Interdisciplinary Environmental Science and Society Faculty Affiliate status has lapsed may inform the Steering Committee of their reaffiliation at any time. Reaffiliation does not require vote by the Interdisciplinary Environmental Science and Society Faculty Affiliates.

II. Departmental Affiliates

A. Initial affiliated departments are Biology, Chemistry, Geography and Geology, History and Philosophy, Mathematics, and Political Science. Other departments may be affiliated by vote of the Interdisciplinary Environmental Science and Society Faculty Affiliates on the recommendation of the Interdisciplinary Environmental Science and Society Steering Committee.

B. Department affiliation means that the affiliated department may elect a representative to the Interdisciplinary Environmental Science and Society Steering Committee. If an affiliated department fails to elect a representative, the department will not be considered in the determination of quorum for steering committee meetings.

III. Interdisciplinary Environmental Science and Society Faculty Meeting

A. The Interdisciplinary Environmental Science and Society Faculty meetings will be held at least once each Fall and Winter semester, and may coincide with the meetings of the Interdisciplinary Environmental Science and Society Steering Committee meeting. The meeting will be open to
all interested faculty, students, and staff, but voting will be restricted to Interdisciplinary Environmental Science and Society Faculty Affiliates as indicated above.

B. The Interdisciplinary Environmental Science and Society Faculty Meeting will serve as the approving body for the following issues: election of faculty members to Interdisciplinary Environmental Science and Society Faculty Affiliate status, and, upon recommendation of the steering committee, approval of new programs and changes to existing programs.

C. The Interdisciplinary Environmental Science and Society Faculty Meeting will serve as an advisory body to the Interdisciplinary Environmental Science and Society Steering Committee on other issues relating to curriculum, budget requests and allocation, scheduling and other issues identified by the Steering Committee that may require Interdisciplinary Environmental Science and Society Faculty Affiliate consensus and approval.

D. The Interdisciplinary Environmental Science and Society Program Coordinator will chair the meeting. In the absence of the program coordinator an attending Interdisciplinary Environmental Science and Society Faculty Affiliate will be elected to serve as pro tem chair.

E. Quorum will be a simple majority of Interdisciplinary Environmental Science and Society Faculty Affiliates. All votes will be by simple majority of attending Interdisciplinary Environmental Science and Society Faculty Affiliates.

F. The Program Coordinator shall have the authority to call meetings, and prepare agenda. In addition, the Program Coordinator must call a meeting upon receipt of a written request from five Faculty Affiliates of the program. Normally, notice of meetings shall be distributed to all faculty or staff affiliates at least four days in advance of the meeting. Items shall be placed on the written agenda at the request of any Faculty Affiliate; additionally agenda shall include an opportunity for any faculty affiliate to bring a matter before the meeting.

G. A secretary shall be designated by the Program Coordinator at each Interdisciplinary Environmental Science and Society Faculty Meeting, and shall record the minutes of that meeting, and shall provide copies for distribution to the Faculty Affiliates. A copy of the minutes shall be kept on file by the current Interdisciplinary Environmental Science and Society Program Coordinator.

IV. Special Voting

A. The Interdisciplinary Environmental Science and Society Steering Committee may present issues for special vote by the Interdisciplinary Environmental Science and Society Faculty Affiliates outside of an Interdisciplinary Environmental Science and Society Faculty Meeting. Issues must also be forwarded for a special vote on signed petition by three Interdisciplinary Environmental Science and Society Faculty Affiliates.

B. Special votes must be held no less than five working days after the vote is announced, and may be preceded by discussion on any suitable electronic medium (for instance, listserv or web-based discussion group).

C. Special votes may be held by paper, email, or other electronic balloting mechanism.

D. The issue will pass if supported by a simple majority of responding Interdisciplinary
V. Interdisciplinary Environmental Science and Society Steering Committee

A. The committee shall be composed of one elected Interdisciplinary Environmental Science and Society Faculty Affiliate from each affiliated department plus the Interdisciplinary Environmental Science and Society Program Coordinator. The mechanism for election of Interdisciplinary Environmental Science and Society Faculty Affiliates to the Interdisciplinary Environmental Science and Society Steering Committee is to be determined by each department's input mechanism.

B. Quorum for the meeting will be a simple majority of current representatives of affiliated departments.

C. Each committee member will serve a term of three years. An alternate with a one-year term shall be appointed/elected by each department to serve in cases of absence due to leave or absences caused by temporary conflicts of interest. Terms of committee membership will begin on the first day of the Fall term.

D. The Interdisciplinary Environmental Science and Society Program Coordinator will serve as the Interdisciplinary Environmental Science and Society Steering Committee chair. Both the Interdisciplinary Environmental Science and Society Program Administrator and Interdisciplinary Environmental Science and Society Program Coordinator have authority to call meetings and prepare agenda. Normally, the agenda will be distributed to committee members at least four days in advance of the meeting.

E. Unless modified by bylaws, Robert’s Rules of Order shall provide the guidelines for conducting Interdisciplinary and Environmental Science and Society steering committee meetings.

F. The Interdisciplinary Environmental Science and Society Steering Committee will meet as needed. Special meetings may also be called at the request of any committee member, and must be called if two members request a meeting. In addition, meetings must be called upon the request of five Interdisciplinary Environmental Science and Society Faculty Affiliates of the program. Items will be placed on the agenda at the request of any committee member or affiliate of the program.

G. The responsibilities of the Steering Committee include, but are not limited to, the following:

i. The committee will make recommendations to the Interdisciplinary Environmental Science and Society Faculty Affiliates regarding new Faculty Affiliate status for a faculty member, as well as affiliation of a department. The committee will track faculty affiliation for the purposes of computing quorum at the Interdisciplinary Environmental Science and Society Faculty Meetings. The committee will review affiliation before the first Interdisciplinary Environmental Science and Society Faculty Meeting of the academic year, and remove any Interdisciplinary Environmental Science and Society Faculty Affiliate not reasserting their status by that time. The committee will restore affiliate status to any previous Faculty Affiliate who requests it. The Interdisciplinary Environmental Science and Society Steering Committee will determine the procedures to be followed for applying for, reasserting, and applying for restoration of Interdisciplinary Environmental Science and Society Faculty Affiliate status.
ii. The committee will have the opportunity to make recommendations to the Interdisciplinary Environmental Science and Society Program Coordinator and Interdisciplinary Environmental Science and Society Program Administrator concerning both the size and character of program budget requests, and the distribution and expenditure of moneys awarded to the program.

iii. The committee will review and make oral or written recommendations to the Interdisciplinary Environmental Science and Society Faculty Affiliates or the Interdisciplinary Environmental Science and Society Program Coordinator concerning, but not limited to:

   a. Proposed curricular developments and changes.

   b. New programs.

   c. Requests to departments for coordinated course scheduling.

   d. Policies concerning participation in distance learning, continuing education courses, off-campus programs, and all courses accepted in the Interdisciplinary Environmental Science and Society Programs.

H. The members of the steering committee will elect with a majority vote a secretary. The secretary will keep minutes of the committee meetings that will be kept on file by the current Interdisciplinary Environmental Science and Society Program Coordinator.

I. The Interdisciplinary Environmental Science and Society Steering Committee, including the Interdisciplinary Environmental Science and Society Program Coordinator and Interdisciplinary Environmental Science and Society Program administrator may appoint ad hoc committees for any purpose.

VI. Program Coordinator

A. The Interdisciplinary Environmental Science and Society Program Coordinator is an Interdisciplinary Environmental Science and Society Faculty Affiliate recommended by the Interdisciplinary Environmental Science and Society steering committee and elected by the Interdisciplinary Environmental Science and Society faculty affiliates. This person may not also be the representative of their department to the Interdisciplinary Environmental Science and Society Steering Committee if an affiliated department has more than one Interdisciplinary Environmental Science and Society Faculty Affiliate.

B. The Interdisciplinary Environmental Science and Society Program Coordinator is responsible for reporting issues related to the Interdisciplinary Environmental Science and Society Program to the Interdisciplinary Environmental Science and Society Program Administrator.

C. Appointment of the Interdisciplinary Environmental Science and Society Program Coordinator

   i. The Interdisciplinary Environmental Science and Society Steering Committee will provide a recommendation of the Interdisciplinary Environmental Science and Society Program Coordinator to the Interdisciplinary Environmental Science and Society faculty affiliates.
ii. The Interdisciplinary Environmental Science and Society Faculty Affiliates will then vote on the appointment of the Interdisciplinary Environmental Science and Society program coordinator as specified in the section on the Interdisciplinary Environmental Science and Society Faculty Meeting in section III.

iii. The term of the Interdisciplinary Environmental Science and Society Program Coordinator will be two years, with no limit on reappointment.

iv. The Interdisciplinary Environmental Science and Society Steering Committee will provide a recommendation regarding the reappointment of the Interdisciplinary Environmental Science and Society Program Coordinator to the Interdisciplinary Environmental Science and Society faculty affiliates.

D. The responsibilities of the Interdisciplinary Environmental Science and Society Program Coordinator include, but are not limited to, the following:

i. The Program Coordinator will chair the Interdisciplinary Environmental Science and Society Faculty Meeting. The Program Coordinator will have the authority to call meetings and prepare agenda.

ii. The Program Coordinator shall bring curricular changes within the concentrations of the Interdisciplinary Environmental Science and Society program to the appropriate department affiliates. Changes to the Environmental Science concentration must first be approved by each of the science affiliated departments (initially Biology, Chemistry, Geography and Geology, and Mathematics). Changes to the Environment and Society concentration must first be approved by each of the non-science affiliated departments (initially Geography and Geology, History and Philosophy, Political Science). Changes to the core, including interdisciplinary courses housed under the College of Arts and Sciences, or to the entire program must first be approved by all department affiliates. The program coordinator can assume that any department that provides no input within 25 Fall or Winter academic days (when classes are in session, Monday through Friday) of receiving a request to approve a change, approves the change.

iii. The Program Coordinator will determine both the size and character of program budget requests, and the distribution and expenditure of moneys awarded to the program.
VII. Courses included within Interdisciplinary Environmental Science and Society curricula that are affiliated with a particular department, as indicated by the course prefix, shall remain under the sole control of the host department. Although input from the Interdisciplinary Environmental Science and Society program may be considered, it will not be controlling as to issues concerning course staffing and course revision.

VIII. Procedure for Amending this Document

A. Motions to amend this document must be made by signed petition of five Interdisciplinary Environmental Science and Society Faculty Affiliates presented at an Interdisciplinary Environmental Science and Society Faculty Meeting. The motion must be tabled, and voted on at either the next Interdisciplinary Environmental Science and Society Faculty Meeting, or by Special Vote provided no less than two weeks of electronic discussion of the changes are allowed before the vote is taken.

B. On approval by the Interdisciplinary Environmental Science and Society Faculty Affiliates, the amended document will be submitted to the appropriate AAUP and EMU bodies for approval according to the procedures specified in the Faculty Participation in Governance Article (Article XIII) of the Collective Bargaining Agreement.

IX. This document shall not serve to alter, modify or otherwise supersede any provision of the EMU-AAUP Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors nor shall any provision therein detract from any right(s) or function(s) retained by or granted EMU or EMU-AAUP through the parties' Agreement.
Dear Professor Thomas Kovacs:

I am pleased to write a letter in support of the Environmental Studies program. This really does look like an exciting opportunity for Eastern Michigan University.

Please be assured that the Department of Mathematics will work closely with you as far as scheduling MATH 170: Elementary Statistics. We are confident that we can meet the demand for this course and offer any additional sections for students in this program. We look forward to working with you on this.

Let me know if I can be of further assistance.

Sincerely,

Carla Tayeh
Interim Department Head
To: whom it may concern:

Re: Proposed Creation of a program in *Environmental Science*

Date: October 22, 2010

The proposal for the creation of a program in Environmental Studies/Science was reviewed by the Chemistry Department’s Instruction Committee. They had significant input into the Chemistry track for the program. This input was all incorporated into the program; the Committee recommended approval of the revised program; and the revised program was presented to the Chemistry Department Faculty on October 8, 2010. After discussion of the proposed program, the department faculty approved two motions. (1) By a vote of 19-0, a motion was approved that the program name must clearly specify that it is a degree in Environmental Science (and that the Chemistry track be specifically identified as the concentration for those students following that track. Hence, the ideal choice would be a major in Environmental Science with a concentration in Chemistry). (2) By a vote of 19-0-1, a motion passed stating approval for the proposed content of the program (and the Chemistry track in particular). It was understood that minor changes in some of the proposed tracks may still occur. There was substantial concern expressed that there was no definite structure in place for how the program would be administered. The department would like the opportunity for input on the administrative structure once a model has been developed. I am in agreement with the faculty recommendations.

If there are any questions, please let me know.

Ross Nord, Ph.D.
Professor and Head
Department of Chemistry
TO: Jack Kay, Provost and Executive Vice President  
Tom Venner, Dean of the College of Arts & Sciences
FROM: Marianne Laporte, Head of the Department of Biology
RE: Support for Proposed Program in Interdisciplinary Environmental Sciences & Society
DATE: October 28, 2010

I am writing to express the support of the Biology Department for the proposed new undergraduate program in Interdisciplinary Environmental Sciences & Society. The proposal was reviewed by our curriculum committee and presented to the faculty on October 15, 2010. The proposal was approved by a vote of 11 for - 0 against - 3 abstentions with the caveat that we may want to consider adding additional biology electives to our sub-track either prior to its final approval or by way of a program change at a later date. The faculty understand that the other tracks may undergo minor changes as well. We understand that the administrative structure of the program is still under discussion and would like to be involved in those discussions as they occur. I agree with the recommendations of the faculty. The Biology Department is looking forward to participating in this exciting new program. Please let me know if you need any additional information.
DATE: October 28, 2010

TO: curriculum reviewers

FROM: Arnold Fleischmann
Department Head, Political Science

RE: proposed Environmental Studies Program

I am writing to add our department's support to the Environmental Studies proposal. Two of our faculty (Professors Longworth and Rosenfeld) participated in developing the proposal.

We are prepared to participate in the team-taught introductory course and ENVI 300. Within the "Environment and Society" track, the required PLSC 381 is offered every fall. The electives in that track are offered regularly. During this academic year, for instance, PLSC 336 and 342 are offered in the fall, and PLSC 435 is scheduled for winter.

The proposal was reviewed by our Instructional Committee, which received feedback after the proposal was vetted electronically with our faculty following their October meeting. The committee and our faculty are enthusiastic about this proposal, and I am pleased to lend our support to this effort.
MEMORANDUM

TO: College of Arts and Sciences FAC
FROM: Anne L. Balazs, Ph.D., Head, Department of Marketing
RE: Support of LAW 456
DATE: November 4, 2010

I am writing in support of including Law 456-Environmental Law as a required course in the Environment and Society track of the newly proposed interdisciplinary program in Environmental Science and Society. I understand the proposal will be reviewed by the College of Arts and Sciences FAC soon.

The Department of Marketing (and Law) has been instrumental in providing innovative course work to several interdisciplinary programs on campus. With respect to the Law curriculum, courses in Employment Law, Sports Law, International Business Law, Legal Environment of Nonprofit Organizations, and Law for Financial Professionals all support non-COB majors on EMU’s campus. Our faculty has been especially creative and cooperative in scheduling and delivering the courses required (and deemed valuable) by other areas.

Environmental Law (Law 456) was developed by Daryl Barton and was taught most recently last Spring in an online format. It attracted students from the College of Arts and Sciences, the College of Technology and the College of Business. I can assure you that it has widespread appeal and will be an outstanding addition to your program. I sincerely hope you agree that this course is an important component of the new major. Feel free to contact me with any questions.

cc: Daryl Barton, Associate Professor, Law
Dr. Ulrich G. Reinhardt, Associate Professor, Biology
Dr. Tom Kovacs, Associate Professor, Geography and Geology
Greetings,

On behalf of both of the History and Philosophy instruction committees in my department, I am please to endorse our department's participation in the proposed Environmental Studies Program. Both committees unanimously support the proposed program.

Thank you for this initiative, and please forward this endorsement to any appropriate recipients.

Sincerely,
Kate Mehuron

Department Head
History and Philosophy
Eastern Michigan University
To: Dean Tom Venner  
Re: Proposed Creation of the Interdisciplinary Environmental Science and Society program  
Date: November 5, 2010

I am writing to express the support of the Geography and Geology Department for the proposed new undergraduate program in Interdisciplinary Environmental Science & Society. Several faculty members in the department had significant input throughout the development of the entire program. The proposal was reviewed by our curriculum committee and presented to the faculty on November 5, 2010. The proposal was approved by a vote of 12 for, 5 against, and 0 abstentions. The concerns against the program largely focused on the large size and complexity of the program. However, most faculty felt that the concerns were minor and that the program will evolve and improve with time. The Geography and Geology Department is looking forward to participating in this exciting new program and we feel that this program will be a real asset to Eastern Michigan University. Please let me know if you need any additional information.

Richard Sambrook  
Professor and Head  
Department of Geography and Geology
November 1, 2010

Dr. Richard Sambrook  
Eastern Michigan University  
Department of Geography and Geology  
205 Strong Hall  
Ypsilanti, Michigan 48197

Dear Dr. Sambrook:

SUBJECT: Interdisciplinary Environmental Science and Society Program Proposal

I have reviewed the Interdisciplinary Environmental Science and Society Program Executive Summary. I am also familiar with the curriculum in the Department of Geography and Geology at Eastern Michigan University (EMU). Since there is a growing public concern worldwide regarding changes to the Earth's environment and the human impact to the environment, I anticipate a growing need for education in Environmental Science. Eastern Michigan University is uniquely positioned to provide this Interdisciplinary Environmental Science and Society curriculum with the combination of geography, geology, atmospheric, biology, chemistry, and hydrology programs in existence today. Students from this program would qualify for employment with the Michigan Department of Natural Resources and Environment as Environmental Quality Analysts. I also anticipate a growing need in the future for employees with this background in industry and environmental protection consulting firms.

If you have any questions, please contact me at DNRE-ERMD, Jackson State Office Building, 301 East Louis Glick Highway, Jackson, Michigan 49201; by telephone at the number below; or by e-mail at beanl@michigan.gov.

Sincerely,

Lawrence L. Bean
Jackson District Supervisor  
Environmental Resource Management Division  
517-780-7920

cc: Dr. Steve LoDuca, EMU, Geography and Geology
SECTION: 16  
DATE: September 20, 2011  

BOARD OF REGENTS  
EASTERN MICHIGAN UNIVERSITY  

RECOMMENDATION  

BOARD POLICIES RECOMMENDED FOR APPROVAL  

ACTION REQUESTED  

It is recommended that the Board of Regents approve the Policy Revisions regarding Grading and Academic Probation effective Fall 2012. (See attached revision).  

SUMMARY  

The purpose of these policy revisions is to make changes to Grading and Academic Probation Policies that are a departure from current practice. This will require changes in several Banner modules to take effect in Fall 2012 with the 2012 catalogs.  

Changing the "E" grade to "F" which was recommended by students and was approved by the Faculty Senate. It would require editing all board policies and other material to replace mentions of the grade "E" with "F"  

It is recommended that the Academic Probation Policy align with financial aid probation by setting standards for course completion rate as well as cumulative grade point average. The attached proposed changes would be inserted into Policy 6.2.1. The proposed policies are shown in blue type. The definition of Course Completion Rate would be inserted in an appropriate place in the revised Policy Chapter 6.2.1.3, and the Academic Probation and Dismissal language would replace the corresponding Chapter 6.2.1.6 in Policy 6.2.1.  

FISCAL IMPLICATIONS  

There are no direct fiscal implications.  

ADMINISTRATIVE RECOMMENDATION  

The proposed Board action has been reviewed and is recommended for Board approval.  

University Executive Officer  

Date  

8/30/2011
Changes Proposed to the Academic Probation Policy – to be effective in Fall 2012

First add the following definition to section 6.2.1.3 Undergraduate Grades and Academic Progress:

**COURSE COMPLETION RATE**
The EMU Course Completion Rate is determined by dividing the hours passed at EMU by the hours attempted at EMU.

