

2016

Board of Regents Meeting Materials, June 21, 2016

Eastern Michigan University

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EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
April 22, 2016

These are the proposed minutes of the April 22, 2016 Board of Regents meeting.

The meeting of the Eastern Michigan University Board of Regents was called to order by Vice Chair Treder Lang at 1:02 p.m. in Room 201, Welch Hall, Ypsilanti, Michigan.

The Board members present were:

Regent Dennis Beagen, Regent Michelle Crumm, Regent Beth Fitzsimmons, Regent Mike Hawks, Regent James Stapleton, Regent Mary Treder Lang and Regent James Webb.

Board members absent: Regent Mike Morris

There was a quorum.

Section 1

PROPOSED MINUTES OF THE FEBRUARY 5, 2016 REGULAR BOARD MEETING

Regent Beagen moved and Regent Hawks seconded that the proposed minutes for the February 5, 2016 Board meeting be approved as submitted.

Motion Carried

Section 2

PROPOSED MINUTES OF THE FEBRUARY 12, 2016 SPECIAL BOARD MEETING

Regent Webb moved and Regent Beagen seconded that the proposed minutes for the February 12, 2016 special Board meeting be approved as submitted.

Motion Carried

CONSENT AGENDA

Vice Chair Treder Lang asked the Board if there were any items on the consent agenda the Board members wished to vote on separately. Hearing none, it was moved by Regent Stapleton and seconded by Regent Crumm that sections 3-8 be approved in their entirety as presented.

Section 3

STAFF APPOINTMENTS

Recommended that the Board of Regents approve 11 staff appointments for the reporting period January 11, 2016 to March 15, 2016: Rebecca Brahaney, Amber Morneau, Christopher Van Wasshenova, Fredrick Reed, Bryan Andrew Abma, Tracey Sonntag, Charles Bullough, Lauren Deakins, Wayne Doyle, Susan Shine and Ethriam Brammer.

Section 4

STAFF SEPARATIONS/RETIREMENTS

Recommended that the Board of Regents approve 20 separations and retirements for the reporting period of January 11, 2016 to March 15, 2016: Donald Keller, Melissa Gerdes-Leonard, Daniel Bullocks, Bradley McCaslin, Kim Schatzel, Stephanie Robinson, Kenneth Hall, LaVel Heintz, Marjorie Dargo, Matthew Hammond, Kenneth Dobson II, Douglas Potter, Angella Martzig, James Turner, Randall Ward, Tracy Rush-Byers, Paul Flores, Alexandra Knisely, Stephanie Hawkes and Lauren Deakins.

Section 5

EMERITUS STAFF RECOMMENDATIONS

Recommended that the Board of Regents grant Emeritus Staff Status to two (2) staff members: Mathias Buckson (Police Sergeant, Public Safety) and Marjorie Dargo (Senior Secretary, Office of Research and Administration).

Section 6

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL APPOINTMENTS/TRANSFERS

Recommended that the Board of Regents approve (4) administrative/professional appointments: Debra Ingram (Mathematics), David Klein (Political Science), Julian Murchison (Sociology, Anthropology & Criminology) and Sandra Murchison (Art).

Section 7

ACADEMIC RETIREMENTS/SEPARATIONS

Recommended that the Board of Regents approve one (1) retirement (David Clifford) and two (2) separations (Jeffrey Kentor and Chris Mayda) for the period of January 1, 2016 through March 31, 2016.

Section 8

EMERITUS FACULTY RECOMMENDATIONS

Recommended that the Board of Regents grant Emeritus Faculty Status to one (1) former faculty member: William McMillan (Computer Science).

Motion Carried

Section 9

REPORT AND MINUTES – STUDENT AFFAIRS COMMITTEE

Regent Stapleton moved and Regent Beagen seconded that the Board of Regents approve the Student Affairs Committee Agenda for April 22, 2016 and that the Minutes of the February 5, 2016 meeting be received and placed on file.

Motion Carried

Section 10

REPORT AND MINUTES – FACULTY AFFAIRS COMMITTEE

Regent Webb moved and Regent Beagen seconded that the Board of Regents approve the Faculty Affairs Committee Agenda for April 22, 2016 and that the Minutes of the February 5, 2016 meeting be received and placed on file.

Motion Carried

Section 11

REPORT AND MINUTES – ATHLETIC AFFAIRS COMMITTEE

Regent Hawks moved and Regent Beagen seconded that the Board of Regents receive and place on file the working Agenda for the April 22, 2016 meeting and the February 5, 2016 Minutes.

Motion Carried

It was moved by Regent Crumm and seconded by Regent Hawks that sections 12-20 be approved in their entirety as presented.

Section 12

REPORT AND MINUTES – EDUCATIONAL POLICIES COMMITTEE

Recommended that the Educational Policies Committee Agenda for April 22, 2016 and the Minutes of the February 5, 2016 meeting be received and placed on file.

Section 13

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

Recommended that the Board of Regents re-appoint Kamal Cheeks and Hazel White to three-year terms to the Board of Directors of Detroit Public Safety Academy; re-appoint Samy Ali-Khodja, Paula Kauffman and Franci Mooreman to three-year terms to the Board of Directors of Global Tech Academy; and appoint Chedrin Chambers to a one-year term to the Board of Directors of Hope Academy.

Section 14

2016-17 FACULTY RESEARCH AND CREATIVE ACTIVITY FELLOWSHIPS

Recommended that the Board of Regents accept and place on file the report on the 2016-2017 Faculty Research and Creative Activity Fellowship Awards.

Section 15

2016-17 SABBATICAL LEAVE AWARDS

Recommended that the Board of Regents accept and place on file the report on 2016-2017 Sabbatical Leaves.

Section 16

WINTER 2016 UNDERGRADUATE RESEARCH STIMULUS PROGRAM AWARDS

Recommended that the Board of Regents accept and place on file the report on the winter 2016 Undergraduate Research Stimulus Program Awards.

Section 17

NEW MAJOR: GEOSPATIAL INFORMATION SCIENCE AND TECHNOLOGY

Recommended that the Board of Regents approve a new academic program: Geospatial Information Science and Technology Major.

Section 18

NEW MAJOR: SPECIAL EDUCATION K-12 LEARNING DISABILITIES ENDORSEMENT

Recommended that the Board of Regents approve a new academic program: Special Education Major K-12 Learning Disabilities Endorsement.

Section 19

NEW MINOR: SIMULATION, ANIMATION AND GAMING

Recommended that the Board of Regents receive and place on file this notification of a new academic program: Simulation, Animation and Gaming Minor.

Section 20

ACADEMIC PROGRAM PHASE OUT: MASTER OF ARTS IN URBAN/DIVERSITY EDUCATION; PUBLIC LAW AND GOVERNMENT MAJOR; AND APPLIED TECHNOLOGY MAJOR

Recommended that the Board of Regents receive and place on file the notification of three academic program phase outs: Applied Technology Major, Public Law and Government Major, and Master of Arts in Urban/Diversity Education.

Motion Carried

Section 21

REPORT AND MINUTES – FINANCE AND INVESTMENT COMMITTEE

Regent Fitzsimmons moved and Regent Webb seconded that the Board of Regents receive and place on file the Minutes from the February 5, 2016 Finance and Investment Committee meeting and the Agenda for the April 22, 2016 meeting.

Motion Carried

Section 22

WEMU FINANCIAL STATEMENTS AS OF JUNE 30, 2015

Regent Fitzsimmons moved and Regent Crumm seconded that the Board of Regents receive and place on file the WEMU-FM Financial Statements as of June 30, 2015 and related auditor's report.

Motion Carried

NEW BUSINESS AND PRESENTATIONS

Section 23

RESOLUTION: WASHTENAW COMMUNITY COLLEGE 50-YEAR ANNIVERSARY

Regent Crumm moved and Regent Beagen seconded that the Board of Regents approve the resolution congratulating Washtenaw Community College as they celebrate their 50th anniversary.

Motion Carried

Section 24

RESOLUTION: MEN’S SWIMMING AND DIVING MAC CHAMPIONS AND COACHES PETER LINN AND BUCK SMITH

Regent Webb moved and Regent Beagen seconded that the Board of Regents approve the resolution congratulating the men’s swimming and diving team for winning the 2016 MAC Championship and MAC Coaches of the Year Peter Linn and Buck Smith.

Motion Carried

Section 25

RESOLUTION: WOMEN’S GYMNASTICS MAC CHAMPIONS

Regent Hawks moved and Regent Crumm seconded that the Board of Regents approve the resolution congratulating the women’s gymnastics team for winning the 2016 MAC Championship.

Motion Carried

Section 26

RESOLUTION: 2016 ACE-EMU DISTINGUISHED WOMAN IN HIGHER EDUCATION LEADERSHIP AWARD RECIPIENT – MARGARET CROUCH

Regent Beagen moved and Regent Fitzsimmons seconded that the Board of Regents approve the resolution congratulating Dr. Margaret A. Crouch for being named the 2016 EMU-ACE Distinguished Woman in Higher Education Leadership Award winner.

Motion Carried

Section 27

PRESIDENT'S REPORT

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
April 22, 2016

Mr. Chairman and Distinguished Members of the Board of Regents:

We are pleased to celebrate our Spring Commencement ceremonies on Sunday. We look forward to seeing all of our successful graduates and their families, as well as our faculty and employees, who have all worked so hard to make the day a true celebration of Eastern Michigan University success. More than 2,200 students will cross the stage with bachelor's, master's and doctoral degrees in our two ceremonies.

We are honored to host our Commencement speaker, State Representative David Rutledge. Representative Rutledge will be awarded an honorary Doctor of Public Service degree during the morning ceremony. He has truly made a mark as an outstanding public servant and representative of our community.

Speaking of community service and community partnerships, I am pleased to welcome Washtenaw Community College and President Rose Bellanca to celebrate the college's 50th anniversary and share in acknowledging the partnerships between our institutions.

We are pleased to acknowledge several other initiatives that highlight Eastern's role in supporting our community and its citizens:

- Dr. Ethan Lowenstein, a professor of teacher education, is a recipient of the Champion of Engagement Award by the Michigan Campus Compact as a result of his work as director of the Southeast Michigan Stewardship Coalition and Ecojustice Education;
- Eastern representatives and several community groups hosted Michigan State Housing Development Authority Executive Director Kevin Eisenheimer earlier this week for a tour of Strong Housing in Ypsilanti. Eastern, in collaboration with community partners including the United Way of Washtenaw County, Washtenaw County Office of Community and Economic Development, SOS Community Services, and the Ypsilanti Housing Commission, has developed social service programs at Strong Housing to help residents move to greater economic self-sufficiency.

- Eastern Michigan student teacher Abigail Bruce worked with her first grade students in Ann Arbor to raise more than \$1,000 and send 300 cases of water to a Flint school;
- Eastern's College of Business students recognized nine local companies in their Business of the Year awards in March.

The nine local companies that were recognized:

- Accounting: Winner: Plante Moran
 - Alumni-Owned Businesses: Winner: Bearclaw Coffee
 - Financial Services: Winner: Quicken Loans
 - Human Resources: Winner: Ford Motor Company
 - Information Systems: Winner: Google
 - Marketing: Winner: Brogan & Partners
 - Social Enterprises: Winner: Food Gatherers
 - Supply Chain: Winner: Ford Motor Company
 - Start-Up: Winner: AccelerateKID
- Last Friday, EMU hosted the Annual Celebration and Community Engagement Awards, coordinated by the Institute for the Study of Children, Families & Communities (ISCFC), The Office of Academic Service-Learning (AS-L), Nonprofit Leadership Alliance (NLA), and VISION (Volunteers Incorporating Service into Our Neighborhoods).

Awardees include:

- Dr. Claudia Petrescu, former director of the Nonprofit Leadership Alliance
 - Professor Ted Ligibel, Historic Preservation, who was awarded the Dale Rice Award for Academic Innovation in Community Engagement
 - Matt Siegfied, local historian and scholar, received the Engage@EMU award
 - Washtenaw Literacy was awarded the Dale Rice Award for Community Partnership
 - The Outstanding NLA Partnership went to the Washtenaw Funders Group
 - ISCFC Community Partner Vicki Vaughn, with Chesapeake Community Advisors.
- Eastern was honored in February as the nation's number one producer of Fulbright U.S. Scholars among Master's institutions. Five faculty scholars have been awarded Fulbright grants for the 2015-16 academic year. The Fulbright Program is the U.S. Government's flagship international educational exchange program.

Eastern's new Fulbright Scholars, their host institutions and areas of specialization are:

- Leslie Atzmon: University of the Arts, London; graphic design
- Wallace Brideges: University of Ghana; drama/theatre arts/directing
- Rebecca Martusewicz: University of Tampere, Finland; foundations of education
- William Sverdlik: University of Namibia, artificial intelligence and robotics

- Rosemary Weston Gil: Franco-American Commission for Educational Exchange, France; teaching English as a foreign language
- U.S. News & World Report ranked Eastern's Occupational Therapy program second best in the state in its listing of Best Graduate Schools for 2017.
- Top Management Degrees ranked two Eastern programs among the top 50 in the country. The programs that were recognized are the Online Master of Arts in Educational Leadership K-12 Administration, and the Master of Science in Engineering Management.
- HR.com ranked our Master of Science in Human Resources and Organizational Development and the Graduate Certificate in Human Resources among the top 10 in the country for leadership excellence.
- Eastern's Information Assurance program continues to receive recognition – we are one of four institutions in Michigan to receive the National Centers of Academic Excellence designation for cyber defense.
- The doctoral program in Psychology ranked 30th in the top 50 by BestCounselingDegrees.net, and was one of only two Michigan programs that were named.
- Six professors and a lecturer were honored for their excellence in teaching, research and service to the University during the 39th annual Academic Awards celebration this spring.

The winners were:

- Ramona Caponegro, English Language and Literature – Teaching I
- Jacqueline LaRose, Teacher Education – Teaching II
- Raul Leon, Leadership and Counseling – Research I
- Jesse Kauffman, History & Philosophy – Research I
- Jamil Baghdachi, Engineering Technology – Research II
- Theresa Heck-Seibert, Communication, Media and Theatre Arts – Creative Activity
- Linda Burilovich, a professor of accounting, was acknowledged as the University's nominee for the ninth annual Michigan Distinguished Professor of the Year Award.
- Sharon Holt, a lecturer in occupational therapy, received the EMU Full-time Lecturers Outstanding Teaching Award.
- Eastern's Forensics Team placed fifth in the nation at the National Forensics Association Competition. More than 85 teams participated. Senior Sami White won the national championship in After Dinner Speaking. This continues EMU's streak as the only university in the Association to maintain a top 10 finish since 1970.

- For the second consecutive year, Eastern's Poetry Slam team placed in the final four at the College Union Poetry Slam Invitational. Eastern's students beat teams representing 67 colleges and universities across the U.S., Canada and Scotland.

The students on Eastern's team were:

- Freshmen Tiraj Lucas of Columbus, Ohio and Razjea Bridges of Flint
 - Sophomore Darion Ervin of Cleveland, Ohio
 - Darius Simpson, a senior from Akron, Ohio. Simpson both performed and coached the EMU team
- Eastern's student-athletes posted solid increases in the latest NCAA Academic Progress Rate report, which measures eligibility, retention and graduation of student athletes. The women's golf, women's swimming & diving, and volleyball programs posted the highest scores in the Mid-American Conference.

These are just a few recent highlights. I look forward to seeing everyone at Commencement on Sunday. I thank you for your support as we work together on behalf of our students and the broader community.

Other accomplishments are listed in the Appendix to this report on the University website. Thank you, Chair Morris.

Donald M. Loppnow
Interim President

Recognition

- **Abigail Bruce**, EMU student teacher at Angell Elementary in Ann Arbor, led first graders in a successful effort to raise more than \$1,000 to send 300 cases of water to Flint Michigan.
- **Sarah Kucemba**, a graduate student in EMU's higher education student affairs program, finished first nationally in a higher education case study competition sponsored by the American College Personnel Association.
- **Jon Peurach** and **Yoni Diamond** were awarded a \$1,000 scholarship from The Orthotic & Prosthetic Education and Research Foundation for their academic achievement.

- The **Eastern Michigan University Business Professionals of America** qualified 12 of its 13 competitors for the BPA National Leadership Conference when they competed at the organization's Michigan Leadership Conference. **Mathew Leddy** took first place in Human Resource Management, second in Parliamentary Procedure Concepts, third in Interview Skills, third in Contemporary issues and third in Management Concepts. **Brian Gardner** took second place in Managerial Accounting, third in SQL Database Fundamentals and fourth in Advanced College Accounting. **Monica Jurczyk** took second place in Administrative Support Concepts, fourth in Ethics and Professionalism and fourth in Management, Marketing, and Human Resource Concepts. **Dustin Pepper** took third place in Ethics and Professionalism. **Taylor Rodgers** took third place in Parliamentary Procedure Concepts, fourth in Advanced Interview Skills and fifth in Java Programming. **Nathaniel Kerfoot** took fourth place in College Payroll Accounting. **Thomas Hernandez** took fifth place in Basic Office Systems and Procedures. The video production team of **Jurczyk, Rodgers, Kaitlin Boroniec,** and **Tyler Johnson,** and the administrative support team of **Nicholas Lynch, Melanie Konja,** and **Jacob Ranshaw,** took second place in their respective competitions and will move on to the national competition.
- The **Health Administration Student Organization** participated in the **Gift of Life Campus Challenge** from January 16-February 27. Eastern took second place among 12 Michigan universities, signing up 271 organ donors.
- **Ramona Caponegro, Jacqueline LaRose, Raul Leon, Jesse Kauffman, Jamil Baghdachi,** and **Theresa Heck-Seibert** were recipients of Ronald W. Collins awards for excellence in teaching, research and service to the University during the 39th annual Academic Awards on March 30.
- **Vijay Mannari,** professor of polymers and coatings, has been awarded a \$529,000 grant to develop environmentally responsible, but high performance coatings for the U.S. military.
- **James Stein,** professor in construction management, has been awarded the 2016 Nelson Vander Hyden Award from the Washtenaw Contractors Association.
- Nursing professor **Tsu-Yin Wu** is using a \$107,000 grant from the Center for Medicate Services to recruit bi-lingual representatives who are trusted in their respective communities for the role of navigators to assist Asian Americans with the federal Health Insurance Marketplace program.
- The **Provost's New Faculty Awards** were awarded to 31 faculty members on February 5. Recipients will study topics such as understanding change in migratory patterns in birds, investigating security in cloud computing, and understanding the cultural roots of Kenya's Green Belt Movement.

- Eastern Michigan University has been ranked in the top 50, according to **Top Management Degrees**, for its **online master’s of arts in educational leadership K-12 administration and master’s of science in engineering management**.
- Eastern’s **Masters of Science in Human Resources and Organizational Development** and the **Graduate Certificate in Human Resources** were ranked among the top 10 in the country for leadership excellence in an annual competition run by HR.com.
- The new **Center for Jewish Studies** opened on March 20 to facilitate new forms of collaboration with community organizations, including seeking grants for important areas of study, scheduling lectures and seminars, and fundraising.
- Eastern Michigan University continues to distinguish itself as one of the nation’s best institutions in **Information Assurance** through its recent designation from the National Security Agency (NSA) and Department of Homeland Security (DHS). EMU is one of four institutions in Michigan to receive the National Centers of Academic Excellence (CAE) designation for cyber defense.
- Eastern’s **Occupational Therapy program** is ranked second in the state of Michigan by U.S. News & World Report listing of “Best Graduate Schools for 2017.” The program was also ranked 52nd out of 163 programs nationally.
- The **doctoral program in Psychology** ranked 30th on the top 50 list published by BestCounselingDegrees.net, and was one of only two Michigan programs that named.
- The College of Education has teamed up with several local schools for the new **Urban Teacher Pathway program**, which supports students who want to go back to their hometown schools to teach after graduation.

Events

- The **2016 Math Facts Challenge** will be held on May 23. About 500 southeastern Michigan students from 19 different charter schools in four counties (Wayne, Washtenaw, Oakland and Genesee) will participate in head-to-head competitions.
- The annual **Digital Divas Conference** was held on April 22. Eastern invited 500 attendees from 13 local school districts, including Oakland, Jackson, Livingston, Kent, Macomb and Washtenaw. During the event, participants have a chance to explore more than 20 interactive STEM sessions and network with industry leaders, professors and students.
- One of Michigan’s largest **Teacher Job Fair** was held on April 15 in Bowen Fieldhouse. More than 140 school districts, academies and education companies participated, 62 of which were from Michigan.

- A new exhibit of Eastern artifacts was designed by a class of graduate students in the Historic Preservation program. The grand opening of “**The POWER of Connections: EMU Student Organizations**” was held on April 14. On display is a wide range of artifacts from student organizations that have empowered students to create connections and transformations on an individual scale, as well as with the broader community.
- The campus community was invited to participate in the **Green March for Autism Acceptance** on April 12 in celebration of Autism Awareness Month.
- Students from Eastern and the University of Michigan held their annual **Best Buddies Michigan Friendship Walk** on April 9, to promote one-to-one friendships, leadership opportunities and jobs for people with intellectual and developmental disabilities.
- Eastern’s annual **First Swim, First Paddle & First Dive clinic** was held on April 2. The event is coordinated by EMU orthotics & prosthetics students, and is designed to teach persons with physical disabilities about specially adapted recreational activities.
- The **Undergraduate Symposium** was held on April 1, with more than 450 participants presenting, with the support of 199 faculty mentors.
- Ford Motor Company, Google, Quicken Loans, as well as other businesses were honored as at the annual **Business of the Year Award Luncheon** on March 18, sponsored by the College of Business.
- The **2016 Spring Career Fair** was held on March 18, with more than 100 employers on hand to interview students.
- The fifth annual **Ecojustice and Activism Conference** was held March 17-19. This year’s theme was “Reclaiming the Commons: Diverse Ways of Being and Knowing.”
- EMU presented the **SESI Entrepreneurship Conference and the Skandalaris Business Plan Competition** on February 12.

Of Note

- On March 12-13 **Gamers for Giving** raised \$170,000 in a 24-hour marathon of video gaming at the Convocation Center. Gamers Outreach Foundation provides therapeutic recreation to children during long-term hospitalization.

Athletic Highlights

- Basketball (Women): **Cha Sweeney** was named to the All-MAC Conference Second Team, and **Janay Morton** was named to the All-MAC Conference Third Team.

- Basketball (Women): **Micah Robinson** and **Phillis Webb** were named to the Academic All-MAC team.
- Basketball (Men): **James Thompson IV** was named the MAC's Freshman of the Year and earned National Association of Basketball Coaches (NABC) All-District 14 Second Team honors.
- Basketball (Men): **Trent Perry** was named to the Academic All-MAC team.
- Cross Country (Men): Team was honored as an **All-Academic Team**, maintaining a team GPA of 3.406.
- Cross Country (Men): **Willy Fink** and **Nick Raymond** were honored as Academic All-Americans by the United States Track & Field and Cross Country Coaches Association.
- Gymnastics (Women): The women's gymnastic team took home their second **MAC Championship** in program history.
- Gymnastics (Women): At regionals, the team took fourth overall in the standings. **Rachel Slocum** tied for first on her floor routine and qualified for the NCAA Championships. Head coach **Jay Santos** was named Regional Coach of the year and **Jess Santos** was named Regional Assistant Coach of the Year.
- Gymnastics (Women): **Rachel Slocum** and **Kendall Valentin** were named First Team All-MAC and **Catie Conrad** name Second Team All-MAC.
- Gymnastics (Women): The gymnastics team placed nine on the Academic All-MAC team, they are **Catie Conrad, Kimberly Ebeyer, Kirsten Gendron, Natalie Gervais, Megan Marino, Sydney McEachern, Lacey Rubin, Rachel Slocum, and Kendall Valentin.**
- Swim and Dive (Women): **Becca Detro, Delaney Duncan, and Clarice Daniel** received First Team All-Mac accolades. **Grace Van Allen, Mary Kate MacLean, and Carly Jackson** received Second Team All-Mac accolades.
- Swim and Dive (Women): The women's swim and dive team posted a runner-up showing at **MAC Championships** on April 27.
- Swim and Dive (Women): **Delaney Duncan** competed at the NCAA Division I Championships on March 17-19. She earned All-American Honorable Mention and was the first freshman in program history to qualify for nationals.

- Swim and Dive (Women): **Clarice Daniel, Becca Detro, Makenzie Garringer, Carly Jackson, Molly Miller, Alexis Mitcheltree, Abby Saddler, Haley Shaw, Alli Shereda, Emily Tubbs, Grace Van Allen, Sierra Wagner, and Rosalie Yockey** all were recognized and honored with the Academic All-MAC team award.
- Swim and Dive (Men): The men's swim and dive team won their 33rd MAC Championship. Swimming away with a gold in 200 Back was **Cole Bateman**, a gold in 100 free was **Andrew Henry**, and a gold in the 3 Meter was **Alex Chan**.
- Swim and Dive (Men): **Cole Bateman, Logan Burton, Alex Chan, Erik Gissen,** and **Andrew Henry** were named All- MAC First Team. **Kyle Aerne, Tosh Kawaguchi, Kyle Lichtenberg, Peter Rusenias,** and **Jake Tyson** were named All-MAC Second Team.
- Swim and Dive (Men): **Alex Chan** was named Most Outstanding Diver, **Andrew Henry** was named Most Outstanding Swimmer, **Tom Gilis** was named MAC Freshman Diver of the Year, **Buck Smith** was named Diving Coach of the Year, and **Peter Linn** was named Swimming Coach of the Year at the MAC Championships.
- Swim and Dive (Men): **Andrew Henry** qualified to compete at 2016 NCAA Championships. Henry took 29th in the 200 Individual Medley and broke the school record, and placed 22nd in the 200 Free.
- Swim and Dive (Men): The men's swimming and diving team placed 16 athletes on the Academic All-MAC team. They are **Erik Brinkhoff, Logan Burton, Chris Buzard, Alex Chan, Hunter Cook, Dylan Crompton, Conner Finnigan, Krzysztof Gilski, Erik Gissen, Andrew Henry, Chris Hodges, Connor Johnson, Josh Kreider, Kevin Moore, Brendan O'Shea,** and **Peter Rusenias**.
- Track & Field (Women): The women's track and field team repeated as **MAC Indoor Champions** by defending their title on April 27.
- Track and Field (Women): **Alsu Bogdanova** received Most Valuable Performer and was MAC Champion in the 800 meters, **Jessica Harris** won Freshman Track Performer of the Year and took home silver in the 60 meter dash, **Jordan McDermitt** took the gold home as a MAC Champion in the 3000 meter race, and **Sue Parks** earned the Coach of the Year award.
- Track and Field (Women): **Alsu Bogdanova, Natalie Cizmas, Sofia Gallein, Khadesha James, Jordan McDermitt,** and **Sydney Meyers** were all named All-MAC First Team. **Jessica Harris** was named All-MAC Second Team.