(suggest placing it after AUDITING COURSES and before PROGRESS REPORTS)

CHAPTER 6.2.1.6 issue: Undergraduate Academic Standing

**ACADEMIC PROBATION AND DISMISSAL**
An undergraduate student is placed on academic probation when his/her cumulative grade point average at EMU is less than 2.00 (a "C" average), or his/her EMU course completion rate is less than 0.67. The University will officially notify students when they are placed on academic probation, however, placement on academic probation is automatic and applies even if the student states that official notification of such probation has not been received from the University.

The University’s action of placing a student on academic probation should make the student aware that satisfactory progress is not being made toward completing degree requirements. The student should also realize the need to take steps, such as seeking additional help and advice, to improve the quality of his/her academic performance.

A student will be removed from academic probation only when his/her cumulative grade point average at EMU is at least 2.00 (a "C" average) AND cumulative completion rate at EMU is at least 0.67.

Within the first thirty days of a semester -and preferably within the first week of a semester -the student on academic probation is required to have a conference with his assigned academic adviser to review the student's program of classes and his/her plans for the semester. Further conferences may be required, or the student's academic course load may be restricted, or the student may be informed of special conditions stipulated by a designated academic review committee to help ensure satisfactory progress toward graduation.
Students on academic probation who fail to achieve a grade point average of at least 2.00 ("C" average) and cumulative course completion rate of at least 0.67 in each term of enrollment at EMU while on probation will be subject to dismissal for academic reasons.

A student who fails to return to good standing after one enrollment period on academic probation will be required to follow an academic plan with benchmarks, designed to return him/her to good standing within a specified number of terms of enrollment.

A student on academic probation with an academic plan will allowed to continue only if he/she meets the plan benchmarks; those who fail to meet their benchmarks will be subject to dismissal for academic reasons.

Exceptions to the above policies may be made under the following conditions:

1. A student on academic probation who earns less than the required grade point average of 2.00 ("C" average) or whose course completion rate is less than 0.67 in an enrollment period may be retained on academic probation provided this is the recommended judgment of the designated academic review committee.

2. A student on academic probation with an academic plan who fails to meet a benchmark of the plan will be retained under a revised academic plan only at the discretion of the designated academic review committee.

3. A student on academic probation whose grades for the current enrollment period contain an I or W will be retained only at the discretion of the Academic Standards and Admission Review Committee.

The Provost shall appoint one or more academic review committees to monitor students on academic probation, approve academic plans referenced above, and review students who are subject to dismissal according to this policy.
BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

BOARD POLICIES RECOMMENDED FOR APPROVAL

ACTION REQUESTED

It is recommended that the Board of Regents approve the proposed revision of Board Policy 6.2.1 effective immediately.

SUMMARY

This proposed revision reformats Board of Regents Policy 6.2.1 and aligns it with current practice.

Attached are two documents related to the major revision and reformatting of Policy 6.2.1:

1. Final Version recommended includes Chapter numbers 6.2.1.1, 6.2.1.2, 6.2.1.3, 6.2.1.4, 6.2.1.5, 6.2.1.6, and 6.2.1.7

2. Annotated version of the current policy showing recommended additions, deletions, and changes without reformatting (note that additions appear in red type and deletions are designated by cross-outs.

FISCAL IMPLICATIONS

There are no immediate fiscal implications.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

Date 8/30/2011
ACADEMIC REQUIREMENTS: UNDERGRADUATE COURSES

CHAPTER 6.2.1.1 issue: Undergraduate Classes

Eastern Michigan University has a fundamental commitment to providing a sound undergraduate education that prepares students for informed citizenship, and productive and fulfilling personal and professional lives. Academic courses provide the core of this education. Course grades allow students to monitor their academic progress. Official transcripts and degrees awarded provide accepted validation of academic achievement.

The purpose of this policy is to provide a framework for establishing expectation for the conduct of academic courses and for ensuring the integrity of academic records, and to give direction to the Provost and other academic leaders for the development of more detailed academic policies and procedures.
ABSENCE FROM CLASS

Students: Regular class attendance and active participation in classes are important elements in the learning process. Students are at the University primarily for the sake of their intellectual growth and development. Attendance and participation provide appropriate opportunities for the evaluation of the student's progress.

Each student is personally responsible for the satisfactory completion of the course work prescribed by his/her instructors. This means specifically that he/she is expected to attend classes regularly, and that he/she is responsible for the work assigned in class, the material covered in class and for participation in class activities (including discussion and listening) designed by the instructor as part of the learning experience. However, physical attendance shall not be the sole criterion for determining the student's course grade.

Faculty: Faculty members should notify their department heads when they are going to be absent from regularly scheduled classes. Written notification of circumstances causing prolonged absences must be sent to the applicable human resources office.

Faculty members are expected to arrange, through their department head, for a qualified substitute when they are absent from class.

DEVIAION FROM CLASS SCHEDULE

Classes may be cancelled by the Office of the President or his/her designee.

Changes: Faculty may not change the assigned time of a class unless the change is approved by the department head and the dean of the college; assigned rooms may be changed only through the established room scheduling procedure approved by the Provost.

At the End of the Semester: Classes are taught through the last day classes for the term as indicated in the University calendar.

Near Holidays: Students are expected to attend all classes, and faculty members are not permitted to cancel classes or excuse students prior to any holiday.

TEXTBOOKS

Subject to the approval of the department head and the dean of the college, wide latitude is accorded the instructor in selecting textbooks. Instructors are responsible for informing the University of their texts and other required course materials so that this information may be made available to students in a timely manner, in compliance with legal requirements.
FACULTY OFFICE HOURS
Faculty members are expected to be available for conferences with students. Instructors should post their office hours on their doors and notify their classes and offices of their department heads of these hours.

FINAL EXAMINATIONS
The responsibility for the evaluation of a student's achievement in a course rests with the instructor of the course.

Whether or not that evaluation shall include a final examination shall be determined by the instructor in line with departmental and university policy.

If a final examination is not given, the scheduled examination period shall be used for other class activity.

If a final examination is given, students shall take the examination with their own class and at the hour indicated on the examination schedule. Failure to take the examination at the scheduled time may result in a grade of "E" except when the requisite conditions for granting an "I" are present.

Students are to take their examinations with their regular classes at hours indicated on the schedule. If the student finds that he/she has three examinations scheduled on one day, he/she may request the instructor of the class having the first examination of the day to arrange for him/her to take the examination at another time. If he/she finds that he/she has four examinations scheduled for one day, he/she may request the instructors of the first two examinations to make arrangements so that he/she has to take no more than two in one day. He/she may appeal to the head of the department in which the course is offered if a satisfactory solution is not reached.

Students who cannot take a final examination at the assigned time because of religious observance are covered under the policy on religious holidays.

Any deviation of the student's examination schedule, other than to limit the exams to two in one day or to observe religious mandates, will be granted only in cases of extreme emergency.
CHAPTER 6.2.1.3  issue: Undergraduate Grades and Academic Progress

CLASSIFICATION
For purposes of determining class levels, the following hours classifications are used:

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 – 24</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25 – 54</td>
</tr>
<tr>
<td>Junior</td>
<td>55 – 84</td>
</tr>
<tr>
<td>Senior</td>
<td>85 or over</td>
</tr>
</tbody>
</table>

GRADES
The grades used by the University with their corresponding values in points are as follows:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
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<td>E</td>
<td>0</td>
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<td>CR</td>
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<td>NC</td>
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<td>S</td>
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<tr>
<td>P</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
</tr>
</tbody>
</table>
Credits earned by student teaching, correspondence, credit/no credit classes or pass-fail options are not accorded grade point values.

Credit for a course in which the grades of "E" or "U" have been received can be earned only by repeating the course.

WITHDRAWALS
The grade of "W" will be assigned only when an official withdrawal has been completed. If a student discontinues attending a class without officially withdrawing from a class, the grade of "E" will be assigned for the course.

INCOMPLETES
An "I" is awarded only when a student's work has been of acceptable quality ("C" or better), but the required amount has not been completed because of illness, necessary absence or other satisfactory reasons. It is never applied to poor work or to nonattendance of class by the student. It is the responsibility of the student to request an incomplete from the instructor prior to submission of grades for the course, and to provide the reason and, if requested, supporting documentation for the request. If the instructor is satisfied that reason and documentation provided are sufficient and that the conditions above are met, he/she should provide a description in writing of the work to be completed and the deadline for completion; copies should be provided to the student and to the department head. The deadline for completion can be no later than one year from the end of the semester in which the course was taught.

An "IP" ("In Progress") is assigned to all students in a course or section that continues past the end of the semester. This grade does not apply to independent/directed studies courses or to individual students seeking an incomplete (I) grade. Once assigned, the "IP" has the same effect and is subject to the same rules and deadlines as the "I".

An "I" grade must be removed within one calendar year from the end of the semester or session in which that grade was given. The time for removal of an "I" may be extended upon written recommendation of the instructor and approval by the dean of the college. Such extension will be granted only under unusual circumstances. The initiative for conversion of an 'I' grade to a letter grade rests with the student. However, the instructor may submit a change of grade without further notification if the student has not completed the required work by the deadline specified by the instructor.

When a letter grade (excluding "I" for incomplete or "IP" for in progress) is posted to a student's transcript it will be considered final unless an error in calculating the grade is discovered. Permitting a student to submit missing work or extra credit to improve a grade is not an acceptable reason for changing a grade.

Change from "I" or "IP" do not require department head or dean signatures if submitted within one year of the end of the course. After one year the student must provide an explanation of why the course work could not be completed within one year as required.
by university policy; the extension will be granted only if both the instructor and the dean approve, and both signatures are required to change an “I” or “IP” beyond one year.

**PROCESS AND DEADLINES FOR CHANGING GRADES**

If a calculation or grading error is identified, the instructor must file a grade change form explaining the error. This form requires approval of the department head, and the appropriate dean will review and approve grade changes to ensure consistency with academic policies. All changes in letter grades (excluding “I” or “IP” that are converted within one year) will require the signature of the dean of the college.

Any attempt to change an individual grade or to convert an "I" must be initiated no later than one year following the semester or session in which the grade was given. An extension beyond this limitation may be permitted only by the dean of the college in which the course was taken. Such extensions will be granted only on verifiable evidence of emergency circumstances, such as serious illness or military obligation, which prevented the petitioner from acting during the prescribed period.

All grades are final three years following the end of the close of the term; no grade changes will be made, and “I” and “IP” grades cannot be converted past that point without the approval of the Provost or his/her designee.

**GRADE POINT AVERAGE**

The EMU Grade Point Average is determined by taking the total number of grade point values acquired and dividing by the total number of semester hours taken which carry grade point values. The University may establish rules allowing students to repeat a limited number of courses to exclude earlier grades from the calculation of the EMU grade point average. If students repeat courses outside the limitations of that policy, each attempt and each grade for the course will be included in the calculation.

The Academic Division may establish a policy of grade forgiveness (or “academic bankruptcy”) in some courses for students who return to Eastern Michigan University after an absence of two or more years. The affected courses will remain on the student’s transcript with a designation indicating that this policy has been applied and the grade has been removed from the calculation of the EMU Grade Point Average.

**PASS-FAIL OPTION**

A student may elect to take a course under the Pass/Fail Option for various reasons (e.g. if he/she wishes to experiment in an unfamiliar field without jeopardizing his/her grade point average.) Under these circumstances, the limiting features of the option are as follows:

1. It may be exercised only by juniors and seniors in good standing.
2. It may be applied only to free electives, that is, to courses that are outside the student's major, minor, curriculum or general education requirements.

3. A maximum of six such courses may be applied toward graduation.

4. The student shall indicate his/her intention to take a course under the Pass/Fail Option at the time of registration.

5. Students who elect a course on Pass/Fail may cancel the option and accept a letter grade up to the last day of class before the official University scheduled final examinations.

6. The instructor will not be notified of the student’s election of this option. The regular letter grade reported by the instructor will be recorded on grade reports and transcripts as follows:
   a. Grades of A, B, C, or D will be converted to S, and shall count as credit toward graduation (if it is at the 100 level or higher).
   b. The grade of E will be converted to U and shall not count toward graduation.

7. A course taken under this option shall not be used in any way in the computation of the student's grade point average. Thus a Pass/Fail-election shall not be approved for a course in which the student previously received a letter grade.

AUDITING OF COURSES

A student may be permitted to enroll in a course as an auditor, that is, one who merely attends class to "hear" or visit. No credit is awarded for an audit.

Subject to the approval of the head of the department offering the course, students wishing to audit a course must register for it just as for any other class, and then also turn in at registration a "permission to audit" card with the required approval.

The student's intention to audit a course rather than to take it for credit must be established at the time of registration. Shifting from credit to audit or from audit to credit is not permitted after the last day that classes may be added or sections changed.

Tuition and fees for enrolling in courses for audit are the same as for enrolling in courses for credit.
Under provisions of the University staff benefits program, full-time staff, faculty, and faculty spouses may "audit" classes without regular registration by completing an approval process initiated at the Staff Benefits Office.

Except for a staff benefits audit, no person is allowed to attend class unless officially registered on a credit or audit basis with appropriate fees paid.

PROGRESS REPORTS
Instructors should submit officially requested student progress reports in a timely manner to facilitate student support services and compliance with regulations.
CHAPTER 6.2.1.4  issue: Undergraduate Drops and Withdrawals from Courses

DROPS AND WITHDRAWALS FROM COURSES
Drops and/or withdrawals from courses are permitted according to the following schedule for regular academic (fall and winter) semesters*:

First Eight Days

Any change in the student's enrollment occurring during this period is accomplished through the regular registration adjustment system. Such changes are not recorded in the student's academic transcript.

Ninth Day through Tenth Week

All student-initiated withdrawals are accepted automatically and recorded as "W" grades during this period. These withdrawals may be processed through the registration system or by submitting a withdrawal form to the Office of Records and Registration.

After Tenth Week – Until Last Day of Classes Preceding Final Exam Period

During this period, withdrawals are not automatically granted. An Administrative/Late Withdrawal (resulting in a "W" grade) may be granted only if students have specific extenuating circumstances that clearly prevent them from completing the course(s) in which they are enrolled and which prevented them from withdrawing by the tenth week of the course. Students must provide original, verifiable documentation of these circumstances along with their request to withdraw.

The decision on awarding the "W" will be made by the Provost or his/her designee. Students should not stop attending class until they have received official notice that their requested withdrawal has been approved. If the application for administrative/late withdrawal is denied and the student fails to complete the work of the course successfully, an appropriate grade (reflecting any incomplete work and/or absences from class) will be recorded by the instructor.

*Appropriate dates for spring and summer semesters, and other special terms will be publically posted and available to students.

Additional Notes

When withdrawal from the class brings the student's academic load below the minimum number of hours necessary to qualify as a full-time student for University housing, scholarship aid, student loans, or any other benefit he or she enjoys for which academic enrollment was a prerequisite, the University may at its option take any or all of the following steps:

1. Deny permission to withdraw
2. Cancel the benefits as of that date
3. Declare the student ineligible for present and/or any future benefits of a similar nature
4. Deny permission to reenroll in subsequent semesters.

Withdrawal from the student’s last/only enrolled course must be submitted to the Office of Records and Registration and cannot be accomplished through the online registration system.

The Provost shall be responsible for establishing and making publically available procedures to support this policy. The Provost and Registrar shall be jointly responsible to establish specific deadlines for regular and non-traditional terms and to make these dates publically available to students in a timely fashion.
CHAPTER 6.2.1.5 issue: Undergraduate Total Withdrawals from all Courses

TOTAL WITHDRAWALS FROM THE UNIVERSITY

An undergraduate student who finds it necessary to withdraw from all classes (withdrawal from the University) for a given session is required to do so through the Office of Records & Registration. A student who is unable to accomplish the withdrawal in person may do so by a written request mailed to the Office of Records & Registration. The request should indicate reason for the requested withdrawal, and any tuition adjustment will be based on postmark date of that communication.

The Eastern Michigan University shall publish in advance of each session exact dates and deadlines for withdrawal requests and related tuition credit adjustment that will be provided.

Retroactive Withdrawal: The University recognizes that unexpected circumstances arise making it necessary for a student to initiate a request for a withdrawal after the completion of classes for a term. Normally, a retroactive withdrawal will only be considered for the preceding term.

Retroactive withdrawals may be granted for either one or both of the following reasons:

1. Administrative: through an administrative problem or error, the student received an “E” grade.

2. Mental or physical stress: subsequent to awarding of term grades, the student claims that severe physical or psychological stress was present during the semester. Original documentation of the circumstances and of the reasons for delay in seeking the withdrawal must be presented by or on behalf of the student and a consultation with the student may be required. In this case, the decision will affect all the classes the student was registered for during the term in question.

In all cases, the student must initiate the request for retroactive withdrawal. The Provost shall be responsible for establishing and disseminating criteria and the review procedures for these requests.

A student with an approved retroactive withdrawal does not automatically receive any consideration for tuition refund and grades of “W” will be posted on his/her official transcript.

These procedures also apply for Spring and Summer sessions. Eastern Michigan University will publish exact withdrawal dates for each semester in advance of each session.

READMISSION AFTER PROLONGED ABSENCE
Re-enrolling and Readmission: Students whose transcripts show no active enrollment for eight consecutive semesters (two full years) must reapply and be accepted for admission before enrolling again. A student who withdraws from all courses with “W” grades on the transcript is counted as enrolled for that semester. A student who drops all courses in a semester, removing them from the transcript, is not counted as enrolled for that semester.
ACADEMIC PROBATION AND DISMISSAL

An undergraduate student is placed on academic probation when his/her cumulative grade point average at EMU is less than 2.00 (a "C" average). Placement on academic probation is automatic and applies even if the student states that official notification of such probation has not been received from the University.

The University's action of placing a student on academic probation should make the student aware that satisfactory progress is not being made toward completing degree requirements. The student should also realize the need to take steps, such as seeking additional help and advice, to improve the quality of his/her academic performance.

A student will be removed from academic probation only when his/her cumulative grade point average at EMU is at least 2.00 (a "C" average).

Within the first thirty days of a semester—and preferably within the first week of a semester—the student on academic probation is required to have a conference with his assigned academic adviser to review the student's program of classes and his/her plans for the semester. Further conferences may be required, or the student's academic course load may be restricted, or the student may be informed of special conditions stipulated by a designated academic review committee to help ensure satisfactory progress toward graduation.

Students on academic probation who fail to achieve a grade point average of at least 2.00 ("C" average) in each term of enrollment at EMU while on probation will be subject to dismissal for academic reasons.

Exceptions to the above policies may be made under the following conditions:

1. A student on academic probation who earns less than the required grade point average of 2.00 ("C" average) in an enrollment period may be retained on academic probation provided this is the recommended judgment of the designated academic review committee.

2. A student on academic probation, whose grades for the current enrollment period contain an I will be retained only at the discretion of the designated academic review committee.

READMISSION

A student is academically dismissed will normally not be eligible for reinstatement for one calendar year following the dismissal. Readmission is not automatic; an application for readmission must be submitted along with supporting documentation. A readmission interview will normally be required.
The student applying for readmission will be required to support his or her eligibility for readmission through:

1. Documentation of his or her activities during the dismissal period which relate to the reasons for dismissal and which support his or her readiness to resume his or her academic career at Eastern Michigan University.

2. Earning a minimum grade point average of 2.00 ("C" average) if courses are taken at other accredited collegiate institutions.

A student who is readmitted and is dismissed a second time normally will not be readmitted again.
ACADEMIC DISTINCTION
Students who graduate with exemplary cumulative EMU Grade Point Averages will be recognized for academic distinction as follows:

- Summa Cum Laude - EMU GPA in the range 3.90 to 4.00
- Magna Cum Laude - EMU GPA in the range 3.70 to 3.89
- Cum Laude - EMU GPA in the range 3.50 to 3.69

The designation will be noted on the student’s transcript and on his or her diploma.
Eastern Michigan University has a fundamental commitment to providing a sound undergraduate education that prepares students for informed citizenship, and productive and fulfilling personal and professional lives. Academic courses provide the core of this education. Course grades allow students to monitor their academic progress. Official transcripts and degrees awarded provide accepted validation of academic achievement.

The purpose of this policy is to provide a framework for establishing expectation for the conduct of academic courses and for ensuring the integrity of academic records, and to give direction to the Provost and other academic leaders for the development of more detailed academic policies and procedures.

ATTENDANCE AND CLASS SCHEDULES

Students: Regular class attendance and active participation in classes are important elements in the learning process. Students are at the University primarily for the sake of their intellectual growth and development. Attendance and participation provide appropriate opportunities for the evaluation of the student's progress.

Each student is personally responsible for the satisfactory completion of the course work prescribed by his/her instructors. This means specifically that he/she is expected to attend classes regularly, and that he/she is responsible for the work assigned in class, the material covered in class and for participation in class activities (including discussion and listening) designed by the instructor as part of the learning experience. However, physical attendance shall not be the sole criterion for determining the student's course grade.

Faculty: Faculty members should notify their department heads when they are going to be absent from regularly scheduled classes. Written notification of circumstances causing prolonged absences should be sent to the dean of the college. Classes may be cancelled by the Office of the President or his/her designee through the Office of the Provost and Vice-President for Academic Affairs. Off-campus classes are cancelled only by the dean of continuing education.

Changes: Faculty may not change the assigned time or room of a class printed in the University Class Schedule unless the change is approved by the department head and the dean of the college.
At the End of the Semester: Classes are taught through the last teaching day of the semester classes for the term as indicated in the University calendar.

Near Holidays: Students are expected to attend all classes, and faculty members are not permitted to cancel classes or excuse students prior to any holiday.

Lists: Class enrollment lists are given to instructors during the beginning of the semester. Instructors should refuse admittance to students who are not on the list or who have not presented an official late registration "add slip."

Schedules: The schedule of classes prepared by each department head is sent to the vice-president for academic affairs through the dean of the college. The schedule is printed prior to registration each semester.

Time: Classes are usually 50 minutes, beginning on the hour and ending ten minutes before the next hour. Evening and summer session classes are scheduled differently.

STUDENT REPORT OF ILLNESS

Excuses for students missing individual classes are not provided by the student Health Center in accord with the University absence policy.

The Student Health Center will provide absence slips to patients admitted into the infirmary or who have been under care for a long-term illness. When seen in the Health Center, confirmation of a student’s illness (of less than a week) resulting in absences also will be available to faculty upon request.

CREDITS

The unit of work is the "semester hour." A semester hour is the credit granted in a course meeting once a week for one semester.

THE STANDARD COURSE LOAD

The standard course load is 15 to 16 hours per semester. During the seven and one-half week spring and summer sessions, the standard load is six to eight hours; the standard load in the six week session of summer school is five to six hours. First semester freshmen may not take more than the full-time academic load without special permission from the Academic Services Center. Students on academic probation may not take more than the full-time academic load. No credit will be given for work in courses not officially enrolled in or approved. In computing the standard course load, activity hours in physical education are not counted.

Pass-Fail semester hours are counted in the total course load.

DROPS AND WITHDRAWALS FROM CLASS COURSES

(Time-periods to be adjusted for shorter academic sessions.)

Drops and/or withdrawals from courses are permitted according to the following schedule for regular academic (fall and winter) semesters*:
First Three Weeks: Eight Days

Any change in the student's program enrollment occurring during this period is accomplished through the Office of the Director of Registration as a part of the regular registration adjustment process system. Such changes are not recorded in the student's academic record transcript.

Fourth Ninth Day through Tenth Week

All student-initiated withdrawals are accepted automatically and recorded as "W" grades during this period. The instructor's signature must be secured on the withdrawal form as evidence that the instructor and the student have discussed the contemplated action, including possible alternatives and consequences. These withdrawals may be processed through the registration system or by submitting a withdrawal form to the Office of Records and Registration.

After Tenth Week – Until Beginning of Last Day of Classes Preceding Final Exam Period

A "W" may be granted during this period to students under either of the following conditions:

1. The student's work in the course at the time of withdrawal request is A, B, or C.
2. Unexpected emergency circumstances, which have arisen after the tenth week of the semester, prevent the student from completing the work of the course. These circumstances must be specific and verifiable.

During this period, withdrawals are not automatically granted. An Administrative/Late Withdrawal (resulting in a "W" grade) may be granted only if students have specific extenuating circumstances that clearly prevent them from completing the course(s) in which they are enrolled and which prevented them from withdrawing by the tenth week of the course. Students must provide original, verifiable documentation of these circumstances along with their request to withdraw.

The decision on awarding the "W" will be made by the director of the Academic Services Center or the director's Provost or his/her designee, based upon academic standing at the time of application for the "W", and conferences with the student. Students should not stop attending class until they have received official notice that their requested withdrawal has been approved.

If the application for administrative/late withdrawal is denied and the student fails to complete the work of the course successfully, a grade of "E" an appropriate grade (reflecting any incomplete work and/or absences from class) will be recorded by the instructor.

Notes on Procedure: Additional Notes

For the fourth through the tenth week, a withdrawal form may be secured from the Academic Services Center, or from the office of any academic department. This form, with the instructor's signature, is submitted to the Academic Services Center for official processing.
After the tenth week, the withdrawal request must be initiated at the Academic Services Center. The decision made on the request will be communicated in writing both to the student and to the instructor in question.

Students should not stop attending class until they have received official notice that their requested withdrawal has been approved. If students discontinue attending a class without officially withdrawing from the class and do not take the final examination, University policy requires that the instructor issue a grade of "E" for the course.

When withdrawal form from the class brings the student’s academic load below the minimum number of hours necessary to qualify as a full-time student for University housing, scholarship aid, student loans, or any other benefit he or she enjoys for which academic enrollment was a prerequisite, the University may at its option take any or all of the following steps:

1. Deny permission to withdraw
2. Cancel the benefits as of that date
3. Declare the student ineligible for present and/or any future benefits of a similar nature
4. Deny permission to reenroll in subsequent semesters.

Withdrawal from the student’s last/only enrolled course must be submitted to the Office of Records and Registration and cannot be accomplished through the online registration system.

Comment
Please note that in this policy the faculty has indicated that the instructor does sign the withdrawal form, but that his or her signature does not show that the instructor necessarily approves, disapproves, or supports the withdrawal. The instructor signs before the end of the tenth week to show that there has been an opportunity to discuss with the student the advisability or implication of the withdrawal. After the tenth week, the instructor must sign the form and provide the information as to the quality of the student’s work at this point.

*Appropriate dates for spring and summer semesters, and other special terms will be publicly posted and available to students.

The Provost shall be responsible for establishing and making publically available procedures to support this policy.

GRADES

The grades used by the University with their corresponding values in points are as follows:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Credits earned by student teaching, correspondence, credit/no credit classes, physical-education activity-classes or pass-fail options are not accorded honor-point grade point values.

An "I" is awarded only when a student's work has been of acceptable quality ("C" or better), but the required amount has not been completed because of illness, necessary absence or other satisfactory reasons. It is never applied to poor work or to nonattendance of class by the student. It means that the student has informed the instructor of the reason for the requested incomplete, and the instructor has agreed to the request. It is the responsibility of the student to request an incomplete from the instructor prior to submission of grades for the course, and to provide the reason and, if requested, supporting documentation for the request. If the instructor is satisfied that reason and documentation provided are sufficient and that the conditions above are met, he/she should provide a description in writing of the work to be completed and the deadline for completion; copies should be provided to the student and to the department head. The deadline for completion can be no later than one year from the end of the semester in which the course was taught.

An "IP" may be assigned for work in progress to all students in a course scheduled to continue across a change of academic terms if that grading option was established when the course was scheduled. The expectation is that the students will finish all coursework by the scheduled conclusion of the course. Once given, an "IP" has the same effect as an "I" and is subject to the same rules.

An "I" grade must be removed within one calendar year from the end of the semester or session in which that grade was given. The time for removal of an "I" may be extended upon written recommendation of the instructor and approval by the dean of the college. Such extension will be granted only under unusual circumstances. The initiative for conversion of an "I" grade to a letter grade rests with the student, but the instructor may submit a change of grade without further notification if the student has not completed the required work by the specified deadline.
converted to a grade by the end of the one-year period, the "I" will remain as a permanent part of the student's academic record. This policy concerning "I"s became effective April 19, 1975.

When a letter grade (excluding "I" for incomplete or "IP" for in progress) is posted to a student's transcript it will be considered final unless an error in calculating the grade is discovered. Permitting a student to submit missing work or extra credit to improve a grade is not an acceptable reason for changing a grade.

Change from "I" or "IP" do not require department head or dean signatures if submitted within one year of the end of the course. After one year the student must provide an explanation of why the course work could not be completed within one year as required by university policy; the extension will be granted only if both the instructor and the dean approve, and both signatures are required to change an "I" or "IP" beyond one year.

The grade of "W" will be assigned only when an official withdrawal has been completed. If a student discontinues attending a class without officially withdrawing from a class, the grade of "F" will be assigned for the course.

Credit for a course in which the grades of "E" or "U" have been received can be earned only by repeating the course.

If a calculation or grading error is identified, the instructor must file a grade change form explaining the error. This form requires approval of the department head, and the appropriate dean will review and approve grade changes to ensure consistency with academic policies. All changes in letter grades (excluding "I" or "IP" that are converted within one year) will require the signature of the dean of the college.

Any attempt to change an individual grade or to convert an "I" must be initiated no later than the end of the eighth week of the next regular semester (fall or winter) following the one year following the semester or session in which the grade was given. For instructor requested changes, this means that the appropriate form has been submitted to the department head. For student appeals, it means that the instructor has refused to make a change, and the issue has been formally turned over to the departmental grievance board. An extension beyond this limitation may be permitted only by the dean of the college in which the course was taken. Such extensions will be granted only on verifiable evidence of emergency circumstances, such as serious illness or military obligation, which prevented the petitioner from acting during the prescribed period.

All grades are final three years following the end of the close of the term; no grade changes will be made, and "I" and "IP" grades cannot be converted past that point without the approval of the Provost or his/her designee.

Note that the grade of "I" is covered by a separate set of requirements.

PASS-FAIL OPTION

A student may elect to take a course under the Pass/Fail Option for various reasons (e.g. if he/she wishes to experiment in an unfamiliar field without jeopardizing his/her grade point average.) Under these circumstances, the limiting features of the option are as follows:

1. It may be exercised only by juniors and seniors in good standing.
2. It may be applied only to free electives, that is, to courses which are outside the student's major, minor, curriculum or basic-studies general education requirements.

3. A maximum of six such courses may be applied toward graduation.

4. The student shall indicate his/her intention to take a course under the Pass/Fail Option at the time of registration. This decision becomes binding at the end of the period for dropping classes (three weeks during the regular semesters.)

5. Students who elect a course on Pass/Fail may cancel the option and accept a letter grade up to the last day of class before the official University scheduled final examinations.

6. The instructor will not be notified of the student's election of this option. The regular letter grade reported by the instructor will be recorded on grade reports and transcripts as follows:
   a. Grades of A, B, C, or D will be converted to S, and shall count as credit toward graduation (if it is at the 100 level or higher).
   b. The grade of E will be converted to U and shall not count toward graduation.

7. A course taken under this option shall not be used in any way in the computation of the student's grade point average. Thus a Pass/Fail-election shall not be approved for a course in which the student previously received a letter grade.

Students should be fully aware of the possible implications of this option for acceptance into graduate schools and competition for financial aid there. It has been ascertained that most graduate schools will accept students who have elected to take courses on a Pass/Fail basis, but that if courses taken on this basis are sufficient in number on the transcript, the Graduate School Examination may be utilized to determine the student's acceptability. Graduate schools, in general, do tend to favor those applicants who have good letter grades on their transcripts.

Applications for Pass/Fail and approval can be obtained at the Academic Services Center, 229 Pierce-Hall.

TEXTBOOKS

Subject to the approval of the department head and the dean of the college, a wide latitude is accorded the instructor in selecting textbooks. Instructors are responsible for informing the University of their texts and other required course materials so that this information may be made available to students in a timely manner, in compliance with legal requirements.

PROGRESS REPORTS

Instructors should submit officially requested student progress reports in a timely manner to facilitate student support services and compliance with regulations. Report forms, particularly between the fifth and sixth weeks of instruction, for any student doing failing or sub-standard work during the semester.
FACULTY OFFICE HOURS

Faculty members are expected to be available for conferences with students. Instructors should post their office hours on their doors and notify their classes and offices of their department heads of these hours.

FINAL EXAMINATIONS

The responsibility for the evaluation of a student's achievement in a course rests with the instructor of the course.

Whether or not that evaluation shall include a final examination shall be determined by the instructor in line with departmental and university policy.

If a final examination is not given, the scheduled examination period shall be used for other class activity.

If a final examination is given, students shall take the examination with their own class and at the hour indicated on the examination schedule. Failure to take the examination at the scheduled time will result in a grade of "E" except when the requisite conditions for granting an "I" are present.

Students are to take their examinations with their regular classes at hours indicated on the schedule. If the student finds that he/she has three examinations scheduled on one day, he/she may request the instructor of the class having the first examination of the day to arrange for him/her to take the examination at another time. If he/she finds that he/she has four examinations scheduled for one day, he/she may request the instructors of the first two examinations to make arrangements so that he/she has to take no more than two in one day. He/she may appeal to the head of the department in which the course is offered if a satisfactory solution is not reached.

Students who cannot take a final examination at the assigned time because of religious observance are covered under the policy on religious holidays.

Students who, for religious reasons, find that they are not able to follow the examination schedule should make special arrangements with their instructor. If arrangements are not satisfactory, the student may appeal to the head of the department in which the course is offered.

Any deviation of the student's examination schedule, other than to limit the exams to two in one day or to observe religious mandates, must be approved by both the instructor and the department head, and will be granted only in cases of extreme emergency.

All special examinations must be concluded before the last day of final examinations in order to meet the deadline for turning in grades.

SCHOLARSHIP-INDEX GRADE POINT AVERAGE

The Scholarship-Index EMU Grade Point Average is determined by taking the total number of honor-points grade point values acquired and dividing by the total number of semester hours
taken which carry honor points grade point values. When a course is repeated, each attempt and grade is counted. The University may establish rules allowing students to repeat a limited number of courses to exclude earlier grades from the calculation of the EMU grade point average. If students repeat courses outside the limitations of that policy, each attempt and each grade for the course will be included in the calculation.

The Academic Division may establish a policy of grade forgiveness (or “academic bankruptcy”) in some courses for students who return to Eastern Michigan University after an absence of two or more years. The affected courses will remain on the student’s transcript with a designation indicating that this policy has been applied and the grade has been removed from the calculation of the EMU Grade Point Average.

CLASSIFICATION

For purposes of determining class levels, the following hours classifications are used:

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 - 24</td>
</tr>
<tr>
<td>Sophomore</td>
<td>25 - 54</td>
</tr>
<tr>
<td>Junior</td>
<td>55 - 84</td>
</tr>
<tr>
<td>Senior</td>
<td>85 or over</td>
</tr>
</tbody>
</table>

ACADEMIC DISTINCTION

The term Summa Cum Laude (3.90 - 4.00); Magna Cum Laude (3.70 - 3.89); or Cum Laude (3.50 - 3.69) will appear on the diploma of an individual whose academic record warrants such a level of distinction.

Students who graduate with exemplary cumulative EMU Grade Point Averages will be recognized for academic distinction as follows:

- Summa Cum Laude - EMU GPA in the range 3.90 to 4.00
- Magna Cum Laude - EMU GPA in the range 3.70 to 3.89
- Cum Laude - EMU GPA in the range 3.50 to 3.69

The designation will be noted on the student’s transcript and on his or her diploma.

COURSE COMPLETION RATE

The EMU Course Completion Rate is determined by dividing the hours passed at EMU by the hours attempted at EMU.

ACADEMIC RETENTION AND DISMISSAL
An undergraduate student is placed on academic probation when his/her cumulative grade point average at EMU, or from all college sources, is less than 2.00 (a "C" average), or his/her EMU course completion rate is less than 0.67. Placement on academic probation is automatic and applies even if the student states that official notification of such probation has not been received from the University.

A student's probationary status results from his/her academic record for the semester which has just been completed, viewed in relation to the student's total academic record. (Note that "surplus" grade points from institutions other than EMU cannot be used to reduce a grade point deficit incurred at EMU.)

The University's action of placing a student on academic probation should make the student aware that satisfactory progress is not being made toward completing degree requirements. The student should also realize the need to take steps, such as seeking additional help and advice, to improve the quality of his/her academic performance.

While on academic probation, a student must earn a grade point average of at least 2.00 (a "C" average) in each succeeding period of his/her enrollment (including the spring and the summer session) until probation is removed. This requirement applies regardless of where the academic work is taken.

Academic probation will be removed when a student's cumulative grade point average at EMU and from all college sources is at least 2.00 (a "C" average) AND cumulative completion rate at EMU is at least 0.67.

Within the first thirty days of a semester and preferably within the first week of a semester, the student on academic probation is required to have a conference with his assigned academic adviser to review the student's program of classes and his/her plans for the semester. Further conferences may be required, or the student's academic course load may be restricted, or the student may be informed of special conditions stipulated by the Academic Services Center, acting for the Academic Standards and Admission Review Committee, a designated academic review committee to help ensure satisfactory progress toward graduation.

Students on academic probation who fail to meet the required achievement of a grade point average of at least 2.00 ("C" average) and cumulative course completion rate of at least 0.67 in each enrollment-period term of enrollment at EMU while on probation will be dismissed subject to dismissal for academic reasons.

Students who fail to return to good standing after one enrollment period on academic probation will be required to provide an academic plan with benchmarks that, if followed, will return them to good standing within a specified number of terms of enrollment.

Students who are on probation with an academic plan will be able to continue if they meet their benchmarks; those who fail to meet their benchmarks will be subject to dismissal for academic reasons.

Students not on academic probation whose cumulative grade point deficit at the end of any enrollment period is 13 or more will be dismissed for academic reasons.

Exceptions to the above policies may be made under the following conditions:
1. A student on academic probation who earns less than the required grade point average of 2.00 ("C" average) or whose course completion rate is less than 0.67 in an enrollment period may be retained on academic probation provided this is the recommended judgment of the Academic Standards and Admission Review Committee designated academic review committee.

2. A freshman may, with the approval of the Academic Standards and Admission Review Committee, be permitted two full semesters of enrollment even though the grade point deficit is greater than 13 during the first semester.

3. A student on academic probation, whose grades for the current enrollment period contain an I or W, will be retained only at the discretion of the Academic Standards and Admission Review Committee.

READMISSION

A student is academically dismissed will normally not be eligible for reinstatement for one calendar year following the dismissal, for two successive enrollment periods (one of which must be a full semester), unless unusual or extenuating circumstances exist. Readmission and re-enrollment cannot take place until this time period has elapsed. Readmission is not automatic; an application for readmission must be submitted along with supporting documentation—normally each student must have an A readmission interview will normally be required.

During this period a student may well gain the needed maturity for pursuing a degree through work experience, travel, or course work at other accredited collegiate institutions. The student applying for readmission will be required to support his or her eligibility for readmission through:

1. Documentation of his or her activities during the dismissal period which relate to the reasons for dismissal and which support his or her readiness to resume his or her academic career at Eastern Michigan University.

2. Earning a minimum grade point average of 2.00 ("C" average) if courses are taken at other accredited collegiate institutions.

3. Taking the SAT for re-evaluation in conjunction with the above items if considered necessary by the Academic Services Center.

A student who is readmitted and is dismissed a second time normally will not be readmitted again.

TOTAL WITHDRAWALS FROM THE UNIVERSITY
An undergraduate student who finds it necessary to withdraw from all classes (withdrawal from the University) for a given session does is required to do so through the Office of Records & Registration Office, Briggs Hall. A student who is unable to accomplish the withdrawal in person may do so by a written request addressed to the Office of Records & Registration Office. The request should indicate reason for the requested withdrawal, and any tuition adjustment will be based on postmark date of that communication. The Withdrawal from the University policy is stated below.

1. Students who withdraw during the first seven calendar days of the semester (three calendar days for Spring and Summer) will receive a 100% tuition credit adjustment and no grades will be posted.

2. Students who withdraw during the next fourteen calendar days of the semester (the next four calendar days for Spring and Summer) will receive a 50% tuition credit adjustment and no grades will be posted.

3. Students who withdraw after twenty-one calendar days (seven calendar days for Spring and Summer) through the day prior to the first day of University final examinations will receive no tuition credit adjustment and grades of "W" will be posted.