- Track and Field (Women): The team placed 13 on the Academic All-MAC team for indoor season. They are **Rebekah Branham, Maya Carter, Natalie Cizmas, Dace Dreimane, Amy Frauhammer, Sofie Gallein, Allie Knoll, Jordan McDermitt, Aaliyah McKinney, Claire Mesa, Megan Pendleton, Rebecca Quaintance,** and **Natalie Uy.**
- Track and Field (Men): The men's track and field team posted a runner-up showing at the **MAC Indoor Championships.**
- Track and Field (Men): **Tyler Brown** was MAC Champion in 400 meter dash and was named Most Valuable Performer for the meet, **Willy Fink** was a MAC Champion in the 3000 meter run, **Anthony Jones** was named the Most Outstanding Field Performer for the meet, and **Solomon Simmons** took home the gold in the heptathlon.
- Track and Field (Men): **Tyler Brown, Willy Fink, Anthony Jones,** and **Solomon Simmons** all were named All MAC- First Team. **Hlynur Andresson, Scott Bradley, Jeff Elam, Mitch Lenneman, Mason Waynes,** and **Mathew Williams** were all named All MAC- Second Team.
- Track and Field (Men): **Willy Fink** and **Anthony Jones** both qualified for NCAA Indoor Nationals on March 11-12. **Willy Fink** took eleventh overall and earned Second Team All-American honors. **Anthony Jones** placing seventh overall and earned Second Team All-American honors as well.
- Track and Field (Men): **Hlynur Andresson, Lahsene Bouchikhi, Scott Bradley, Jeff Elam, Willy Fink, Elijah Albert-Grayer, Mike Hierholzer, John Knox, Mitch Lenneman, Quinn Levering, Zach Purcilly, Nick Raymond, Solomon Simmons, Mason Waynes, Andrew Wentz, Keith Williams,** and **Mathew Williams** were named Academic All-MAC.
- Wrestling: **Anthony Abro, Nicholas Barber,** and **Dakota Juarez** qualified for the 2016 NCAA tournament.
- Wrestling: **Nicholas Barber, Derek Hillman, Kyle Springer, Armando Torres,** and **Shayne Wireman** were named Academic All-MAC team.
- Eastern Michigan University men's swimming and diving coach **Mike Jones** was inducted into the Mid-American Conference Hall of Fame.
- Track and Field alumnus and assistant coach **Donald Scott** took fourth and was named First Team All-American at the USA Track and Field Indoor National Championships.

- EMU Athletics held their **Second Annual Ypsi Awards** at the Convocation Center on April 11 to honor the top athletic, citizenship, and academic achievements during the 2015-16 academic year.

Section 28

OPEN COMMUNICATIONS

Vice President/Secretary Reaume announced that eight (8) people requested to address the Board of Regents. Each speaker was given up to four (4) minutes to speak.

1. Steven Cole (Student Government) – General Student Government update, update on student report regarding athletic spending, student homelessness work and student well being
2. Howard Bunsis (EMU-AAUP) – Athletics, University budget
3. Patrick Barry, Jr. (Alumni Association) – Alumni Association Update
4. Julia Lombardi (Women’s Soccer) – Student athlete experience
5. Brett Petersmark – Value of athletics, Why he is involved with his alma mater
6. Judith Kullberg (EMU Faculty Senate) – Budgetary and programmatic priorities of the University
7. Kevin Devine (Department of Student Media) – The Eastern Echo and the Department of Student Media including a brief reminder of the history of the paper, an overview of the present and plans for the future
8. Patrick Muldoon –Supporting EMU Athletics

Vice Chairman Treder Lang reminded attendees that the next meeting is scheduled for Tuesday, June 21, 2016. She called for any further business to be brought before the Board. There being none, Regent Crumm made a motion to adjourn. Regent Hawks seconded to adjourn the meeting.

Motion Carried

The meeting was adjourned at 2:15 p.m.

Respectfully submitted,

Vicki Reaume
Vice President and Secretary to the Board of Regents

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 2

DATE:
June 21, 2016

RECOMMENDATION

STAFF APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 10 staff appointments for the reporting period March 16, 2016 through May 31, 2016.

STAFF SUMMARY

Of the 10 appointments, 5 (50 percent) are females, 5 (50 percent) are males. Demographics of the total group indicate 3 (30 percent) African American, 6 (60 percent) Caucasians, and 1 (10 percent) Hispanic.

FISCAL IMPLICATIONS

The salaries are part of the University's 2015-2016 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

EASTERN MICHIGAN UNIVERSITY STAFF APPOINTMENTS
For Activity Date Reporting Period
March 16, 2016 through May 31, 2016

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Hire Date	Annual Salary	Appt %	Ethnicity	Gender
Brammer	Ethriam	Program Director, SSS Grant	AP	MGIL1	Office of the Provost	3/18/2016	75,000.00	100	HI	M
Hatala	Erica	Fast Food Worker	FM	95	Satellite Admin	3/20/2016	16,963.96	100	WH	F
Mulholland	Amy	Dir Learning & Org Development	AP	MGIL2	Training and Professional Develop	3/21/2016	95,000.00	100	WH	F
Overholt	Brian	Football Video Coor	PE	07	I A Mens Football	3/24/2016	30,600.00	68	WH	M
Kibin	Colleen	Asst Dir, Com Collge Relations	AP	PFSP2	Community College Relations	4/22/2016	60,000.00	100	WH	F
Ali	Abdiaziz	Officer Campus Police	CP	01	Public Safety	5/6/2016	45,940.80	100	BL	M
Akinlude	Akinbiyi Akinwale Donald	Upward Bnd Acad Supp Prog Spec	PE	06	Upward Bound Program	5/17/2016	39,762.00	100	BL	M
Call	Adam	Asst Head Coach(Ftb/Mn-Wm Bsk)	AC	13	I A Womens Bktball	5/18/2016	74,000.00	100	WH	M
Olajuwon	Alon	Asst Coach(Ftbl/Mn-Wmn Bsktbl)	AC	12	I A Womens Bktball	5/20/2016	70,000.00	100	BL	F
Donnelly	Georgia	HR Coordinator	AH	CDEA1	Employee Benefits	5/20/2016	38,000.00	100	WH	F

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 3

DATE:
June 21, 2016

RECOMMENDATION

STAFF SEPARATIONS/RETIREMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve 25 separations and retirements for the reporting period of March 16, 2016 through May 31, 2016.

STAFF SUMMARY

Of the 25 separations and retirements there are 11 (44 percent) females and 14 (56 percent) males. Demographics of the total group indicate 4 (18 percent) African Americans and 21 (84 percent) Caucasians.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

**EASTERN MICHIGAN UNIVERSITY
STAFF SEPARATIONS and
RETIREMENTS For Termination
Date Reporting Period March 16,
2016 through May 31, 2016**

Last Name	First Name	Job Title	E Class	Grade	Org Title	Current Hire Date	Termination Date	Ethnicity	Gender
Bailey	Michael	Asst Coach Sftb,Cc/Trk,Vol,Bsb	AC	11	IA Womens Crew	8/8/2014	5/16/2016	WH	M
Bentrum	Sheila	Clinical Supv Speech and Hear	PE	09	COE Clinic	1/2/1998	4/25/2016	WH	F
Boyce	George	Officer Campus Police	CP	01*	Public Safety	2/26/1997	4/23/2016	BL	M
Buckson	Mathias	Sergeant Campus Police	PS	01*	Public Safety	1/4/1987	4/7/2016	BL	M
Capuano	Angela	Clinical Services Director	AP	PFSP3	Autism Collaborative Center	11/17/2014	5/25/2016	WH	F
Finley	Candice	Asst Coach(Ftbl/Mn-Wmn Bsktbl)	AC	12	I A Womens Bktball	5/14/2012	5/11/2016	BL	F
Golm	Thomas	Stationary Engineer	FM	24	Heating Plant	4/10/2015	5/12/2016	WH	M
Gower	Kyle	Custodian	FM	06	Housing Admin	9/26/2011	3/21/2016	WH	M
Groulx	Michael	Asst Head Coach(Ftb/Mn-Wm Bsk)	AC	13	I A Womens Bktball	5/12/2014	5/11/2016	WH	M
Hatala	Erica	Fast Food Worker	FM	95	Satellite Admin	3/20/2016	4/10/2016	WH	F
Hubbard	Gerald	Elevator Repair/Control Spclst	FM	25	Electrical	2/8/2010	4/29/2016	WH	M
Jason	Keith	Coord, COT Student Services	PE	08	COT Academic Adv Ctr	4/7/2006	5/27/2016	WH	M
Kelley	Sarah	Building Automation Specialist	FM	24	HVAC Heating Ventilation AC	5/7/2012	4/15/2016	WH	F
Knutson-Garcia	Julie	Int Dir Onlin Ext Progs Rg Sit	AP	MGIL2	EP Weekend University	6/11/2001	4/6/2016	WH	F
Lagana	Jeanne	Career Services Assistant II	CS	05	Univ Advising and Career Devel Ctr	11/10/1997	4/29/2016	WH	F
Olson	Samuel	Asst Compliance Dir, Monitor	PE	07	Compliance	1/6/2014	5/27/2016	WH	M
Peterson	Jay	Dir Physician Asst Program	AP	CDAP3	Physician Assistant Program	5/16/2012	4/26/2016	WH	M
Porter	Katelyn	Asst Dir Bright Futures	AP	MGIL1	Stdy Chldrn and Family	9/4/2007	4/29/2016	WH	F

Reeves	Mary	Admissions Processor	CS	05	Adm Internal Oper	10/29/1990	5/27/2016	BL	F
Santos	Jessica	Asst Coach Sftb,Cc/Trk,Vol,Bsb	AC	11	I A Womens Gymn	7/8/2014	5/31/2016	WH	F
Santos Jr	Joseph	Head Coach (Gym/Soc/Wres/Crew)	AC	15	I A Womens Gymn	6/23/2014	5/31/2016	WH	M
Thompson	Ann	Exec Dir Alumni Relations	AP	MGIL3	Alumni Relations Office	1/7/2013	4/11/2016	WH	F
Trakul	David	Dir Emp Relations & Policy	AP	MGIL2	Employee Relations	5/1/2006	5/20/2016	WH	M
Verdi	Salvatore	Head Coach (Women's Bskstbl)	AC	17	I A Womens Bktball	5/1/2012	4/12/2016	WH	M
Vuocolo	Paul	College Webmaster	PE	08	Web Service Team	7/16/2007	4/8/2016	WH	M

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 4
DATE: June 21, 2016

RECOMMENDATION

EMERITUS STAFF STATUS

ACTION REQUESTED

It is recommended that the Board of Regents grant Emeritus Staff Status to One (1) staff members: George Boyce, Police Officer, Public Safety, who retired April 23, 2016.

STAFF SUMMARY

According to University policy, retiring Administration 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.

==

Donald M. Loppnow, Ph.D.
Interim President

_____ Date



EASTERN MICHIGAN UNIVERSITY
EMERITUS STAFF STATUS RECOMMENDATION

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

Name of staff member: George S. Boyle

Title upon retirement: Police officer

Date of hire at EMU: 2/26/97 Retirement date: 4/23/16

Number of years at EMU: 19 (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: Eastern Michigan University 1992

Masters: Eastern Michigan University 2005

Doctoral: Eastern Michigan University 2011

Please attach 2 letters of support to this application

Recommended by _____ Date _____ Recommended by _____ Date _____

Department Head and/or Supervisor 3/1/16 Date

Executive Council Member 3/1/16 Date

President _____ Date _____

Date Submitted to Board of Regents _____

After the Executive Council member sig.s, please forward this form and letters of support to: CFO, 101 Welch Hall. Upon approval of the President, the recommendation will be sent to the Board of Regents. Emeritus Staff status is contingent upon the approval of the Board of Regents. The above information will be kept on file in the Office of the Chief Financial Officer.

March 1, 2016

To: Eastern Michigan Board of Regents

Re: Emeritus Staff Status Recommendation for Officer George Boyce

It would be my honor to recommend Officer George Boyce for *Emeritus Staff* status. I have known George for nearly 20 years where he has been a faithful and dedicated employee of the University and the Department of Public Safety. In addition, George has been a person who I have greatly respected and appreciate for his determination and desire to promote education and justice for all. George is truly a positive ambassador for Eastern Michigan University now and will continue to be as he heads into his retirement.

During George's career with the Department of Public Safety he has participated in many roles such as Area Police Officer for 8 years, presenting programs on Alcohol and Drug Abuse, Education and Prevention of Crime in your Community, and Sexual Assaults Prevention. George played an important role in the training of female students using the RAD program (Rape Aggression Defense), on campus and in the surrounding community, for an 8 year period. George has served as a Temporary Sergeant, and later as a Senior Officer, where he was in charge of the shift and displayed sound judgement on a daily basis.

Prior to coming to Eastern Michigan University, George had a career with the U.S. Fish & Wildlife Service where he retired after 23 years. Having the passion to continue his work in Law Enforcement, George's next job was with the Washtenaw County Sheriff's Department. He then joined the City of Ypsilanti Police Department before finding his true home with the EMU Department of Public Safety.

Eastern Michigan University has played a tremendous role in George's education as well. George has three (3) degrees from EMU: a Bachelor's Degree in Business Administration, a Master's Degree in Social Work, and a Doctorate Degree in Education Leadership with a concentration in Higher Education Administration. During his educational pursuit, George was honored with the King-Chavez-Parks Future Teacher Fellowship Award, a \$20,000 dollar award.

In addition to being a police officer, Dr. George Boyce has served as mentor for many students involved with such programs as the Upward Bound and the Summer Incentive Program which provide support for minority and first-generation students in pursuing their educational opportunities.

For these reasons I am recommending my colleague and friend, Officer / Dr. George Boyce, for Emeritus Staff Status at Eastern Michigan University.

Sincerely,

Robert Heighes

Executive Director of Public Safety / Chief of Police

Eastern Michigan University

Department of Public safety

March 8, 2016

To: Emeritus Staff Committee
From: Deb de Laski-Smith, PhD, College of Technology
RE: George Boyce

It is my pleasure to offer a letter of support for Emeritus Staff standing for Dr. George Boyce. I met George when I served in the Graduate School as the interim Dean while overseeing the King-Chavez-Parks Future Faculty Fellowship Awards and awardees. George received this prestigious honor for \$20,000 that supported his doctoral degree in Educational Leadership at EMU.

Overseeing KCP enabled me to meet with and get to know these students. I tracked their enrollment, degree completion, and hours towards work-service credit required by the State. Following a challenging time in his youth and prior employment with the U.S. Fish & Wildlife Service, George changed careers to law enforcement and has earned three degrees and a graduate certificate from three EMU colleges. He has been a valued part of the University Police Department for many years.

In his police role at EMU, he went above and beyond to offer special programming and mentorship to students, faculty and staff. George taught sessions on Date Rape, Time Management, Alcohol Abuse, and Drug Abuse. He also served as a Rape Aggression Defense Instructor for eight years. Mentoring was given to the students, who were on campus for the Summer Incentive Program and the Upward Bound Program. Both programs were geared toward giving minority students and first generation college students an opportunity to earn a college degree.

Being an active member of the EMU campus enabled him to participate on search committees for Area Complex Directors, and Area Hall Directors as well as Community Student Officers. Leadership responsibilities included serving as interim sergeant while the position was being filled. He was a senior police officer in charge of shift changes when no administrative supervisor was on shift, and offered Ypsilanti Police his support for an undercover sting operation.

His dissertation work was shared at the annual Graduate Research Fair in 2010. We are proud of his accomplishments and the role model he has become for many, many university students. George has a kind, caring demeanor that makes him approachable and enables him to make a difference in the lives of our campus students, guests, and employees. We have greatly appreciated his many contributions to campus.

Thank you for considering George Boyce for Emeritus Staff standing.



EASTERN MICHIGAN UNIVERSITY

February 19, 2016

Eastern Michigan University
Office of the Chief Financial Officer
101 Welch Hall
Ypsilanti, MI 48197

Re: Letter of Support for George Boyce, EMU Emeritus Staff Status Recommendation

It is my honor and privilege to recommend George Boyce for Eastern Michigan University Emeritus Staff Recognition. George was my graduate program advisee when he embarked on his doctoral degree program in Educational Leadership/Higher Education Administration at Eastern.

Many at Eastern know George as a long standing police officer on campus. In the eyes of faculty and staff in three different colleges however he is known as a kind, diligent, high performing undergraduate and graduate student. He was not content until he pursued and completed his doctoral degree. He worked tirelessly to complete his doctoral coursework and dissertation while working full-time as a police officer. He is an outstanding example of a working professional who we strive to serve at this institution.

George's dedication to the lives of EMU students was not only apparent while he was engaging in his on-road shift work. He was called upon to lead his department throughout various transition periods and he further presented programs to the student body pertaining to subjects such topics as date rape, time management, alcohol abuse & drug abuse. He also served on numerous committees across campus throughout his career at EMU and taught rape aggression defense for EMU & surrounding area community members. He graciously served year after year as a mentor for undergraduate students belonging to the Summer Incentive Program and the Upward Bound Program, both programs geared toward giving minority students and first generation college students an opportunity to earn a college degree.

In closing, it is without reservation that I strongly recommend George Boyce for the aforementioned esteemed recognition at Eastern Michigan University. Based on his extensive service to EMU and his compassion for his fellow man he is the consummate recipient for this award. Do not hesitate to contact me for further testimony on behalf of this fine man.

Sincerely

 Acliyin C. Tracy, Ph.D.
Professor & EDLD Graduate Coordinator of Advising

SECTION: 5
DATE: June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

ACADEMIC AFFAIRS ADMINISTRATIVE/PROFESSIONAL
APPOINTMENTS/TRANSFERS

ACTION REQUESTED

It is recommended that the Board of Regents approve (1) Administrative/Professional appointments and (4) Administrative/Professional transfers at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2016-2017 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

ADMINISTRATIVE PROFESSIONAL HIRING REPORT

Name	Effective Date	Salary	Rank
Ashur, Suleiman	7/1/2016	\$133,000	Director, School of Visual & Built Environments (includes tenure at the rank of Professor in the School of Visual & Built Environments)

TRANSFERS

Flowers, Ronald	7/1/2016	\$115,000	Department Head, Leadership & Counseling
Olson, Karin	5/1/2016	\$115,266	Interim Director, Physician Assistant Program
Egge, James	7/1/2016	\$116,000	Department Head, History & Philosophy
Heyl-Clegg, Deborah	8/1/2016	\$144,170	Interim Department Head, Chemistry

SECTION: 6
DATE: June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve thirty-eight (38) new faculty appointments for the 2016-2017 academic year at the rank, salary, and effective date shown on the attached listing.

STAFF SUMMARY

Of the thirty-eight (38) appointments, twenty (20) are male and eighteen (18) are female.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2016-2017 personnel budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

NEW FACULTY APPOINTMENTS

Munther Abualkibash (School of Information Systems and Applied Computing)

Assistant Professor effective 8/31/2016 at an academic year base salary of 73,000.

Education

PhD - University of Bridgeport, 2015

M.S. - University of Bridgeport, 2008

B.S. - Al-Ahliyya Amman University (Jordan), 2004

Eamonn Arble (Psychology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 62,000.

Education

PhD - Wayne State University, 2014

M.S. - Eastern Michigan University, 2009

B.A. - University of Michigan-Dearborn, 2004

Cassandra Barragan (School of Social Work)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,500.

Education

PhD - Wayne State University, 2015

M.S.W. - University of Illinois at Urbana - Champaign, 1998

B.S.W. – Southern Illinois University, 1994

A.A. – University of Maryland, 1989

Logan Bearden (English Language & Literature)

Assistant Professor effective 8/31/2016 at an academic year base salary of 59,000.

Education

PhD - Florida State University, 2016

M.A. - Florida State University, 2012

B.A. - Florida State University, 2010

Patrice Bounds (Leadership & Counseling)

Assistant Professor effective 8/31/2016 at an academic year base salary of 62,500.

Education

PhD - University of Iowa, 2013

M.A. - Chicago State University, 2007

B.A. - Chicago State University, 2004

Vernaliz Carrasquillo (School of Engineering Technology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 70,000.

Education

PhD - University of Michigan, 2016
M.S.E. - University of Michigan, 2011
M.S.E. - University of Michigan-Dearborn, 2006
B.S. - University of Puerto Rico, Mayaguez, 2001

Devika Choudhuri (Leadership & Counseling)

Associate Professor effective 8/31/2016 at an academic year base salary of 82,000.

Education

PhD - Syracuse University, 2001
M.S. - University of Vermont, 1994
B.S. - Smith College, 1990

Dorothy Coles (School of Social Work)

Assistant Professor effective 8/31/2016 at an academic year base salary of 70,000.

Education

PhD - Virginia Commonwealth University, 2015
M.S.W. - Wichita State University, 2009 (Magna Cum Laude)
B.A. - Friends University, 2006 (Magna Cum Laude)
B.A. - Friends University, 2006 (Magna Cum Laude)

Matthew Cook (Geography & Geology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 60,000.

Education

PhD - University of Tennessee (Knoxville), In Progress
M.S. - University of Tennessee (Knoxville), 2012
B.S. - University of Tennessee (Martin), 2009

Ratan Dheer (Management)

Assistant Professor effective 8/31/2016 at an academic year base salary of 110,000.

Education

PhD - Florida Atlantic University, 2015
M.B.A. - Duquesne University, 2008
M.S. - University of Rajasthan (India), 2005

Juliane Domigan (School of Health Sciences)

Assistant Professor effective 1/3/2017 at an academic year base salary of 63,500.

Education

PhD – University of Toledo, In Progress

M.A. – University of Toledo, 2011

B.A. – University of Toledo, 2010

Jillian Graves (School of Social Work)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,500.

Education

PhD - Bryn Mawr College, In Progress

M.S.W. – Smith College, 1999

B.A. – Hampshire College, 1993

Kelly Grossmann (Library)

Assistant Professor effective 8/31/2016 at an academic year base salary of 53,500.

Education

M.S. - University of Michigan, 2013

M.S. - University of Michigan, 2013

B.A. - Michigan State University, 2006

Khairul Islam (Mathematics)

Assistant Professor effective 8/31/2016 at an academic year base salary of 63,500.

Education

PhD - Bowling Green State University, 2006

M.A. - Ball State University, 2002

M.Sc. - Jahangirnagar University (Bangladesh), 1994

B.Sc. - Jahangirnagar University (Bangladesh), 1992

Andrii Kashliev (Computer Science)

Assistant Professor effective 8/31/2016 at an academic year base salary of 81,000.

Education

PhD - Wayne State University, In Progress

M.S. - University of Texas-Pan American, 2011

M.S. - National Technical University of Ukraine, 2009

B.S. - National Technical University of Ukraine, 2007

Roxanne Katus (Mathematics)

Assistant Professor effective 8/31/2016 at an academic year base salary of 63,500.

Education

PhD - University of Michigan, 2014

M.S. - Eastern Michigan University, 2009

B.S. - Eastern Michigan University, 2007

Nathan Kearns (School of HP & HP)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,000.

Education

M.S. - Eastern Michigan University, 2008

B.S. - Eastern Michigan University, 2000

Anthony Koschmann (Marketing)

Assistant Professor effective 8/31/2016 at an academic year base salary of 110,000.

Education

PhD - Emory University, 2016

M.B.A. - Indiana University, 2008

M.A. - Syracuse University, 2003

B.S. - Plymouth State College, 2002

Zaki Malik (School of Information Systems and Applied Computing)

Assistant Professor effective 8/31/2016 at an academic year base salary of 81,300.

Education

PhD - Virginia Tech, 2008

M.S. - Virginia Tech, 2004

B.S. - Wichita State University, 2001

Laxmikant Manroop (Management)

Assistant Professor effective 8/31/2016 at an academic year base salary of 112,000.

Education

PhD - York University (Toronto), 2013

M.B.A. - Morehead State University, 2002

B.Soc.Sc. - University of Guyana (South America), 2000

Alexandros Maragakis (Psychology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 62,000.

Education

PhD – University of Nevada, Reno, 2015

M.A. - University of Nevada, Reno, 2013

B.A. - University of Nevada, Reno, 2009

Christina Marsack (School of Social Work)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,000.

Education

PhD - Wayne State University, 2016

M.S.W. - University of Michigan, 2006

B.S. - Wayne State University, 2005

Katherine Mason (Library)

Assistant Professor effective 8/31/2016 at an academic year base salary of 53,500.

Education

M.L.S. - Indiana University, 2007

B.S. - Indiana University, 2005

Carmen McCallum (Leadership & Counseling)

Assistant Professor effective 8/31/2016 at an academic year base salary of 62,500.

Education

PhD - University of Michigan, 2012

Ed.S. - Wayne State University, 2005

M.S.W. - Wayne State University, 2000

B.A. - University of Michigan, 1997

Rodney McCurdy (School of Health Sciences)

Assistant Professor effective 8/31/2016 at an academic year base salary of 68,000.

Education

PhD - University of California-Berkeley, 2011

M.H.A. - Baylor University, 2001

B.S. - University of Maryland, 1991

Christina Mirtes (Teacher Education)

Assistant Professor effective 8/31/2016 at an academic year base salary of 69,000.

Education

PhD - University of Toledo, 2014
M.E. - University of Toledo, 1997
Cert - Siena Heights University, 1994
B.E. - University of Toledo, 1991 (Cum Laude)

Deborah Pae (Music & Dance)

Assistant Professor effective 8/31/2016 at an academic year base salary of 57,500.

Education

Dipl – Chapelle Musicale Reine Elisabeth, 2015
M.M. – New England Conservatory, 2012
B.M. – The Julliard School, 2010

Keon Pettaway (Communication, Media & Theatre Arts)

Assistant Professor effective 8/31/2016 at an academic year base salary of 55,000.

Education

PhD - North Carolina State University, In Progress
Cert - Duke University, In Progress
M.F.A. - East Carolina University, 2012
B.A. - North Carolina State University, 2005

Paul Price (Biology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,000.

Education

PhD - Washington University, 2011
B.S. - Brigham Young University, 2004

Rema Reynolds (Leadership & Counseling)

Assistant Professor effective 8/31/2016 at an academic year base salary of 62,500.

Education

PhD - University of California-Los Angeles, 2009
M.S. - National University, 2000
B.A. - Western Michigan University, 1997
A.A. - Kalamazoo Valley Community College, 1995

Jodonnis Rodriguez (Accounting & Finance)

Assistant Professor effective 8/31/2016 at an academic year base salary of 127,000.

Education

PhD - Florida International University, In Progress

M.S. - Florida International University, 2012

M.A. - University of Florida, 2010

B.A. - University of Florida, 2009

Rachel Schroeder (Sociology, Anthropology & Criminology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 64,000.

Education

PhD - Western Michigan University, In Progress

M.A. - University of Michigan, 2012

M.A. - University of Michigan, 2010

B.A. - University of Michigan, 2001 (Summa Cum Laude)

Hannah Seidel (Biology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,000.

Education

PhD - Princeton University, 2011

B.A. - Cornell University, 2005

Jonathan Skuza (Physics & Astronomy)

Assistant Professor effective 8/31/2016 at an academic year base salary of 64,000.

Education

PhD - The College of William & Mary, 2011

M.S. - University of Toledo, 2007

B.S. - Baldwin-Wallace University, 2004

John Sonnega (School of HP & HP)

Assistant Professor effective 8/31/2016 at an academic year base salary of 65,000.

Education

PhD - Johns Hopkins University, 1996

B.A. - University of Michigan, 1984

Pamela Stewart (Art)

Assistant Professor effective 8/31/2016 at an academic year base salary of 56,000.

Education

PhD - University of Michigan , 2015

M.A. - University of Michigan, 2007

B.A. - University of Pennsylvania, 2004 (Magna Cum Laude)

Emad Tanbour (School of Engineering Technology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 80,000.

Education

PhD - University of Iowa, 1997

M.Sc. - Jordan University, 1990

Xining Yang (Geography & Geology)

Assistant Professor effective 8/31/2016 at an academic year base salary of 64,000.

Education

PhD - The Ohio State University, 2015

M.S. - Eastern Michigan University, 2010

B.Eng. - Wuhan University (China), 2008

SECTION: 7
DATE: June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY REAPPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents accept the report from the Division of Academic Affairs pertaining to the reappointment of 141 probationary faculty members for the 2016-2017 academic year.

STAFF SUMMARY

The 141 probationary faculty members listed on the attachment have been reappointed for the 2016-2017 academic year.

Newly-hired tenure-track faculty are “on probation” for a period of time that varies according to rank. Instructors are eligible for reappointment 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 favorable pre-tenure evaluation leads to a recommendation for reappointment.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Last Name	First Name	Department
Acton	Eric	English Lang & Lit
Albaugh	Brittany	Chemistry
Ali	Sadaf	Communications, Media & Theatre Arts
Argeros	Grigoris	Sociology, Anthropology & Criminology
Avery	Jennifer	School of Nursing
Backues	Steven	Chemistry
Baldauf	Corrie	Art
Barrett	Kimberly	Sociology, Anthropology & Criminology
Becker	Julie	School of Visual Built Environ
Bernard	Audrey	Special Education
Bluhm	Minnie	School of Health Sciences
Booker	Bryan	School of Engineering Tech
Braun Marks	Alexis	Library
Breza	Joseph	Psychology
Brodsky	Meryl	Library
Bryk	Nancy	Geography & Geology
Bumpus	Sherry	School of Nursing
Bushinski	Susan	School of Nursing
Caponegro	Ramona	English Lang & Lit
Casey	Stephanie	Mathematics
Che	Xiangdong	School of Info Security & App Comp
Choi	Jihung	Marketing
Chow	Chong Man	Psychology
Collins-Bohler	Deborah	School of Nursing
Colon	Yvette	School of Social Work
Cornett	Andrew	School of Health Promotion & Human Perf
Craig	Karen Ann	Accounting & Finance
Devos	Elizabeth	Accounting & Finance
Doan	Michael	History & Philosophy
Drossel	Claudia	Psychology
Dumitrascu	Gabriela	Mathematics
Elias	Christopher	Economics
Falls	Chasity	Physician Assistant Program
Falzetti	Ashley	WGST
Farley	Jennifer	School of Social Work
Farr	Kyle	School of Nursing
Fay	Brendan	Art
Ferdousi	Bilquis	School of Info Security & App Comp
Finger	Tricia	School of Health Sciences
Ford	Olivia	School of Health Sciences
Garcia	Maria	Sociology, Anthropology & Criminology
Garrido	Marisol	World Languages
Geltz	Kevin	Physician Assistant Program
Gombert	Debra	Music & Dance
Graham	Charles	School of Social Work
Grman	Emily	Biology

Guerra	Michael	Physician Assistant Program
Hawkins	Celeste	School of Social Work
Henschen	Beth	Political Science
Hoffman	Jenni	School of Nursing
Hopkins	Holly	School of Nursing
Hucks	Randall	Accounting & Finance
Jackson	Sandra	Music & Dance
Jang	Sun Hae	School of Health Promotion & Human Perf
Janser	Ingo	Chemistry
Johnson	Brandon	Music & Dance
Karcher	Richard	School of Health Promotion & Human Perf
Keelon	Maria	Physician Assistant Program
Kent	Wanda	Special Education
Khalifeh Soltani	Ebrahim	Political Science
Khan	Heather	Geography & Geology
Kim	Younoh	Economics
Kirkpatrick	Matthew	English Lang & Lit
Korkmaz	Kasim	School of Visual Built Environ
Kraai	Rhonda	Special Education
Lewis	Courtney	School of Health Promotion & Human Perf
Li	You	English Lang & Lit
Lindquist	Jacob	School of Health Promotion & Human Perf
London	Dustin	Art
Lovence	Keisha	School of Nursing
Macknish	Cynthia	World Languages
Mann-Williams	Angie	School of Social Work
Marino	William	Library
Marshall	David	Computer Information Systems
Marterella	Abbey	School of Health Sciences
Mast	Thomas	Biology
McAllen	Dorothy	School of Tech Prof Serv Mgt
McBurrows	Lydia	School of Nursing
McCleary	Tierney	School of Tech Prof Serv Mgt
McComb	Camilla	Art
McIntyre	Rusty	Psychology
McMahon	Laura	History & Philosophy
McTague	Tricia	Sociology, Anthropology & Criminology
Meharia	Priyanka	Accounting & Finance
Mesdaghinia	Salar	Management
Mihalko	Beverly	School of Health Sciences
Moon	Hakil	Marketing
Moore	Megan	Sociology, Anthropology & Criminology
Moore	Rebecca	School of Health Promotion & Human Perf
Mortier	Teresa	School of Health Sciences
Moynihan	Vivian	Physician Assistant Program
Murphy	Mary Elizabeth	History & Philosophy
Murphy	Micah	Marketing

Myler	Linda	School of Nursing
Newberry	Gerald	School of Nursing
Nicolae	Mariana	Computer Information Systems
Olson	Karin	Physician Assistant Program
Oswald	John	Geography & Geology
Overpeck	Deron	Communications, Media & Theatre Arts
Pandey	Alankrita	Management
Panja	Biswajit	Computer Science
Paradis	Eric	Physics & Astronomy
Peltz	Caroline	School of Nursing
Peterson	Catherine	Psychology
Porter-Szucs	Ildiko	World Languages
Pressley-Sanon	Antoinette	Africology and African Amer St
Putzu	Caren	School of Social Work
Qrunfleh	Sufian	Computer Information Systems
Rall	Ann	School of Social Work
Randazzo	Chalice	English Lang & Lit
Rawat	Anushri	Management
Reilly	Christopher	Art
Roche	Renuka	School of Health Sciences
Rogers-Collins	Karen Ann	Library
Romerhausen	Nick	Communications, Media & Theatre Arts
Roumani	Yaman	Computer Information Systems
Ryker	Katherine	Geography & Geology
Saldanha	Kennedy	School of Social Work
Saunders	Theresa	Leadership & Counseling
Saunoris	James	Economics
Scoville	John	History & Philosophy
Sellers	Brian	Sociology, Anthropology & Criminology
Seuryneck	Kathleen	School of Nursing
Shea	Sarah	School of Social Work
Shouldice	Heather	Music & Dance
Silverschanz	Peregrine	School of Social Work
Staples	Angela	Psychology
Stewart	Macarthur	School of Engineering Tech
Tang	He	School of Engineering Tech
Tomas	Zuzanna	World Languages
Van Zoeren	Sarah	School of Social Work
Wall	Christina	School of Tech Prof Serv Mgt
Walsh	Sarah	School of Health Sciences
Waltz	Thomas	Psychology
Ward	Jamie	English Lang & Lit
Washington	Vicki	School of Nursing
Wiese	Heather	School of Health Sciences
Wilfong	Andrew	Mathematics
Willis	Deborah	School of Social Work
Wladkowski	Stephanie	School of Social Work

Zhang

Yu

Accounting & Finance

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY PROMOTIONS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the report entitled Promotion of Faculty Members effective Fall 2016.

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 faculty are eligible to apply for promotion in accordance with the following schedule of years of service in rank: Instructor – two (2) years, Assistant Professor - four (4) or five (5) years, and Associate Professor - five (5) years. Faculty having served at least the requisite years in rank, who apply for promotion, are evaluated by standards provided in the EMU/EMU-AAUP Master Agreement and individual evaluation documents that have been established for each academic department. Evaluations and standards address three areas of review: (1) Instructional Effectiveness, (2) Scholarly and/or Creative Activity, and (3) Service. A favorable promotion review results in a recommendation for promotion.

The forty-six (46) faculty members listed on the attached page meets the general contractual requirements for promotion 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

Last Name	First Name	Department	Rank
Allbright	David	Marketing	Professor
Becker	Julie	School of Visual Built Environ	Associate Professor
Bluhm	Minnie	School of Health Sciences	Associate Professor
Booker	Bryan	School of Engineering Tech	Associate Professor
Booth	Susan	Communications, Media & Theatre Arts	Professor
Bryk	Nancy	Geography & Geology	Associate Professor
Bumpus	Sherry	School of Nursing	Associate Professor
Caponegro	Ramona	English Lang & Lit	Associate Professor
Casey	Stephanie	Mathematics	Associate Professor
Colon	Yvette	School of Social Work	Associate Professor
Cornett	Andrew	School of Health Promotion & Human Perf	Associate Professor
Fries	Derrick	Special Education	Professor
Fritz	Jennifer	School of Social Work	Professor
Harryman	Carla	English Language and Lit	Professor
Johnson	Amy	Chemistry	Professor
Khan	Heather	Geography & Geology	Associate Professor
Kim	Young	Sociology, Anthropology & Criminology	Professor
Koch	Ellen	Psychology	Professor
Kraai	Rhonda	Special Education	Associate Professor
Krause	Volker	Political Science	Professor
LaGore	William	Accounting & Finance	Professor
Marshall	David	Accounting & Finance	Associate Professor
Marterella	Abbey	School of Health Sciences	Associate Professor
Martin	Irwin	School of Health Sciences	Professor
McCleary	Tierney	School of Tech Prof Serv Mgt	Associate Professor
McIntyre	Rusty	Psychology	Associate Professor
Meharia	Priyanka	Accounting & Finance	Associate Professor
Mistry	Anahita	School of Health Sciences	Professor
Moore	Megan	Sociology, Anthropology & Criminology	Associate Professor
Mortier	Teresa	School of Health Sciences	Assistant Professor
Okagbue-Reaves	Janet	School of Social Work	Professor
Quiel	Raymond	Communications, Media & Theatre Arts	Associate Professor
Rogers-Collins	Karen	Library	Assistant Professor

Romerhausen	Nick	Communications, Media & Theatre Arts	Associate Professor
Sacksteder	Amy	Art	Professor
Saldanha	Kennedy	School of Social Work	Associate Professor
Scoville	John	History & Philosophy	Associate Professor
Shapla	Tanweer	Mathematics	Professor
Shen	Tsai-Shan	Communications, Media & Theatre Arts	Professor
Simmons	Philip	Communications, Media & Theatre Arts	Professor
Staunton	John	English Language and Lit	Professor
Strasma	Mary	History & Philosophy	Associate Professor
Tomas	Zuzanna	World Languages	Associate Professor
Walters	Barbara	School of Social Work	Professor
Welsh	William	Geography & Geology	Professor
Winters	David	Special Education	Professor

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

FACULTY TENURE APPOINTMENTS

ACTION REQUESTED

It is recommended that the Board of Regents approve the granting of tenure, effective beginning with the 2016 fall semester, for twenty-three (23) faculty members.

STAFF SUMMARY

The twenty-three (23) probationary faculty members listed on the attachment are recommended for tenure, effective at the beginning of the 2016 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 members 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

Last Name	First Name	Department
Becker	Julie	School of Visual Built Environ
Bluhm	Minnie	School of Health Sciences
Booker	Bryan	School of Engineering Tech
Bryk	Nancy	Geography & Geology
Bumpus	Sherry	School of Nursing
Caponegro	Ramona	English Lang & Lit
Casey	Stephanie	Mathematics
Colon	Yvette	School of Social Work
Cornett	Andrew	School of Health Promotion & Human Perf
Khan	Heather	Geography & Geology
Kraai	Rhonda	Special Education
Marino	William	Library
Marshall	David	Accounting & Finance
Marterella	Abbey	School of Health Sciences
McCleary	Tierney	School of Tech Prof Serv Mgt
McIntyre	Rusty	Psychology
Meharia	Priyanka	Accounting & Finance
Moore	Megan	Sociology, Anthropology & Criminology
Mortier	Teresa	School of Health Sciences
Rogers-Collins	Karen	Library
Romerhausen	Nick	Communications, Media & Theatre Arts
Scoville	John	History & Philosophy
Tomas	Zuzanna	World Languages

SECTION: 10
DATE: June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

LECTURER PROMOTIONS

ACTION REQUESTED

It is recommended that the Board of Regents accept and place on file the report entitled Promotion of Lecturers for 2016-2017.

STAFF SUMMARY

The Collective Bargaining Agreement between Eastern Michigan University and the Eastern Michigan University Federation of Teachers (EMU-FT) provides that lecturers are eligible to apply for promotion in accordance with the following schedule of years of service in rank: Lecturer II – three (3) years, and Lecturer III - four (4) years.

The four (4) lecturers listed on the attached page meets the general contractual requirements for promotion 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

PROMOTION OF LECTURER FOR 2016-2017

Name	Rank	Department
Bush, David	Lecturer II	Physics & Astronomy
Foder, William	Lecturer II	Physics & Astronomy
O'Connor, Cecilia	Lecturer III	School of Nursing
Sayman, Tumer	Lecturer II	Physics & Astronomy

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

MONTHLY REPORT & MINUTES
STUDENT AFFAIRS COMMITTEE

ACTION REQUESTED

It is recommended that the Student Affairs Committee Agenda for June 21, 2016 and the Minutes of April 22, 2016 be received and placed on file.

STAFF SUMMARY

The June 21, 2016 agenda for the Student Affairs Committee includes introduction of the 2016-17 Student Leader Group members, a presentation on Student Government Priorities for 2016-17, and a spotlight on the VISION (Volunteers in Service to Our Neighborhoods) Volunteer Center.

In addition, several announcements will be made.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
Board of Regents
Student Affairs Committee

June 21, 2016
10:00-10:45 am

Room 201
Welch Hall

Agenda

1. Approval of agenda and April 22, 2016 minutes
Regent Stapleton
2. Introduction of 2016-17 Student Leader Group Members
3. Student Government Priorities for 2016-17
Tanasia Morton &
Joshua Starr
4. Spotlight on Student Affairs – VISION
Becca Timmermans
5. Announcements

Eastern Michigan University
Board of Regents
Student Affairs Committee
Minutes of April 22, 2016

MEMBERS PRESENT

Regents: Dennis Beagen, James Stapleton

Administration: Reggie Barnes, Ellen Gold, Lucas Langdon, Calvin Phillips

Students: Nakayla Clark, Steven Cole, Kathryn Giroux, Robert Holmes, Abdi Mohsenin, Muneez Patel, Bailee Raber, Connor Rivera, Evan Schrauben

GUESTS

Administration: (as signed in) Elise Buggs, Michelle Crumm, Leigh Greden, Julia Heck, Bob Heighes, Chiara Hensley, Jaren Johnson, Sarah Kersey-Otto, Geoff Larcom, Lisa Lauterbach, Winifred Martin, Calvin McFarland, Stacie McMullen, Joi Rencher, Steven Smith, Melody Werner, Jackie Wilson, Pam Young, Jeanette Zalba

Students: Abigail Allman, Sam Jones-Darling, Anjali Martin, Haley Moreniac, Tanasia Morton, Brialle Ringer, Joshua Starr, Shelby Taylor, Sean Wolfe

Other: Ron French

Regent Stapleton convened the meeting at 10:00 am. The minutes from February 5, 2016 were approved.

Student Government Priorities Update

Steven Cole and Anjali Martin shared a presentation regarding the progress that has occurred on the 2015-16 Student Government Priorities. Student Government completed the following objectives and projects: Sexual Assault Prevention Initiatives, Bystander Intervention Training, work to eliminate the stigma of mental health concerns, conversations regarding the Black Student 10-Point Plan, and the Athletic Commission report.

Campaign Promises focused on IT Printers and WiFi, a Tuition Rebate Program, and a Building Renovation Program. Student Government worked with the IT department to develop a "Printer Help Form", which allows students to log on to an IT site to report a problem with technology. Conversations were held with the Provost to work on the development of a tuition rebate program, which would serve as a financial incentive and potentially increase retention. Student Government donated \$30,000 for the renovation of the lounge in the Alexander Music Building.

Many events, serving to inform and entertain students, were planned and held. A few of these events included, Club Halle, a Professional Development Conference, Coffee with Student Government, a Drag Show, Don't Blame it on the Alcohol and The President's Grand Ball.

Regent Beagen asked Steven to share some data regarding the Counseling and Psychological Services Office on Campus. Steven stated that the number of requests for appointments with campus counselors has increased yearly for the past decade. Statistics show that one in ten college students has considered suicide in the last year. The wait for an appointment with an EMU counselor is generally two to three weeks.

Steven thanked faculty and professional staff for their help over the past year. He then introduced Tanasia Morton and Joshua Starr, incoming Student Government president and vice-president. Regents Beagen and Stapleton thanked Steven and Anjali for the work that they have done.

Student Leader Group Priorities Update

Kathryn Giroux shared a report about what the Student Leader Group has worked on this year. Meeting space for student organizations is hard to come by on campus. A Student Leader Group representative met with Jim Carroll to discuss the possible use of classroom spaces for meetings. Work will need to be done to develop a system to reserve classroom space for student meetings.

The campus map listing gender neutral restrooms was determined to be inaccurate. The LGBTRC student representative worked with others to locate and log all current campus gender neutral restrooms. The university has agreed that all new buildings, and all renovations, will include gender neutral restrooms.

The International Student representative met with several campus administrators to discuss the reasons why EMU accepts only one international transcript evaluation company for international students. He did some benchmarking of other universities in Michigan and drew up a white paper requesting that this practice be changed. Most peer institutions do in-house evaluations. This paper will be shared with Interim Provost Longworth. Regent Beagen believes that we should do all we can to increase international enrollment. Regent Stapleton stated that Dr. Smith, incoming president, is very interested in international enrollment.

Since the closing of the computer lab in the Student Center, students have had trouble printing while in the Student Center. A Student Leader Group representative worked with Student Center Administration and the IT Department to determine needs and come up with a plan for student printing. Student Center staff is now monitoring the printers and reporting problems.

The Disability Resource Center representative expressed concern over campus wheelchair access, and has been active identifying sidewalks and curb cuts that are difficult to navigate in a wheelchair.

Student Homelessness

Steven Cole, Ellen Gold, Haley Moreniac and Brialle Ringer shared a presentation about Student Homelessness. There are over 58,000 homeless college students nationwide. Many of these students are hiding their living situations, leading “double lives.” Some live out of cars, some spend the nights in school libraries, and some sleep on friends’ couches. According to the Huffington Post, “These students are uniquely motivated to succeed.”

A meeting of people from various departments/organizations was held in March 2016 to begin the discussion about homeless students on EMU’s campus. In April 2016, students interested in this issue met. The outcome of these meetings includes learning about challenges faced by students experiencing homelessness; understanding the invisible nature of homelessness; sharing current literature and practices across the country; and assessing services, resources and gaps impacting EMU students’ experiences.

The current goal is to create a plan to integrate existing services and supports, with identified best practices, to enhance EMU’s ability to support homeless and food-insecure students.

Regent Stapleton asked where a student can go if they are homeless. Elise Buggs replied that staff in the MAGIC program, which is funded to work with students who have been in foster care, works to help homeless students find resources. Seven homeless students have contacted the MAGIC staff this year. Fourteen students who have come to the food pantry for help have indicated that they are homeless.

Steven stressed the importance of a single point of contact for homeless students. He also believes that a Graduate Assistant and a website with links to resources would be very helpful. Regent Stapleton asked Calvin Phillips if this was an area that his staff can help with. Calvin replied that they will look into it. Regent Crumm and Joi Rencher are planning to attend a meeting about this topic on April 27.

The next step includes creating a plan to integrate services and supports, which will enhance EMU’s ability to support students. Brialle stated that emergency year-round housing would be very helpful.

A guest, who has been a homeless student, spoke up from the audience. She stated that she spent a period of time sleeping on couches. She said that this problem is bigger than people think. When she enrolled to attend classes at EMU, she did not know that the residence halls closed at certain times of the year.

Ombuds and Disability Resource Center Spotlight

Julia Heck and Chiara Hensley discussed key operational transitions for the Office of the Ombuds. These include providing neutral concern resolution services, moving to electronic operational processes/case management system, changing the name of the office to the Office of the Ombuds, and aligning data, pedagogy and theory driven practices with EMU needs, goals and strategic plan. A three year plan, which includes goals for growth has been written up.

Key operational transitions in the Disability Resource Center include providing accommodation, advocacy and programming services, moving to electronic operational processes/case management system, and aligning data, pedagogy, and theory driven practices with EMU needs, goals and strategic plan. A three year plan, which includes goals for growth has been written up.

Announcements

Nakayla Clark announced that the Multicultural Graduation will be held today, April 22, 4:00-6:00pm, in the Student Center Ballroom. All are welcome to attend.

Regent Stapleton thanked the 2015-16 Student Leader Group for their service.

The meeting adjourned at 10:46am.

Respectfully submitted,

Michele Rich
Student Affairs Committee Recording Secretary

Student Government Priorities 2016-2017

President Tanasia Morton
Vice-President Joshua Starr

Tanasia Morton, *President*

- ▶ Cleveland, Ohio
- ▶ Political Science, major Communications, minor
- ▶ Previous campus involvement:
 - ▶ The National Association for the Advancement of Colored People, I Am P.I.N.K., The SELF Project, Student Government, Student Assistant in the Office of Financial Aid, Peace Corps Student Ambassador
- ▶ Awards Received:
 - ▶ Gold Medallion Award for Outstanding Leadership, Women of Excellence, Certificate of Recognition for Leadership
- ▶ Fun Fact: My favorite movie is Finding Nemo.



Joshua Starr, *Vice-President*

- ▶ Ypsilanti, Michigan
- ▶ Criminal Justice, major Political Science, minor
- ▶ Previous campus involvement
 - ▶ Resident Hall Advisor, Board of Director of Eastern Michigan for the Student Association of Michigan, Office Assistant for Housing and Residence Life, various Student Government committees and commissions
- ▶ Fun Fact: Rebuilt first car
 - ▶ 1989 Jaguar v12



Printing

- Add three stations across campus
- Institute a Printing Dollar rollover from the Fall to Winter Semester
 - up to \$10 rolled over from Fall to Winter
 - Working with Carl Powell
- Printer location education
 - Continue advertising campaign to inform students of the locations of the Quick-Print Stations across campus

Athletic Funding

Continue the discussion on Athletic spending through forums open to students, faculty and staff.

- Gauge the campus and community climate on Athletics.

- Student Government will not take a position regarding Athletic spending until the interests of the student body have been thoroughly gauged.



Sustainability

Work on creating sustainable initiatives on campus.

Such as:

- Increased composting
- Take part in RecycleMania
- Research bike sharing program
- Host community collaboration events

Plan of action: Work with incoming President Smith, Student Government's Director of Sustainability, Office of Sustainability at WMU, student organizations, departments, Campus Life, and Housing & Residence Life.

Connecting Eastern Michigan University and Ypsilanti

- Create more programs and events to collaborate with the city in an effort to encourage students to become more involved in the community.
- Student Government's Director of Philanthropy will work as liaison with the Ypsilanti City Council and work on fundraising for and with local businesses.
 - Build strong ties between Eastern and YCS Schools.
 - Create a mentorship program between YCS and Eastern students

Plan of action: Meet with Mayor Amanda Edmonds, City Council members, Executive Director of Government and Community Relations, and the office of VISION to discuss future collaboration.

Voting

Register students to vote and encourage them to exercise their vote on November 8th, 2016.

Events

- Dorm Storm/Res Hall Crawl
- Lobby Tables
- Rock the Vote
- Result Watch Party
- Bring in candidates to speak
- And Many More...



Plan of action: Work with Student Government Public Affairs Committee and the Director of Governmental Affairs, Student Organizations, Center for Multicultural Affairs

Awareness weeks

Sexual Assault Prevention Week hosted in October.

- Bystander intervention
- No Strings Attached
- Consent Awareness
- Social Media Campaign
- Voting giveaways
- And Many more...

Mental Health Awareness week hosted
In November.

- Send Silence Packing event
- Panel discussions
- Stress relieving puppie rooms
- Stigma Buster events



Campus Awareness

Show EMU all that Student Government has to offer

Student organization event funding

Copy Codes

Free legal services

-Created a point person to
advertise/manage the services.

Green books

Scholarships

Commissions

Promotion

Giveaways



Represent the Students



VISION Volunteer Center Impact on EMU Students and the Community

...



About VISION

Highlights- Our Work
2015-2016

Alternative Breaks
Program

Looking forward



Our Mission

VISION Volunteer Center aims to provide students with the opportunity to engage with communities through holistic service opportunities, mutually beneficial community partnerships, and immersion programs that coincide with and enhance students' academic and personal goals. VISION also aims to provide community based and active citizenship education, while fostering an inclusive space that helps students lead productive, socially conscious lives.

VISION Volunteer Center's mission aligns with the mission, vision, and themes of Eastern Michigan University and the university Strategic Plan.

Why is it Important?

- “Commitment to serving the community”
- Academic benefits
- Gain skills
- Gain understanding



Our Work

Mentoring and Friendship

Best Buddies

Pen Pals

Ongoing Service

One-Day Events

Learning Beyond the Classroom

Environmental Sustainability

Giving Garden

GREEN

Immersion Programs

Leadership

Alternative Breaks



Highlights 2015-2016

Community Plunge	156 Participating Students 12 Community Partners 468 Hours of Service
MLK Day of Service	101 Participating Students 12 Community Partners 303 Hours of Service
SOS Thanksgiving Food Drive	304 Food Items & \$166 Collected
Holiday Giving Trees	460 Items Collected
Pen Pals Program	53 Student Volunteers 144 Hours of Service
GLAB Conference	4 Student Attendees 3 Student Presenters
MLK Day of Service	\$500 Grant Received

Alternative Breaks Program

Vision- Creating a campus of active citizens.

Mission - Raise awareness and educate students about social issues by sending them on a quality Alternative Break that will inspire them to reach out and become a leader and/or helper in their own community.

History - Began here at EMU in 1991. Were a founding chapter of Break Away - national Alternative Breaks organization.



Alternative Breaks Program 2015-2016

	Number of Trips	Number of Student Participants	Number of Education/ Immersion Hours	Number of Service Hours
Alternative Spring Break	10	78	836.50 Hours	1761 Hours
Alternative Weekends	2	19	241.50 Hours	152 Hours
International Alternative Break to Haiti	1	6	36 Hours (Pre-Trip Only)	TBD
<u>Total</u>	<u>13 Trips</u>	<u>103 Participants</u>	<u>1,114 Hours</u>	<u>1913 Hours</u>

Alternative Breaks Program - Research & Highlights

The Research Says

- Personalize social issues
- “Contextual border crossing”
- Intercultural experiences

Jones, Susan R., Heather T. Rowan-Kenyon, S. Mei-Yen Ireland, Elizabeth Niehaus, and Kristan Cilente Skendall. "The Meaning Students Make as Participants in Short-Term Immersion Programs" (2012). Journal of College Student Development, 53.2, 201-20.

Highlights

- Best Buddies trip
- Alternative Weekends Partnership with Campus Life
- Haiti Compact members
- Site Leader Retreat in Ypsilanti
- Impact Stories



AB Program- What We Hear From Students



AB Program- What We Hear From Our Community Partners



VISION - Looking Forward

Government and Nonprofit Career
and Volunteer Fair

Database with UW and UM

Connecting Students to
Opportunities



Citations

Sax, Linda, "The Benefits of Service: Evidence from Undergraduates" (1997). Higher Education. Paper 38. <http://digitalcommons.unomaha.edu/slcehighered/38>

Jones, Susan R., Heather T. Rowan-Kenyon, S. Mei-Yen Ireland, Elizabeth Niehaus, and Kristan Cilente Skendall. "The Meaning Students Make as Participants in Short-Term Immersion Programs" (2012). *Journal of College Student Development*, 53.2, 201-20.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 12
DATE: June 21, 2016

RECOMMENDATION

ATHLETIC AFFAIRS COMMITTEE

ACTION REQUESTED

It is requested that the Board of Regents receive and place on file the working agenda for the June 21, 2016 meeting and April 22, 2016 minutes.