4. No withdrawal will take place after the University final examination period has begun.

The Eastern Michigan University Class Schedule published shall publish in advance of each session exact dates and deadlines for withdrawal requests and related tuition credit adjustment that will be provided.

A student who has withdrawn from the University during the first twenty-one calendar days and desires to enroll in a subsequent semester or session shall follow the admission procedure for former students (re-enrollment) as described in the University Catalog.

Retroactive Withdrawal: The University recognizes that unexpected circumstances arise making it necessary for a student to initiate a request for a withdrawal after the completion of classes for a term. Normally, a retroactive withdrawal will only be considered for the preceding term. The Retroactive Withdrawal policy is stated below.

Retroactive withdrawals may be granted for either one or both of the following reasons:

1. Administrative: through an administrative problem or error, the student received an "E" or "F" grade.

2. Mental or physical stress: subsequent to awarding of term grades, the student claims that severe physical or psychological stress was present during the semester. Original documentation of the circumstances and of the reasons for delay in seeking the withdrawal must be presented by or on behalf of the student and a consultation with the student may be required. In this case, the decision will affect all the classes the student was registered for during the term in question.
In both all cases, the student must initiate the request in the Academic Services Center for retroactive withdrawal. After reviewing the request, the documented evidence, and possible further consultation, the director, or designee, will recommend action to the vice-president for academic affairs. The Provost shall be responsible for establishing and disseminating criteria and the review procedures for these requests.

The A student with an approved retroactive withdrawal does not automatically receive any consideration for tuition refund and grades of "W" will be posted on his/her official academic record transcript.

These procedures also apply for Spring and Summer sessions. Please refer to current class schedule for the session concerned for Eastern Michigan University will publish exact withdrawal dates for each semester in advance of each session.

Re-enrolling and Readmission: Students whose records show no active enrollment for eight consecutive semesters (two full years) must reapply and be accepted for admission before enrolling again. A student who withdraws from all courses with "W" grades on the transcript is counted as enrolled for that semester. A student who drops all courses, removing them from the transcript, is not counted as enrolled for that semester.

AUDITING OF COURSES

A student may be permitted to enroll in a course as an auditor, that is, one who merely attends class to "hear" or visit. No credit is awarded for an audit.

Subject to the approval of the head of the department offering the course, students wishing to audit a course must register for it just as for any other class, and then also turn in at registration a "permission to audit" card with the required approval.

The student's intention to audit a course rather than to take it for credit must be established at the time of registration. Shifting from credit to audit or from audit to credit is not permitted after the last day that classes may be added or sections changed.

Tuition and fees for enrolling in courses for audit are the same as for enrolling in courses for credit.

Under provisions of the University staff benefits program, full-time staff, faculty, and faculty spouses may "audit" classes without regular registration by completing an approval process initiated at the Staff Benefits Office.

Except for a staff benefits audit, no person is allowed to attend class unless officially registered on a credit or audit basis with appropriate fees paid.
HONORS PROGRAMS/COURSES

Outstanding entering freshmen and other students with excellent records are offered or may request the opportunity to enroll in honors sections of some freshman Basic Studies courses in biology, English composition, literature, history and political science. The courses offer an enriched intellectual experience for the able, interested student. Freshman students who appear qualified for these courses are usually selected before or during the Summer Orientation and Advising Program and have an opportunity to discuss their decision with an adviser. Questions concerning eligibility for these courses may be directed to the Academic Services Center or the department offering the course. These courses and regulations concerning them do not require that students are majoring in the area and are completely separate from departmental honors courses and programs described below.

Honors courses are offered in several departments to qualified seniors specializing in those departments. These courses are geared to encourage creative interest, to promote subject investigation in depth and to permit overviews of subject-matter fields.

To be eligible a student must have completed twenty semester hours of work on his major.

An eligible student should consult with the head of the department, who will cooperate with the student in the preparation of a systematic proposal which must include a statement of the problem, the resources or references to be used, the method by which the problem is to be solved, the amount of time required and the credit to be given. This statement must be filed with and approved by the dean of the college in which the course is taken. The honors course election is limited to two semester hours in anyone semester.

The Department of English Language and Literature offers a special Honors Program for English Majors.

Authority for Creation or Revision
Minutes of the Board of Regents, October 18, 1978; para. .1997M. March 17, 1998; para. .5352M.
RECOMMENDATION

FINANCE AND AUDIT COMMITTEE

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the June 21, 2011 Finance and Audit Committee meeting, the Working Agenda for the September 20, 2011 meeting and the Informational Reports and Financial Updates.

STAFF SUMMARY

June 21, 2011
Regular agenda items discussed at the June 21, 2011 Finance and Audit Committee were Staff Appointments and Staff Separations/Retirements for period April 1, 2011 – May 31, 2011, as well as the Informational Reports and Financial Updates as of April 30, 2011. The Committee also reviewed recommendation to the Board for:

- FY 2011-12 Tuition and Fees
- FY 2011-12 General Fund Operating Budget
- FY 2011-12 Auxiliaries Fund Operating Budget
- FY 2011-12 Capital Budget and three-year Capital plan
- Policy Revision – Parking and Pedestrian Ordinance of 1979
- EMU Foundation report

September 20th Meeting Agenda
Regular agenda items include Staff Appointments and Staff Separations/Retirements for period June 1, 2011 – August 31, 2011, as well as the Informational Reports and Financial Updates as of August 17, 2011. The Committee also will review recommendations to the Board for:

- Contract Extension with CMD Outsourcing Solution Inc. for Financial Aid Call Center Services
- Contract with JP Morgan Chase Bank, NA for Student Banking Services and Campus ATM Locations
- Collective Bargaining Agreement between EMU and the AFSCME Local 3866
- Collective Bargaining Agreement between EMU and the Police Officers Labor Council
- Collective Bargaining Agreement between EMU and the EMU Federation of Teachers

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

Date

University Executive Officer
The meeting was called to order at 3:00 PM by Regent Stapleton.

**REGULAR AGENDA**

Section 24 Recommendation Monthly Reports – Finance and Audit Committee, Informational Reports and Informational Presentations

A motion was made and seconded to accept the minutes from the previous Board of Regents meeting on April 14, 2011.

Grants and Contracts

For the months of March and April, $1.1M in grant and contract awards were received. For the fiscal YTD through April, grant and contract awards totaled $10.4M, a decrease of 24% ($3.2M) compared with the same period a year ago. 82 awards have been received YTD compared with 98 through April last year. While 51% of the YTD awards are federal (42 of 82), they account for 72% of the award dollars. 133 proposals have been submitted YTD through April totaling $27.8M. A year ago, there were 160 proposals submitted through April totaling $64.9M.

Annual Fundraising and Campaign Status (through May 18, 2011)

As of May 18, 2011, YTD fundraising including cash and Gifts-In-Kind totaled $4.3M.

For all of fiscal year 2009-10, $5.4M was raised; fundraising totals for fiscal year 2008-09 were $6.8M (including $2.6M Gifts-In-Kind).

To date, the Campaign total is $42.4M, or 84.8% of the $50M goal.

Information Technology – Strategic Initiatives Progress Report

Information Security – A contract for campus-wide security penetration testing has been signed and a kickoff meeting is forthcoming. In addition, the internal audit on Banner Security is underway.

IT has begun a process to formalize and document a repeatable IT Project Management Methodology. A standardized toolkit has been developed to effectively manage IT projects. Rollout to IT Project Teams is scheduled for early June. Final definition of change and scope will be completed by July 1, with full rollout to begin immediately following.

A survey has been developed to ascertain current and future needs in the areas of reporting, information access, and presentation. A survey will be distributed to faculty and staff in the beginning of the fall 2011 Semester.

Revisions and updates to IT’s Disaster Recovery Plan (DRP) are underway. The planned completion date is September 2011.

EagleMail – a cross-divisional Email Review Committee is working on a full review of e-mail service options available to EMU students, faculty, and staff. The committee has completed an initial survey to measure satisfaction with the current system. The committee will use this assessment to determine our recommendation for the best path forward.

VOIP – Work is underway with the Pray-Harrold project manager to determine the installation timeline.

Installation of new network switch equipment ($3.2M JCOS-approved project) continues as planned.

Balance Sheet (as of April 30, 2011)

Eastern’s cash and investments balance on April 30 was $105M, including $74.1M of normal operating and working capital (equivalent to 85 days cash on hand) and $30.9M remaining in bond proceeds from the $100M
borrowed in June 2009 for the Science Complex and other capital projects. (The bond proceeds are accounted for and managed separately from the University's operating and working capital cash and investments). The University's operating cash and investment balances on April 30, were consistent with budget and reflect Eastern's normal seasonality.

Operating and Working Capital Investment Portfolio
For the first ten months of the fiscal year through April, the University's operating and working capital investment portfolio earned 5.9%. At April 30, Eastern's $74.1M investment portfolio consisted of $47.4M in the Long Term Pool, $12.4M in the Intermediate Term Pool; and $14.3M in the Short Term Pool. The asset allocations remain consistent with those prescribed in the Investment Policy. At April 30, the Long Term Pool mix reflected 33% in equities (28% domestic, 5% international). Also, consistent with the ranges outlined in the BOR-approved Investment Policy.

Student Accounts Receivable
Student Accounts Receivable balances as of April 30 were $13.1M, a reduction of $2, or 13%, compared with April 30, 2010. As expected, the April month end balances continue the trend of significant year-to-year reductions in student receivables.

Total Net Assets and Unrestricted Net Assets
At April 30, the total net assets and unrestricted net assets were $220.2M and $42.1M, respectively, both consistent with budget.

Budget Performance
As of April 30, General Fund YTD expenditures were $247M or 88% of the full year budget of $280.9M. Auxiliary Fund expenditures totaled $30.5M YTD, 79% of the full year budget of $38.6M.

The Current General Fund revenue forecast for the full fiscal year remains at $279.8M, $1.1M below budget reflecting student credit hour growth at 2.4% (vs. 3.4% in the budget) partially offset by higher investment income. Auxiliary Fund revenues are projected to meet budget.

Although General Fund expenditures through the first half of the year were trending about $2.5M over budget for the year, savings plans and actions have been identified and implemented that will bring costs in line with budget for the year. Auxiliary Fund operating expenditures are tracking consistent with budget.

Capital spending YTD is also on track with the full year budget of $67M.

Consent Agenda Items

Section 11: Recommendation Staff Appointments
It is recommended that the Board of Regents approve 13 staff appointments for the reporting period of April 1, 2011 through May 31, 2011.

Section 12: Recommendation Staff Separations/Retirements
It is recommended that the Board of Regents approve 13 separations and retirements for the reporting period April 1, 2011 through May 31, 2011.

Regular Agenda Items

Section 25: Recommendation 2011-2012 Tuition and Fees Resolution
It is recommended that the Board of Regents approve an increase of 3.65% on the current tuition, mandatory fees, program fees (with the exception of the "all other course" fee) and elective fees starting with the fall 2011 semester. In addition, it is recommended that the Board of Regents approve new lab and studio fees.

Section 26: Recommendation 2011-2012 General Fund Operating Budget Resolution
It is recommended that the Board of Regents approve a 2011-2012 General Fund operating budget of $281.4
Section 27: Recommendation 2011-12 Auxiliary Budget Resolution
It is recommended that the Board of Regents approve the 2011-2012 Auxiliary budget of $40.7 million.

Section 28: Recommendation 2011-12 Capital Budget and 3-year Capital Plan
It is recommended that the Board of Regents approve the 2011-2012 University Capital budget of $38.1 million. It is also recommended that the Board of Regents receive and place on file the three year capital plan for the years 2011-12 through 2013-14.

Section 29: Recommendation Policy Revision
It is recommended that the Board of Regents amend policy 9.3.1, Public Safety, Traffic, and Parking

Section 30: Recommendation Operating Agreement between Eastern Michigan University and Eastern Michigan University Foundation
It is requested that the Eastern Michigan University Board of Regents approve a five-year operating agreement between Eastern Michigan University and the Eastern Michigan University Foundation.

Meeting was adjourned at 3:45 p.m.

Respectfully submitted,
FINANCE AND AUDIT COMMITTEE

CONSENT AGENDA

Section: Recommendation
Staff Appointments

Section: Recommendation
Staff Separations / Retirements

REGULAR AGENDA

Section: Recommendation
Informational Reports and Financial Updates
- Minutes from June 21, 2011
- September 20, 2011 Finance and Audit Committee Agenda
- Fall Enrollment Update – VP Lindke

Section: Recommendation: Contract Extension with CMD Outsourcing Solutions, Inc.

Section: Recommendation: Contract with JP Morgan Chase Bank, NA

Section: Recommendation: CBA between EMU and AFSCME

Section: Recommendation: CBA between EMU and Police Officers Labor Council

Section: Recommendation: CBA between EMU and the EMU Federation of Teachers
Board of Regents – Finance & Audit Committee

September 20, 2011

Informational Reports and Financial Updates

(Proposed New Format)
Tuition and Fee Revenue

FY12 Budget $204,000,000

Budget (YTD) $10,600,000

Actual (YTD) $9,900,000

Tuition and fee revenue through Summer semester
Other General Fund Revenue

FY12 Budget
$6,200,000

Budget (YTD)
$600,000

Actual (YTD)
$600,000

Other revenue through August 17
Investment Income Revenue

FY12 Budget
$3,200,000

Budget (YTD)
$533,333

Actual (YTD)
$(500,000)

Investment income through August 17
Total General Fund Revenue (Incl. Appropriations)

FY12 Budget: $281,400,000

- Budget (YTD): $18,600,000
- Actual (YTD): $16,900,000

Summer tuition and other revenues through August 17
Total General Fund Expenses

FY12 Budget
$281,400,000

Budget (YTD)
$27,400,000

Actual (YTD)
$27,400,000

Actual expenses through August 17
Auxiliaries Fund Operating Budget

FY12 Budget
$40,735,000

- Revenues $893,000
- Expenses $955,000

Auxiliaries Fund operating account through August 22
Grants and Contracts Awarded

Awarded $16.0M in FY10, $12.5M in FY11

Awarded through July:
- $2.3M in FY10
- $1.0M in FY11
- $0.2M in FY12
Fundraising (Cash and Gifts-In-Kind)

FY11 Final: $5,099,213
FY11 Actual: $322,705
FY12 Goal: $9,500,000
FY12 Actual: $2,150,944
Fundraising (Capital Campaign)

Campaign total $48.1M through August 18

- Cash and gifts-in-kind $34,068,070
- Pledges $4,791,346
- Revocable bequests $9,267,800
Cash and Investments (excl. Bond Proceeds)

Total cash and investments $74.7M through August 24

- Cash & short-term: 26% ($19,563,000)
- Intermediate-term: 20% ($15,033,321)
- Long-term: 54% ($40,098,710)

Long-term Investments:
- Fixed Income - $28.0M, 70%
- Domestic Equities - $10.1M, 25%
- Int'l Equities - $2.0M, 5%
Information Technology Report

- Project Management System
  - Training is underway; new projects utilize FlightPlan toolkit
- Disaster Recovery Plan (DRP)
  - Revision of DRP is complete. Table-top exercise scheduled for Jan. 2012
- EagleMail
  - Final recommendation to be presented to CIO this Fall
- Voice over Internet (VoIP)
  - Installation in P-H is underway. Halle & Porter scheduled for FY12
- Network Infrastructure Upgrades
  - Installation of new switch equipment continues
- Pray-Harrold Data Center
  - 5 new Computer Room Air Conditioners & new Uninterruptible Power Supply operational
- Residence Hall Wireless Systems
  - Residents can now connect their personal wireless routers to the EMU residential network
- Print Release Stations
  - Initial set of stations have been installed in Eateries, Crossroads, McKinney, and Porter; Remainder to installed by end of September
### TABLE 1: PROPOSALS

<table>
<thead>
<tr>
<th>Activity</th>
<th>FY2011 Activity through 06/30</th>
<th>FY2010 Activity through 06/30</th>
<th>FY2009 Activity through 06/30</th>
<th>FY2010 vs. FY2009 Actual to Date Var.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Proposals</td>
<td>184</td>
<td>197</td>
<td>219</td>
<td>(13) ($36,603,887)</td>
</tr>
<tr>
<td>Research &amp; Development</td>
<td>83 $19,387,133</td>
<td>98 $54,746,164</td>
<td>101 $37,494,877</td>
<td>(13) ($34,859,031)</td>
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<tr>
<td>Service</td>
<td>57 $11,439,277</td>
<td>56 $11,301,506</td>
<td>73 $20,891,506</td>
<td>1 $137,681</td>
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<td>Corporate/Community Training</td>
<td>19 $1,026,924</td>
<td>10 $1,026,723</td>
<td>12 $1,446,621</td>
<td>9 ($199,801)</td>
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<tr>
<td>Instructional Support &amp; Other</td>
<td>23 $6,405,348</td>
<td>33 $8,088,084</td>
<td>33 $8,424,843</td>
<td>(10) ($1,682,726)</td>
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<tr>
<td>Total Proposals</td>
<td>184</td>
<td>197</td>
<td>219</td>
<td>(13) ($36,603,887)</td>
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### TABLE 11: AWARDS

<table>
<thead>
<tr>
<th>Activity</th>
<th>FY2011 Activity through 06/30</th>
<th>FY2010 Activity through 06/30</th>
<th>FY2009 Activity through 06/30</th>
<th>FY2010 vs. FY2009 Actual to Date Var.</th>
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<tbody>
<tr>
<td>Total Awards</td>
<td>104 $12,536,576</td>
<td>111 $16,001,062</td>
<td>123 $13,117,579</td>
<td>(7) ($3,464,486)</td>
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<tr>
<td>Research &amp; Development</td>
<td>40 $4,291,984</td>
<td>37  $4,663,747</td>
<td>44  $5,520,605</td>
<td>(3) ($371,763)</td>
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<td>Service</td>
<td>43 $6,133,716</td>
<td>46  $7,732,350</td>
<td>55  $4,465,264</td>
<td>(3) ($1,548,634)</td>
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<td>Corporate/Community Training</td>
<td>6 $303,146</td>
<td>4  $461,330</td>
<td>7  $1,094,641</td>
<td>2 $41,308</td>
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<tr>
<td>Instructional Support &amp; Other</td>
<td>15 $1,557,730</td>
<td>24  $3,143,127</td>
<td>17  $2,037,069</td>
<td>(9) ($1,585,397)</td>
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<tr>
<td>Total Awards</td>
<td>104 $12,536,576</td>
<td>111 $16,001,062</td>
<td>123 $13,117,579</td>
<td>(7) ($3,464,486)</td>
</tr>
</tbody>
</table>

*Grants reported jointly with the EMU Foundation:
  - Ann Arbor Tech Center (Neutral Zone): $4,000
  - Debe International Institute for Family Studies & Development: $33,682
  - DTE Energy Foundation: $20,000
  - DTE Energy Foundation: $20,000
  - Japan Business Society of Detroit Foundation: $2,000
  - Japan Business Society of Detroit Foundation: $1,500
  - Knight Foundation: $24,988

  Michigan Japanese Bilingual Education Foundation: $39,769
  PricewaterhouseCoopers Charitable Foundation, Inc.: $10,000
  Sisters, Servants of the Immaculate Heart of Mary: $1,500
  Susan G. Komen Breast Cancer Foundation - Lansing: $5,892
  United Way for Southeastern Michigan: $5,000
  Welch James A. Foundation: $21,000
  Woodrow Wilson Foundation: $500,000

  Total: $752,301
## FY2012 PROGRESS REPORT
September 20, 2011

### TABLE I: PROPOSALS

<table>
<thead>
<tr>
<th>Activity</th>
<th>FY2012</th>
<th>FY2011</th>
<th>FY2010</th>
<th>FY2012 vs. FY2011</th>
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<td>No.</td>
<td>Dollar Value</td>
<td>No.</td>
<td>Dollar Value</td>
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<td>to Date</td>
<td>to Date</td>
<td>to Date</td>
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<tr>
<td>Proposals by Activity:</td>
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<tr>
<td>Research &amp; Development</td>
<td>10</td>
<td>$1,821,110</td>
<td>12</td>
<td>$4,425,345</td>
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<tr>
<td>Service</td>
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<td>$7,137,240</td>
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<td>$1,546,765</td>
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<td>Corporate/Community Training</td>
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<td>$277,402</td>
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<td>$8,979,350</td>
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Proposals by Funding Source:

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<th>Funding Source</th>
<th>FY2012</th>
<th>FY2011</th>
<th>FY2010</th>
<th>FY2012 vs. FY2011</th>
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<tr>
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### TABLE II: AWARDS

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<tr>
<th>Activity</th>
<th>FY2012</th>
<th>FY2011</th>
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<th>FY2012 vs. FY2011</th>
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<tr>
<td>Proposals by Activity:</td>
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<td>Total Awards</td>
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<td>$230,800</td>
<td>16</td>
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Awards by Funding Source:

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<th>Funding Source</th>
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<th>FY2012 vs. FY2011</th>
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<td>Dollar Value</td>
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<td></td>
<td>to Date</td>
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<td>to Date</td>
<td>to Date</td>
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<td>Business &amp; Industry</td>
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<td>$14,774</td>
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<td>$0</td>
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<td>Local Govt. &amp; Other Non-Profits</td>
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<tr>
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<td>$230,800</td>
<td>15</td>
<td>$1,036,186</td>
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*Grants reported jointly with the EMU Foundation:
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Project Director</th>
<th>EMU Unit</th>
<th>3rd Party In-kind</th>
<th>EMU In-kind</th>
<th>EMU Cash</th>
<th>Sponsor</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>A Netting Survey for Bats along the Pigeon River, Huron County, Michigan</td>
<td>Fishbeck, Thompson, Carr &amp; Huber, Inc.</td>
<td>Allen Kurtta</td>
<td>Biology</td>
<td></td>
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<td>$37,912</td>
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<tr>
<td>A Netting Survey for Bats near Lake Odessa, Ionia County, Michigan</td>
<td>Golder Associates, Inc.</td>
<td>Allen Kurtta</td>
<td>Biology</td>
<td></td>
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<td>The Arsenal For Democracy: Teaching World War II with Primary Documents from the Library of Congress</td>
<td>Illinois State University</td>
<td>Brigid Beazebien</td>
<td>Teacher Education</td>
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<td>$19,486</td>
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<td>Process Evaluation of the Jackson County Health Improvement Organization’s Coordinating Council</td>
<td>Allegiance Health (W.A. Foote Memorial Hospital)</td>
<td>Colleen Croxall</td>
<td>School of Health Sciences</td>
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<td>Novel Targets in Thrombosis and Atherosclerosis 2011-2012</td>
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<td>Cory Emal</td>
<td>Chemistry</td>
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<td>Michigan Family, Career &amp; Community Leaders of America (FCCLA) - Renewal</td>
<td>Michigan Department of Education</td>
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<td>$55,000</td>
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<td>Michigan DECA-Competitive Renewal</td>
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<td>Michigan Skills USA-Competitive Renewal</td>
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<td>Collaborative Research: Neuroimaging and Hormonal Analyses of Gender and Interindividual Differences in Competitive Choices, Year 1 of 2</td>
<td>National Science Foundation</td>
<td>David Wozniak</td>
<td>Accounting &amp; Finance</td>
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<td>&quot;Let's Make It Better Now&quot; Speech Competition Compact</td>
<td>Michigan Campus Compact</td>
<td>Dennis Patrick</td>
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<td>The Southeast Michigan Stewardship Coalition, GLFT Continuation 2</td>
<td>Great Lakes Fishery Trust</td>
<td>Ethan Lowenstein</td>
<td>Teacher Education</td>
<td>$112,910</td>
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Page 1 of 3
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Project Director</th>
<th>EMU Unit</th>
<th>3rd Party In-kind</th>
<th>EMU In-kind</th>
<th>EMU Cash</th>
<th>Sponsor</th>
<th>Total</th>
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<tbody>
<tr>
<td>Texas Citizens Corp Program-CERT(Community Emergency Response Team)</td>
<td>Texas Association of Regional Councils</td>
<td>Gerald Lawer</td>
<td>School of Technology</td>
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<td>The Physics Scholars Program (PSP) at Eastern Michigan University, Years 2-5</td>
<td>National Science Foundation</td>
<td>James Carroll</td>
<td>Physics &amp; Astronomy</td>
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<td>Here Comes the Sun</td>
<td>Michigan Space Grant Consortium</td>
<td>James Sheerin</td>
<td>Physics &amp; Astronomy</td>
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<td>$1,705</td>
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<td>Michigan Space Grant Operating Support: 2011-2012</td>
<td>Michigan Space Grant Consortium</td>
<td>James Sheerin</td>
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<td>ACCESS PLUS:EMU College Positive Communities Grant</td>
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<td>CERT(Community Emergency Regional Councils Studies Response Team)</td>
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<tr>
<td>The B Side Workforce Investment Act-Continuation Supplement</td>
<td>Washtenaw County Children’s Services</td>
<td>Jessica Alexander</td>
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<td>Project Lead the Way: Professional Development in Michigan</td>
<td>Welch James A. Foundation</td>
<td>John Dugger III</td>
<td>School of Engineering Technology</td>
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<td>21st Century Community Learning Centers, Bright Futures Middle Schools Summer Expansion Grant, 2011 (Cohort F)</td>
<td>Michigan Department of Education</td>
<td>Lynn Malinoff</td>
<td>ISCFC</td>
<td>$32,754</td>
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<td>Cross-National Analysis of Islamic Fundamentalism, Task/Phase III (expansion funding, part I)</td>
<td>Office of Naval Research</td>
<td>Mansoor Moaddel</td>
<td>Sociology, Anthropology &amp; Criminology</td>
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<td>A Computational Exploration of the Stereoselective Synthesis of Substituted Pyrrolidinnes</td>
<td>American Chemical Society</td>
<td>Maria Milletti</td>
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<td>$6,245</td>
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<td>The Impact of MSP Professional Development on the Quality of Instruction in Middle School Math and Science Classrooms, Year 2 of 3</td>
<td>American Institutes for Research - AIR</td>
<td>Mary Kubitskey</td>
<td>Physics &amp; Astronomy</td>
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<td>Michigan Business Professionals of America (BPA) - Renewal</td>
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<td>Maurice Henderson</td>
<td>School of Technology Studies</td>
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Page 2 of 3
<table>
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<th>EMU In-kind</th>
<th>EMU Cash</th>
<th>Sponsor</th>
<th>Total</th>
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<td>Commercialization of Chromate-free Metal Pretreatment</td>
<td>University of Michigan</td>
<td>Philip Rufe</td>
<td>School of Engineering Technology</td>
<td>$15,120</td>
<td>$12,214</td>
<td>$25,600</td>
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<td>The Great Lakes Climate Change Science and Education Systemic Network (GLCCSESN), 2010-2012 (year 2)</td>
<td>National Science Foundation</td>
<td>Sandra Rutherford</td>
<td>Geography &amp; Geology</td>
<td>$486,570</td>
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<td>Eastern Michigan University Writing Project - 2011-2012</td>
<td>National Writing Project</td>
<td>William Tucker</td>
<td>English Language &amp; Literature</td>
<td>$25,800</td>
<td>$90,495</td>
<td>$35,000</td>
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<td>GIS Mapping project for Archdiocese of Detroit</td>
<td>Archdiocese of Detroit</td>
<td>Yichun Xie</td>
<td>IGRE</td>
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<td></td>
<td>$9,000</td>
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<td><strong>NUMBER OF AWARDS:</strong> 29</td>
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### EMU FOUNDATION

**SUMMARY OF CAMPAIGN RESULTS AND FISCAL YEAR-TO-DATE FUNDRAISING ACTIVITY AS OF 06/30/11.**

#### CAMPAIGN RESULTS:

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<th>Amount</th>
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<tr>
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<td>Revocable Bequests</td>
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<td><strong>Total Campaign Results</strong></td>
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#### FISCAL YEAR-TO-DATE FUNDRAISING ACTIVITY:

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<td>Endowed Program</td>
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<td>Event/Expensed</td>
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<td>Expendable Program</td>
<td>3,862,931</td>
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<td>Expendable Scholarship</td>
<td>212,099</td>
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<tr>
<td><strong>Total Cash &amp; Gifts-In-Kind</strong></td>
<td><strong>$5,099,213</strong></td>
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EMU FOUNDATION
SUMMARY OF FISCAL YEAR-TO-DATE FUNDRAISING ACTIVITY v. GOAL
AND CAMPAIGN RESULTS
AS OF 08/18/11

2012 FISCAL YEAR-TO-DATE FUNDRAISING ACTIVITY:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tr>
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<td>Expendable Scholarship</td>
<td>64,650</td>
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<td>Fiscal Year 2012 Cash &amp; Gifts-In-Kind Received</td>
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<tr>
<td>Fiscal Year 2012 Cash &amp; Gifts-In-Kind Goal</td>
<td>$9,500,000</td>
</tr>
<tr>
<td>Percentage of Fiscal Year 2012 Goal Achieved</td>
<td>23%</td>
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CAMPAIGN RESULTS:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Cash and Gifts-in-Kind</td>
<td>34,068,070</td>
</tr>
<tr>
<td>Pledges</td>
<td>4,791,546</td>
</tr>
<tr>
<td>Revocable Bequests</td>
<td>9,267,800</td>
</tr>
<tr>
<td>Total Campaign Results</td>
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### Cash and Investments

#### Operating Cash and Investments

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<tbody>
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<td><strong>Cash</strong></td>
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<tr>
<td>Eagle Crest Citizen’s Account</td>
<td>$135,301</td>
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<tr>
<td>Chase Commercial Checking Accounts</td>
<td>$5,952,596</td>
</tr>
<tr>
<td><strong>Total Cash</strong></td>
<td>$6,087,997</td>
</tr>
<tr>
<td><strong>Short-term Investments</strong></td>
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<tr>
<td>Bank of Ann Arbor Trust Account</td>
<td>$217,368 0.6%</td>
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<tr>
<td>Northern Institutional Government Select Money Market Fund</td>
<td>- 0.0%</td>
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<tr>
<td>Dreyfus Institutional Preferred Money Market Fund</td>
<td>$14,742 0.0%</td>
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<tr>
<td>Vanguard Prime Money Market Fund</td>
<td>$23,951 0.1%</td>
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<tr>
<td><strong>Total Short-term Investments</strong></td>
<td>$256,061 0.8%</td>
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<tr>
<td><strong>Intermediate Investments</strong></td>
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<tr>
<td>WESTERN Asset Intermediate</td>
<td>$235,388 0.7%</td>
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<tr>
<td>PIMCO Low Duration Institutional</td>
<td>$199,615 0.6%</td>
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<tr>
<td><strong>Total Intermediate Investments</strong></td>
<td>$435,003 1.3%</td>
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<tr>
<td><strong>Long-term Investments</strong></td>
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<tr>
<td>U.S. Treasury Strips</td>
<td>$68,992 0.2%</td>
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<tr>
<td>Western Asset Inflation</td>
<td>$1,651,753 4.9%</td>
</tr>
<tr>
<td>Vanguard Developed Markets</td>
<td>$1,657,736 4.9%</td>
</tr>
<tr>
<td>Vanguard Small Cap Index</td>
<td>$1,676,114 4.7%</td>
</tr>
<tr>
<td>Loomis Sayles Bond Fund</td>
<td>$3,205,075 9.8%</td>
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<tr>
<td>JPMorgan Core Bond Fund Select</td>
<td>$3,855,920 10.9%</td>
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<tr>
<td>Vanguard Institutional Index</td>
<td>$6,516,484 19.4%</td>
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<tr>
<td>PIMCO Total Return Bond Fund</td>
<td>$14,542,702 43.2%</td>
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<td><strong>Total Long-term Investments</strong></td>
<td>$32,661,782 97.9%</td>
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<td><strong>Total Investments</strong></td>
<td>$33,652,856 100.0%</td>
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<tr>
<td><strong>Total Operating Cash And Investments</strong></td>
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<tr>
<td><strong>Less: Outstanding Check and Reconciliation Items</strong></td>
<td>$(389,232)</td>
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<tr>
<td><strong>Total Net Operating Cash and Investments</strong></td>
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#### Bond Proceeds Investments

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<td>Portfolio Composition</td>
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<td>Dollars</td>
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<td><strong>Domestic Equities</strong></td>
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<td>Vanguard Small Cap Index</td>
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<td>Vanguard Institutional Index</td>
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<td>Western Asset Inflation</td>
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<td>PIMCO Total Return Bond Fund</td>
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Division of Information Technology
STRATEGIC INITIATIVES PROGRESS REPORT

August 2011
(For September Board of Regents Meeting)

Project Management System
Training of IT staff on the new Project Management toolkit – FlightPlan – is underway. Beginning in September, all new IT projects must utilize the templates and checklists included in the FlightPlan toolkit.

Disaster Recovery Plan
Revision of the IT Disaster Recovery Plan (DRP) is complete. A table-top exercise involving key IT personnel will be scheduled for January 2012.

BagleMail
The cross-divisional Email Review Committee has completed their review of e-mail service options available to EMU constituents and is working on the final recommendation report to be presented to the CIO.

Voice over Internet (VoIP)
Installation of VoIP phones in all Pray-Harrold offices is underway. Additional buildings scheduled for VoIP conversions in FY12 include Halle Library and Porter Hall.

Network Infrastructure Upgrades
Installation of new switch equipment continues. Network systems in several buildings were upgraded over the summer: Briggs, Central Stores, Coating Research Institute, Dining Commons 2 and 3, Hover, King, Pierce, Rec/IM, Strong, and Welch. Physical Plant and Mark Jefferson (phase 2 renovation) are scheduled for early Fall.

Pray-Harrold Data Center
Five new Computer Room Air Conditioners and a new Uninterruptible Power Supply (backed up by the building’s new generator) are operational. These should greatly improve the sustainability of all centralized systems installed in the university’s primary data center.

Residence Hall Wireless Systems
Residents in upper classmen residence halls can now connect their personal wireless routers to the EMU residential network. This provides students wireless access in their rooms without increasing EMU infrastructure costs.

Print Release Stations
Initial set of student-accessible Print Release Stations have been installed in Eastern Eateries, Crossroads Marketplace, McKinney Hall, and Porter Hall. Remaining stations scheduled to be installed by the end of September.
RECOMMENDATION
CONTRACT EXTENSION WITH CMD OUTSOURCING SOLUTIONS, INC. FOR
FINANCIAL AID CALL CENTER SERVICES

ACTION REQUESTED

It is recommended that the Board of Regents approve a one year extension of the contract with CMD Outsourcing Solutions, Inc. for financial aid call center services.

STAFF SUMMARY

Eastern entered into a five year contract with CMD in June 2008 for call center services related to student financial aid and student billings and accounts. Eastern provides a high level of service and responsiveness to our students through the call center and CMD’s quality of delivery of the services has been equally strong. CMD handles approximately 80,000 calls annually.

We approached CMD earlier this year to discuss per-call pricing for the remaining two years of the contract as well as other ways that the service level could be maintained at lower cost. In response, CMD offered a reduction in per-call pricing in exchange for an additional year added to the contract. The contract termination date would be August 2014.

CMD offers other services beyond just one-on-one call services that can be utilized to answer more routine student and family questions more cost-effectively than a one-on-one call. We are recommending that Eastern adopt two of CMD’s additional services – Live Chats and Frequently Asked Questions (FAQ) Web Videos. The costs to Eastern for these two additional services are minimal and by reducing the number of more costly one-on-one calls, total costs will be reduced.

We recommend approval of the one year contract extension and expanding the service offerings to include the Live Chats and FAQ Web Videos.

FISCAL IMPLICATIONS

The contract extension and adoption of the additional services is project to generate savings over the three year period of approximately $180,000 including $125,000 from the lower per-call pricing and $55,000 from a reduced volume of calls resulting from the new service offerings.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.
RECOMMENDATION
CONTRACT WITH JPMORGAN CHASE BANK, NA FOR STUDENT CENTER BANKING SERVICES AND CAMPUS ATM LOCATIONS

ACTION REQUESTED

It is recommended that the Board of Regents formally approve a five year contract with JPMorgan Chase Bank, NA for Student Center banking services and campus ATM locations. Authorization to proceed on this proposal was provided by the Executive Committee of the Board on August 12, 2011.

STAFF SUMMARY

TCF Bank has operated a branch in the EMU Student Center since its opening and the contract with TCF has expired. A Request for Proposal (RFP) was issued on June 24 seeking proposals from qualified financial institutions to provide a convenience banking location in the Student Center and additional campus ATM locations (beyond the five ATM’s already under contract with Higher One). After careful review of the proposals, JPMorgan Chase Bank NA (Chase) was selected to provide the services under the terms of a five year agreement.

Chase will be making a significant up-front investment of approximately $800,000 to build out a full service bank on the first floor of the Student Center including a small expansion outside the space previously occupied by TCF Bank. Chase will be paying Eastern fixed rent of $60,000 annually for the Student Center space.

In addition to the initial investment and annual Student Center rent payments, Chase will be paying Eastern ATM rent of $24,000 in the first year with 3% annual increases as well as a $20,000 fixed annual marketing bonus.

In order for Chase to complete its build out and be open for business at the beginning of Fall term, it was necessary to seek Board approval prior to the scheduled September meeting. The Executive Committee of the Board authorized proceeding with Chase on August 12, 2011.

FISCAL IMPLICATIONS

Over the five year period, total Chase payments to Eastern will total approximately $525,000.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

Date: 9/20/11
RECOMMENDATION
COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND THE EASTERN MICHIGAN UNIVERSITY CHAPTER OF THE POLICE OFFICERS LABOR COUNCIL (SERGENTS UNIT)

ACTION REQUESTED
It is recommended that the Board of Regents approve the new collective bargaining agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the Police Officers Labor Council – Sergeants Unit.

STAFF SUMMARY
The recommendation is based on outcomes of negotiations between EMU and the EMU Chapter of the Police Officers Labor Council – Sergeants Unit. The proposed agreement covers four employees and was ratified by the Union on June 30, 2011.

Significant provisions of the proposed agreement include:
- One year extension of the current agreement to June 30, 2013
- Delay of scheduled 3.0% across-the-board increase from July 1, 2011 to January 1, 2012
- 0% across-the-board increase for July 1, 2012 through June 30, 2012
- Maintain existing health care plan through June 30, 2013

FISCAL IMPLICATIONS
The net cost impact resulting from this agreement is contained in the FY12 budget approved by the Board on June 21, 2011.

ADMINISTRATIVE RECOMMENDATION
The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer
Date
9/20/11
RECOMMENDATION
COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND AFSCME LOCAL 3866 (FM UNIT)

ACTION REQUESTED
It is recommended that the Board of Regents approve the new collective bargaining agreement between Eastern Michigan University and AFSCME Local Union 3866 affiliated with AFSCME Council 25 (FM Unit).

STAFF SUMMARY
The recommendation is based on outcomes of negotiations between Eastern Michigan University and AFSCME Local 3866. The proposed agreement covers approximately 200 employees and was ratified by the Union on July 13, 2011.

Significant provisions of the proposed agreement include:
  o Three year agreement, effective July 1, 2011 through June 30, 2014
  o Effective January 1, 2012, adoption of the University's health care plan currently in place for most other employees including increases in deductibles, copays, coinsurance and employee premium sharing with $1,250 lump sum increase to base salary to help offset the increased health care cost sharing beginning at that time
  o Guaranteed across-the-board increase to base salary:
    o July 1, 2011  0 %
    o July 1, 2012  0 %
    o July 1, 2013  1.0 %

FISCAL IMPLICATIONS
The net cost impact resulting from this agreement is contained in the FY12 budget approved by the Board on June 21, 2011.

ADMINISTRATIVE RECOMMENDATION
The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

Date
RECOMMENDATION
COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND THE EASTERN MICHIGAN UNIVERSITY FEDERATION OF TEACHERS PART-TIME LECTURERS UNIT

ACTION REQUESTED
It is recommended that the Board of Regents approve the inaugural collective bargaining agreement between Eastern Michigan University and the Eastern Michigan University Federation of Teachers Part-Time Lecturers Unit.

STAFF SUMMARY
The Part-Time Lecturers Unit at Eastern was certified on June 24, 2010 and the recommendation is based on the outcome of negotiations between EMU and the EMU Federation of Teachers Part-Time Lecturers Unit.