STAFF SUMMARY

- Approval of Friday, February 5, 2016 Minutes
- Updated Staff News
- ESPN/CBS Sports Network Review
- MAC/ESPN Football Overview
- College Football Playoff TV Ratings
- Bowl Game Valuations
- Facility Updates
- Student Athlete Advisory Council
- Community Service News
- Football News
- Budget News
- Special Events
- Spring Sports Reports – Wrap Up – MAC Reese and Jacoby Final Standings
- 2015-16 Annual Review
- Highlight Department – Student-Athlete Support Services – Dr. Talea Drummer

FISCAL IMPLICATIONS

To be determined

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

BOARD OF REGENTS

ATHLETIC AFFAIRS COMMITTEE

June 21, 2016
201 Welch Hall
9:00 a.m.

A G E N D A

- A. Updated Staff News – New Eagles
 - a. Head Women’s Basketball Coach – Fred Castro
 - b. Assistant Women’s Basketball Coach – Adam Call (coming from Stony Brook)
 - c. Assistant Women’s Basketball Coach – Abi Olajuwon
 - d. Assistant Rowing Coach - TBD
 - e. Assistant Compliance Director – TBD
 - f.
- B. ESPN/CBS Sports Network Review
 - a. MAC/ESPN Football Review
 - b. College Football Playoff TV Ratings
 - c. Bowl Game Valuations
- C. Facility Updates
 - a. Convocation Center
 - i. Men’s Basketball Locker Room renovation
 - b. Gymnastics practice room
 - c. Rynearson Stadium – new premium seating area
- D. Student-Athlete Advisory Council
- E. Community Service News
 - a. Athletic Department Community service day – YPSI Pride Day – May 21
- F. Football News
 - a. Season tickets on sale
 - b. Fall 2016 schedule – donor trips
 - c. Touchdown Terrace/The Quad
 - d. Future Football schedules through 2020
- G. Budget News
 - a. FY17 Budget plan
 - b. FY16 Revenue report (attached)
 - c. IMG update
- H. Special Events
 - a. Maurice Clarett visited with our Football and Men’s Basketball teams on May 25th to share his story and lessons learned.
- I. Spring Sport Reports – Wrap Up
 - a. MAC Reese and Jacoby Final Standings
- J. 2015-16 Annual Review
- K. Highlight Department – Student-Athlete Support Services – Dr. Talea Drummer

**Eastern Michigan University
Board of Regents
ATHLETIC AFFAIRS COMMITTEE
Minutes of April 22, 2016**

Members:

Regents: Mike Hawks, Jim Webb, Mary Treder Lang
Athletics: Heather Lyke, Athletics Director/Vice President

Regent Mike Hawks called the Athletic Affairs Committee meeting to order at 900am

Updated Staff News:

Chuck Bullough was recently hired as the new Defensive Line Coach for Football. His last coaching position was at Syracuse University. We also have a new Video Coordinator named Brian Overholt. Lastly, we are in the process of searching for a new Head Women's Basketball Coach and hope to have that position filled in early May.

Facility Updates:

There are a few facility updates to note. With an anonymous gift we will be replacing the 9 year old infield baseball turf. We will be renovating an old room into a new nutrition room for all of the student-athletes who work out in the Convocation Center. With the health, nutrition and well being of our Student-Athletes being a priority, this new room will be an ideal place for our Student-Athletes and a recruiting asset for our Coaches. The funds for this project are provided by fundraised money. We are also beginning plans for the renovation of the Men's Basketball locker room, which will be another fundraised project. From a safety standpoint, the Women's Gymnastics practice gym in Warner is having many of the old mats replaced and the equipment reconfigured to provide a safer training environment. With funds from the capital budget and again for safety issues due to falling concrete the tunnel at Rynearson Stadium will be renovated, as well as the Eagles Pride loge area.

Academic News:

The MAC Conference recently honored 326 of our Student-Athletes with significant academic honors for their overall GPAs of either a 3.0 or 3.5. The Presidential Award was awarded to 24 Student-Athletes for a 3.5 minimum accumulative GPA. This award is awarded once in the career of a Student-Athlete. 81 Student-Athletes were awarded the Commissioner's Award for 3.5 minimum accumulative GPA after two semesters. The Mid-American Conference Honor Roll was awarded to 221 Student-Athletes with 3.0 minimum accumulative GPA.

SAAC-Student-Athlete Advisory Committee News:

The Student-Athletes recently hosted the Ypsi Award Show on April 11th, which is their end of the year award show celebrating our Student-Athletes' academic, athletics and community service accomplishments. Dr. Jon Steinbrecher came to EMU to take part in our final SAAC meeting of the year and shared the vision for the MAC with our Student-Athletes. Chris Cutter from the Men's Swimming and Diving Team was named the new SAAC President. Our Student-Athletes have participated in over 3,000 community service hours so far this year with the goal of reaching 5,000 by the end of the summer. Women's Rowing is the top team in terms of community service hours so far.

Building Relationships:

Everything Eastern is the name of the new merchandise store in the Convocation Center. Our Athletic Department has partnered with MSW Print, which is an Ypsilanti based company to provide all of our merchandise needs for our fans and campus community. Washtenaw County Sports Commission is a newly formed organization where they combined the efforts of Ypsilanti and Ann Arbor into one collaborative organization designed to help attract athletic events and impact the economy of Washtenaw County. The Athletic Department has played an active and helpful role in the formation of this organization and will continue to be engaged to help attract events to Eastern Michigan.

Football News:

Football season tickets went on sale February 3. We will have 6 home games at The Factory this year, each with a particular theme. The first home game of the year is set for Friday, September 2 at 6:00pm vs. Mississippi Valley State University, which is also our new student and parents welcome day and they will all be invited to the game. Four of our football games this year will be nationally televised (2 home games and 2 away games). There will be a new premium seating area at the football game called the Eagles Pride Loge. It is designed for 8 outdoor suites with 32 seats. This is an opportunity to create new revenue at our football games.

Special Events:

Baseball will be hosting a reunion of the Word Series Team from 1975 & 1976 on May 13th in conjunction with our Friday night game vs. Northern Illinois.

Revenue Report:

Athletics provided an update on their ongoing revenue increases in the area of ticket sales, multi-media rights and merchandise sales. As of April 21 we were short \$8,000 on our revenue for tickets for football. We were short this amount due to Aspire starting only a couple weeks before our first game last year. Our gifts-in-kind doubled what the projected goal of 10,000 was. Our parking revenue increased to \$25,934 due to the \$5.00 charge for football games. Mary Treder Lang wondered if we would be charging parking during the basketball season. The Adidas Sponsorship went up \$40,000 above our original estimate. Athletics is looking to create new revenue with the Eagle Pride Loge area at Football games.

Development Updates:

There is not only an increase in overall fundraising to the Athletic Department, but also an increase in the number of donors to athletics. Fundraising as increased from FY15 (\$297, 769) to FY16 (\$735,696) to date. This is an increase of 168%. The number of donors to Athletics has increased from FY15 (832) to FY16 (1,098), which is an increase of 32%. The Student Athletes have joined together and raised over \$1,000 for the department and we have 3 matching

donors to match that \$1,000. Baseball has received a \$100,00 anonymous gift towards a new turf infield and the Development Office is in the process of creating a challenge gift campaign for this project.

Winter Sport Reports – Wrap Up

We had three teams win MAC Championships during the winter semester and they were: Men's Swimming and Diving, Women's Indoor Track and Field and Women's Gymnastics. In a recent MAC report Eastern Michigan is ranked #1 in overall MAC Championships won since the formation of the MAC. We have won 134 championships. In second place is Kent State with 128.

Highlight Sport – Head Football Coach – Chris Creighton:

Coach Creighton is in his 3rd season as Head Football Coach. Coach Creighton used an analogy to describe his three years here. The first they were digging out the boulder to see what we have. The second year they were behind the boulder and needed to find a way to move it. Third year they to get the boulder rolling with the 2nd recruiting class coming in. It's a new year with Coach Neal Neathery leading the defense. The freshman that red shirted last year will be difference makers this year. Defense came out strong during spring ball. They have a new sense of confidence. Tough times don't last but tough people do. Camp opens August 6, 2016.

Meeting was adjourned at 10:15am

Respectfully submitted,

Lori Barron
Administrative Secretary

Board of Regents Meeting

Athletic Affairs

June 21, 2016



Department of Athletics – Staff news

- New Eagles:
 - Head Women's Basketball Coach – Fred Castro
 - Assistant Women's Basketball Coach – Adam Call
 - Assistant Women's Basketball Coach – Abi Olojuwan
 - Assistant Women's Basketball Coach – TBD
 - Head Women's Gymnastics Coach – TBD
 - Assistant Women's Gymnastics Coach - TBD
 - Assistant Rowing Coach – TBD
 - Assistant Compliance Director – TBD
 - Director of Women's Basketball Operations - TBD



ESPN/CBS Sports Network Overview

- National television exposure for EMU
 - ESPN platform – 99 million homes (66 events last year)
 - CBS Sports Network – 57 million homes (1 event last year)



MAC/ESPN Football Overview

College Football Playoff Television Ratings



2016 Spring Meeting
Phoenix, AZ



Overall Ratings for 2015 Season

	<u>2015</u>	<u>2014</u>	<u>+/-</u>
ABC	3.1 (42 windows)	3.2 (36 windows)	-3%
ESPN	1.7 (74 games)	1.6 (76 games)	+6%
ESPN2	0.5 (69 games)	0.6 (66 games)	-17%
ESPNU	0.2 (60 games)	0.2 (67 games)	FLAT
All Networks	1.3 (245 games)	1.2 (245 games)	+8%

MAC Ratings

ESPN2

Conference	# of games	US HH rtg	HH Imps
SEC	7	0.8	946,015
Big Ten	8	0.7	864,574
Pac-12	5	0.7	775,204
Big 12	2	0.6	704,019
ACC	8	0.6	685,184
MAC	7	0.5	579,752
American	8	0.5	522,530
MW	10	0.3	361,985
Sun Belt	2	0.3	285,932



2015 vs. 2014

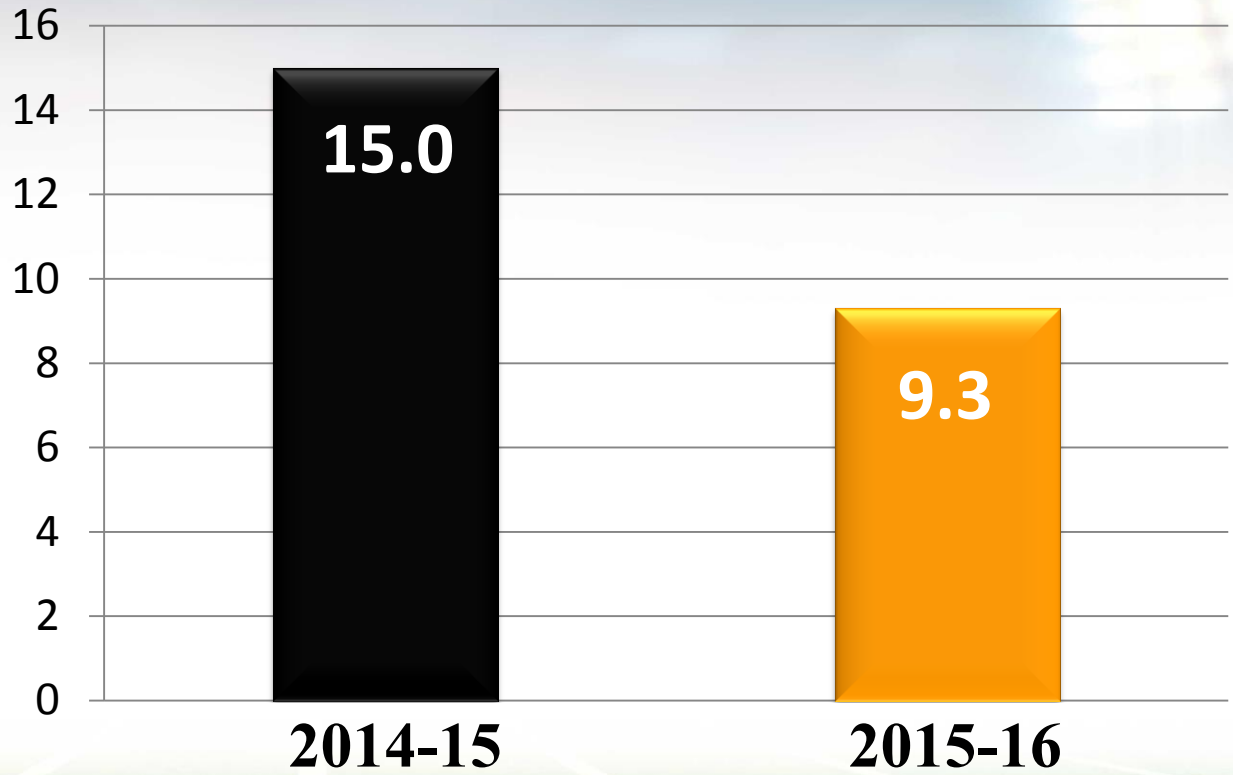
Network	2015	2014	% Change
ESPN2	0.5	0.4	+35%
ESPNU	0.2	0.1	+38%
Champ	0.7	0.5	+43%

MAC Bowl Ratings

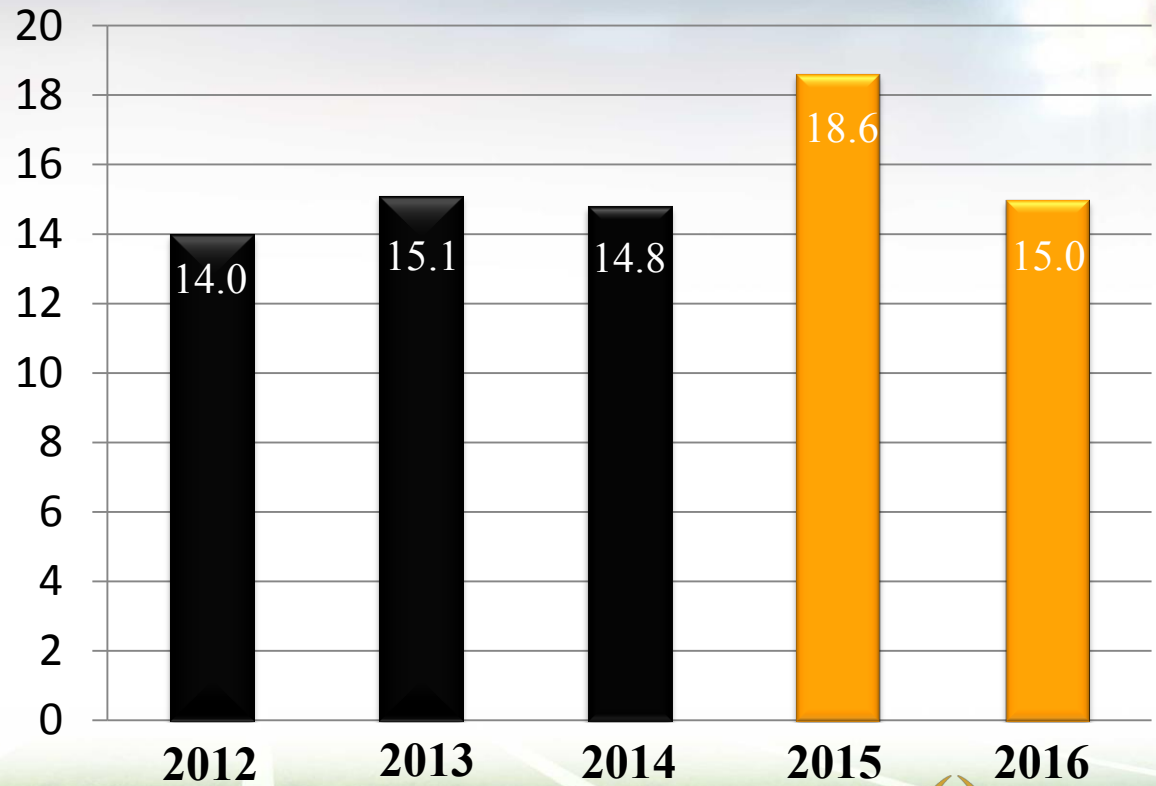
19-Dec	ESPN	Raycom Media Camellia Bowl	Ohio	Appalachian State	1.2	1,378,544
22-Dec	ESPN	Famous Idaho Potato Bowl	Akron	Utah State	0.8	913,382
22-Dec	ESPN	Marmot Boca Raton Bowl	Temple	Toledo	1.3	1,561,517
23-Dec	ESPN	San Diego County Credit Union Poinsettia Bowl	Boise State	Northern Illinois	0.9	1,070,509
23-Dec	ESPN	GoDaddy Bowl	Georgia Southern	Bowling Green	1.5	1,721,785
24-Dec	ESPN	Popeyes Bahamas Bowl	Middle Tennessee	Western Michigan	1.4	1,609,813
28-Dec	ESPN	Quick Lane Bowl	Central Michigan	Minnesota	0.9	1,089,085



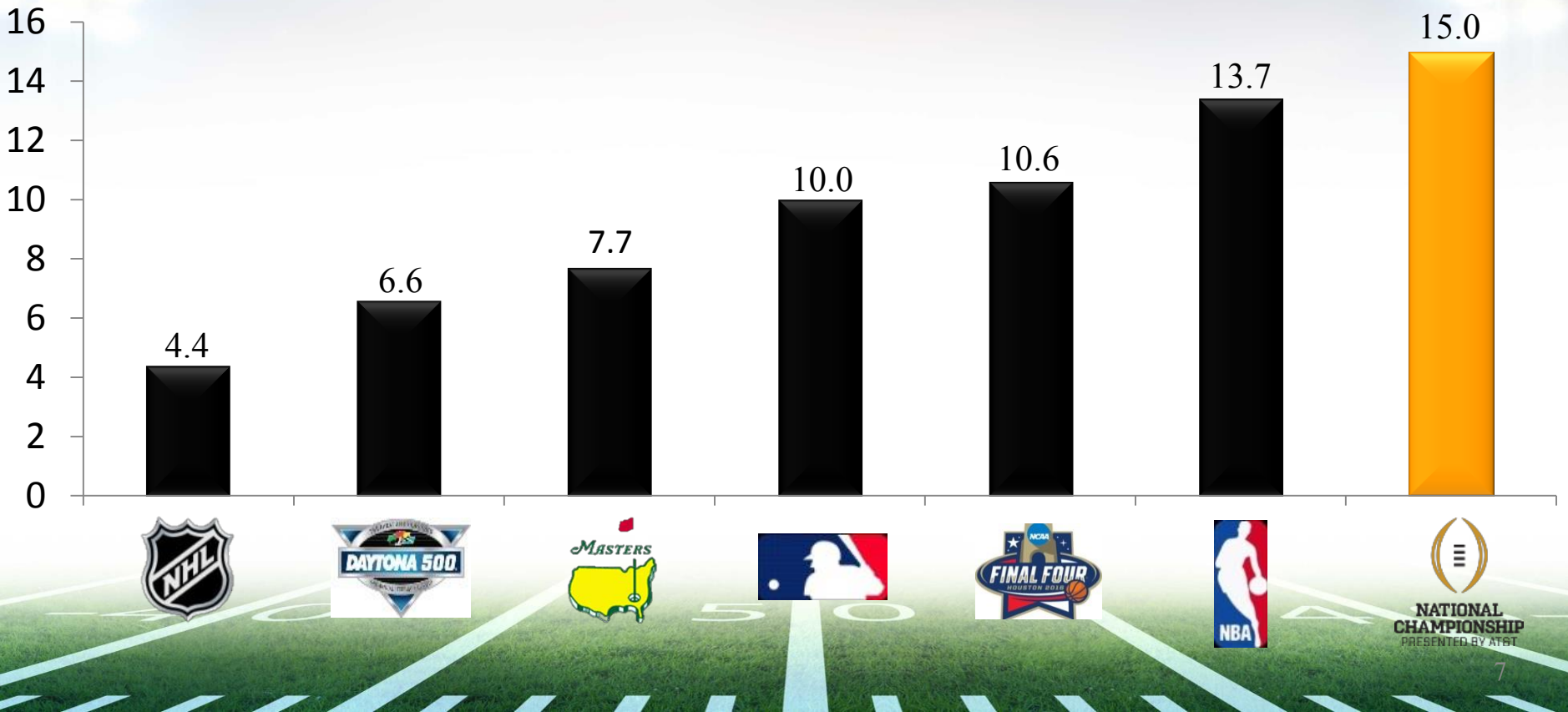
Semifinals



Championship



2015-16 Championship Events



Bowl Game Valuations

- Western Michigan University Media Exposure Analysis
- Research conducted by Joyce Julius & Associates, Inc.

Executive Summary

- 1) National Television
- 2) Internet Streaming
- 3) Television News
- 4) Print Media
- 5) Internet



Bowl Game Valuations

- Executive Summary

Exposure Source	Exposure Time	Mentions/Articles	Impressions	Exposure Value
National Television	5:30:58	313	7,971,667	\$6,758,875.00
Television News	N/A	156	2,834,639	\$72,793.53
Print Media	N/A	899	69,373,624	\$1,781,514.47
Internet News	N/A	2,198	199,267,662	\$5,117,193.55
Total	5:30:58	3,566	279,447,592	\$13,730,376.55



Facility Updates

- **Baseball**
 - Infield turf replacement (anonymous/matching gift)
- **Convocation Center**
 - Men's Basketball locker room renovation (game guarantee)
- **Gymnastics practice gym**
 - New equipment and mats for safety purposes
- **Rynearson stadium**
 - Tunnel (capital budget)
 - Eagles Pride loge area (capital budget)



Student-Athlete Advisory Council

- New President – Chris Cutter (men's swimming)
- MAC Leadership training program



Community Service

- Athletic Department Community Service Day – May 21st
- Ypsi Pride Day – Cleaned up Frog Island



Football News

- Season Tickets on sale – February 3

6 homes games

- Mississippi Valley State University, Wyoming, Central Michigan, Northern Illinois, Toledo and Miami

6 away games

- Missouri, UNC Charlotte, Ball State, Western Michigan, Bowling Green and Ohio University

- 4 Nationally televised games (2 home, 2 away)



Themed Home Football Games

- 1. Friday, September 2, 6:00pm – Mississippi Valley State**
Welcome New Students and Parents
- 2. Friday, September 23, 7:00pm – Wyoming**
Friday Night Lights/Extra Yard for Teachers (CBS Sports)
- 3. Saturday, October 3, 3:00pm – Toledo**
The 96th Homecoming Game/Throwback Jersey/Extra Yard 2
- 4. Saturday, October 29, 3:00pm – Miami**
Band Day/Hall of Fame Game
- 5. Wednesday, November 16, TBD – NIU**
Wednesday Night Lights – Chili Contest (ESPN2/ESPNU)
- 6. Tuesday, November 22, TBD – CMU**
Fan Appreciation – Adidas Sale (ESPNU/ESPN3)



Football News

- Eagles Pride Loge (new Premium Seating area):
 - 8 outdoor suites with 32 seats
- Touchdown Terrace (patio area)
 - Partner with Alumni association
- The Quad
- Future football schedules through 2020



Budget News

- FY17 Budget Plan
 - Reduction by \$1,021,000 of operations
 - Reduction of one FTE
- FY16 Revenue Report
- IMG Update



Pro Forma	Actual	Actual	Projected	Actual				
	# of games	2013-2014	# of games	2014-2015	# of games	2014-2015	%	VARIANCE
2012-2013								
REVENUE								
Gate Receipts	6	\$75,962	5	\$100,000	5	\$129,210		
Football	18	\$79,442	19	\$50,000	18	\$41,853		
Basketball - Men	16	\$41,735	17	\$12,000	14	\$5,122		
Wrestling	6	\$2,741	9	\$2,500	6	\$4,801		
Gymnastics		\$-		\$1,500	5	\$1,554		
Volleyball	9	\$2,856	9	\$3,500	10	\$2,917		
Total Ticket Sales		\$139,293	\$140,710	\$169,500		\$185,457		
Annual Contributions								
Annual Fund/Eagles Pride		\$286,539	\$263,352	\$300,000				
Major Gifts		\$227,330	\$246,432	\$500,000				
Reserved Seating - Chairbacks		\$-	\$-	\$2,000		\$2,400		
M. Basketball Courtside Seating		N/A	\$11,780	\$13,500		\$9,930		
W. Basketball Courtside Seating		N/A	\$712	\$1,000		\$736		
Gifts-in-Kind		\$45,485	\$189,611	\$125,000				
Total Annual Contributions		\$559,354	\$711,887	\$941,500		\$13,066		
Endowment Transfers		\$113,913	\$124,329	\$131,865				
Multi-Media Rights Agreement		\$-	\$15,000	\$25,000		\$22,107		
NCAA/Conference Distributions								
NCAA Men's Basketball Tournament share		\$127,739	\$115,431	\$161,500				
NCAA Grant-in-Aid		\$859,410	\$818,356	\$850,000		\$850,858		
NCAA Sport Sponsorship		\$263,622	\$265,834	\$250,000		\$266,782		
NCAA Grant-in-Aid supplemental		\$97,915	\$104,283	\$-		\$120,337		
NCAA Sports Sponsorship supplemental		\$29,824	\$33,880	\$-		\$37,726		
Academic Enhancement		\$70,552	\$72,739	\$70,000				



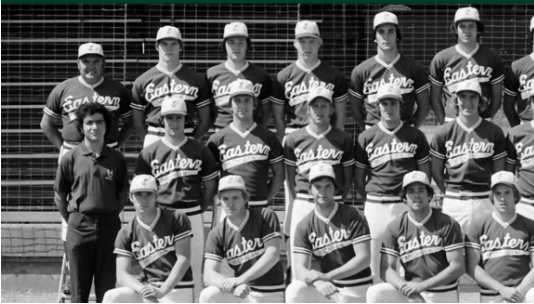
Special Events

- Football Golf Outing – June 3, 2016 at Eagle Crest
- Maurice Clarett visited with our football team on April 25th to share his story and lessons learned



Special Events

- Baseball Golf Outing on May 13th and 40th anniversary of the 1975 and 1976 College World Series Team



Spring Sports – Update

- Baseball – finished in 8th place
- Men's Golf – finished in 2nd place
- Women's Golf – finished in 4th place
- Rowing – finished in 3rd place (best ever)
- Softball – finished in 9th place
- Tennis – finished in 7th place
- Men's Outdoor Track – finished in 2nd place
- Women's Outdoor Track – **MAC Champions**



MAC Reese and Jacoby Final Standings

Reese Trophy (men)

1. Akron
2. Western Michigan
3. Kent State
4. **Eastern Michigan**
5. Central Michigan
6. Ball State
7. Ohio
8. Northern Illinois
9. Buffalo
10. Miami
11. Toledo
12. Bowling Green

Jacoby Trophy (women)

1. Kent State
2. **Eastern Michigan**
3. Western Michigan
4. Miami
5. Akron
6. Ohio
7. Northern Illinois
8. Central Michigan
9. Buffalo
10. Toledo
11. Bowling Green
12. Ball State



2015-16 Annual Review

- 6 MAC Championships
- 25 MAC Individual Championships
- 6 MAC Coaches of the Year
- 6 MAC Championships MVPs
- 1 Triple Crown
- 12 NCAA Qualifiers in 6 different sports
- 3 All Americans
- 4 Academic All Americans
- 51 MAC Players of the Week
- 69 All MAC Team student-athletes
- 119 Academic All MAC student-athletes
- 1 National Strength Coach of the Year
- 1 NFL drafted football player to the Cowboys in the 6th round



2015-16 Annual Review- cont'd

- ESPN Television Exposure
 - 66 ESPN productions show in 99 million homes – we produced 35 of them and 31 other appearances at other MAC schools
- Website – emueagles.com
 - 974,781 visits to emueagles.com
 - 3,080,019 page views of emueagles.com
- Facebook – 111,000 likes to our posts
- Twitter
 - 7,192 followers (1,329 new ones)
 - Tweets – 2,136 last year (averages 5 tweets/day)
 - 190,998 profile visits
 - 3,613,000 tweet impressions



2015-16 Annual Review- cont'd

- **Revenue Generation**– over the past three years has grown by 42% (includes football game day parking, licensing, IMG, Pepsi, Adidas, etc..)
- **Fundraising** – over the past three years has grown by 51% (includes Eagles Pride annual fund, football suites (sold out) and basketball floor seats



2015-16 Cornerstones

Summary of our goals and accomplishments tied to our Strategic Plan.