The proposed agreement covers approximately 800 instructional staff, field instructors, and adjunct library staff teaching at least one credit hour or the equivalent non-credit instructional workload. The unit does not include faculty members represented by the EMU-AAUP and lecturers in the Full-Time Lecturers Unit. The agreement was ratified by the Unit on September 15, 2011.

The recommended inaugural agreement is attached. The agreement is comprehensive covering a broad range of operational and governance considerations as well as compensation and benefits. A pay scale with minimum per-credit (or equivalent) pay rates is established and the agreement also provides for longevity payments and a tuition waiver program is available for employees employed 40% or more.

The agreement term is from the beginning of the Fall 2011 semester through July 1, 2013.

FISCAL IMPLICATIONS
The net cost impact resulting from this agreement can be contained within the FY12 budget approved by the Board on June 21, 2011.

ADMINISTRATIVE RECOMMENDATION
The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

Date
TENTATIVE AGREEMENT ON A

COLLECTIVE BARGAINING AGREEMENT

BY AND BETWEEN

EASTERN MICHIGAN UNIVERSITY

AND THE

PART-TIME LECTURERS' UNIT OF

EASTERN MICHIGAN UNIVERSITY

FEDERATION OF TEACHERS (EMU-FT)

2011-2013
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ARTICLE I  AGREEMENT

This agreement is made and entered into effective upon ratification by and between Eastern Michigan University (hereinafter “EMU” or “Employer”) and the Eastern Michigan University Federation of Teachers (hereinafter “Union”).

ARTICLE II  GENERAL PURPOSE AND INTENT

The general purpose of this Agreement is to set forth terms and conditions of employment and to promote orderly and peaceful relations for the mutual interest of the Employer and the Union. The Employer and the Union encourage to the fullest degree friendly and cooperative relations between their respective representatives.

ARTICLE III  RECOGNITION

A. Pursuant to and in accordance with all the applicable provisions of Act 176 of the Public Acts of 1939 as amended, and Act 336 of the Public Acts of 1947, as amended, the University does hereby recognize the Union, as the exclusive collective bargaining representative for all Employees employed by Eastern Michigan University in the following unit:

All instructional staff; field instructors in the Office of Academic Services, College of Education; and all adjunct professional library staff employed by Eastern Michigan University teaching at least one credit hour or an equivalent non-credit instructional workload.

but excluding:

Faculty members represented by the EMU-AAUP; Lecturers in the Full-Time Lecturers Bargaining Unit; Adjunct Professors; Visiting Professors and Exchange Professors; Graduate students appointed as Teaching Assistants, Doctoral Fellows, or KCP Fellows; Peer Tutors enrolled in an undergraduate or graduate degree program at Eastern Michigan University; Post-doctoral Fellows; Visiting Scholars and Visiting Scientists; Individuals who hold administrative, professional or technical appointments and also perform teaching or other instructional-related tasks as part of the workload for that appointment; Department Heads; Supervisors; Managerial Employees as defined by PERA; Confidential Employees as defined by PERA; All other individuals employed by the University.

B. An employee holding more than one appointment will be deemed a member of the unit relative to (and only for purposes of) any appointment meeting the above definition, unless one of the appointments is a Department Head, Manager, Supervisor, Administrator, or Confidential appointment, in which case the employee will be wholly excluded from the unit.

C. The Employer agrees that it will not aid, promote or finance any other Union which purports to engage in collective bargaining on behalf of Employees in the unit as defined in Paragraphs A and B above.
ARTICLE IV  MANAGEMENT RIGHTS
The University retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and Constitution of the State of Michigan and of the United States. Further, all rights which ordinarily vest in and are exercised by employers, except such as are specifically relinquished herein, are reserved to and shall remain vested in the University.

ARTICLE V  UNION RIGHTS

A. Information furnished to the Union
The Employer will furnish the following information and data to the Union:

A list of the members of the Bargaining Unit, including each Employee’s name, email, campus mail box, home address and telephone number (if they are available and the Employer has not been requested to withhold this information from the public), percentage of appointment, salary, home department, semesters employed, and first date of hire. A list will be furnished on or before each of the following dates: Fall Semester by September 30th and Winter Semester by January 31st, and the Spring and Summer Terms by July 1 of the same calendar year. (If there are changes in the above information following the referenced dates, the Union will be notified within thirty (30) days of such change(s).)

The Union will be informed of additions to the Bargaining Unit within thirty (30) days of the Employee’s first date of actual work.

B. Union use of EMU Facilities and Services

1. The Union and Union officers shall, for the purpose of carrying out the business of the Union, have the right to hold meetings in EMU facilities at such times and places as are available with approval of the Employer, at the rate normally charged to EMU groups.

2. The Union will be provided with an office on EMU’s central campus, subject to availability and normal charges, if any. “Normal” charges are defined as those customarily charged to other EMU groups. Keys for the office door and building will also be provided at prevailing rates. The Union will have a working telephone installed in its office. All telephone bills (including installation fees and start-up charges) shall be the sole responsibility of the Union. The Union will be given the right to have a telephone number listed in the campus telephone directory.

3. The Union will have the right to send the Union Newsletter and other Union notices to Employees through the EMU mail and email systems provided such use of the mail and email shall not cause an unreasonable load on the system and otherwise complies with applicable law and such restrictions as the Employer may establish for its use.

4. Facilities, including meeting rooms or equipment, such as duplicating, and audiovisual, will be available to the Union at the rates normally charged.
C. Copies of Agreement

This agreement will be posted on the University’s website by the Employer. A copy of the Agreement will be provided to all Employees in the Bargaining Unit who request one. One hundred (100) copies will be provided to the Union. Electronic copies as Word and .PDF files will also be provided to the Union no later than one month after ratification.

D. Employee Orientation

New Employees will be offered a scheduled orientation in their first semester of employment. The Union will be notified two weeks prior to any scheduled orientation of new Employees, at which the Union shall participate for up to ten (10) minutes.

ARTICLE VI  MEMBERSHIP DUES AND SERVICE FEES

A. Membership Dues and Service Fees

During the term of this Agreement, and in accordance with and to the extent of any applicable state or federal laws, every Employee shall, as a condition of employment by the University, either become a member of the Union and tender thereafter the uniformly required Union membership dues or, in the alternative, tender a service fee in an amount no greater than the uniformly required Union membership dues. The membership dues or service fees shall be tendered commencing in the month following thirty-one (31) calendar days after the execution of this Agreement or thirty-one (31) calendar days after the Employee’s commencement of employment in the Bargaining Unit, whichever is later.

B. Method of Payment

The membership dues and service fees provided for herein shall be paid on a semi-monthly basis by payroll deduction made pursuant to a properly executed Payroll Deduction Authorization form delivered to the University Payroll Office by the Union, and with said authorization to be irrevocable except as herein noted. Said authorization card may only be revoked by the Employee providing written notice to the Union via certified mail.

C. Payroll Deduction Authorization Form/Membership Card

The Union shall provide the Employer with a Payroll Deduction Form/Membership Card for use by Employees.

The Employer shall, within fifteen (15) calendar days following the offer of an appointment, or the start of the employment period, whichever is later, provide each new Employee with a copy of a letter mutually developed by the parties describing the requirements of this article, together with a copy of the payroll deduction authorization form/membership card, to be submitted by the Employee to the Union.

A copy of the properly executed Payroll Deduction Authorization form for each Employee for whom Union membership dues or service fees are to be deducted herein shall be on file in the University’s Payroll Office before any payroll deductions are made. Deductions for membership dues and service fees shall be made thereafter.
only under Payroll Deduction Authorization forms which have been properly executed and are in effect. Any erroneous or incomplete Payroll Deduction Authorization form will be sent to the Treasurer of the Union by the University, with a copy to the Employee.

D. Certification of Membership Dues and Service Fees

The Union shall submit to the University’s Payroll Office written certification of the rate at which membership dues and service fees shall be deducted.

E. Payment by Payroll Deduction

During the life of this Agreement, and in accordance with and to the extent of any applicable state or federal laws, the University agrees to deduct the semi-monthly membership dues and service fees as provided above. Membership dues and service fee deductions shall be remitted to the Treasurer of the Union within ten (10) work days after the end of each month. The Union assumes full responsibility for the disposition of all monies deducted once they have been forwarded to the Treasurer of the Union, as set forth above.

F. Limits of Deductions Required to be Made by the University

Deductions for membership dues and service fees will be made only in accordance with the provisions of the Employee’s Payroll Deduction Authorization, together with the provisions of this Agreement. Except as otherwise provided in this Agreement, the University will have no responsibility for any other deductions. Further, the University shall have no obligation to make deductions from the pay of any Employee who has insufficient net earnings due the Employee to cover the full amount of such deduction.

G. Termination of Payroll Deduction

Payroll deduction authorizations will remain in effect and continue as specified in this Article, unless revoked as specified above. An Employee shall cease to be subject to deductions following the pay period in which the Employee’s employment in the Bargaining Unit terminates. The Union will be notified by the University of the names of such Employees within six (6) weeks following the end of the pay period in which the termination occurs.

H. Refunds

In cases where a deduction is made that duplicates a payment that an Employee has made to the Union, or where a deduction is not in conformity with the provisions of the Union’s Constitution or Bylaws, this Agreement, or applicable state or federal law, refunds to the Employee will be made by the Union.

I. Failure to Comply

An Employee who fails to tender to the Union either the uniformly required membership dues or service fees as above-provided shall have penalty fees in the amount of the union’s service fee deducted from his/her paychecks, in accordance with the following procedure:
1. If an Employee fails to tender a duly executed authorization card within thirty-one (31) days after his/her date of hire, or after the signing of this Agreement, whichever occurs last, the Employee shall be notified (concurrently with the University) that he/she has failed to comply with the Agreement.

2. If the Employee fails to comply with the requirements specified herein, the Employer shall deduct from the Employee’s paychecks, and remit to the Union, penalty fees in the amount of the union’s service fee. Such deductions shall continue until the Employee leaves the bargaining unit or makes other arrangements for the payment of dues or service fee.

J. The University Save Harmless

The Union agrees to indemnify, protect and save harmless the University from any and all claims, demands, suits, or other forms of liability, or any and all costs or fees related thereto, by reason of action taken or not taken by the University for the purpose of complying with the provisions of this Article.

K. Limit of the University’s Liability for Remittance or Payment of Payroll Deductions

The University shall not be liable to the Union by reason of the requirements of this Agreement for the remittance or payment of any sum other than that constituting actual deductions made from wages earned by Employees.

ARTICLE VII  EQUAL EMPLOYMENT OPPORTUNITY

A. The Employer and the Union recognize their respective responsibilities under federal, state, and local laws relating to fair employment practices and affirm their commitment to the principles involved in the area of civil rights. Further, the parties agree that neither will unlawfully discriminate against Employees on the basis of race, creed, religion, color, ethnicity, national origin, citizenship, sex, age, disability, height, weight, marital status, sexual orientation, gender expression, gender identity, parental and pregnancy status, political belief and activities, or for participation in or affiliation with any labor organization.

B. This section shall be subject to Steps I through III of the Grievance Procedure, but is hereby expressly excluded from and may not be appealed to Step IV, Arbitration.

ARTICLE VIII  ACADEMIC RIGHTS AND PROFESSIONAL RESPONSIBILITIES

A. Communication

In the first month of fall and winter semesters, each department will hold a meeting for Employees in this bargaining unit to explain ongoing Employer practices (policies, rules, and regulations), to discuss curriculum and instruction issues, and to solicit advice and recommendations regarding departmental matters related to Employees in the bargaining unit. The Union and Employees shall be notified two weeks in advance of the meeting. Upon request of the Union, each academic unit will make up to ten (10) minutes available to the Union during the meeting.
B. Academic Rights

The Employer and the Union affirm the principle of academic freedom in teaching, subject to the following:

1. Those limitations provided under applicable municipal, state, and federal law.
2. Commonly accepted standards of conduct.
3. The satisfactory fulfillment of the duties listed herein, and
4. Such other policies, rules, and regulations adopted by academic departments, colleges, administrative officers, or the Board of Regents. These policies, rules, and regulations may include but are not limited to:
   a. Common course syllabi, including expected student learning outcomes;
   b. Required textbooks;
   c. Common exams, assignments, or rubrics.

5. Subject to the forgoing, Employees will be free to study, investigate, present, or interpret facts or ideas concerning people, society, government, philosophy, the arts and sciences, the natural world, and other areas of inquiry.

C. Professional Responsibilities

1. The primary professional responsibility of the Employee is student teaching. Employees are expected to develop and maintain their professional skills in order to ensure high quality education for their students.

2. Teaching may include a number of particular obligations which employees are expected to fulfill, including but not limited to meeting with students during and outside of assigned classes, assessing student work and performance, preparing syllabi and course materials, providing copies of syllabi and course materials to their supervisor on request, and assigning and submitting grades in accordance with established University schedules.

3. To facilitate the completion of these professional responsibilities, the Employer will provide without cost to all employees a departmental mailbox, parking permits, the use of printing and duplicating equipment for instructional materials used for courses taught at EMU, and opportunities for professional development. In departments or units where Employees have access to office space, they will continue to have that access. All academic units where Employees do not have access to office space the department will identify and provide workspaces for Employees that include computer and telephone access.

4. Each Employee will be provided the Employer’s IT services on the same basis on which they are provided to other instructional faculty.

5. Employees shall not be required to be on campus during official University holidays, the Thanksgiving Recess, Winter Recess, Spring Recess, and Christmas and New Year’s season days.
ARTICLE IX  EVALUATION

A. Evaluation Process

1. An initial evaluation of each employee shall be completed by the Department Head/School Director by the end of the second semester of employment. The evaluation will consist of the following:
   a. A self-evaluation submitted by the Employee covering the period of the evaluation.
   b. Classroom and/or online observation by the Department Head/School Director or his/her designee. This requirement may be waived for 1 credit or off campus courses where a direct observation is not feasible. Classroom observations shall be arranged with advance notice.
   c. Student evaluations including student comments.
   d. Course syllabi and other course materials requested by the Department Head/School Director if not otherwise included in the self-evaluation.

2. The results of the evaluation shall be made available to the Employee in writing.

B. Further Evaluation

After the initial evaluation, each Employee shall be subject to further evaluation at the discretion of the Department Head/School Director, but in any case no less frequently than once in every six semesters of employment.

C. Remediation Plan

If the Employee receives a Below Average rating, a Remediation Plan may be developed by which the Employee can raise the rating to Satisfactory or above. The Remediation Plan will be developed with specific outcomes and a timeline for improvement. Union representation is allowed during the development of the Remediation Plan. Following the period specified in the Remediation Plan, the employer will place documentation of the Employee's success in meeting the goals of the Remediation plan in the Employee's personal file. If the Employee has not raised his/her rating to Satisfactory or higher she/he will not be reappointed for subsequent terms. Such a decision is not subject to the grievance procedure. If the Department Head/School Director decides not to develop a Remediation Plan with an Employee who is rated Below Average, the DH/SD will explain his or her decision in the written evaluation results.

ARTICLE X  DISCIPLINE AND DISMISSAL

A. An employee may be disciplined, or his/her appointment may be terminated in mid-appointment, only for just cause.

B. If an Employee is terminated for cause in mid-appointment, the Employee's appointment shall be cancelled without payment to the Employee for lost wages or fringe benefits or other liability to the Employer. By way of illustration, but not by way of limitation, cause shall be:
1. Serious professional misconduct;
2. The failure to perform the Employee’s professional responsibilities as set forth in this Agreement and in a manner acceptable to the University (as determined by its Assistant Vice President for Academic Affairs);
3. The inability of an Employee, owing to medical reasons or otherwise, to complete his or her contractual responsibilities;
4. Threatening, or, without legal justification, intentionally causing injury to any person in the workplace;
5. Intentionally causing damage to property of the University or the property of any individual on University grounds or in University buildings;
6. Intentionally interrupting the normal daily teaching, research or administrative operation of the University or directly inciting others to engage in such actions;
7. Deliberately blocking the entrance or exit of any individual to or from University facilities or property for any reason not sanctioned by the University;
8. Engaging in any illegal activity reflecting negatively on the University;

C. The Union may initiate a grievance on behalf of an Employee dismissed for just cause at Level 3 of the grievance procedure defined in Article XII.

ARTICLE XI  SPECIAL CONFERENCES

At the request of the Union or the Employer, the parties shall confer at such reasonable times as both parties shall agree to consider problems in implementing this Agreement and matters of mutual concern. Any agreements reached in such conferences shall be reduced to writing and signed by the parties. All such conferences shall be arranged through the President of the Union or President’s designated representative and the Assistant Vice President for Academic Personnel and Contract Administration, or his/her designated representative.

ARTICLE XII  GRIEVANCE PROCEDURE

A. Definitions

1. A “grievance” is a written allegation, made in the manner prescribed in this Article, by an Employee, group of Employees, or the Union that an express term of the Agreement has been violated, misinterpreted, or improperly applied, and that such Employee(s) or the Union has been harmed in some manner by the alleged violation. The grievance shall set forth the nature of the grievance, the facts upon which it is based, the specific Article(s) and Section(s) violated, the harm suffered by the grievant, and the remedy requested.

2. A “grievant” is the party alleging a grievance and who has been harmed by the alleged violation.
3. A "grievance form" is the official form upon which all grievances shall be submitted. The grievance form shall set forth the nature of the grievance, the facts upon which it is based, the specific Article(s) and Section(s) violated, the harm suffered by the grievant, and the remedy requested.

B. Construction

The resolution of an informal claim or grievance shall not add to, subtract from, or modify the terms of this Agreement, or serve as a binding precedent in future interpretation of application of the terms of this Agreement, unless done so in writing and approved by EMU's Assistant Vice President for Academic Affairs, the Union's President, or their respective designees. Any such agreement reached between the Union and the Employer shall be binding on the Union, the Employer, and Employees.

C. Basic Provisions

1. The Union's Grievance Officer and EMU's Assistant Vice President for Academic Affairs shall be provided with a copy of all written grievances, grievance adjustments, grievance withdrawals, grievance denials, notices of appeal, notices of extension, and all other correspondence exchanged between the Union's and the Employer's representatives pursuant to the processing of grievances. Said copies shall be provided concurrently with the transmittal of the original correspondence exchanged between the parties' representatives.

2. Failure to initiate any grievance within the specified time limits by the Union or the grievant(s) shall bar further processing of the grievance. Failure to appeal any grievance within the specified time limits on the part of the Union shall cause the grievance to be resolved on the basis of the last administrative decision concerning the matter(s) at issue and bar further processing of the grievance. The time limits may be extended by mutual written consent of the parties. Failure to comply with the time limits on the part of any administrative representatives will permit the grievance to proceed to the next step.

3. An Employee who participates in the grievance procedure will not be subject to discipline or reprisal because of such participation.

D. Adjustment of Informal Complaints

Any individual Employee or group of Employees may at any time present informal complaints to the Employer and have said complaints adjusted without intervention of the Union, provided the adjustment is not inconsistent with the terms of this Agreement. Any such adjustments will be reduced to written form and will be conveyed to the Employee(s) and the Union at the time the adjustment is reached.

E. Grievance Procedure

Step I—Department Head

A Step I grievance shall be filed in writing by an Employee(s) or the Union. No Step I grievance will be entertained or processed unless it is submitted within fifteen (15) working days of the date the Employee(s) or the Union first had knowledge of the event, occurrence or circumstance giving rise to the grievance, or within fifteen (15) working days after the Employee(s) or the Union, through reasonable diligence,
should have obtained such knowledge. The written grievance shall be served on the
Head of the Department in which the Employee is employed (or other appropriate
administrative representative), with a copy to the Dean of the College in which the
Employee is employed and the Assistant Vice President for Academic Affairs.

The Department Head (or other appropriate administrative representative) will
schedule a meeting with the Union to discuss the grievance with the Grievant(s), the
Union’s representatives, and other such person(s) he/she deems appropriate. This
meeting shall be completed within fifteen (15) working days after the written notice
of grievance is filed. A written answer to the grievance will be provided to the
grievant and the union within ten (10) working days following the meeting.

If a mutually agreeable resolution is reached at this Step, the resolution shall be
signed by the parties, and a copy provided to the Union, the Dean, and the Assistant
Vice President for Academic Affairs.