Highlight Department

- Student-Athlete Support Services
 - Dr. Talea Drummer
 - 1st year



Academic News – Winter 2016

- We have achieved our 2nd highest term (3.194) and cumulative (3.252) GPAs in the Department's history
- The highest Winter 2016 GPA of the Men's Teams is Men's Golf with a 3.650
- The highest Winter 2016 GPA of the Women's Teams is Gymnastics with a 3.620



Academic News – Winter 2016

- 42 student-athletes with a term GPA of 4.0
- 343 (67%) of our student-athletes earned a semester GPA of 3.0 or higher
- 355 (69%) of our student-athletes earned a cumulative GPA of 3.0 or higher
- 17 of our teams (89%) have a term GPA of 3.0 or higher and 16 (84%) have cumulative GPA of 3.0 or higher



Team Records

A few teams achieved record highs in team history academically:

- Women's Gymnastics - Highest semester GPA (3.650)
- Men's Golf - Highest semester GPA (3.620) and cumulative GPA (3.533)
- Men's Track & Field - Highest semester GPA (3.130) and cumulative GPA (3.187)



Questions?



BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 13

DATE:

June 21, 2016

RECOMMENDATION
FISCAL YEAR 2016-2017 DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the fiscal year 2016-17 Department of Intercollegiate Athletics Operating Budget.

STAFF SUMMARY

For fiscal year 2016-2017, the Department of Intercollegiate Athletics operating and game guarantee budgets will be reflected in the University's Auxiliary Budgets. In prior year's the Intercollegiate Athletics budget had been incorporated in the University's General Fund Operating budget. In addition, the Game Guarantee Budget will now be reflected in the Auxiliary Fund Operating Budget.

FISCAL IMPLICATIONS

The 2016-17 Department of Intercollegiate Athletics General Fund Operating Budget is incorporated in the University's recommended 2016-17 Auxiliary Fund Operating Budget contained in Section 28.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
Athletics Financial Budget FY
2016 - 2017

<u>Revenues</u>	<u>FY 2016</u>	<u>FY 2017</u>
Rent	70,000	\$ 80,000
Corporate sponsorships	237,500	200,000
Game receipts	270,000	520,000
Sports Specific Receipts/Contracts	169,000	172,500
NCAA sponsor distributions	1,941,368	1,468,443
Game Guaranteed Fund Revenues	2,528,000 A	3,000,000 A
Total Budgeted Revenues	\$ 5,215,868	\$ 5,440,943
<u>Expenses</u>		
Administration	\$ 3,301,063	\$ 3,360,192
Sport Support	1,867,689	1,838,244
Team Sports	9,793,799	9,565,545
Game Guarantee Fund Expenses	2,356,528 A	1,924,387 A
Transfer In: Debt Service	-	1,212,374 B
Transfer In: Auxiliary Expense Prorate	-	544,094 C
	\$ 17,319,079	\$ 18,444,836
Net Athletics Budget (All Funds)	\$ 12,103,211	\$ 13,003,893

A - Game Guarantee fund revenues and expenses are no longer maintained separate (Athletics to Auxiliary).

B - Debt Service expenses were included in General Fund budget in 2016. New departmental expenses as result of reclass to Auxiliary status.

C - Auxiliary Expense Prorate is non-cash allocation of expenses specific to Auxiliary functions. New departmental expenses as result of reclass to Auxiliary status.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 14
DATE: June 21, 2016

RECOMMENDATION

**APPROVAL OF EMPLOYMENT AGREEMENT FOR HEAD
WOMEN'S BASKETBALL COACH CARLOS CASTRO**

ACTION REQUESTED

It is recommended that the Board of Regents approve the attached employment agreement for Head Women's Basketball Coach, Carlos F. Castro.

STAFF SUMMARY

Carlos Castro was hired as the Head Women's Basketball Coach effective May 09, 2016 for a term of five years, subject to approval by the Board of Regents. Pursuant to Board Policy 3.1.1.2, Employment Agreements, the President or his designee is authorized to negotiate employment agreements with coaches, subject to the approval of the Board of Regents.

The terms and conditions of Coach Castro's employment are contained in the attached Employment Agreement.

FISCAL IMPLICATIONS

Yes, including

- \$195,000 base salary;
- Standard Fringe Benefit Package;
- \$5,000 annually for radio show appearance; and
- Several incentives linked to team performance and attendance at games.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Gloria A. Hage
General Counsel

Date

EASTERN MICHIGAN UNIVERSITY
ATHLETIC COACH EMPLOYMENT AGREEMENT

This Employment Agreement made this nvd day of May, 2016, by and between the Board of Regents of Eastern Michigan University (hereinafter the "University") of Ypsilanti, Michigan and Carlos F. Castro (hereinafter the "Employee"). It is subject to the approval of the Board of Regents.

RECITALS

A. University needs the services of an athletic coach to coach University's varsity Women's Basketball team; and

B. Employee represents that he meets University's qualifications for the position and is available for employment in this capacity by University.

TERMS

In consideration of the mutual covenants, promises and conditions in this Contract, University and Employee agree as follows:

1.0 Employment

1.1 Subject to the conditions stated in this Agreement, University employs Employee as Head Women's Basketball Coach at University, and Employee agrees to and accepts the terms and conditions for employment outlined in this Agreement.

1.2 Employee shall work under the immediate supervision of the Athletic Director of University ("Athletic Director") or the Director's designee, and shall confer with the Director on all matters requiring administrative and technical decisions. Employee shall be under the general supervision of the Athletic Director of the University. Employee will be eligible for a Base Salary increase, usually effective July 1 of each year, consistent with the University's program of annual salary adjustments for employees in his classification.

1.3 Employee shall manage and supervise the University's Women's Basketball Team ("Team"), and perform such other duties in the intercollegiate athletic program of University as may be assigned. University reserves the right to reassign Employee to duties other than as head coach of the Team, while retaining the salaries and benefits

Carlos F. Castro Employment Agreement

Page 2 of 12

stated herein, so long as the compensation which University shall pay consistent with his education, skills, and experience.

2.0 Term.

2.1 This Agreement and the term of employment shall commence on May 9, 2016 and shall continue in full force and effect until June 30, 2021 unless sooner terminated as provided for herein.

2.2 This employment in no way grants Employee a claim to tenure in employment, or any years of employment attributable to tenure within University.

2.3 If Employee is employed on May 1, 2017, an additional year will be added to the term of this Agreement, so the Agreement will end on June 30, 2022.

3.0 Compensation.

3.1 In consideration for Employee's faithful, diligent, and successful performance of the services set forth in this Agreement, the University agrees to provide the following salary and fringe benefits to Employee during the term of this Agreement.

3.1.1 Salary. University shall pay Employee an annual Base Salary of \$195,000, effective May 9, 2016, paid pursuant to the normal university payroll procedures (currently semi-monthly) in full payment for the satisfactory performance of all duties required under this Agreement, less any applicable state and federal tax deductions or deductions authorized in writing by Employee.

3.1.2 The University agrees to make all necessary arrangements, including financial, for a radio show during the term of this Agreement. For his appearance on this radio show, Employee shall be annually paid \$5,000, less applicable withholding.

3.1.3 Fringe Benefits. University shall provide Employee with the same fringe benefits and on the same terms as provided to non-bargained for administrative employees, subject to amendment by the University.

3.1.4 University shall provide the Employee with a monthly stipend of \$500 per month for an automobile (which would be deducted from the Women's Basketball operating budget). Employee shall use the automobile for the purpose of conducting University business. Employee

Carlos F. Castro Employment Agreement

Page 3 of 12

shall be responsible for insuring, maintaining and repairing Employee's automobile. University shall provide assistant coaches with a monthly stipend of \$350 per month for an automobile, under the same terms and conditions as Employee.

3.1.5 University shall provide the Employee and assistant coaches with a monthly cellular phone stipend of \$50 per month (which would be deducted from the Women's Basketball operating budget)

3.1.6 Incentives. During the term of this Agreement Employee shall be entitled to receive each of the following bonuses and incentives. (each of which shall be treated separately). All amounts are gross and will be less applicable withholding.

- A. Each season that the Team is champion or co-champion of its Mid American Conference (MAC) Division, University shall pay Employee a bonus of \$5,000.
- B. Each season the Team is the MAC Regular Season Champion or the MAC Tournament champion, University shall pay Employee a bonus of \$10,000. If Team wins both, University shall pay a single bonus in the amount of \$15,000.
- C. Employee will receive the following amounts for NCAA tournament participation and performance. These amounts are not cumulative, so the maximum amount Employee is eligible to receive is \$100,000:
 - i. Each season the Team receives an at-large invitation to compete in the NCAA Tournament, the University shall pay Employee a bonus of \$10,000;
 - ii. Each season the Team advances to the round of 32 of the NCAA Tournament, the University shall pay Employee a bonus of \$20,000;
 - iii. Each season the Team advances to the Sweet Sixteen of the NCAA Tournament, the University shall pay Employee a bonus of \$30,000;
 - iv. Each season the Team advances to the Elite Eight of the NCAA Tournament, the University shall pay Employee a bonus of \$40,000;
 - v. Each season the Team advances to the Final Four of the NCAA Tournament, the University shall pay Employee a bonus of \$60,000;
 - vi. Each season the Team advances to the Championship Game

Carlos F. Castro Employment Agreement

Page 4 of 12

- of the NCAA Tournament, the University shall pay Employee a bonus of \$80,000;
- vii. Each season the Team wins the NCAA tournament championship, the University shall pay Employee a bonus of \$100,000.
- D. Each season that the Team receives an invitation to the Post Season Women's National Invitation Tournament (WNIT), the University shall pay Employee a bonus of \$5,000.
- E. University shall pay Employee a bonus of \$2,500 for each win by the Team in the WNIT Tournament.
- F. Each season Employee is named "Coach of the Year" in the Mid-American Conference, the University shall pay Employee a bonus of \$5,000.
- G. Each season Employee is named National Coach of the Year by the Associated Press, ESPN, CBS and/or Fox Sports, University shall pay Employee a bonus of \$15,000.
- H. Each season the University determines that paid attendance for home Women's basketball games averages between 1,500 and 1,999, University shall pay Employee a bonus of \$1,000. Each season the University determines that paid attendance for home Women's basketball games averages between 2,000 and 2,999, University shall pay Employee a bonus of \$5,000. If Employee does not become eligible for any of the incentives contained in this section, University shall pay Employee a lump sum of \$1,000 for each home Women's basketball game in which paid attendance exceeds 1,500.
- I. Each season the Team finishes in the top four (top 4 seed) of the Mid-American Conference, the University shall pay employee a bonus of \$2,500.
- J. Each season the Team is ranked in the Top 25 of AP or ESPN Coaches poll at any time during the season, the University shall pay a bonus of \$2,500. This bonus is payable only one time per season.
- K. Each season the team is ranked in the Top 10 of ESPN mid-major poll at any time during the season, the University shall pay a bonus of \$5,000.

Carlos F. Castro Employment Agreement

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- L. Each season the Team has an NCAA Academic Progress Rate (APR) above 950, University shall pay Employee a bonus of \$5,000.

Bonuses for the achievements set forth in this Section 3.1.4 shall be paid on or before May 15 of each year of this Agreement. To be eligible to receive the bonus, Employee must be employed by University at the time the bonus is normally paid.

3.1.7 Tickets. University shall annually provide Employee, without charge, up to ten (10) reserve tickets to each home Women's basketball game, up to four (4) tickets to each home football game and up to four (4) reserve tickets to each Men's basketball game. University shall annually provide assistant coaches, without charge, up to six (6) reserve tickets, and as many recruiting tickets as necessary, to each home Women's basketball game.

3.1.8 Final Four Tickets. To the extent eight or more tickets are made available to the University for the NCAA Tournament Women's Basketball Semi-Final and Championship games, University shall provide Employee, at a charge to Employee of their face value, four (4) tickets to the NCAA Tournament Women's Basketball Semi-Final and Championship games.

3.1.9 Moving Expenses. University shall reimburse Employee up to \$20,000 for documented moving expenses related to Employee and his family relocation to Michigan. Employee will be eligible for reimbursement only for documented expenses that are submitted within 12 months of the commencement of employment. University shall reimburse assistant coaches up to \$3,000 each, subject to the same conditions.

3.1.10 University shall provide Employee and Program staff with appropriate computer support and video editing equipment, as provided to other similarly situated employees.

4.0 Employee's Duties.

4.1 In consideration of the annual salary and other benefits, Employee promises and agrees as follows:

4.1.1 Faithfully and conscientiously perform all duties related to the establishment, direction and development of an educationally sound

Carlos F. Castro Employment Agreement

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and competitive athletic program, and to perform all duties prescribed herein and assigned by University's Board of Regents, President, Athletic Director, and Senior Associate Athletic Director within the budget allocated.

4.1.2 Plan, direct, and implement all phases of a varsity intercollegiate athletic program, including recruitment of academically and athletically qualified students, developing competitive schedules, budget preparation and supervision for programs, conduct practice sessions, conditioning programs, clinics, public relations activities, and fund raising. Attendance is expected at staff meetings, community events, and other appropriate athletic activities.

4.1.3 Devote full-time, attention, and energy to the duties of head coach as required herein, to the promotion of the University's Athletic program; and to avoid any business or professional activities or pursuits that would prevent Employee from devoting full time to performance of the duties under this Agreement, or that would embarrass University or detract in any manner from the duties outlined herein;

4.1.4 To be responsible for the actions of all assistant coaches and administrators who report, directly or indirectly, to the Employee. Employee shall promote an atmosphere of compliance within his program, shall communicate the expectations and commitment for NCAA rules compliance to all staff and student-athletes in the Women's Basketball program, and shall monitor the activities of all assistant coaches and administrators involved with the program who report, directly or indirectly, to the Employee, as well as the actions of prospective and current student-athletes in Coach's program including, but not limited to, activities during official and unofficial visits, extra benefits and actions in violation of academic integrity standards.

4.1.5 Know, recognize and comply with the laws, policies, rules, and regulations governing University and its employees ("University Rules") and the rules of the National Collegiate Athletic Association (NCAA) and the Mid-American Conference (MAC) ("Governing Athletic Rules"), as now constituted or as they may be amended during the term hereof, to supervise and ensure that the assistant coaches and any other employees for which Employee is administratively responsible comply with the aforesaid policies and rules and take active steps to remain educated on University Rule and Governing Athletic Rules. If Employee is found in violation of these rules or regulations, by the University, the MAC, the NCAA or any other governing body, he shall be subject to disciplinary action, including suspension without pay, or termination of employment as set forth in Section 6 of this Agreement.

4.1.6 Immediately report to the Athletic Director and to the Athletic Department Compliance Office in writing if any person or entity, including without limitation, representatives of EMU's athletic interests, has violated or is likely to violate or may potentially have violated any such laws, University Rules and Governing Athletic Rules. Employee shall cooperate fully with the Department's Compliance Office at all times.

4.1.7 Develop programs and procedures with respect to the evaluation, recruitment, training, and coaching of student athletes to compete successfully while assuring the welfare of student athletes;

4.1.8 Observe and uphold all student conduct and academic standards, requirements, and policies of University;

4.1.9 Encourage student athletes to perform to their highest academic potential, obtain the highest grades possible and graduate.

4.1.10 Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Title IX of the Education Amendments of 1972 and other laws and policies, Employee will report any instances of child abuse, sexual assault or harassment and certain other criminal activity of which he has knowledge or reasonable cause to believe has occurred.

4.2 It is further agreed that Employee will not receive outside compensation (including but not limited to income, annuities, sports camps, housing benefits, complimentary ticket sales, television and radio programs, and endorsement or consultation contracts with athletic footwear, apparel or equipment manufacturers) without prior written consent of the President and Athletic Director, which consent shall not be unreasonably withheld and shall disclose to University all outside compensation Employee receives and the source of such compensation. Reports regarding outside compensation must be made on an annual basis in conjunction with the annual performance evaluation. The document must include information concerning athletically related outside income for the previous contract period.

4.3 Employee shall maximize radio and television coverage favorable to University, but shall receive remuneration for such appearances, for any endorsements, or public presentations only upon securing prior written consent as noted in Section 4.2, or as otherwise compensated by the University as contained in Section 3.1.2 of this Agreement.

5.0 Travel.

Employee shall conduct such travel within the allotted budget as is necessary to carry out duties as Head Women's Basketball coach, and Employee shall be entitled to reimbursement for transportation and per diem expenses at the rate provided to non-represented administrative employees.

6.0 Termination for Just Cause.

6.1 University has the right to terminate this Agreement for Just Cause, in which case prior to termination but subject to the provisions concerning suspension, Employee shall be given notice and an opportunity to be heard. In addition to its meaning in University documents related to faculty, and its normally understood meaning, the term "just cause" shall be understood to include, but not be limited to, all of the following:

6.1.1 A deliberate or serious violation of the duties set forth in this Agreement or refusal or unwillingness to perform such duties in good faith and to the best of Employee's abilities, which **includes *in addition to the usual and customary coaching activities***, recruiting, assisting duly authorized alumni, booster club and University Development Foundation activities and cooperating with the news media;

6.1.2 A violation by Employee of any of the other terms and conditions of this Agreement not remedied after fifteen (15) days written notice thereof to Employee;

6.1.3 Any conduct of Employee that constitutes moral turpitude, or which would bring public disrespect, contempt, or ridicule upon University, or failure to follow the high moral and ethical standards commonly expected of Employee as a leading representative of the Department of Intercollegiate Athletics at University;

6.1.4 A deliberate, serious or repetitive violation of any law, regulation, rule, constitutional provision or bylaw of University, MAC or the NCAA, as determined in good faith by the University, the MAC, the NCAA or another governing body, which violation may, in the reasonable judgment of University, reflect adversely upon University or its athletic program, including any serious violation that could result in University being punished by the MAC or the NCAA;

6.1.5 Prolonged absence from duty without University's **consent**;

6.1.6 Engaging in criminal activity, or misuse of University funds or resources; and

6.1.7 Any conduct which violates the rights of student-athletes, including verbal or physical abuse of student-athletes;

6.1.8 Failure to report violation of University Rules, Governing Athletic Rules, as set forth in section 4.1.5 and 4.1.6 or failure to report the activity described in section 4.1.10.

6.2 The Athletic Director shall have administrative authority to immediately suspend Employee on a pre-hearing basis from performance of some or all duties with or without salary payments permanently or temporarily for a period of up to one month without termination of this Agreement for cause set forth in this Section 6.0.

6.2.1 Employee shall have the procedural right, upon written request, for a review and hearing relative to any such suspension ordered by the Athletic Director. Such hearing will comport with the basic elements of procedural due process.

6.3 Termination of this Agreement by the University may occur only after the review and hearing described in paragraph 6.2.1.

6.4 In the event University terminates this Agreement for just cause prior to the end of this Agreement, all obligations of University to make further payments and/or to provide other consideration hereunder shall cease on the termination date specified in the notice of termination.

6.5 In no case shall University be liable to Employee for any liquidated damages, or loss of any collateral business opportunities or any other benefits, or income from any other sources.

7.0 Termination Without Cause.

7.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Employee dies or becomes totally or permanently disabled as defined, by University benefit programs, if applicable. Any such termination shall not be reason for payment of any liquidated damages set forth below. Employee will, however, receive all benefits to which he would otherwise be entitled as

a result of such death or disability.

7.2 At any time after commencement of this Agreement, University may terminate this Agreement without cause by giving written notice to Employee.

7.2.1 In the event University terminates this Agreement without cause, University shall pay to Employee, as liquidated damages, an amount equal to twelve (12) months of Employee's annual Base Salary as specified in Section 3.1.1 or the remaining portion of the salary amount which would have been due Employee from the date of early termination of the Agreement through the Agreement expiration date, whichever is less, to be paid at University's option in one lump sum or on a monthly basis prorated over the remainder of the term of the Agreement. Acceptance of this amount will constitute full settlement of any claim that Employee has or may have against University and any and all of its related entities, their regents, directors, officers, employees and agents. University's obligation in the event of a termination without cause will be limited to the amount set forth in this paragraph. University shall not be liable for any opportunities or any other compensation, benefits, income, or any amounts from any sources that might ensue as a result of University's termination of this Agreement without cause.

7.2.2 The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Employee may lose certain benefits, supplemental compensation or outside compensation relating to his employment at University, which damages are extremely difficult to determine with certainty, or fairly or adequately. The parties further agree that payment of such liquidated damages by University and acceptance thereof by Employee shall constitute adequate and reasonable compensation to Employee for damages and injury suffered because of such termination by University. The foregoing shall not be, nor be construed to be, a penalty.

7.2.3 Notwithstanding the liquidated damages provisions, Employee agrees to mitigate University's obligations to pay liquidated damages by making reasonable and diligent efforts to obtain employment. After Employee obtains such new employment, University's financial obligations under this Agreement, including liquidated damages, shall be offset by the amount of the salary obtained in his new employment.

7.3 Employee recognizes that the promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Employee also recognizes that University is making a highly valuable

investment in Employee's employment by entering into this Agreement and that University's investment would be lost if Employee were to resign or otherwise terminate employment with University before the end of the contract term. Nonetheless, it is agreed that at any time after commencement of this Agreement, Employee may terminate this Agreement by giving written notice to University.

7.3.1 In the event Employee terminates this Agreement without cause, Employee or a third party shall pay to University, as liquidated damages, an amount equal to six (6) months of Employee's annual salary, to be paid within thirty (30) days after the effective date of termination. University shall not be liable for the loss of any collateral business opportunities or any other benefits, or income from any sources that might ensue as a result of Employee's termination of this Agreement without cause. This provision shall not apply if there is less than one year remaining on the Agreement, in which case there shall be no payment.

7.3.2 The parties have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that University will incur administrative, recruiting and resettlement costs in obtaining a replacement for Employee, in addition to potentially increased compensation costs if Employee terminates this Agreement prior to its expiration, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Employee and acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Employee. The foregoing shall not be, nor be construed to be, a penalty.

8.0 Outside Employment.

Employee agrees not to personally, or through any agent actively seek, negotiate for, or accept other full-time or part-time employment of any nature during the term of this Agreement without first having obtained written consent from the Athletic Director.

9.0 Relationship Between the Parties.

The relationship between Employee and University shall be determined solely by the terms and conditions of this Agreement.

10.0 Governing Law.

This Agreement shall be governed by and construed under the laws of

the State of Michigan, the courts of which shall be the forum for any lawsuits arising from or incident to this Agreement.

11.0 Severability.

If any provision of this Agreement shall be determined to be void, invalid, unenforceable or illegal for any reason, it shall be ineffective only to the extent of such prohibition and the validity and enforceability of all the remaining provisions shall not be affected thereby.

13.0 Entire Agreement: Modification.

This Agreement contains all the terms between the parties and may be amended only in writing signed by both parties.

Employee and the authorized representative(s) of University have executed this Agreement on this day of May, 2016.


EASTERN MICHIGAN UNIVERSITY

EMPLOYEE:


By:


Heather Lyke,
VP and Director of Athletics

By:


Carlos F. Castro
Head Women's Basketball Coach

By:


Donald Loppnow,
Interim President

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 15

DATE:

June 21, 2016

RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee Agenda for June 21, 2016 and the Minutes of the April 22, 2016 meeting be received and placed on file.

SUMMARY

The primary items for the June 21, 2016 Educational Policies Committee meeting include:

Agenda and Minutes; Academic Affairs Administrative/Professional Appointments/Transfers; Faculty Appointments; Faculty Reappointments; Faculty Promotions; Faculty Tenure Appointments; Lecturer Promotions; Appointment of Charter Schools Board Members; Charter Schools Reauthorizations; New Academic Program: Master of Athletic Training; New Academic Program: Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary and Secondary; Academic Program Phase Out: Distribution Operations and Technical Sales Major; Honorary Degree Recipient.

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

Date

EASTERN MICHIGAN UNIVERSITY
Board of Regents
Educational Policies Committee

June 21, 2016
9:00 a.m. to 9:45 a.m.
205 Welch Hall

AGENDA

- Section 15:** Agenda and Minutes (*Regent Crumm, Chair*)
- Section 5:** Academic Administrative/Professional Appointments/Transfers (*David Woike*)
- Section 6:** Faculty Appointments (*David Woike*)
- Section 7:** Faculty Reappointments (*David Woike*)
- Section 8:** Faculty Promotions (*David Woike*)
- Section 9:** Faculty Tenure Appointments (*David Woike*)
- Section 10:** Lecturer Promotions (*Dave Woike*)
- Section 16:** Appointment of Charter Schools Board Members (*Malverne Winborne*)
- Section 17:** Charter Schools Reauthorizations (*Malverne Winborne*)
- Section 18:** New Academic Program: Master of Athletic Training (*Rhonda Longworth*)
- Section 19:** New Academic Program: Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary and Secondary (*Rhonda Longworth*)
- Section 20:** Academic Program Phase Out: Distribution Operations and Technical Sales Major (*Rhonda Longworth*)
- Section 21:** Honorary Degree Recipient (*Rhonda Longworth*)

Discussion Items:

- Update on Degree Completion and Retention Plan (*Rhonda Longworth*)
College Profile: College of Education (*Michael Saylor*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

April 22, 2016
9:00 a.m. to 9:45 a.m.
205 Welch Hall

Attendees: (seated at tables) J. Carroll, Regent Crumm (Chair), D. Clearwater, A. Dow, Regent Fitzsimmons, R. Longworth, W. Tornquist, and M. Winborne .

Guests: (as signed in) K. Bagoumian, R. Baier, S. Bostley, N. Brennan, D. Crary, J. Fisher, K. Kucera, J. LeDuc, M. Marion, C. McFarland, S. McMullen, R. Nord, C. Powell, P. Quiel, N. Romerhausen, P. Seick, D. Turner, A. Valenzuela, T. Venner, and D. Winters

Regent Crumm convened the meeting at 9:00 a.m.

Report and Minutes (Section 12)

Regent Crumm requested that the Educational Policies Committee Agenda for April 22, 2016 and Minutes of the February 5, 2016 meeting be received and placed on file.

Academic Affairs Administrative/Professional Appointments and Transfers (Section 6)

Dr. James Carroll, Associate Provost and Associate Vice President of Administration recommended that the Board of Regents approve four (4) Administrative/Professional appointments at the rank and effective date shown on the attached listing.

FISCAL IMPLICATIONS

The salary would be absorbed in the 2016-2017 personnel budget.

Academic Retirements/Separations (Section 7)

Dr. James Carroll, recommended that the Board of Regents approve one (1) retirement and two (2) separations for the period of January 1, 2016 through March 31, 2016.

STAFF SUMMARY

Of the three (3) retirements and separations, one (1) is female and two (2) are male. Demographics show that all are Caucasian.

Emeritus Faculty (Section 8)

Dr. James Carroll, recommended that the Board of Regents grant Emeritus Faculty Status to one (1) former faculty member: William McMillan, Department of Computer Science, 1984 to 2014, who retired June 2014 after 30 years.

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 or school director, the dean of the college, and the Provost and Executive Vice President.

2016-2017 Faculty Research Fellowship Awards (Section 14)

Dr. Wade Tornquist, Interim Associate Provost and Associate Vice President for Graduate Studies and Research, recommended that the Board of Regents accept and place on file the Report on the 2016-17 Faculty Research and Creative Activity Fellowships awards.

STAFF SUMMARY

Faculty Research and Creative Activity Fellowships are competitive awards given to faculty who submit meritorious research or special study proposals. The fellowships award up to 100 percent release time from teaching to help build a foundation for a faculty member's future research or creative activities and as a base for future additional funding from other sources. Unlike a sabbatical leave, the fellowship recipients are still expected to fulfill other contractual responsibilities, such as service to the University during this released time. The University Research and Sabbatical Leave Committee reviews the Faculty Research and Creative Activity Fellowship proposals and makes recommendations to the Provost and Executive Vice President. A listing of the approved projects is included with Board materials. Fifty-five faculty will be supported.

2016-2017 Sabbatical Awards (Section 15)

Dr. Wade Tornquist, recommended that the Board of Regents accept and place on file the Report on 2016-2017 Sabbatical Leaves.

STAFF SUMMARY

Sabbatical leaves (one semester at full pay or two semesters at half pay) are granted for special study, research, writing and/or other projects which enrich the activities of individual faculty members; bring prestige to the individual and the University; or provide service of significant nature for local, state, national, or international organizations. Two semester sabbatical leaves also include up to \$12,000 in research support, if requested and approved. The University Research and Sabbatical Leave Committee reviews the sabbatical leave proposals and makes recommendations to the Provost and Vice President. A list of the approved projects is included with Board materials.

In 2016-2017, seven (7) two-semester and seventeen (17) one-semester leaves will be awarded.

Winter 2016 Undergraduate Research Stimulus Awards (Section 16)

Dr. Wade Tornquist, recommended that the Board of Regents accept and place on file the Report on the winter 2016 Undergraduate Research Stimulus Program Awards.

STAFF SUMMARY

The Undergraduate Research Stimulus Program is intended to facilitate research partnerships between undergraduate students and Eastern Michigan University faculty. Student awardees will receive a \$2,000 fellowship in support of their research efforts. This award will be in the form of a credit to the student's university account. The collaborating faculty member may receive \$500 to be used for lab/studio supplies or equipment, professional travel, or other professional expenses.

The Provost and Executive Vice President has awarded a total of \$8,000 to four (4) undergraduate students and \$1,500 to four (4) Eastern Michigan University faculty for research and creative projects under the Undergraduate Research Stimulus Program for winter 2016.

New Major Proposal: Geospatial Information Science and Technology (Section 17)

Dr. Rhonda Longworth, Interim Provost and Executive Vice President, recommended that the Board of Regents approve a new Academic Program: Geospatial Information Science and Technology.

SUMMARY

This major emphasizes the integration of geospatial information concepts and technologies with multiple disciplinary programs that are primarily offered in the Department of Geography and Geology, or in selected departments, in which GIST has well-recognized applications. The GIST program prepares students for positions that utilize geospatial technologies in a broad range of fields that are covered by the afore-mentioned programs.

New Major: Special Education K-12 Learning Disabilities Endorsement (Section 18)

Dr. Rhonda Longworth, recommended that the Board of Regents approve a new Academic Program: Special Education K-12 Learning Disabilities Endorsement.

SUMMARY

Learning disabilities are neurologically based disabilities causing persons to process information differently. These processing deficits may impact a person's ability to master various academic skills, including: basic reading skills, reading fluency, reading comprehension, written expression, math calculation, math problem solving skills, oral expression and listening comprehension. Students with learning disabilities are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards.

The proposed Special Education Major (K-12) Learning Disabilities endorsement program is based on the belief that teachers with a learning disabilities endorsement need a firm grounding in the theory of learning disabilities and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement individual education programs, based on a strong theoretical understanding of the nature of learning disabilities.

New Minor: Simulation, Animation and Gaming (Section 19)

Dr. Rhonda Longworth, recommended that the Board of Regents approve a new Academic Program: Simulation, Animation and Gaming.

SUMMARY

The SAG minor is a multidisciplinary area of study, combining traditional art mediums, programming, creative writing, and story development with coursework focusing on modeling, rigging, animation, lighting, and camera work in 3D. The program gives students a variety of experiences in their course of study, which provides a competitive advantage over many other programs that are local, national and international.

Academic Program Phase Out: Master of Arts in Urban/Diversity Education; Public Law and Government Major; applied Technology Major (Section 20)

Dr. Rhonda Longworth, recommended that the Board of Regents receive and place on file this notification of three Academic Program Phase-Outs: *Applied Technology Major, Public Law and Government Major*, and *Master of Arts in Urban/Diversity Education*.

SUMMARY

Applied Technology Major

Insufficient interest in the program over the last couple of years has resulted in low enrollment. Further, the potential audience can be well accommodated by other similar program offerings in the college.

Public Law and Government Major

Elimination of this major will help the Political Science department condense the number of programs and bring its offerings into line with other political science departments nationally. As of now, majors in PLS and PLWG can take the same classes. In fact, the Political Science and Public Law & Government majors are almost interchangeable save for the fact that PLWG majors can avoid taking a methods course and additional 300-level courses with Political Science. With revisions, students will be able to choose to focus on public law courses in PLS while receiving a broad education within the discipline. The department will also institute a restriction that students may not do both major and minor in our department.

Master of Arts in Urban/Diversity Education

Insufficient interest in program over the last couple of years has resulted in low enrollment. Many of the courses will be offered under a new concentration under the Master of Arts in Curriculum and Instruction program.

Charter Schools: Approval of Board Candidates (Section 13)

Dr. Malverne Winborne, Director of Charter Schools, recommended that the Board of Regents re-appoint Kamal Cheeks and Hazel White to three year terms to the Board of Directors of Detroit Public Safety Academy; re-appoint Samy Ali-Khodja, Paula Kauffman and Franci Mooreman to three year terms to the Board of Directors of Global Tech Academy; appoint Chedrin Chambers to a one year term to the Board of Directors of Hope Academy.

STAFF SUMMARY

According to the resolutions which establish these public school academies (charter schools), vacancies on the Boards of Directors shall be filled by the Eastern Michigan University Board of Regents.

Discussion Items:

Dr. Rhonda Longworth provided an update on the Degree Completion and Retention Plan Report. We are currently tracking enrollment numbers and they are tracking up slightly. The final numbers will not be available until after the semester ends and a more complete report will be given at the June Board of Regents meeting.

Dr. Tom Venner, Dean, College of Arts and Sciences presented a CAS College profile.

Dr. Tom Venner provided an overview of the College of Arts and Sciences Academic Teams. The Forensics, the Mock Trial and Mediation Club, Moot Court, the Fed Challenge

and the Model United Nations teams were highlighted. Funding for these teams was discussed.

Regent Crumm thanked those in attendance, and adjourned the meeting at

9:45 a.m. Respectfully submitted,



Debbie Clearwater
Executive Assistant, Office of the Provost
Academic and Student Affairs

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

Change brought about by the involvement of local people and institutions are changes most likely to be effective and sustainable. Success is brought about by living there, learning there, and working there.

Urban communities and the schools, children, and families in them face many challenges. The solutions to these challenges are not simple nor easy or quick. Why? Because the challenges are many, complicated, and inter-related: lack of good jobs, decent and affordable housing, crime, neighborhoods that are deserted or overrun with illegal activities, weak schools, and a lack of affordable and comprehensive transportation, child care, elderly care, and health care.

While all of these and even more are important elements for creating and sustaining a thriving urban community, one of the foundational components is the quality of the PreK-12 education available to children there. Without good schools, families in the community who can afford to do so move out or if they stay they send their children to non-neighborhood schools. Families who cannot afford to do this may be left with one option for their children's education – the weak often deteriorating local schools that are not working well for their children. Consequently, too many students in urban schools struggle to get into and through college or into and through high-quality trade schools and training opportunities.



Good schools, good teachers, and good administrators are essential to the children, the families, and to the community. In addition, good schools foster renewed interest in living in the community, encourage business and job growth, and help establish a safer, less dangerous environment for everyone. While there is not just one solution to the many problems of urban schools, having well-trained teachers is one essential component to creating and sustaining thriving schools.

Two issues that face urban schools relative to having good teachers are 1) getting well-trained energetic teachers to come to the schools to teach and 2) getting those teachers to stay. Living and working in urban settings, especially ones that have high levels of poverty and unemployment or underemployment, is not easy. It is hard to attract teachers to these schools, even teachers who see the need and want to help.

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

Pay is often lower than in suburban districts, working conditions are often harder, classes are large, supplies are often short; well maintained or modern facilities are often lacking; students don't behave like students in suburban schools do; administrators may not provide the leadership and mentoring they need; and there is a lot of public attention on the performance of students from these schools. Working in urban schools is hard.

When a school does manage to attract a strong teacher, their tenure in the school is often short. Studies have repeatedly found that teachers in schools serving high concentrations of low-income, low-achieving, students of color are more likely to leave than their counterparts in other schools. When they leave, these teachers usually either exit the profession or transfer to schools that have better academic records and serve Whiter, wealthier students. On average each year, urban schools lose 20% of their faculty. They lose over half of their teaching staff every five years. Curbing the constant churn of teachers through high-poverty schools is necessary if students are to receive the education they deserve.

Urban schools need teachers who are well prepared academically, who are eager to work in the urban settings, who want to make a difference, and who have the support of teams of individuals within the schools, the community, and the universities who are working together in deep collaborative ways to assess and address key educational and community issues.

To thrive schools, families, and communities need continuity which allows them to build sustained, trustful relationships. Such relationships develop over time and are critical for forming a sense of community unified by a common mission and an agreed-upon strategy for achieving it. Teachers were more likely to remain at schools where they understood the community but also found leaders who were trusting and supportive of the teaching staff, a knowledgeable instructional leader, an efficient manager, and adept at forming partnerships with external organizations.

Pathways - Finding and Training High-quality Teachers

One excellent way to work towards accomplishing the hiring and sustaining of quality teachers in urban schools is the establishing of close, mutually beneficial partnerships between the schools, the local community –



Urban Teacher Pathways Program: Live Here, Learn Here, Work Here

Eastern Michigan University

its leaders, businesses, churches, support services, and local universities especially their colleges of education. In such a partnership environment, each partner brings their expertise and resources to bear on the common problems of improving local schools. Colleges of education serve the role of training initial teachers, administrators, and counselors and providing some of the on-going development needed for teachers, administrators, and counselors to be successful and to remain in the schools.

We believe that one excellent path for preparing and hiring strong teachers for urban schools is to identify students still in high school who have interest in or potential to be teachers, train them well with lots of classroom experiences, and return them to the urban schools as new teachers. The Urban Teacher Pathways Program at Eastern Michigan University (EMU) seeks and is forming such partnerships with urban schools in southeast Michigan. The program seeks to help the school identify students interested in being a teacher or in whom teachers and administrators see the potential to be a teacher even among students who may never have considered this as a career option.

Once identified, schools in the program are given the authority to fast-track the admissions of the students to EMU and into a track leading to teacher certification. They also can fast-track those students who qualify for tuition support at the University. Additionally, EMU provides a menu of services to the schools ranging from staff development, to mentoring by urban students currently attending the University, to support in preparing students to be college-ready, support the school in counseling them to take and pass appropriately rigorous courses, and provide other kinds of support and guidance while still in high school so that they successful in an educator preparation program at the University.

Over time, the collaboration could extend to early high school or middle school. We believe that identifying students who have talent and who care about others to consider teaching early is important. One outcome of the collaboration is to enkindle a desire in students to be change makers and serve others in their community so that all can flourish.

Once admitted to the University, the students in the program are provided active support in their academic areas, but also in personal and social support services. The program promotes learning communities of education students from urban setting as well as suburban and rural settings. It provides access to individuals and mentors to make their college years happy, productive, and a place for the continued development of skills, character, and good habits. Many students who

Urban Teacher Pathways Program: Live Here, Learn Here, Work Here
Eastern Michigan University

enter the Pathways Program are the first-in-their-family-to-attend college, are minority students, and may come from homes with modest or few financial resources. Students in the EMU educator preparation programs have significant experience in a variety of classroom settings.

After graduation, the partnership school from which the student originally came would guarantee them an interview for a teaching position, provided one is available at the time. No one is made to apply to any specific school nor are schools required to hire them. This is simply an open invitation to the young person to come home and work in their home community. New teachers who come out of the urban community and return well prepared to be educators to that or a similar community are likely to persist and impact positively the schools, the children, the families, and the community. This program is built on the belief that it is worth investing in individuals who live here, learn here, and work here as one approach to addressing the needs of urban communities and schools.

A teacher pipeline is the entire solution. It is one good way though to start and to foster the kinds of collaborative efforts that are essential if urban schools are to improve. The partnerships formed allow the expansion of the collaborative approach to supporting children, families, and communities to thrive.



DRAFT



COLLEGE of EDUCATION















Founding College of EMU in 1849

Our strength has always been and continues to be our faculty, students and staff

Departments

- Leadership and Counseling
- Special Education
- Teacher Education

Degrees

- Bachelors
- Masters
- Doctorate







Leadership and Counseling

PhD in Educational Leadership

- First at EMU, 25th year in AY17, 200+ graduates

EMU Retention Successes (with EMU Student Affairs)

- Most challenging group – men of color 90%+ retention rate
- Extending to women of color and other groups



Leadership minor

- Collaborative effort, 2 yrs. old, 187 students taking classes, 91 in the minor

Accelerated-Carousel masters in Educational Leadership

- In its 8th year
- Expanding advertising and promotion in order to grow enrollments

3

Special Education

First Special Education department in the nation (1914)

Masters in special education in top 50 nationally

High-Needs Undergraduate programs

- Learning Disabilities added this spring
- Autism (added today?)

Brehm Scholars and Brehm Center

EMU Autism Collaborative Center



4

Teacher Education

Growing teacher demand nationally and in Michigan

World leader in early childhood education

Place-based education

- Active and successful high school - elementary soon
- A major component of the SEMIS approach to community engagement

Doctoral program

Attracts students locally, nationally, and internationally



Partnerships between local schools (so far)

- Ypsilanti Community Schools
- Wayne Westland Community Schools
- River Rouge Schools
- Detroit Leadership Academy
- Detroit Public Schools (in final stages of MOU)

Facilitates finding and supporting students from urban schools to come to EMU as educator candidates

Be supported academically, socially, and personally while here

After graduation their home schools agree to interview them for a job



DRAFT



COLLEGE *of* EDUCATION

TRU EMU

Our Future

Creative, entrepreneurial, and innovative

- Incubator/innovation center

Forming collaborative partnerships

- Other EMU Colleges and programs
- EMU Charter Schools
- Local schools, governments, business, and communities
- Any one with common interests and goals

Seeking research and programming grants and contracts

Developing Centers and Institutes with a national impact



BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 16
DATE: June 21, 2016

RECOMMENDATION

APPOINTMENT OF CHARTER SCHOOLS BOARD MEMBERS

ACTION REQUESTED

It is recommended that the Board of Regents appoint Susan Uvick to a three year term to the Board of Directors of Ann Arbor Learning Community; re-appoint Richard Hamme to a three year term to the Board of Directors of Commonwealth Community Development Academy; re-appoint Elizabeth Taylor to a three year term to the Board of Directors of Dr. Joseph F. Pollack Academic Center of Excellence; appoint Felicia Carter and Angelo Powell to three year terms to the Board of Directors of Grand Blanc Academy; appoint Mario Beasley and Kenneth Davis to two year terms to the Board of Directors of Hope Academy; re-appoint Dr. Lumas Helaire, Klotylda Phillippi and Soh Suzuki to three year terms to the Board of Directors of The James and Grace Lee Boggs School.

STAFF SUMMARY

According to the resolutions which establish these public school academies (charter schools), vacancies on the Boards of Directors shall be filled by the Eastern Michigan University Board of Regents.

Ann Arbor Learning Community

Clement James Goebel III has been the chief operation officer and owner of Menlo Innovations in Ann Arbor, Michigan since 2001. He is also an adjunct faculty & instructional designer at the University of Michigan in Ann Arbor since 2012 and an Instructor for Massachusetts Institute of Technology in Cambridge, Massachusetts since 2008. He earned a Master in Business Administration in 2004 and a Bachelor of Computer Science in 1989 both from Eastern Michigan University in Ypsilanti, Michigan. He is a parent of a student at Ann Arbor Learning Community. This is a new appointment.

Susan Uvick has been a teacher at South Lyon Community Schools' Sayre Elementary School since 2004. She earned a Master of Science in Education degree from Walden University Minneapolis, Minnesota, a Post Baccalaureate Teaching Certificate in Science from Eastern Michigan University in Ypsilanti, Michigan in 2004, a Master of Science in Chemical Engineering degree from Wayne State University in Detroit, Michigan and a Bachelor of Science in Mechanical Engineering degree from GMI Engineering and Management Institute in Flint, Michigan. She earned a South Lyon Elementary School Teacher of the year award in 2014. She is a member of Michigan Association of Computer Users in Learning and National Council of Teachers of Mathematics. She is a parent of a student at Ann Arbor Learning Community. This is a new appointment.

Commonwealth Community Development Academy

Richard Hamme has been employed at the State Farm Mutual Automobile Insurance Company as a claim representative since 1995. He earned a Master of Business Administration degree as well as a Bachelor of

Business Administration degree, both from Eastern Michigan University. He has served on the board of Commonwealth Community Development Academy since 2005. This is a re-appointment.

Dr. Joseph F. Pollack Academic Center of Excellence

Elizabeth Taylor has been the community relations specialist for Black Family Development, Inc. in Detroit, Michigan since 2012. She has been the Chair of the Education Sub-committee in the Mid-Michigan sector of Michigan Leadership Collaborative for Civil and Human Rights since the 2012. She has been the Assistant to the Executive Director and Director of Member Services and Development of the National Association of Social Workers in Lansing, Michigan since 2011. She earned a Bachelor of Science, Double Major in Psychology and Family Studies from Central Michigan University in Mt. Pleasant, Michigan. She received a Master of Social Work with a concentration in Organizational Community Practice, Graduate Certification in Community Engagement from Michigan State University, in East Lansing, Michigan. She is a member of Phi Alpha Honor Society, Phi Beta Delta International Honor Society, National Association of Social Workers and Division 45 of the American Psychological Association. This is a re-appointment.

Grand Blanc Academy

Felicia Carter is a checker at General Motors in Pontiac, Michigan since 1979. She attended Wiley College in Marshall Texas. She volunteered at McKinley Center for Senior Citizens, Grand Blanc Academy and UAW Shop Committee Local. She is a parent of a student at Grand Blanc Academy. This is a new appointment.

Angelo Powell is a Department of Health and Human Services partnership analyst at the State of Michigan Department of Community Health in Lansing, Michigan since 2014. He was a Client Services Manager for Livingston County Community Mental Health in Howell, Michigan from 1991-2014. He earned a Bachelor of Arts in Sociology degree from Olivet College in Olivet, Michigan in 1989. He was a member of the Student Concerns Committee and the Treasurer of the Elite Club at Olivet College. He is a parent of a student at Grand Blanc Academy. This is a new appointment.

Hope Academy

Mario Beasley has been an information analytics architect at Ford Motor Company in Dearborn, Michigan since 2013. He is also a software engineering and architecture adjunct instructor at ITT in Canton, Michigan since 2015. He earned a Masters of Arts in Education from Ashford University in Clinton, Iowa and a Bachelor of Arts in Business Administration from Davenport University in Dearborn, Michigan. He is a member of the Association of Enterprise Architects. This is a new appointment.

Kenneth Davis is a retired vice president and banking center manager from Chase Bank in Detroit, Michigan where he worked since 1970. He earned a Bachelors in Business Administration from Wayne State University in Detroit, Michigan. He is presently the associate minister and church administrator at the New Mt. Zion Missionary Baptist Church in Detroit, Michigan. This is a new appointment.

The James and Grace Lee Boggs School

Dr. Lumas Helaire is the assistant director of the Office of Academic and Multicultural Initiatives at the University of Michigan in Ann Arbor, Michigan since 2001. He earned a Bachelors in Psychology from Morehouse College in Atlanta, Georgia. He received a Master of Science degree in Developmental Psychology and a Ph.D. in Education & Psychology both from the University of Michigan in Ann Arbor, Michigan. He received a Certificate of Dopeness from the North Carolina AT&T State University Student

Circle of the Association of Black Psychologists' Dialogue on Progressive Enlightenment (DOPE) Conference. This is a re-appointment.

Klotylda Phillippi is a retired lecturer at the University of Michigan, Department of Educational Studies in Ann Arbor, Michigan where she taught since 2002. She earned a Bachelors in Elementary Education from Alma College in Alma, Michigan, a Masters of Arts degree in Curriculum and Instruction and a Ph.D. in Educational Policy and Social Analysis both from Michigan State University in Lansing, Michigan. She is a member of Phi Kappa Phi, Honor Society, Michigan State University; American Educational Research Association; Michigan Council of Teachers of English; Michigan Reading Association; International Reading Association; National Council of Teachers of English; Wayne County Reading Council and Wayne County Whole Language Group. This is a re-appointment.

Soh Suzuki has been a studio instructor at the Detroit Institute of Arts in Detroit, Michigan since 2011. He received a Bachelor of Arts degree in Interdisciplinary Humanities, a Bachelor of Fine Arts degree in Studio Art and Specialization in Museum Studies all from Michigan State University in Lansing, Michigan. He was introduced to Detroit's grassroots community organizing initiatives through the planning of the twentieth-year remembrance of the Vincent Chin incident, and then working with Detroit Summer to create a community-based mural in Chinatown. He co-founded the Detroit Asian Youth Project and participates in Detroit Future Youth as an adult ally. This is a re-appointment.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Clement James Goebel III

I work in a variety of environments including small technology startups-up, public school systems, non-profits, and large public companies. As a coach and change agent, I help organizations achieve dramatic transformations in both process and culture. I enjoy teaching, presenting at conferences, and speaking to small local groups in order to share the lessons I have learned on organizational leadership.

Menlo Innovations:

5101 – Present COO / Owner

I am a founding partner of Menlo Innovations, an innovative product design firm. Menlo's mission is to end human suffering as it relates to technology. In order to accomplish this lofty goal, Menlo's High-Tech Anthropology® teams study how humans interact with products and determine how products can be designed in order to fit the technology into the human's frame of reference instead of training the humans in how they should use the technology. Menlo has implemented many creative business strategies intended to build stronger relationship with its clients, including the deferral of up to 50% of a project's billing until after the product has succeeded in the market place. Menlo achieves its high level of innovation through a deeply collaborative work style. Representatives from other organizations routinely tour Menlo's Software Factory's environment to study our culture.

Accent Reduction Institute:

6109-12115 Executive Coach / Board Advisor / Investor

Accent Reduction Institute is a specialized speech pathology practice serving large corporate clients and large government organizations such as Accenture and NATO. I advise the executive team and members of the board on how to make the organization more effective.

Commerce One / AppNet Midwest / Arbor Intelligent Systems:

10100-5101 Practice Director

Acted in the role of functional manager for a group that grew from 5 to over 100 team members. Responsibilities included management of bench resources, staff training programs, employee reviews, hiring, compensation decisions, management of first-tier managers, and management of key customer accounts.

8195-10100 Managing Consultant

Interface Systems: I led a consulting team whose primary mission was to redesign and rebuild the processes and organizational culture of Interface Systems' engineering team.

Acuson: I assembled and led the team that redesigned Acuson's FDA approved Ultrasound Image Review Station. Responsibilities included lead negotiator for multi-million dollar contracts and management of a team that included resources from my own organization as well as resources from the client's team.

Addison Wesley: Led the design and implementation of the automated test generation tool, TestGen, that was provided with the majority of Addison Wesley textbooks.

Gene Codes:

8189-9195 Scientific Software Sculptor

Project manager, chief architect and lead programmer of 'Sequencer,' a molecular biology application used to assemble the human genome. Actively participated in selection of team members, user support, trade show sales, and customer sales.

Insite Computing:

4187-9188 Software Engineer / Team Lead

Designed and created the course registration systems for the University of Michigan Office of Continuing Medical Education. Responsibilities also included negotiating contracts, managing staff, and technical leadership.

Craig Research:

4184 - 9185 Software Engineer

Customer site liaison for company's largest client, Rockwell International.