Step II—Dean

If the grievance is not resolved at Step I, the Union may, within ten (10) working
days of the Step I response, appeal the grievance to the Dean of the College in which
the Employee is employed (or other appropriate administrative representative) with a
copy to the Employee’s Department Head (or other appropriate administrative
representative), and the Assistant Vice President for Academic Affairs. Such appeal
shall be made in writing, and shall set forth the Union’s objections to the Step I
response.

The Dean (or other appropriate administrative representative) will schedule a meeting
with the Union to discuss the grievance with the Grievant(s), the Union’s
representatives, the Department Head (or other appropriate administrative
representative), and other such person(s) she/he deems appropriate. This meeting
shall be completed within fifteen (15) working days after the written notice of
grievance is filed. A written answer to the grievance will be provided to the grievant
and the union within ten (10) working days following the meeting.

If a mutually agreeable resolution is reached at this Step, the resolution shall be
signed by the parties, and a copy provided to the Union, the Department Head, and
the Assistant Vice President for Academic Affairs.

Step III—Assistant Vice President for Academic Affairs

If the grievance is not resolved at Step II, the Union may, within ten (10) working
days of the Step II response, appeal the grievance to the Assistant Vice President for
Academic Affairs with a copy to the Dean and the Department Head (or other
appropriate administrative representative(s)). Such an appeal shall be made in
writing, and shall set forth the Union’s objections to the Step II response.

The Assistant Vice President for Academic Affairs or his/her designee will schedule
a meeting with the Union to discuss the grievance with the grievant(s), the Union’s
representative(s), the Department Head, Dean, or other appropriate administrative
representative(s) involved at Step I and Step II, and such other person(s) she/he
deems appropriate. This meeting shall be completed within fifteen (15) working days
after the grievance is appealed to Step III as above provided. A written answer to the

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grievance will be provided to the grievant and the union within ten (10) working days following the meeting.

If a mutually agreeable resolution is reached at this step, the resolution shall be signed by the parties, and a copy provided to the Union, the Department Head, and the Dean (or other appropriate administrative representative(s)).

If no mutually agreeable resolution is reached, the Assistant Vice President for Academic Affairs or his/her designee must describe his/her reasons for denial in written answer to the grievant(s) with a copy to the Union, the Department Head and the Dean (or other appropriate administrative representative(s)) within ten (10) working days following the Step III meeting.

Step IV—Arbitration

If the grievance is not resolved at Step III, the Union may submit the grievance to final and binding arbitration. Within ten (10) working days of the Step III response, the Union shall provide written notice to the Assistant Vice President for Academic Affairs of its intention to submit the dispute to arbitration. No new claims may be submitted to arbitration. The Assistant Vice President for Academic Affairs and the Union will first meet to select a mutually agreeable neutral person to arbitrate the dispute. If the parties are unable to agree upon a neutral person, the selection shall be made in accordance with the rules of the American Arbitration Association (AAA). Submission to AAA shall be written, with simultaneous written notice to the Assistant Vice President for Academic Affairs, and if not filed and noticed within thirty (30) calendar days of the Step III response, the grievance shall be barred.

F. The Arbitration Hearing and the Arbitrator's Decision and Award

Procedural issues not otherwise covered by this Agreement with respect to the conduct of the hearing, subpoenas, adjournments, etc., shall be referred to the arbitrator who shall decide same based upon the then current rules of the American Arbitration Association.

The Arbitrator shall have no power to add to, subtract from, or modify the terms of this Agreement, nor shall he/she exercise any responsibility or function of the Employer or the Union. This is not intended to restrict the authority of the Arbitrator to the determination of issues of procedural compliance only, and he/she shall have the authority to determine substantive questions properly presented in accordance with the terms of the Grievance Procedure. The decision of the Arbitrator shall be final and binding on both parties and may be enforced in any court of competent jurisdiction. The parties shall bear their own expenses individually and share the Arbitrator's fee and expenses equally.

ARTICLE XIII  APPOINTMENTS

A. Posting

1. Prior to hiring any new Employee, the hiring department shall, whenever practicable, use the Employer's web-based posting system to announce and invite applications for existing or potential vacancies.
2. The posting will list the minimum qualifications necessary for a candidate to be considered for the teaching position, and will include a general description of the responsibilities of the position(s).

3. Whenever practicable, postings will be open for at least ten (10) consecutive business days prior to an offer being made to a candidate. A single posting may result in an offer made to one or more candidates.

4. The Employer will provide a description of its posting website and posting practices to all employees on its Academic Human Resources website.

B. Appointments

1. An offer to hire an Employee is in the sole discretion of the Employer, which shall take into consideration such things as his/her availability, qualifications and his/her suitability for the stated requirements of the posted position(s).

2. The specific work to be performed will be described to the selected candidate in a letter of offer which will include an initial salary, the period of time for the work to be performed, and specific responsibilities and duties, and will include by reference his or her rights under this collective bargaining agreement. The letter of offer shall be signed by the Department Head or other authorized representative of the Employer. As soon as possible, the candidate will return a copy of this letter of offer with his/her signature as an acceptance of its terms.

3. Employees have no right of re-hire or continuing employment beyond the period of employment described in their letters of offer. Since employment ends at the conclusion of the assignment described in the letter of offer decisions not to hire an Employee in future semesters are not subject to the grievance procedure.

4. There are two categories of Employee under this Agreement: Lecturer A and Lecturer B.

   a. Lecturers A will hold an appointment of one or more semesters and are appointed on a semester by semester basis.

   b. Lecturers A become Lecturers B when they have been employed for four (4) of the immediately preceding six (6) academic year semesters and have taught a minimum of eighteen (18) credit hours (or the equivalent for those whose appointments are not calculated in credit hours) and have been favorably evaluated as described in Article IX, Evaluation, or for whom the department has waived evaluation. Lecturers B will be offered a one academic year appointment (Fall and Winter semesters) beginning in the fall semester following their eligibility, based on need.

5. At a minimum, the semester hours of an annual appointment shall be the lesser of an average of six credit hours per semester or the average number of credit hours taught per semester during the qualifying period. Annual contracts can be for more than an average of six credit hours per semester in the sole discretion of the Employer.

6. Employees who meet the criteria for Lecturer B appointment effective fall 2011 shall be evaluated during the academic year and if they receive ratings of
Distinctly Above Average or Exceptional, they shall be given Lecturer B status beginning with the 2012-13 academic year.

C. Layoff

1. Definitions:
   a. A layoff is an involuntary separation from employment that occurs after an offer letter has been signed by an Employee but prior to the end of the employment period for which the offer has been made.
   b. A partial layoff is an involuntary reduction in the percent of work described in the offer letter that occurs after an offer letter has been signed by an Employee.

2. Except as provided below, the order of layoff for Employees within each category shall be on the basis of expertise, ability, and performance relevant to the assignment in question as determined by the Employer.

3. When there is no substantial difference in the degree of expertise, ability, and performance relevant to the assignment in question between two or more Employees within each category, the order of layoff shall be in inverse order of seniority.

4. If the date of the notice of layoff is on or after the first day of classes of the semester for which the layoff applies, the academic unit may either determine the order of layoff in accordance with the provisions above, or by the actual section or course cancellation (i.e. those Employees assigned to cancelled course(s) or section(s) could be selected for layoff).

5. Notice of full or partial layoff will be provided by the Employer as soon as possible after the decision is made, and will include the reason(s) for the reduction as well as language regarding recall privileges as indicated in Sections D and E below.

D. Recall

1. It is the responsibility of the Employee on the layoff status list to provide current contact information and updated application materials to the academic unit. An Employee on layoff status will be directed to check the Employer's web-based posting system for appointment opportunities. Employees on layoff who want to be considered for existing or potential openings in other disciplines should file an application(s) on the University's Jobs website. An Employee will be notified of a recall offer via U.S. mail and electronic mail by the academic unit.

2. An Employee on layoff retains rights of recall for two years or until s/he has rejected offers of recall in two consecutive semesters, whichever is sooner. An Employee must provide written notice of rejection of an offer of recall with the reason(s) for the rejection to the academic unit in a timely manner as defined in the notice of potential recall. An Employee who rejects offers of recall will be given the same rights to notice and opportunities for recall while on layoff status that the Employee had prior to rejecting the offer of recall.
3. If an Employee does not reply to an offer of recall as described above, the academic unit is under no obligation to offer the Employee another recall opportunity.

E. Recall Priority

1. The order of recall for Employees on layoff within each specific employee designation within an academic unit shall be based on expertise, ability, and performance relevant to the assignment in question as determined by the Employer.

2. When there is no substantial difference in the degree of expertise, ability, and performance relevant to the assignment in question between two (2) or more Employees within the specific employee designation, recall shall be in order of seniority.

3. Employees placed on layoff status retain the same access to general EMU facilities as Employees not on layoff. For example, such Employees may visit and use museums, galleries, special collections, and libraries with regular faculty borrowing privileges. After meeting specific fee requirements, Employees may also continue to participate in campus parking, use recreational sport facilities, and obtain athletic tickets. Additionally, Employees on layoff will continue to have full use of the email system. Other than the benefits described in this section, Employees on layoff will have no right to any compensation or benefits.

ARTICLE XIV  LEAVES OF ABSENCE

A. Paid Leave Days

Non-Accumulated Temporary Disability Paid Leave Days

Each Employee will be granted two (2) days of paid leave per term of assignment (fall, winter, spring, summer). Notice of absence must be given to the department head as promptly as possible so arrangements for coverage can be made.

B. Family and Medical Leave Act (FMLA)

1. An Employee who has been employed by the Employer for at least twelve (12) months and has worked at least 1,250 hours during the twelve (12) month period immediately preceding the Employee’s request for leave under the FMLA, or the date on which the leave commences, whichever comes first, will be granted up to twelve (12) workweeks of unpaid FMLA leave during any calendar year (January 1 through December 31) for any one or more of the following events:

   a. For a birth of a child of the Employee and to care for such child.

   b. For the placement of a child with the Employee for adoption or foster care.

   c. To care for a spouse, Additional Eligible Adult (AEA), child, or parent of the Employee if the former has a serious health condition, or

   d. Because of a serious health condition of the Employee which renders the Employee unable to perform the functions of his/her position.
2. The taking of a FMLA leave will not result in the loss of any employment benefits accrued prior to the date on which the leave commenced; provided, however, that nothing in this sentence shall be construed to entitle any Employee who returns from leave to the accrual of any employment benefits during the period of the leave or to any right, benefit, or position other than that to which the Employee would have been entitled had the Employee not taken the leave.

3. Employees who take a FMLA leave for the intended purpose of the leave will be entitled, on return from leave, to be restored by the Employer to the position of employment held by the Employee when the leave commenced or an equivalent position with equivalent employment benefits, pay, percentage of appointment and other terms and conditions of employment.

4. Notwithstanding the provisions of paragraph B.1. above, an unpaid family leave of up to twelve (12) workweeks for the birth/care of a child or for the placement of a child in an Employee’s home for adoption or foster care may be taken at any time within the twelve (12) month period which starts on the day of such birth or placement for adoption or foster care. However, regardless of when the leave commences, it will expire no later than the end of the twelve (12) month period. (For example, an Employee who requests a leave at the start of the twelfth month [of the twelve (12) month period from the date of birth or placement] is entitled to only four (4) workweeks of unpaid leave.)

5. Spouses or AEAs, both of whom are employed by the Employer, are limited to a combined total of twelve (12) workweeks of unpaid FMLA leave during any twelve (12) month period for the birth/care of their child, placement of a child in their home for adoption or foster care, or for the care of a parent with a serious health condition. However, each Employee may use up to twelve (12) workweeks of unpaid leave during any twelve (12) month period to care for the Employee’s child or spouse who is suffering from a serious health condition.

6. An eligible Employee who foresees that he/she will require a leave for the birth/care of a child or for the placement of a child in the Employee’s home for adoption or foster care, must notify the Department Head, in writing, not less than thirty (30) calendar days in advance of the start date of the leave. If not foreseeable, the Employee must provide as much written notice as is practicable under the circumstances.

7. An eligible Employee who foresees the need for a leave of absence due to planned medical treatment for his/her spouse, AEA, child or parent should notify the Department Head, in writing, as early as possible so that the absence can be scheduled at a time least disruptive to Employer operations. Such an Employee must also give at least thirty (30) calendar days written notice, unless it is impractical to do so, in which case the Employee must provide as much written notice as circumstances permit.

8. An Employee on an approved FMLA leave should keep the Department Head informed regarding his/her status and intent to return to work upon conclusion of the leave.

9. If a requested leave is because of a serious health condition of the Employee which renders the Employee unable to perform the functions of his/her position,
or to care for a spouse, AEA, child or parent who has a serious health condition, the Employee may be required to file with the Employer, in a timely manner, a health care provider’s certification or such recertifications as may reasonably be required by the Employer. Similarly, as a condition of restoring an Employee whose FMLA leave was occasioned by the Employee's own serious health condition, the Employer may also require the Employee to obtain and present certification from his/her health care provider that the Employee is able to resume work. All required certifications or recertifications shall conform to the FMLA’s certification requirements.

10. In any case in which the Employer has reason to doubt the validity of the health care provider’s statement or certification for leaves taken under paragraphs B.1.c. and B.1.d., the Employer may, at its expense, require second and third opinions as specified by the FMLA to resolve the issue.

11. A leave taken under paragraph B.1.a. or B.1.b. above shall not be taken intermittently or on a reduced leave schedule unless the Employer and the Employee agree otherwise. Subject to the limitations and certifications allowed by the FMLA, a leave taken under paragraph B.1.c. above may be taken intermittently or on a reduced leave schedule when medically necessary; provided, however, that where such leave is foreseeable based upon planned medical treatment, the Employer may require the Employee to transfer temporarily to an available alternative position offered by the Employer for which the Employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave than the Employee’s regular position.

12. The provisions of paragraphs B.1-B.11 above are intended to comply with the Family and Medical Leave Act of 1993, and any terms used herein will be as defined in the Act. To the extent that these or any other provisions of this Collective Bargaining Agreement are in violation of the Act, the language of the Act prevails. The FMLA provisions do not impair any rights granted under other provisions of this Agreement.

C. Bereavement Leave

An Employee will be allowed three (3) consecutive calendar days without loss of pay or benefits, to attend the funeral of a member of the Employee's immediate family. Such days shall be taken between the day of death and the day after the funeral. “Immediate family” for purposes of this provision shall be defined as: husband, wife, AEA, father, mother, child, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, step child, legal ward, foster child, grandparent, and an individual who stood in loco parentis to an Employee when the Employee was a child. Persons who are “in loco parentis” include those with day-to-day responsibilities to care for and financially support a person, when the person was a child.

In those limited instances where extenuating circumstances associated with the death of a member of the Employee's immediate family (e.g., the geographic location of the funeral and/or legal obligations that must be assumed by an Employee) necessitate an extended leave of absence on the part of the Employee, the Employee may request
approval of up to two (2) additional days of Bereavement Leave, which requests will not be unreasonably denied by the Employer.

An Employee who wishes to attend the funeral of someone outside of his/her immediate family may take one-half (1/2) day with pay, with the permission of the Department Head.

D. Jury Duty

Employees will suffer no loss in compensation when called to perform jury duty service. The Employer will pay the difference between jury compensation and the Employee's regular Employer compensation. When an Employee is temporarily excused from jury duty service, he/she is expected to return to work.

E. Military Leave

A military leave without pay shall be granted upon request of any Employee who enters active military service of the United States, or civilian services of the United States which are an essential part of the national defense program. Upon conclusion of the leave the Employee shall be subject to reinstatement in accordance with the provisions of applicable federal or state law.

An Employee who is ordered to active duty during an academic period in which the Employee is scheduled to work shall, at his/her request, be granted military leave to engage in a temporary tour of duty with the National Guard or any recognized branch of the United States Military Service. If the Employee's military pay is less than his/her regular Employer salary, the Employer will pay the Employee the difference for a maximum of fifteen (15) working days in any tour of duty or calendar year, whichever is the longer period. Such leave shall be credited as continuing service.

F. Leave Conditions

1. Approval of Leaves

To the extent permitted by applicable state and federal law, all leaves require advance administrative approval, which approval will be given in all instances where the terms and conditions of this Agreement have been satisfied. Where practicable, the Employee shall provide his/her Department Head with as much advance notice as possible of the need to utilize said leave. Said notice shall be framed with sufficient particularity to advise the Department Head of the reason for the absence and to establish its compensable nature under the terms of this Agreement. If advance notice is not practicable, the Employee shall provide as much notice as circumstances permit. The Department Head may require said notice to be in writing. If an Employee’s absence is determined to be not compensable under the terms of this provision, it shall be regarded as lost time and the Employee’s pay reduced.

2. Time Limits

Where practicable, applications for Military Leaves under paragraph E.1. above, or extensions thereof, shall be submitted at least ninety (90) calendar days before the beginning of the semester the leave, or extension thereof, is desired to commence.
Where practicable, the Employee will be notified in writing within forty-five (45) calendar days of submitting an application for a leave, or extension thereof, of the approval or denial of his/her application.

ARTICLE XV  COMPENSATION AND BENEFITS

A. Minimum pay rates

1. The following minimum pay rates are effective for the duration of this agreement.

<table>
<thead>
<tr>
<th>Description</th>
<th>Minimum Rate per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisors of Student Teachers (COE or COT), per student</td>
<td>$500</td>
</tr>
<tr>
<td>Direct instruction per credit, contact or equivalent hour</td>
<td>$1,125</td>
</tr>
<tr>
<td>Lab/Studio classes, per contact hour</td>
<td>$500</td>
</tr>
<tr>
<td>Applied music instruction, per student for majors</td>
<td>$600</td>
</tr>
<tr>
<td>Applied music instruction, per student for minors</td>
<td>$300</td>
</tr>
<tr>
<td>Librarians, per hour</td>
<td>$28.25</td>
</tr>
</tbody>
</table>

2. Academic units may establish and Employees may be paid rates higher than the minimums prescribed above.

3. Employees may be paid at rates below the amount specified above for teaching off-campus courses offered through Extended Programs and Educational Outreach (EPEO) which do not fill to minimum capacity and would otherwise be cancelled. In all instances the rate of compensation for teaching a specific course will be confirmed in writing to the Employee prior to the Employee accepting and undertaking the teaching assignment. Copies of all letters to Employees in confirmation of Extended Programs appointments shall be sent to the Union Office.

4. If the Employee is rehired within three years from the last date of employment, any returning Employee will be compensated at no less than (a) the minimum for their classification or (b) the amount they were paid before leave, whichever is higher.

5. Longevity payments shall be made beginning in the Fall 2011 semester to Employees based on the number of Fall and Winter Semesters of employment they have had over the previous four years. Employees who do not teach in a Fall semester but do teach in the following Winter Semester shall receive longevity payments that semester.
B. Benefits

The Employer will provide each Employee a summary description of the Employee's benefits within sixty (60) days of the commencement of the Employee's employment with EMU. Updates will be provided as revisions occur.

1. **Snow Health Clinic.** Employees may have use of the Snow Health Clinic at university staff rates.

2. **Tax Deferred Annuity.** Employees may elect to contribute to an individual tax-deferred annuity. The Employer has discretion as to the organization selected to provide this service.

3. **Tuition Waiver Program for Employees.** A tuition waiver program providing for a waiver of fifty percent (50%) of the cost of tuition for up to six (6) semester hours of credit per semester at Eastern Michigan University, will be available to Employees employed 40% or more.
   a. This program applies to tuition only; registration and other incidental fees which may be charged shall be borne by the Employee.
   b. Employees must complete one (1) year of employment prior to the first day of classes of the term or semester for which he/she plans to register.
   c. Failure to submit an application for approval within published timelines may forfeit the Employee’s eligibility for that term. Withdrawal from the course after the refund period, or grades lower than C (B for graduate classes) require full reimbursement of the Employer’s contribution.

4. **Dependent Care Flexible Spending Account.** A Dependent Care FSA will be made available to Employees with 40% or more appointment.

5. Notwithstanding the expiration date of the current agreement, the parties will meet beginning September 1, 2012 for the purpose of reaching agreement about health care options to be made available to Employees as of January 1, 2013.

**ARTICLE XVI   STRIKES**

A. The union agrees that during the term of this Agreement, there shall be no strike, stoppage of work or slowdown.

B. In the case of any strike or other suspension of work by the Employees that has not been authorized by the Union, its officers or agents, the University agrees that such violation of this Agreement shall not cause the Union, its officers or agents to be liable for damages provided that the Union complies fully with the following:

1. The Union’s obligation to take action shall commence immediately upon receipt of notice from EMU that a violation has occurred.
2. Immediately upon receipt of such notice the responsible Union representative shall immediately talk with those Employees responsible for or participating in such violation, stating to them that:

   a. Their action is in violation of the Agreement, subjecting them to discharge or discipline.

   b. The Union has not authorized the strike, or suspension of work and does not approve or condone it.

   c. The Union instructs the Employees to immediately return to their respective jobs, and submit any grievances they may have through the Grievance Procedure provided for in the Agreement.

ARTICLE XVII  SCOPE OF AGREEMENT

A. Agreement Construction

   The article and titles throughout this Agreement are merely editorial identifications of their related text and do not limit or control that text.

B. Entire Agreement

   This Agreement represents the entire agreement between the Employer, the Union, and EMU's Employees, whom the Union represents. This Agreement supersedes and cancels all previous agreements, oral or written, and constitutes the entire agreement between the parties. Any agreement or agreements which supplement this Agreement shall not be binding or effective for any purpose whatsoever unless reduced to writing and signed by the Employer University and the Union.

C. Saving Clause

   If, during the life of this Agreement, any of the provisions contained herein are held to be invalid by operation of law or by any tribunal of competent jurisdiction or if compliance with or enforcement of any provisions should be restrained by such tribunal pending a final determination as to its validity, the remainder of this Agreement shall not be affected thereby. In the event any provision herein contained is so rendered invalid, upon written request of either party, the Employer and the Union shall immediately enter into collective bargaining for the purpose of negotiating a mutually satisfactory replacement for such provision.

ARTICLE XVIII  DURATION AND AMENDMENT

This Agreement shall continue in full force and effect beginning upon ratification and continuing until, July 1, 2013. The Agreement shall continue in effect from year-to-year thereafter unless either party notifies the other in writing not less than one-hundred-fifty (150) days prior to the expiration date that a modification or termination of the Agreement is desired. Should either party to this Agreement serve such notice upon the other party, the Employer and the Union shall meet for the purpose of negotiation and shall commence consideration of proposed changes or modifications.
in the Agreement no later than one-hundred-twenty (120) days prior to the expiration of the agreement.

If, pursuant to such negotiation, an Agreement on the renewal or modification of this Agreement is not reached prior to the expiration date, this Agreement shall expire at the expiration date unless it is extended for a specified period by mutual agreement of the parties.
In witness whereof, the Agreement has been executed by the parties by their duly authorized representatives this [date].

EASTERN MICHIGAN UNIVERSITY

Donald N. Ritzenhein, Chief Negotiator  
Assistant Vice President  
Academic Human Resources

Morell Boone  
Dean  
College of Technology

Mary Linblade  
Associate Director  
Academic Human Resources

Rick Sambrook  
Academic Department Head  
Geography & Geology

FEDERATION OF TEACHERS (EMU-FT)

Matt Ides, Chief Negotiator  
Lecturer  
History

Mark Wenzel  
Lecturer  
Philosophy

Tom Wagner  
Lecturer  
Geography

Russell Jones  
Lecturer III  
History & Philosophy

Alyssa Picard  
Field Representative  
AFT Michigan
RECOMMENDATION

ACTION REQUESTED

Approve revised Code of Ethics for Members of Board of Regents.

STAFF SUMMARY

The current Code of Ethics has not been revised since February 23, 1988. Sound administrative practice dictates that policies should be reviewed at least every five years. The proposed revised Code is based on the current Code and on model codes of the Association of Governing Boards. The proposed revised code contains a provision for review by the Board every five years.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

______________________________
University Executive Officer
Vicki Reaume

______________________________
Date

9-13-11
UNIVERSITY POLICY STATEMENT:

Each member of the Board of Regents shall individually execute a statement articulating a code of ethics governing trustee standards and codes of behavior. Execution of this document shall occur upon the initial appointment to the Board and thereafter annually at the first meeting after the annual election of officers.

UNIVERSITY PRACTICE:

By consensus, members of the Board developed a Code of Ethics in January 1988, clarifying and attesting to obligations and responsibilities relative to the governance of Eastern Michigan University. By signing this document, each regent commits individually and collectively to the highest possible standards of conduct.

RESPONSIBILITY FOR IMPLEMENTATION:

It is the responsibility of the Secretary to the Board to make these statements available at the appointed time and to collect and keep them on file. It is the responsibility of each Board member by policy to execute a Code of Ethics document annually.

SCOPE OF POLICY COVERAGE:

This policy governs each member of the Board of Regents of Eastern Michigan University.
We, the members of the Board of Regents of Eastern Michigan University, recognize the importance of articulating standards of how we exercise our trusteeships. By adopting this statement we acknowledge that trusteeship requires a code of behavior not usually expected of other citizens. By willingly and enthusiastically accepting the privilege of serving the public interest and this institution, we also accept the obligations and responsibilities that accompany our trusteeships.

This statement is intended to clarify our individual responsibilities which we acknowledge to be distinct from, but complementary to, those of the Board as a corporate entity. It shall serve to help individuals being considered for nomination to the Board to decide whether they wish to accept appointment, to remind new and incumbent members of their obligations, and to encourage periodic review of ourselves and our Board's performance.

We, therefore, the Regents of Eastern Michigan University, each pledge to:

1. Become familiar with and committed to the major responsibilities of a governing board:
   a. To appoint the president
   b. To support the president
   c. To monitor the president's performance
   d. To clarify the mission
   e. To approve long-range plans
   f. To approve the educational program
   g. To ensure financial solvency
   h. To preserve institutional independence
   i. To enhance the public image
   j. To interpret the community to the institution
   k. To serve as a court of appeal
   l. To assess its own performance
2. Support the institution's fund-raising efforts through personal giving in accordance with one's means (to both annual funds and capital drives), and be willing to share in the solicitation of others by implementing fund-raising strategies through personal influence with others.

3. Consistently and faithfully prepare for and participate in official Board meetings and functions, including committee meetings and appropriate campus events.

4. Devote time to learning and remaining knowledgeable about the institution's uniqueness, mission, purposes, goals, educational offerings, strengths, and needs.

5. Help interpret and explain to state policy makers and others how the unique nature of an academic enterprise makes it distinct from other public agencies, including its essential commitment to academic freedom and its delicate internal system of shared governance. In a similar vein, we pledge to protect the institution's integrity and independence from unreasonable outside interference.

6. Help interpret and explain to the administration and academic community the needs, interests, and concerns of the larger community in the course of helping to set institutional purposes; priorities, and policies.

7. Accept and abide by the legal and fiscal responsibilities of the Board as specified by institutional charter, bylaws, and state statutes and regulations.

8. Vote according to one's individual conviction, and be willing to support the majority decision of the Board and work with fellow Board members in a spirit of cooperation.

9. Maintain the confidential nature of Board deliberations and to avoid acting as spokesperson for the entire Board unless specifically authorized to do so.

10. Understand the role of the Board as a policy-making body and to avoid participation in administration of policy.

11. Learn and consistently use designated institutional channels when conducting Board business (e.g., responding to faculty and student grievances, responding to inquiries concerning the status of a presidential search, etc.).

12. Comply with conflict-of-interest policies and disclosure forms developed by the Board and avoid even the appearance of a conflict-of-interest which might embarrass the Board, and to reveal those possible conflicts to the Board in a timely fashion for disposition by the Board as it may decide.

13. Refrain from actions and involvements that might prove embarrassing to the institution and to resign if such actions or involvements develop.

14. Make judgments always on the basis of what is best for the institution as a whole and for the advancement of higher education rather than to serve special interests.

15. Serve in leadership positions or undertake special willingly and enthusiastically when asked.
16. Counsel the chief executive as appropriate to offer support in his or her often difficult relationships with groups or individuals on or off campus.

17. Suggest agenda items periodically for Board and committee meetings to ensure that significant policy-related matters are addressed.

18. Avoid asking for special favors of the administration, including requests for information without at least prior consultation with the Board or committee chairperson.

19. Avoid prejudiced judgments on the basis of information received from individuals on campus, and urge those with real or perceived grievances to follow established policies and procedures through their supervisors (all matters of potential significance should be called to the attention of the CEO and Board chairperson as appropriate).

20. Avoid placing or seeming to place pressure of any kind on individual students, faculty, staff or administration.

21. Support and defend when necessary the chief executive, administration, faculty and staff.

22. Remain knowledgeable about trends in higher education and other institutions in our community, state, region, and nation.

23. Encourage periodic review of the Board's performance as an example to other members of the academic community and to acknowledge that Board and presidential leadership are interdependent.

We, the Regents of Eastern Michigan University, thus commit ourselves individually and collectively to the highest possible standards of conduct. We acknowledge that each of us shares a profound obligation to exercise our best possible judgment as we face the often perplexing matters affecting the health and vitality of this institution which we hold in trust for future generations. At the same time we appreciate the fact that trusteeship, like the presidency, is a distinctly human enterprise and an imperfect device.

We respect the judgments of others concerning our performance because we recognize the need to see ourselves as others see us. As willing volunteers in perhaps the most noble of all forms of volunteerism in our participatory democracy, we individually pledge to help the Board to be all that it is capable of being.

Regent
Eastern Michigan University

Authority for Creation or Revision
Minutes of the Board of Regents, February 23, 1988; para. 3685M.
EASTERN MICHIGAN UNIVERSITY
Code of Ethics for Members of the Board of Regents

UNIVERSITY POLICY STATEMENT:
Each member of the Board of Regents shall individually execute a statement articulating a Code of Ethics ("Code") governing expected trustee standards and codes of behavior. Execution of this document shall occur upon the initial appointment to the Board, and thereafter at the first meeting at the start of each fiscal year.

UNIVERSITY PRACTICE:
By consensus, members of the Board developed a Code of Ethics in February 1988, clarifying and attesting to obligations and responsibilities relative to the governance of Eastern Michigan University. Sound administrative practice dictates that policies be reviewed at least every five years. This revised Code of Ethics has been reviewed by the current Board of Regents in September 2011. By signing this document, each Regent commits individually and collectively to the highest possible standards of conduct.

RESPONSIBILITY FOR IMPLEMENTATION:
It is the responsibility of the Vice President and Secretary to the Board of Regents to make these statements available at the appointed time, and to collect and keep them on file. It is the responsibility of each Regent to execute a Code of Ethics document annually at the start of each fiscal year.

SCOPE OF POLICY COVERAGE:
This policy governs each member of the Board of Regents of Eastern Michigan University.

PREAMBLE:
We, the members of the Board of Regents of Eastern Michigan University, recognize the importance of articulating standards. By adopting this statement, we acknowledge that trusteeship requires a code of behavior not usually expected of other members of the greater EMU community. By willingly and enthusiastically accepting the privilege of serving the public interest and this institution, we also accept the obligations and responsibilities that accompany our trusteeships.

The Board of Regents accepts and commits itself to the responsibility for governing Eastern Michigan University, and to determine the University’s mission and strategic direction. We will consider the interests of all of its constituents in decision making, including students, administration, faculty, staff and other stakeholders. We, the Regents of Eastern Michigan University, each pledge to become familiar with and committed to
the major responsibilities of the governing board: to appoint the president, to support the president, to monitor the president’s performance, to clarify the mission, to approve long-range plans, to approve the educational program, to ensure financial solvency, to preserve institutional independence, to enhance the public image, to interpret the community to the institution and to assess our performance.

This Code of Ethics is intended to clarify our individual responsibilities, which we acknowledge to be distinct from, but complimentary to, those of the Board as a corporate entity. It shall remind new and incumbent members of their obligations, and to encourage periodic review of ourselves and our Board’s performance.

We, the Regents of Eastern Michigan University, each pledge to adhere to the following Code of Ethics:

ARTICLE 1: GOVERNANCE RESPONSIBILITIES:

1. Public Trust.
   The Board is ultimately responsible for the governance of the University. In carrying out this constitutionally conferred public trust, Regents must be accountable in the areas of financial disclosure, gifts, expenses and any potential conflicts of interest. Regents are expected to carry out their governance responsibilities in an honest, ethical and diligent manner. Regents shall not use the authority, title or prestige of their office to solicit or otherwise obtain private financial, social or political benefit that in any manner is inconsistent with the public interest. In serving the people of Michigan, Regents shall adhere to the highest ethical standards. In carrying out their governance responsibilities, Regents understand their role as a policy making body and avoid participation in administration of policy and day-to-day operations of the University.

   Regents bring diverse backgrounds and expertise valuable to the governance of a comprehensive, 4-year public university. In carrying out their duties, however, Regents must keep the welfare of the entire University paramount over any parochial interests. Regents should refrain from actions and involvements that might prove embarrassing to the institution.

3. Duty of Care.
   Regents will discharge their duties, including any duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the Regent reasonably believes is in the best interest of the University. Regents will adhere to all laws, regulations and policies that apply to the University.

4. Resource Commitment.
   In undertaking the duties of the position, a Regent shall make the commitment of time and other personal resources necessary to carry out the Regent's governance
responsibilities. Failure of a Regent to participate in regular meetings of the Board or a committee on which the Regent serves shall be cause for the Board to recommend removal of the Regent to the Governor of the State of Michigan. Regents will also support the institution’s fundraising efforts through personal giving in accordance with one’s means and be willing to share in the solicitation of others by implementing fundraising strategies through personal relationships with others.

5. **Due Diligence.**
Each Regent shall undertake with due diligence a critical analysis of the risks and benefits of any matter coming before the Board for action. Regents shall promote a culture of constructive debate about major information necessary to carry out the Regents’ duty of care to act in the best interest of the University.

6. **Legal Authority.**
Except as otherwise provided by law or bylaw, each Regent shall have no authority to act outside of Board meetings. Regents shall avoid acting as a spokesperson for the entire Board unless specifically authorized to do so by the Chairman of the Board of Regents. The Board of Regents will speak with a unified, cohesive and singular voice whenever offering comments or opinions to the media or any other public forums or outlets.

7. **Use of the Eastern Michigan University Name.**
Regents have a public association with Eastern Michigan University, but are also private citizens. Thus, care must be taken to appropriately differentiate between the two roles. Regents will not use the name of Eastern Michigan University in such a manner to suggest institutional or Board endorsement, or support of a non-Eastern Michigan University enterprise.

8. **Confidentiality of Eastern Michigan University Information.**
Regents will not disclose, divulge or make accessible any confidential information belonging to Eastern Michigan University, or obtained through affiliation with Eastern Michigan University. Such confidential information may not be divulged to any persons, including relatives, friends or business/professional associates, other than to persons who have a legitimate need for such information, and with appropriate authorization. Good judgment and care must be exercised at all times to avoid unauthorized or improper disclosures of confidential information.

**ARTICLE 2: CONFLICT(S) OF INTEREST:**

1. **Conflict of Interest Policy.**
A conflict of interest exists whenever a Regent, a Regent’s family member, and/or a business associated with a Regent or Regent’s family member has an
actual or potential financial interest, or any other interest in a matter pending with the University that may impair independence of judgment or objectivity in the discharge of the Regent’s public governance responsibilities.

In conducting or participating in any transaction, full disclosure of any real or perceived conflict with personal interests, and removal from further participation in such matters is expected; this includes any discussion, debate or voting upon said matter. Said disclosure will be duly disclosed and noted in the minutes of the next Board meeting following disclosure of any conflict of interest.

**Family Member** is defined as a Regent’s spouse, parent, sibling, child, domestic partner or any person residing in the Regent’s household.

**Business Associated with a Regent** is defined as any organization, corporation, partnership, proprietorship or other entity if either the Regent or Regent’s Family Member:

(a) Receives or received any present/past compensation, or has any contractual right to future income;
(b) Served or serves as an officer, director, partner or employee;
(c) Held or currently holds any financial interest.

2. **Personal Benefit or Gain.**
Regents shall not use the authority, title, prestige or any other attribute of the office for personal benefit or gain for themselves or any family member. Regents will exhibit personal integrity, honesty and responsibility in all actions and may not use Eastern Michigan University Board membership to obtain financial gain, or for personal, business or family benefit.

3. **Favored Treatment.**
Regents shall not use the authority, title, prestige or any other attribute of the office to obtain consideration, treatment or favor for any person beyond that which is generally available. This section applies to, but is not limited to, efforts to influence administrative decisions with respect to an individual’s admission, employment, discipline and similar matters. This section does not prohibit routine letters of recommendation or requests for information about the status of an individual’s admission, employment, discipline and similar matters.

4. **Gifts, Favors and Gratuities.**
Regents shall not knowingly accept any gift, favor or gratuity from any person or entity, including another Regent, that might affect or have the appearance of affecting a Regent’s judgment in the impartial performance of the duties of the office. This section shall not be construed to apply to a Regent’s incidental benefit from another Regent’s gift of money, property or services to the University, or to any benefit commonly available to Regents by virtue of the office. Nor shall this section be construed to prohibit acceptance of benefits from the University in connection with donations to the University. Nor does this
section prohibit complimentary tickets to University events furnished in accordance with generally accepted guidelines for attendance of University-related functions.

ARTICLE 3: EXPENSES:
Regents serve without compensation, but they are entitled to reimbursement for expenses incurred while representing the University in an official capacity in accordance with guidelines on file in the Board Office. Expenses of Board members shall be reviewed bi-annually by the Chief Financial Officer of the University and the Chairman of the Board of Regents.

ARTICLE 4: COMPLIANCE:
1. Reporting of Violations.
Anyone who believes that he or she has information indicating that an appointed Regent has violated the Code of Ethics shall make a written disclosure of the facts and circumstances to the Chair of the Board. If the alleged violation involves the Chair, the disclosure shall be made to the Vice Chair of the Board. If the alleged violation(s) of the Code of Ethics involves both the Chair and Vice-Chair, the matter will be submitted to the University’s General Counsel, or his or her designee, who will present the matter for review by the entire Board of Regents.

2. Review of Allegations.
The allegation will be reviewed by the appropriate members of the Board and General Counsel, or his or her designee, to determine whether removal proceedings should be initiated against the Regent for a material violation of the Code of Ethics.

3. Hearing.
An appointed Regent accused of a material violation of the Code of Ethics shall be afforded a due process contested case hearing in accordance with all relevant laws, codes and procedures enacted by the State of Michigan and the University’s bylaws.

4. Removal.
If a contested case hearing results in a finding that an appointed Regent materially violated the Code of Ethics, the Board may initiate proceedings to recommend the removal of the Regent from the Board, in accordance with the University’s bylaws. If the Regent is removed, the position shall be considered vacant, and the vacancy shall be filled as provided by law.
5. Certification.
Upon appointment and annually thereafter, Regents shall be provided with the Code of Ethics, and shall certify in writing that they have read the Code of Ethics and will comply with all of its provisions. Documentation will be submitted to the Vice President and Secretary to the Board of Regents, and kept on file within the Board Office.

ARTICLE 5: CANDIDACY FOR PUBLIC OFFICE:
Any Regent shall resign from the Board if elective to a partisan public office or any office that is incompatible to being a member of the Board of Regents.

ARTICLE 6: ANNUAL REVIEW OF CODE OF ETHICS:
At the beginning of each fiscal year, the Board, with the assistance of the General Counsel, shall publicly review the requirements and procedures of this policy.

We, the Regents of Eastern Michigan University, thus commit ourselves individually and collectively to the highest possible standards of conduct. We acknowledge that each of us shares a profound obligation to exercise our best possible judgment as we face the often perplexing matters affecting the health and vitality of this institution which we hold in trust for future generations.

We respect the judgment of others concerning our performance because we recognize the need to see ourselves as others see us. As willing volunteers in perhaps the most noble of all forms of volunteerism in our participating democracy, we individually pledge to help the Board to be all that it is capable of being.

Regent
Date
Eastern Michigan University
Eastern Michigan University Board of Regents

2012 Meeting Dates

Tuesday, February 21, 2012
Tuesday, April 17, 2012
Tuesday, June 19, 2012
Tuesday, September 18, 2012
Tuesday, October 30, 2012
Thursday, December 6, 2012