Menlo Innovations:

- Lead Instructor & Curriculum Designer, 2001 - Present
 - Two-Day Course on Organizational Effectiveness and Change Management
 - Two-Day Course on Project Management
 - Three-Day Course on Understanding End User and Organizational Needs
- Curriculum Designer, 2010- Present
 - Aligning Your Organization with Your Mission, one part of Ascension Health's Enterprising Health Initiative
- Selected Presentations
 - Effective and engaging brainstorming techniques
 - Using low-tech tools to facilitate effective project management
 - Using the Business Model Canvas as a tool for organizational and strategic planning

Ann Arbor Neutral Zone:

- Volunteer, Fall 2012 (currently in development, to be delivered in August 2012)
 - Lead Curriculum Developer and Instructor Coach for High School Entrepreneurship Immersion

University of Michigan:

- Adjunct Faculty & Instructional Designer, 2012 – Present
 - Instructor for Entrepreneurship Practicum ENG411
 - Instructor for Multidisciplinary Design II ENG455
 - Mentor coaching the boards of students running startup companies in Tech Arb
 - Mentor coaching student executive teams pitching to venture capitalists
- Invited Speaker 2012
 - Teach for America: Innovating in education to improve student motivation (June 27th)
 - Center for Research on Learning and Teaching: Establishing a culture of innovation in the classroom
- Invited Speaker 2005- Present
 - Computer science courses
- Invited Speaker 2005- 2007
 - Leading Innovation: Putting Creativity to Work, an Executive Education course

Massachusetts Institute of Technology:

- Instructor, 2008- Present
 - Undergraduate Practices Opportunities Program, Teaching Agile Engineering Module
- Mentor, 2009- Present
 - Undergraduate Practices Opportunities Program, Teaching Leadership Skills to Sophomores
- Invited Speaker 2008
 - Gordon Leadership Program- Engineer Leadership Lab, Teaching Leadership Skills to Upperclassmen

Eastern Michigan University:

- Department Advisory Board Member 2006- Present
 - Business School
- Department Advisory Board Member 2006-2015
 - Computer Science
- Invited Speaker 2005- Present
 - Computer science courses

Schoolcraft College:

- Adjunct Faculty, 1995
 - Instructor for C++ course (3 credit hours)

Brighton Community Schools:

- Instructor for Adult Learning Computer Programming and Courses 1982- 1985
- Assistant Instructor for Adult Learning Computer Programming Courses 1980 - 1982

Education and Other Related Experience

Education

Master in Business Administration – 2004 Eastern Michigan University
Bachelor of Computer Science with minors in Business and Mathematics – 1989 Eastern Michigan University

Youth Coach

Assistant Coach, Youth Ringette (a form of girls hockey) ages 6 - 14, 20 11 – 2013
Assistant Coach, Youth Hockey ages 4 - 8, 2009 - 2010
Coach, Youth Soccer ages 5 - 7, 2008 – 2010
Coach, 5th Grade Basketball, 1985 - 1986

Religious Education, Holy Trinity Student Chapel (EMU)

Member of Religious Education Commission (Board), 2007 - 2010
Religious Education Facilitator for Activity Based Family Learning, 2008 - 2010
Religious Education Instructor for Elementary Grades, 2002-2007

Service Activities for the Ann Arbor Learning Community

Board member search committee, 2012 – present
Dean search committee, 2012
Designed and facilitated a community workshop to help educate and gather input for the dean search, 2012
Chaperoned primary level canoeing field trip, 2012
Sponsored middle school field trip to Menlo Innovations, 2012
Engaged Ticheal Jones and Abby Kuhn to explore how Menlo collaborates with Forsythe Middle School, 2011
Chaperoned middle school field trip to Washington DC, 2011
Chaperoned primary level ice skating field trip, 20 11 and 2010
Designed and facilitated a brainstorming session for the staff in regards to collaborating with SEMIS, 2010
Chaperoned primary level fishing field trip, 2010
Designed and facilitated a reflective retreat for the school board, 2008
Facilitated a dean fit panel, 2008 & 2007
Designed and facilitated a strategic goal setting session for PTSO, 2007
Designed and facilitated a school-wide workshop for gathering community input on long term vision, 2007
Collaborated with Joe Capuano to recruit new non-parent school board members, 2006
Recruited non-parent volunteers to visit the middle school and explore career choices, 2006
Recruited team of non-AALC volunteers to complete playground construction effort, 2005

Sample Conference Speaking Engagements

Helping Organizations Change
Intentional Interim Ministry Conference – Lutheran Church Missouri Synod Michigan District, 2016
Project Management Institute, Huron Valley Chapter 2016

Creating Progressive Work Environments

Society for Human Resource Management, Michigan Conference 2009

Hiring Team Oriented People By Changing The Way You Interview

Society for Human Resource Management, Michigan Conference 2009
American Society for Training and Development, Ann Arbor Chapter 2006 and 2008

Never Work < Weelends Again, Insights Into Creating a Joyful Culture

Society for Human Resource Management, National Conference 2011

Using the Competing Values Framework & Five Dysfunctions to Improve Collaboration

Agile2012 Conference, Dallas Texas – August 2012
Project Management Institute, Great Lakes Chapter 2010

Workplace Democracy

Net Impact Conference, University of Michigan 2010

Associated with AALC

Bill Morgan
Previous Interim Dean AALC
Phone: (734) 660-1485
Email: blmorgan65@gmail.com

Carol Morton
Previous Board Member AALC
Phone: (734) 212-1176
Email: ctmorton@gmail.com

Joe Capuano
Previous Board Member AALC
Phone: (734) 483-6091
Email: joecap@escotiaworks.com

Janet Adelman
Previous Board Member AALC
Phone: (734) 417-4514
Email: janet42@mindspring.com

Professional/Mentoring Skills

Moses Lee
Assistant Director for Student Ventures
School of Engineering Center for Entrepreneurship
University of Michigan
2121 Bonisteel Blvd.
Ann Arbor, MI 48109
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email: moleslee@umich.edu

Diana Wong
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Jennifer Baird
CEO
Accio Energy
704 Airport Boulevard, Suite 6
Ann Arbor, MI 48108
Main: (734) 418-8682
Email: JBaird@accioenergy.com

Susan Lynn-Sroka Uvick



EDUCATION	Walden University Master of Science in Education Concentration in Reading and Math	2007
	Eastern Michigan University, Ypsilanti, Michigan Post Baccalaureate Teaching Certificate Concentration in Elementary Education Major: Science Minor: Mathematics	2004
	Wayne State University, Detroit, Michigan Master of Science in Chemical Engineering Concentration in Hazardous Waste Management	1994
	GMI Engineering and Management Institute, Flint, Michigan Bachelor of Science in Mechanical Engineering Concentration in Environmental Engineering	1989
TEACHING EXPERIENCE	Sayre Elementary School, South Lyon, Michigan Position: Second, Third, Second/Third Combination Teacher	2004-Present
AWARDS	South Lyon Elementary School Teacher of the Year	2014
EDUCATIONAL COMMITTEE WORK	Math Subject Area Committee Member Responsibilities: Develop and implement common core aligned math curriculum; develop and review district assessments; provide training on new curriculum Technology Subject Area Committee Member Responsibilities: Develop and implement technology curriculum; review and provide Specifications for district technology devices; provide training and support to buildings Technology Building Liaison Responsibilities: Provide building support on educational technology programs and devices; provide training and support Google educational products and devices District Technology Vision Committee Responsibilities: Provide and represent lower elementary educators as district creates and implements a district vision statement; provide input and support for lower elementary educators on technology related to lower elementary curriculum	

EMPLOYMENT
EXPERIENCE

ManGuard Systems, Inc., Fenton, Michigan 1995-2004

Position: Sr. Project Engineer

Responsibilities: Design, testing, and installation of ManGuard Environmental Information System computer program; provided training and documentations for computers systems; provided online and telephone support for systems across the country

The Environmental Quality Company, Belleville, Michigan 1992-1995

Position: Project Engineer/Regulatory Specialist

Responsibilities: Environmental regulation research and tracking; compliance program development and environmental education and training programs developed and implemented a Hazardous Waste Environmental Training Program; planned and implemented engineering projects at processing plant

General Motors Corporation, Flint, Michigan 1989-1992

Position: Environmental Engineer

Responsibilities: Environmental reporting activities related to air, water, and waste emission reports; implementation, operation and training activities for General Motors Environmental Information System computer program for plant and division; developed and implement a Waste Minimization Program in cooperation with GMI Engineering & Management Institute.

MEMBERSHIPS

MACUL (Michigan Association of Computers Users in Learning)

NCTM (National Council of Teachers of Mathematics)

Ottowai Richard Hamme, IV

Education

Eastern Michigan University, Ypsilanti, Michigan
M.B.A., December 17, 1995

Eastern Michigan University, Ypsilanti, Michigan
B.B.A., Real Estate December 15, 199j

Employment History

State Farm Mutual Automobile Insurance Company, Livonia, Ivlicbigan
Claim Representative 1995 - Present

- Investigate and evaluate property damage and personal injury claims
- Negotiate settlements with policyholders, claimants and attomeys
- Analyze medical records and complete reports documenting care and treatment of injured parties
- Review and pay bills from auto body facilities, rental companies and medical providers
- Take recorded statements from policyholders, claimants, injured and witnesses to complete an liability analysis

Volunteer

School Board member of Commonwealth Community Development
Academy Detroit, Michigan
Vice President June 2005 - Present

United Way Coordinator for State Farm Insurance Company
2002 - 2003

EDUCATION**Master of Social Work**

May 2012

Concentration: Organizational Community Practice
Graduate Certification in Community Engagement, Spring 2012
 Michigan State University, East Lansing, MI

Bachelor of Science

May 2010

Double Major: Psychology, Family Studies
 Central Michigan University, Mount Pleasant, MI

JOB RELATED SKILLS

- | | | |
|----------------------|----------------------------------|----------------------|
| • Group Facilitation | • Program Development/Evaluation | • Strategic Planning |
| • Community Outreach | • Research-Data collection | • Proposal Writing |
| • Needs Assessment | • Public Speaking/ Presentation | • Policy Analysis |

COMMUNITY OUTREACH AND ENGAGEMENT**Black Family Development, Inc.**

Summer 2012-Present

Community Relations Specialist
 Detroit, MI

- Provide community outreach and engagement to *Promise Neighborhood* residents and leaders of institutions located in the Detroit, Osborn community. Organize community events to promote capacity building, advocacy, empowerment, and community engagement. Distribute resources and surveys to residents to promote and assist residents in block club development.

Michigan Leadership Collaborative for Civil and Human Rights

Spring 2012-Present

Chair of the Education Sub-committee in the Mid-Michigan sector,
 Michigan Department of Civil Rights, Lansing, MI

- Collaborate with stakeholders throughout Michigan to develop a strategic plan to improve the state of Michigan by addressing issues within education, immigration, and discrimination.

National Association of Social Workers

Fall 2011-Present

Assistant to the Executive Director and Director of Member Services and Development
 National Association of Social Workers, Lansing, MI

- Participate in development of community partnerships and coalitions, program planning, development, policy analysis, legislative development, outreach, advocacy initiative and other related tasks to advocacy and social justice. Assisted with the development of the Prisoner-Family Support pilot program, to decrease recidivism rates among Michigan prisoners.

Clinton Eaton Ingham Community Mental Health-Wraparound

Fall 2010-Spring 2010

Facilitator

Wraparound, Lansing, MI

- Facilitated team meetings with various service providers to assist families in need through a System of Care approach. Duties include case management, providing community resources and services to clients, strength based planning with the child-family team, and production of progress notes.

GEAR UP /College Day

Spring 2010

GEAR UP/ College Day, Central Michigan University, Mount Pleasant, MI

- Assisted the program director in meeting program goals of motivating minority high school students from Flint, Michigan to pursue higher education. Duties include organizing, program planning, mentoring students, conducting outreach and engagement activities, and other related duties.

INTERNATIONAL EXPERIENCE

Ghana, Africa Summer 2011

- Participated in a four week foreign studies experience focused on social development, including aspects of public health, and education. Volunteered with Ghanaian youth in Chokor, Ghana, at a non-profit organization called Brothers and Sisters in Christ Serving (B.A.S.I.C.S.). Developed a manual which assists in the identification of learning disabilities, how to address learning abilities, and material on phonetics to assist with learning English.

Oaxaca, Mexico Spring 2011
International Engagement Reflection Leader

- Volunteered at a non-profit organization named Canica, which focuses on decreasing child labor through encouraging parents to enroll their children to attend school.
- Led daily reflection activities to assist a group of students from Michigan State University in reflecting on their experience throughout an international engagement service learning project in Oaxaca, Mexico.

RESEARCH AND PRESENTATION EXPERIENCE

Inaugural Conference of the Society for the Psychological Study of Ethnic Minority Issues, American Psychological Association-Division 45, Ann Arbor, MI Summer 2010

- Orally presented research on The Road Between Science and Practice: Preliminary Attempts to Infuse Science into a Community-based Prejudice Prevention and Program

Ronald E. McNair Research Scholar, Central Michigan University Spring 2009-Spring 2010
Evaluating a Model for Community Engagement and Intergroup-relations in Culturally-diverse Youth

- Designed surveys and analyzed data to evaluate a diversity awareness youth program, *At Home*. Used structural equation modeling to explain individual effects in diverse youth who attended this program to explain the program's effectiveness.
- *MtNair Spring Research Symposium, Fall 2009, Spring 2009*
 - o Orally presented a research proposal and results on Evaluating a Model for Community Engagement and Intergroup-relations In Culturally-diverse Youth to 50 professionals and researchers.
- *McNair Summer Research Conference, Wayne State University, Detroit, MI, Summer 2009*
 - o Orally presented a research proposal and results on Evaluating a Model for Community Engagement and Intergroup-relations In Culturally-diverse Youth to 35 faculty and student scholars.

Research Assistant, Central Michigan University Spring 2008
The Effects of 6OHDA Lesions on Dopamine Receptor-Mediated Learning Tasks

- Examined cognitive deficits of Parkinson's, such as good memory and executive functions that occur in the brain. Analysis of deficits will help to determine insufficiencies prior to motor symptoms being present.

ADDITIONAL EMPLOYMENT / ASSISTANTSHIPS

Graduate Assistantship, Michigan State University, East Lansing, MI Fall 2010-Present
 Sales Associate, Kohl's, Mount Pleasant, MI Summer 2007-Summer 2010
 Teaching Assistant, Central Michigan University, Mount Pleasant, MI Summer 2009


SCHOLARSHIP AWARDS

- Community Outreach and Engagement Scholarship *Fa/12011*
- MSUFCU Endowment Study Abroad Scholarship *Spring 2011*
- Academic Achievement Graduate Assistantship *Fall 2010-Present*

ASSOCIATIONS

- Phi Alpha Honor Society *Fa/12011-Present*
- Phi Beta Delta International Honor Society *Fa/12011-Present*
- National Association of Social Workers *Fa/12011-Present*
- Division 45 of the American Psychological Association *Spring 2011-Present*
- Ronald E. McNair Post-baccalaureate Achievement Program *Spring 2009-Spring 2010*
- Multicultural Psychology Student Society, *President 2008-2009* *Spring 2008-Spring 2010*
- National Association for the Advancement of Colored People *Fa/12007-Spring 2010*

Felicia Faye Carter



Qualifications

- Commitment to achieving goals and highly driven; key player.
- Outstanding time manager; consistently meet deliverable on time without sacrificing quality.
Solid ability to manage and complete projects independently or as part of a team.
- Strong, team player with proactive approach to solutions development

Education

Wiley College
Marshall, TX
1977 - 1978

~ Relevant Courses ~

English, Algebra, Psychology, Sociology, Music Appreciation, Social Science, History 101,
Biology, Speech, etc.

~ Member of the Alpha Angels (Campus Sorority) ~

Work History & Volunteer Work

GENERAL Motors
CHECKER
Pontiac, MI
1979 - PRESENT

Arbys
Cashier
Flint, MI
1978-1979

Volunteer Work

~ Volunteer Work ~
~ Lincoln Center for Senior Citizens / Grand Blaine Academy / UAW Skills Committee ~
653

Angelo Powell



OBJECTIVE

To assist families in reaching their full potential individually, in the community and family by utilizing my professional skill.

EMPLOYMENT

Client Service Manager **1991-Present**
Livingston County Community Mental Health Howell, Michigan

Responsibilities include conducting assessments, developing and implementing individualized treatment plans for seriously emotionally disturbed kids at risk of being placed out of home. Responsible for providing situational counseling, advocating, linking, and coordinating with community agencies including D.S.S., school, Public Health and court.

Substance Abuse Therapist **1991-1995**
Insight Recovery Centers Saginaw, Michigan

Provide individual and family substance abuse counseling on a contractual basis. Responsibilities included completing intake evaluations, developing treatment plans, conducting weekly treatment sessions, liaison to community agencies and employers, and developing aftercare plans.

Mental Health Counselor (Chemical Dependency Unit) **1989-1991**
St. Luke's Health Center Saginaw, Michigan

Responsibilities include member of a multi-disciplinary team providing problem solving treatment plans for various clients. Complete initial bio-psychosocial assessments. Provide individual, group and family counseling modalities, as well as psycho-educational didactic groups. Facilitate the development of discharge/aftercare plans.

Part-time experience on Children's, Adolescent and Adult Mental Health Open and Closed Observation Units. Physical Rehabilitation, Inpatient and Outpatient setting.

Adolescent Mental Health Counselor **1990**
Mclaren General Hospital Flint, Michigan

Provide evaluations for young people aged 12-17 years. Assist in developing treatment plans as a member of a clinical treatment team. Conduct individual and group counseling to help young people solve problems and improve coping skills. Direct patient care including physical interventions. Also experience on Adult and Adult Intensive Mental Health Units.

EDUCATION

Bachelor of Arts **June 1989**
OLIVET COLLEGE OLIVET, MICHIGAN

Major: Sociology

Activities: Member of the Student Concerns Committee/ selected by Dean of Students. Member of Elite Club/ Treasurer.

MARIO BEASLEY



OBJECTIVE: Obtain a leadership or senior level position where I can maximize my teaching, technical and architectme skills and experience.

SUMMARY: Cum Laude graduate with BA in Business Administration
Master's degree in Education, Specialization in Teacher Leadership
14 + years' experience as a Software Engineer and Infmmation/Analytics Architecture with major corporations
Technjcal lead on several enterprise-wide and global system implementations
2+ years' experience as a Computer and Graphics/MultinIedia Design Teacher
TOGAF 9 Level 1 and 2 CeItification

TECHNOLOGY:

Table with 2 columns: Category (Systems, Databases, Languages, Software/Tools, Operating Systems) and Description (PeopleSoft HRMS/Recruit Mgmt, Oracle 8i-11i, VBA, VB, SQL, etc.)

EXPERIENCE:

Information Analytics Architect
June 2013-Present
Ford Motor Company- Information and Analytics Architecture Services, Dearborn, MI
Technical Lead for IT Knowledge Management (KM) Project which includes developing a Proof of Concept for IT knowledge capture of the business and a Knowledge and Infomlation Factory Model to capture opportunities for KM within the enterprise.
Technkal Lead for developing a portfolio prioritization analytics framework for the Ford Global IT Cycle Plan utilizing lean principles and optimization best practices. My team also expanded the framework to incorporate a funding request (change control) process.
Develop and drive the implementation of Business Value Analytics across Ford Motor Company globally
Develop and maintain complex Excel/MS Access and data management tools to examine large data sets for trends, patterns, relationships and integration points between processes/systems
Provide subject matter leadership, technical and architecture recommendation to business IT teams, enabling globally consistent information solutions to be implemented. TOGAF 9.1 level 1 and 2 certification.
Leverage previous problem solving experience and lean analysis methods to identify information root causes of business issues

Software Engineering and Architecture Adjunct Instructor (Part-time)
June 2015-Present
ITT, Canton, MI campus
Teach Software Development and Architecture Principles in the school ofTeclmology
Develop supplemental lesson plans for the material.
Provide one-on-one assistance and mentorship to students

Graphic and Multimedia Design Teacher
September 2011 -June 2013
WSC Academy High School (Alternative Education), Ypsilanti, MI and Hazel Park, MI campus
Developed curriculum and taught Graphic and Multimedia Design. Software applications included: Adobe Suite, Microsoft Office Suites, video technology and web design theory.

Taught entrepreneurship principles and business technology. Also incorporated character and leadership principles within the lesson plans

PLATO super-user support. Lead administrator of Power School systems at both WSC campuses.

Senior Software Engineer (position reclassified as Software Applications Engineer in 2004),
Sept 1999 to April 2012

AAA of Michigan, Dearborn, MI

Provided technical support, developed and integrated/implemented customizations for various enterprise-wide and departmental software applications including Peoplesoft HRMS/Finance, Peregrine Asset Management System, the AAA corporate Intranet and Internet websites and the Print-to-Me corporate print system
Responsible for all phases of systems and programming activities including, design, coding, debugging, documentation and testing

Technical lead for conversion to new Learning Management System. Responsible for extracting, converting and integrating large complex data sets from old Learning Management Systems into new corporate Learning Management System (Meridian).

Provided technical support for full lifecycle PeopleSoft 7.5, 8.3, 8.9 and 9.1 version upgrades including a large database platform conversion from DB2 on MVS to Oracle on Linux.

Designed, developed and implemented several in-house corporate wide client/server and web based applications including the internal ISD Budget/Forecasting System, the internal employee Applicant Tracking system and the corporate-wide Travel Agent Compensation System. Software applications and code languages utilized include: HTML, ASP, VBScript, JavaScript, Peoplesoft, People Code, Peoplesoft App Engine, VBA, MS Access, SQL Server and SQL Stored Procedures

Developed systematic processes to examine and report trends and performance spikes in Travel Agent commission performance throughout the AAA footprint. From this created automated report distribution tools to share findings with upper management. Also, developed performance modeling tool used by travel managers to train new travel agents.

Provided consultation, expertise and training in VB/VBA programming, web programming (MS Access, HTML, ASP, VB Scripts, JavaScript, etc), and Peoplesoft HRMS/Financial

EDUCATION: Masters of Arts in Education (Specialization in Teacher Leadership)

Ashford University, Clinton, IA

Graduated with a GPA of 3.00 on a 4.0 scale

Bachelor of Arts in Business Administration

Davenport University, Dearborn, MI

Graduated Cum Laude with a GPA of 3.64 on a 4.0 scale

Case Western Reserve University

Core: Course work in Mechanical Engineering

AWARDS/ACTIVITIES/CERTIFICATIONS:

Member of Association of Enterprise Architects

Appointed by CIO of Auto Club Group (AAA) to represent IT department on the Ambassador Volunteer Committee 2004 - 2010

United Way Steering Committee for the Auto Club Group (AAA) – 2000-2011

TOGAF 9.1 Level 1 and 2 certification

Volunteer for Ford STEM program

REFERENCES: Available upon request

PROFESSIONAL RESUME

Kenneth L. Davis

EMPLOYMENT HISTORY

02/70-09/04 Chase Bank, Detroit, Michigan

Positions and Responsibilities:

03/01-09/04: Vice President and Banking Center Manager

Responsible for the day-to-day operation of various banking centers. Responsibilities included the following: Staffing, budget, customer retention, staff training, consumer loans and mortgages, small business loans, etc.

10/98-03/01: Vice President and Customer First Training Implementation Leader

Responsible for the coordination of the design, development and implementation of the Consumer Lending Customer First training program. Coordinate the training efforts of the following internal and external training groups: Retail Education, Retail Delivery, Education Services, Business Banking, Credit Services, Loan Servicing and Collections.

01/97-9/98: Vice President and Direct Retail Loan Training Manager

Responsible for the development, maintenance and implementation of the Consumer Lending and Small Business Lending training curriculums. Also, responsible for the development and implementation of the conversion training programs for the application processing system and account servicing systems. The training audience for the various training programs is in excess of 14,000 employees throughout the Corporation. Manage and direct the work performance of four training employees.

01/96-12/96: Second Vice President and Applications Processing Systems Manager

Responsible for the coordination of all systems enhancements for the various application processing systems for the direct, indirect and small business loans processed throughout the corporation. Manage and direct the performance of five business analysts assigned to each processing system.

02/92-12/95: Second Vice President and Direct Loan Product Support Manager

Responsible for the research, development and implementation of the Automated Application Processing System (AAPS) installed in over 700 branches throughout the Corporation. Served as the Project Coordinator for the research, development and implementation of the Consumer Lending Sales and Credit Underwriting Training Curriculum designed to train in excess of 3,500 employees throughout the Corporation. Assisted in the development of the annual management plan, management reports and coordinated the work performance of the AAPS Coordinator and the Training Coordinator.

10/88-01/92: Assistant Vice President and Direct Loan Product Manager

Responsible for the direct supervision of the Direct Loan Support Center and the Home Equity Loan Center, which interfaced with the twelve regional consumer loan centers in Southeast Michigan. Assisted in the research, development and implementation of new loan products and to ensure that these products were within all federal, state and corporate guidelines. Assisted in the pricing of loan products to maintain the profitability standards established by the Corporation while remaining competitive in the market place. Assisted in the research, development and implementation of the Direct Loan Credit Underwriting Policy and Procedures Manual.

(Over)

EMPLOYMENT HISTORY (Continued)

05/80- 09/88: Assistant Vice President and General Manager NBD Insurance Company

Responsible for the day to day operation of the NBD Insurance Company credit insurance programs for the Corporation. Developed and implemented the training program established to teach employees the features, advantages and benefits of the credit insurance products. Coordinated the successful consolidation of fifteen credit insurance programs into a standardized corporate programs. Completed the Annual Statement filings with the state of Arizona within established deadlines. Managed the insurance company to achieve the goals established by Senior Management.

07/74- 04/80: Branch Management Trainee

Progressed in the Branch Management Trainee Program from teller to Senior Assistant Branch Manager within established guidelines. Responsible for the daily operation of various branch offices. Ensured that the branch operated within established audit procedures. Provided quality service to our customers.

02/70- 06/74: Computer Operator

Responsible for running a check processing sorter for checks received from the branch offices.

EDUCATION: Wayne State University, Detroit
Pershing High School, Detroit

BS, Business Administration-6/77
Diploma-6/69

PROFESSIONAL RESUME (RELIGIOUS)

09/04-Present: New Mt. Zion Missionary Baptist Church, Detroit, MI
Associate Minister and Church Administrator

Responsibilities:

- Assist the pastor with worship services (i.e. worship leader (Liturgist), preach sermons as scheduled, altar prayer, anointing members)
- Assist the pastor with funeral services (i.e. presiding minister and/or officiating minister)
- Assist the pastor with the Lord's Supper
- Provide marital counseling and perform marriage ceremonies
- Represent the pastor when he is away from the church
- Conduct weekly bible study on Wednesday's morning and evening services
- Visitation of the sick
- Assist the deacons with benevolent activities
- Oversee the activities of the Youth Ministry (i.e. work closely with the Youth Director, assist with the weekly bible study for the youth (09/04-07112)
- Day-to-day activities of the church (i.e. bill payment, budget, maintenance, purchasing of office supplies, etc.)
- Staff (i.e. monitor performances, make recommendation for new employees, budget)
- Review and recommend vendors for church needs (i.e. new projects-remodeling of sanctuary, office area, parking lots, etc.)
- Liaison between the Trustee Ministry, Pastor and Church

07/02-12/03 Worship Leader during Pastoral Search

Responsibilities:

- Preached sermons as requested
- Officiated at funeral services
- Conducted bible study
- Presided Lord 's Supper
- Completed assignments as requested by the Deacon 's Ministry

01/94-07/02 Administrative Assistant to the Pastor

Responsibilities:

- Assist the pastor with worship services (i.e. worship leader , preach sermons as scheduled, altar prayer)
- Assist the pastor with funeral services (i.e. presiding minister and/or officiating minister)
- Assist the pastor with the Lord's Supper
- Represent the pastor when he is away from the church
- Conduct weekly bible study as requested
- Visitation of the sick
- Oversee the activities of the Youth Ministry (i.e. work closely with the Youth Director, assist with the weekly bible study for the youth-01100-09/04)

Other Responsibilities: Chairman-Trustee Ministry; Sunday School Teacher; Choir Member

EDUCATION:	Moody Theological Seminary Plymouth , MI	Biblical Studies 04/95-12/97
AFFILIATIONS:	Incarcerated Youth Ministry, Warren, MI	Chaplin/Bible Study Teacher 01/09-Present
	Meadowcrest Senior Residence Southfield, MI	Chaplin/Bible Study Teacher 10/12-Present

LUMAS J HELAIRE, PHD

Education

- 2006 Ph.D. Education & Psychology, University of Michigan-Ann Arbor MI
- 2004 M.S. Developmental Psychology, University of Michigan-Ann Arbor, MI
- 2000 B.S. Psychology, Magna Cum Laude, Phi Beta Kappa, Morehouse College-Atlanta, GA

Professional Summary

Eleven years of increasing responsibilities in college readiness and college student support program design, development and implementation, k-12 school and community relationship building, community-based and campus-based partnership development, and grant administration (budgeting, and personnel leadership, management and development).

Professional Experiences

2001 – Present Assistant Director, Office of Academic and Multicultural Initiatives (OAMI), University of Michigan-Ann Arbor

Direct GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

- Guide staff in developing long-range vision, mission and organizational values. Developed structures and policies to align program activities with vision and mission.
- Developed intra university partnerships with researchers and evaluators to establish a research agenda for program evaluation, improvement and growth. Plan utilizes external resources for large-scale assessments and trains staff on using immediate assessments for decision-making.
- Developed culture with a holistic-based approach to college readiness and community outreach that has sustained positive relationships with three school districts over seven years and school administration turnover.
- Successfully manage annual \$500,000 budget and align expenses with GEAR UP and OAMI vision and priorities.
- Ensure program meets Federal and State objectives and fits the overarching mission of OAMI to develop college students' leadership and commitment to community outreach.
- Coordinate and prepare annual status and financial reports to the State.
- Coordinate the development of reports, presentations and educational and promotional materials relating to program initiatives for key stakeholders.
- Supervise and monitor placement of Masters of Social Work interns and AmeriCorps VISTA.
- Community outreach to support our initiatives for bolstering college-going culture.
- Establish short, mid and long-term goals and objectives for programming that is student, parent and school staff centered.
- Attend community functions to sustain and strengthen positive relationships with district and families.

LUIVIAS J BELAIRE, PHD

Coordinate Reverend Dr. Martin Luther King Jr. Symposium (2nd Largest in United States)

- Chair Symposium Committee made up of representatives from various units on campus to build consensus on theme, theme statement, and keynote speaker
- Coordinate logistics of keynote memorial lecture and provost breakfast for keynote speaker.
- Coordinate ad publications and website and social media.
- Attend interviews for radio and print advertising.

Co-Develop and Co-Coordinate, THREADS Mentoring Program (2001-2006)

- Designed and directed a 10-week program for approximately 200 sixth grade boys that 1) enhances academic identity and 2) increases level of understanding through 3) providing undergraduate male mentors as models.
- Interviewed, trained and supervised over 50 undergraduate males as mentors.
- Wrote up semester and year end summary reports on the progress of the program.
- Supervised the design and implementation of the 6th grade leadership component and 8th grade community service component of THREADS.
- Developed protocol and conducted focus groups aimed at gathering information from seventh-grade boys about the transition issues they encountered in sixth grade.

Manuscripts Under Review

Sims, B. & Belaire, L. J. (Under Review) Structured Dialogue in the Black College Classroom. *Taboo: The Journal of Culture and Education*.

Publications

Rowley, S. J., Helaire, L. J., & Banerjee, M. (2010). Reflecting upon Racism: School Involvement as a Function of Recent and Remembered Discrimination in African American Mothers, *Journal of Applied Developmental Psychology*, 31(1), 83-92.

Chavous, T. M., Harris, A., Rivas, D., Helaire, L., & Green, L. (2004). Racial Stereotypes and Gender in Context: African Americans at Predominantly Black and Predominantly White Colleges, *Sex Roles*, 51(1-1) 1-16.

Chavous, T.M., Rivas, D., Green, L., & Belaire, L. (2002). The roles of student social and economic background, perceptions of ethnic fit, and racial identification in the academic adjustment of African American college students. *Journal of Black Psychology*, 28(3), 234-260.

Professional Presentations

Belaire, L. J. "Holistic Leadership of GEAR UP Staff: How to Promote a Culture of Servant Leadership." Presented at NCCEP/GEAR UP Annual Conference, San Francisco, CA, July 2011.

LUMAS J BELAIRE, PHD

Helaire, L. J. "Reinventing Education, Reshaping Our Communities". Presented at the 16th Annual Governor's Education Summit, Lansing, Michigan, April 2011.

Olwell, R., Baldwin, A, & Belaire, L. J. Michigan Pre-College & Youth Outreach Conference. Roundtable at the University of Michigan, Ann Arbor, Michigan November 2009.

Belaire, L. J. "My Future My Present: Exploring General and Domain Specific Future Orientation Impact on Classroom Engagement and Grades for Middle School Students." Paper presentation at the Combined Program in Education & Psychology Departmental Brown Bag, Ann Arbor, Michigan April 2006.

Matlock, J., Belaire, L. J., Sims, B., Gibbs, T., & Lapidis, C. "It's great to be a girl & THREADS program: An innovative approach to college students mentoring middle students and learning from each other." Presented at the National Conference on Race and Ethnicity, New York, New York, June 2005.

Belaire, L. J. "Impact of racial socialization on African American children's perceptions of schooling and classroom engagement." Paper presentation at the Annual Meeting of the American Educational Research Association, San Diego, California, April 2004.

Belaire, L. J., Rowley, S. J., & Clinton, Y. "The effects of support for achievement and punishment for failure on the academic identities of African American adolescents." Paper presentation at the Biennial Meeting of the Society for Research on Adolescence, Baltimore, Maryland, April 2004.

Belaire, L. J. "African-American education-specific roles and academic socialization." Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Tampa, Florida, April 2003.

Belaire, L. J. "African-American parental role construction and the factors beyond control: Interactions of race/ethnicity, gender, and social class." Poster presentation at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 2003.

Belaire, L. J., & Cooper, S.M. "Communication: Teaching your children to be advocates of their own learning." Presented at the First Annual Parent Conference of the King-Chavez-Parks College Day Programs, Michigan State University, Lansing, Michigan, 2002.

Belaire, L. J. "African-American Parental Role Construction by Class and Gender". Poster presentation at the Black Graduate Conference in Psychology, Ann Arbor, Michigan, June 2002.

Invited Speeches and Workshops

Belaire, L. J. "Remember." Keynote speech delivered at Highland Park High School Graduation Ceremony, Highland Park, Michigan, June 2012.

LUMAS J HELAIRE, .PHU

Belaire, L. J. "The Letter" Keynote speech delivered at University of Michigan School of Social Work Graduation Ceremony, Ann Arbor, MI, April 2012.

Belaire, L.J. Panelist at "Women of Color Task Force (WCTF) Career Conference Leadership Panel." University of Michigan, Ann Arbor, Michigan, March 2012.

Belaire L. J. "The Purpose of a College Education." Speech delivered at Project Lighthouse Campus Day, Ann Arbor, Michigan, April 2011.

Helaire L. J. Panelist at "We The People: Creating a Grassroots Movement to Transform Public Education." Washtenaw Community College, Ypsilanti, Michigan, January 2011.

Helaire, L. J. The Purpose of a Thing. Workshop conducted with high school students from Dudley High School and conference attendees at Dialogue On Professional Enlightenment (DOPE) Conference, Greensboro, North Carolina, March 2010.

Belaire, L. J. "The Leap From College Preparation to College." Workshop conducted at University Preparatory Academies Senior Summit, October 2010.

Helaire, L. J. "Ask of Yourself and You Shall Receive: Standards of Success" Workshop conducted for Alpha Kappa Alpha Sorority AKAdemics Study Session at the University of Michigan, Ann Arbor, Michigan, October 2010.

Helaire, L. J. "Living Equals Responsibility, Scholarship Equals Ability." Speech delivered at National Honor Society Induction Highland Park High School, Highland Park, Michigan, April 2010.

Gibbs, T. G., & Belaire, L. J. "Using Your Dreams and Education to Change the World." Workshop conducted at Crary Elementary, Detroit, Michigan, March 2010.

Belaire, L. J. "DOPE Moving Forward." Closing Speaker at the Dialogue On Progressive Enlightenment (DOPE) Conference, Greensboro, North Carolina, March 2010.

Helaire, L. J. "Black & Boy." Workshop conducted at Romulus Subcommittee on African American Boys, Romulus, Michigan, December 2009.

Belaire, L. J. "College for You First and the Employer Second." Keynote speech delivered at Intellectual Minds Making A Difference (IMMAD) Closing Ceremony, Detroit, Michigan, March 2009.

Helaire, L. J. "Mentoring Versus Coaching." Workshop conducted for City Year training for senior core members, Detroit, Michigan, September 2009.

Helaire, L. J. "He Dreamed Big and So Can You." Keynote speech delivered at Child's Elementary Martin Luther King Day Celebration, Ann Arbor, Michigan, January 2009.

LUMAS J HELAIRE, J:'HII

Helaire L. J. "Blueprint to Mentoring." Workshop conducted for City Year training for senior core members, Detroit, Michigan, September 2008.

Helaire, L. J. "The visible but unseen code to success: Code-switching and academic etiquette." Workshop conducted for sophomore males at Horizons-Upward Bound at Cranbrook-Kingswood, Bloomfield Hills, Michigan, July 2006.

Professional Activities

2011-Present President, School Board – Boggs Educational Center

Teaching Experience

2002 -2007 University of Michigan – Ann Arbor
Lecturer
Education 391: Educational Psychology and Human Development
Department of Education

Graduate Student Instructor
Psychology **111**: Introduction to Psychology
Department of Psychology

Professional Honors and Awards

2011 Platform Guest School of Education 2011 Commencement at the University of Michigan

2010 Dialogue On Progressive Enlightenment (DOPE) Conference Certificate of Dopeness from the North Carolina A&T State University Student-Circle Chapter of the Association of Black Psychologists.

Computer Skills

MS Word, MS Excel, MS PowerPoint, Prezi, Various Online Organization and Sharing tools

Statistical Analysis Programs

SPSS, NVIVO, AMOS

Recommendations available upon request

LUMAS J. HELAIRE. PH.D.

Honors and Rewards

- 2011 Platform Guest School of Education 2011 Commencement at the University of Michigan
- 2010 Dialogue On Progressive Enlightenment (DOPE) Conference
Certificate of Dopeness from the North Carolina A&T State University
Student-Circle Chapter of the Association of Black Psychologists.
- 2000-2006 Rackham Merit Fellowship, University of Michigan
- 2005 Rackham One-term Dissertation Fellowship, University of Michigan
- 2005 CPEP Special Thesis Grant, University of Michigan
- 2003 Rackham Discretionary Funds (prelims), University of Michigan
Investigating African-American Parental Role Construction Across
Social Class and Gender
- 2000 Phi Beta Kappa, Morehouse College
- 2000 Golden Key National Honor Society, Morehouse College

Qualifications

- Experience developing broad strategic direction and frameworks to guide the vision and mission based on research and best-practices.
- Experience aligning research and evaluation to needs of program improvement.
- Ability to identify external resources to use in creating innovative mutually beneficial projects.
- Deep commitment to providing all students with a strong education and awareness of social justice.
- Strong management, mentoring and leadership skills.
- Exceptional relationship building skills, producing impactful partnerships and at state and local levels.
- Speak persuasively and positively to parents, students, and educators.
- Adapt to a change well.
- Emotional intelligence.
- Flexible.

Klotylda Hartshorn Phillippi, Ph.D.



Academic degrees:

Ph.D. Michigan State University, East Lansing, Michigan. December 1995. Department of Teacher Education, Educational Policy and Social Analysis.

M.A. Michigan State University, East Lansing, Michigan. 1978. Curriculum and Instruction, emphasis: literacy.

B.A. Alma College, Alma, Michigan. 1964. Major: Elementary Education

Professional experience:

2009-2011: Michigan Test for Teacher Certification-Developer and reviewer for the Early Childhood MTTC test.

August, 2002 to present: Lecture IV and Visiting Associate Professor, University of Michigan, Department of Educational Studies.

Courses taught:

Ed 303, Learning in and from Practice in the Field (student teaching semester)

Ed 307, Practicum in Elementary Education (first, second and third semester interns)

Ed. 401, Developmental Reading and Writing in the Elementary Classroom.

Ed. 403, Individualizing Reading and Writing Instruction in the Elementary Classroom.

Ed. 510, Teaching and Learning in Elementary Classrooms.

Ed 650, ELMAC, Practicum in Elementary Education

1994 –2002: Elementary school teacher for Plymouth-Canton Community Schools. Grades taught: first, first/second, second, second/third, third.

1995 –2002: Adjunct instructor, School of Education, University of Michigan, Ann Arbor, Michigan. Courses taught:

Ed. 401, Developmental Reading and Writing in the Elementary Classroom.

Ed. 403, Individualizing Reading and Writing Instruction in the Elementary Classroom.

Ed. 501, Literacy and Learning in Typical and Atypical Students: Emergent/Primary Seminar and Practicum.

Ed. 510, Teaching and Learning in Elementary Classrooms. (Co-taught with Virginia Richardson 1998 –2001, taught alone 2002)

1993-96: Co-chair of the K-3 Grade Level Task Force of the Michigan English Language Arts Frameworks project.

1993-94: Adjunct professor, Michigan State University, East Lansing, MI. Courses taught:

TE 401, Teaching of Subject Matter to Diverse Learners. (My sessions focused on teaching literacy.)

TE 801, Professional Role and Teaching Practice I

TE 803, Professional Role and Teaching Practice II

TE 844, Classroom Literacy Assessment

Literacy consultant with the Michigan Partnership for New Education at Brownell and Gundry Elementary Schools, Holmes Middle School, Northwestern High School in Flint.

1992-93: Lecturer, University of Michigan, Ann Arbor, MI.

Courses taught:

Ed. 401 and Ed. 403 to undergraduates and Peace Corps Fellows.

Literacy consultant to Carpenter Elementary School, a Professional Development School.

1991-92: Winter and spring terms-Instructor, TE 312 Practicum in Developmental and Corrective Reading at Michigan State University.

1989-92: Elementary classroom teacher, Plymouth-Canton Community Schools. Grades taught: first, first/second, second/third.

1988-90: Graduate assistant at Michigan State University.

Courses taught:

TE 450, School and Society

TE 312. Practicum in Developmental and Corrective Reading

1988-89: On sabbatical leave from Plymouth-Canton to complete course work and practicum for Ph.D. at Michigan State University.

Consultant to the Michigan Department of Education, Office of Technical Assistance and Evaluation. I wrote the interpretation manual for the revised test for reading and began developing prototypes for informal classroom assessment for reading and writing.

1985-86: Co-wrote grant and directed a project for Professional Development for teachers in Plymouth-Canton Community Schools and Deatbom Public Schools. It was designed as a ten-week course, meeting each week with a researcher in the field of literacy.

- 1978-1988: Elementary Learning Specialist, Plymouth-Canton Community Schools. Responsibilities included curriculum development in language arts, providing staff development to teachers and administrators, providing instruction in reading, writing, and mathematics for students who experienced difficulty.
- 1979-1986: Summers, Director of Plymouth-Canton Community Schools' Summer Tutorial Program. I supervised certified teachers and aides, developed the curriculum, provided staff development, and was the summer principal.
- 1974-78: Classroom teacher in Plymouth-Canton Community Schools. Grades taught: kindergarten, first, second.
- 1968-74: Homemaker and parent of two daughters.
- 1973-74: President, Plymouth Cooperative Nursery. We had 110 families and 5 teachers and maintained our own facility.
- 1964-68: Teacher, Livonia Public Schools. Grades taught: kindergarten, Developmental First Grade.
- 1966-67: Summers. Head Start preschool teacher for three- and four-year-olds.

Professional and academic association memberships (past and current):

Phi Kappa Phi, Honor Society, Michigan State University
 American Educational Research Association
 Michigan Council of Teachers of English
 Michigan Reading Association
 International Reading Association
 National Council of Teachers of English
 Wayne County Reading Council, past President
 Wayne County Whole Language Group

Publications and papers presented:

Michigan Reading Journal, winter, 1993. "A Response to Mark." An article about the importance of providing opportunities for our students to do inquiry and for teachers to do inquiry themselves via "action research."

In the Company of Guiding and Sustaining Friends: The Possibility of Educational Reform Originating in the Complex and Uncertain Practice of Teaching.
 Dissertation for the degree of Ph.D. at Michigan State University, 1995.

Mandating a Constructivist Approach to Early Elementary Literacy Instruction – the Intended and Unintended Consequences in One School District. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, and April 1998.

Presentations made:

Michigan Reading Association Conference – "Instructional Supports for Teacher Interns by Mentor Teachers and University Instructors" March, 2011

North Dakota Study Group Annual Meeting- Title: How to support university Teacher Education undergrads in having 'courageous conversations' and to teach 'for a better world.' February, 2011

Michigan Reading Association Conference- "Learning Together. Embedding Teacher Education in a Focused School Site" March, 2009.

Kappa Delta Pi- "Creating a Professional Portfolio" meeting presentation, November, 2008.

Kappa Delta Pi- "Celebration of Teaching" presentation: Shakespeare Buddies. February 7, 2007.

Bryant Elementary School, Ann Arbor-Professional Development Workshop- "Writing in the K through 2 classrooms"- August 31, 2006.

Plymouth-Canton Community Schools Professional Development workshop- "Growing Essays in the writing workshop" -October 5, 2005.

Plymouth-Canton Community Schools Professional Development workshop- "Reading Like Writers" Part II- March, 2005.

Kappa Delta Pi fall conference, "Fresh Perspectives on Essential Professional Development,"-presentation: "Managing assessment with our youngest readers and writers." November 6, 2004

Plymouth-Canton Community Schools Professional Development workshop – "Reading Like Writers" Part I-October 6, 2004.

Michigan Council for Teachers of English Conference – "Making History Come Alive via the Language Arts" – a collaboration with a high school American History class. (October, 2004)
-"Shakespeare Buddies-third graders and high schoolers learning together." (October, 2003)

Center for the Investigation of Early Reading Achievement (CIERA)

"I think Eric Carle wants kids to know stuff." Authors working with authors in early elementary classrooms. (July 28, 2003)

"Do you want to know what Aborigines are? I bet you do?" Reading and writing informational texts around the world with first graders. (July 30, 2003)

Michigan Reading Association Conferences:

"The Research the National Reading Panel didn't consider speaks so loudly to teachers and families." March, 2004

"Why Research the NRP didn't consider speaks so clearly to teachers and families."
(March, 2004)

"Opportunity to Learn Standards for the Michigan English Language Arts Frameworks Project."

"Finding our Way- Teachers of Special Needs Students Working Together in Classrooms."

"Quien te enseno a escribir asi? Whole Language in an Urban Spanish Language Immersion School."

"Informal Literacy Assessment in Classrooms."

"An Overview of Project S.O.A.R.R."

"How to Conduct Young Author Celebrations."

Hazel Park School District:

"Selecting Books for Emergent Readers."

Berrien County Intermediate School District:

"Vignettes of putting the new State Content Standards into Practice."

Detroit Public Schools- Academia de las Americas:

Consultant to first, second, and third grade teachers and Berna Ravitz, Principal.

Lapeer Community Schools:

Whole Language Workshop- 2-day seminar.

Perry Public Schools:

One-day workshop – "Emergent Reading and Writing."

Farmington Public Schools, High Meadow School:

"Using Expository Texts in Classrooms, Connections to the MEAP."

State of Reading Conferences for the Michigan Department of Education:

"Story Mapping" and "Informal Assessment."

Ann Arbor Cooperative Nursery School:

"Literacy Learning Before School."

Michigan Association of Supervision and Curriculum Development Conference:

"Organizing for On-going Staff Development."

Lutheran Southeastern Michigan District Teachers' Conference:

"Meeting Students' Needs in Reading."

Soh Suzuki



Education

- Michigan State University;** East Lansing, Michigan
 - Bachelor of Arts, Interdisciplinary Humanities: August 2002
 - Bachelor of Fine Arts, Studio Art: May 2002
 - Specialization, Museum Studies: May 2002

Skills

- Familiarity with workshop facilitation, both in formal and informal environments
- Thorough experience in organizing programs for diverse groups of individuals
- Adept at handling multiple tasks and initiating new projects

Work Experience

- **Detroit Institute of Arts;** Detroit, Michigan
 - Studio Instructor,* Education Studio, Department of Learning & Interpretation: October 2011 - present
 - Facilitate various art-making classes, particularly Art Discovery Program
 - Participate in the development of studio practices parallel to Visual Thinking Strategy
 - Develop class plans on ongoing basis with a team of teaching artists
 - Train and support studio assistants and interns
 - Studio Assistant,* Education Studio, Dept. of Learning & Interpretation: March 2007 - October 2011
 - Co-taught various art-making classes
 - Prepared for workshops and classes offered through Education Studio
 - Interviewed staff candidates and conducted new staff orientations
 - Studio Assistant-Drop-In Workshop,* Dept. of Learning & Interpretation: August 2005- June 2011
 - Facilitated informal art-making workshops with various groups of individuals
 - Engaged museum visitors in hands-on art-making activities
 - Represented the museum at off-site workshops
 - Assistant to Museum Technician,* Collections Management Department: Summer 2007
 - Assisted in the reinstallation process of museum collections
 - Collaborated in projects with interdepartmental staff
 - Attended an instructional seminar on art handling and received on-site trainings
- **Pewabic Pottery;** Detroit, Michigan
 - Instructor,* Community and Youth Programs: September 2009 - present
 - Teach pottery classes through after-school and summer programs
 - Prepare for classes and handle the firing process of students' projects
 - Represent the organization at various schools and community centers
- **Detroit Hot Pots at Ladybug Studios,** Contemporary Art Institute of Detroit; Detroit, Michigan
 - Co-op Member/Co-Founder,* Detroit Hot Pots: October 2011 -present
 - Co-founded the collective with a small group of individuals interested in working with clay
 - Provide informal learning experiences to membership and neighborhood residents
 - Handle bookkeeping for the organization
- **Avalon International Breads;** Detroit, Michigan
 - Administrative Assistant,* Administration: April 2007 – September 2012
 - Maintained production database and updated information as needed
 - Maintained invoicing system using Quickbooks program
 - Handled and processed internal and external orders and prepared production numbers

Production Manager, Sweets Production Department: May 2005 - December 2006
Supervised up to six-staff team and managed its day-to-day operation
Budgeted departmental expenses based on weekly projections and revenues
Conducted item inventories and placed orders to wholesalers
Trained new staff on work environment and introduced them to business philosophy

Wholesale Assistant, Wholesale Department: September 2004 - May 2005
Verified daily orders and delivered products in timely manner
Created inventory form and managed orders for designated customers
Handled daily administrative tasks

- **Detroit Asian Youth Project**; Detroit, Michigan

Founding Coordinator. April 2004 - present

Founded the program with a small group of community organizers
Outreach and recruit Asian American high school-age youth
Coordinate activities and workshops by utilizing community resources
Lead discussions on topics relevant to participants' social and cultural identity
Coordinate networking development as a part of Detroit Future Media Program
Responsible for handling organizational finance

- **Eastern Michigan University**; Ypsilanti, Michigan

Educational Program Coordinator, Residence Education, University Housing: August- December 2003

Planned and organized programs for the entire residence hall system
Supervised paraprofessional student staff through Study Tables program
Created publicity materials for Residence Education and its initiatives
Developed assessment measures to evaluate Residence Education services

- **The College of Wooster**; Wooster, Ohio

Residence Director, Wagner Hall, Department of Residential Life & Housing: August 2002 - June 2003

Oversaw over 120 students in the residence hall
Supervised four paraprofessional Resident Assistants and facilitated weekly team meetings
Conducted primary judicial hearings for reported incidents in the residence hall
Served on the Resident Assistant Selection Committee to hire over 40 new staff members

Administrative Intern, Office of Multi-ethnic Student Affairs: August 2002 - May 2003

Implement the office services provided to the campus community, particularly to students of color
Advised individual students and various campus student organizations
Edited and published monthly newsletter and other office related publications
Coordinated campus-wide events such as MLK Celebration and Black Scholar in Residence
Developed and distributed assessment measures to evaluate the office services

- **Michigan State University Museum**; East Lansing, Michigan

Programming Assistant, Folk Arts Division: December 2000 - August 2001 & January 2002 - July 2002

Staffed at National Folk Festivals and Great Lakes Folk Festival
Assisted in a field research on traditional children's activities
Prepared photographic images for Michigan 4-H exhibition
Inventoried archival museum publications and relocated publication storage

- **Nokomis Learning Center**; Okemos, Michigan

Programming Intern: September 2001 - December 2001

Assisted in installing a small exhibit of Native American artwork
Designed and created hands-on activity tools
Handled daily administrative assignments

Related Experience and Activities

- **Studio Staff:** May 2009 - September 2009
Ladybug Community Studio, Contemporary Art Institute Detroit (CAID); Detroit, Michigan
- **Volunteer:** January 2009 -December 2010
Museum of Contemporary Art Detroit (MOCAD); Detroit, Michigan
- **Exhibition Installation Coordinator:** December 2008
Celebrating Asian Heritage, Association of Chinese Americans; Madison Heights, Michigan
- **Lead Artist:** May 2008 - September 2008
Osborn Mural Project, Community Arts Partnership, College for Creative Studies; Detroit, Michigan
- **Mathematics Tutor:** October 2006 - June 2007
Project Graduation, Henry Ford Academy; Dearborn, Michigan
- **Substitute Teacher:** May 2006 - December 2006
Koby International Academy; Novi, Michigan
- **Painting Teacher:** Summer 2005 & 2006
Summer Youth Camp, Association of Chinese Americans; Detroit, Michigan
- **Teaching Assistant:** Spring 2004
"Asians and Blacks in Detroit," American Culture, University of Michigan; Ann Arbor, Michigan
- **Office Assistant:** February 2004- July 2004
Detroit Summer; Detroit, Michigan
- **Resident Associate:** January 2004 - May 2005
James and Grace Lee Boggs Center to Nurture Community Leadership; Detroit, Michigan
- **Project Coordinator:** Summer 2003
Chinatown Mural Project, Detroit Summer; Detroit, Michigan
- **Seminar Facilitator,** Emerging Leaders Seminar: February 2003
Student Activities Office, The College of Wooster; Wooster, Ohio
- **Racial Ethnic Student Aide (Minority Aide):** August 1999- May 2001 & January 2002- May 2002
Office of Racial Ethnic Student Affairs, Michigan State University; East Lansing, Michigan
- **Peer Assistant,** Maximizing Academic Growth In College (MAGIC): July 2000, 2002 & 2003
Office of Racial Ethnic Student Affairs, Michigan State University; East Lansing, Michigan
- **Site Leader - Alternative Spring Break:** October 2001 -March 2002
Alternative Spring Break, Service Learning Center, Michigan State University; East Lansing, Michigan
- **Facilitator,** ShockWaves: September 2001 -January 2002
Department of Student Life, Michigan State University; East Lansing, Michigan
- **Presenter/Facilitator:** March 1999 - 2002
Mid-Michigan APA Forum, Lansing Community College; Lansing, Michigan

Community Art Projects

- **Community Mural:** December 2009- June 2010
Community Art Grant Program, Kresge Foundation; Detroit, Michigan
- **Tiled Bench:** August 2009
Hubbard Farms Community Garden; Detroit, Michigan
- **Courtyard Mural:** June 2009
Go-Getters Drop-In Center, Southwest Solutions; Detroit, Michigan
- **Bricolage Mural:** May 2009
Arts League of Michigan; Detroit, Michigan
- **Osborn Youth Mural:** August 2008
Community+Public Art : DETROIT, College for Creative Studies; Detroit, Michigan
- **Participatory Installation Sculpture:** May 2008
Detroit Asian Youth Project; Detroit, Michigan
- **Detroit Chinatown Mural:** August 2003

Detroit Summer; Detroit, Michigan

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 17
DATE:
June 21, 2016

RECOMMENDATION

REISSUANCE OF CHARTER – HOPE ACADEMY (K-8)

**REISSUANCE OF CHARTER – COMMONWEALTH COMMUNITY DEVELOPMENT
ACADEMY (K-8)**

ACTION REQUESTED

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Hope Academy* and authorize the president of the University to execute a new four-year contract which will expire June 30, 2020.

Furthermore, it is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Commonwealth Community Development Academy* and authorize the president of the University to execute a new three-year contract which will expire June 30, 2019.

Accompanying this recommendation are profiles of Hope Academy and the Commonwealth Community Development Academy.

SCHOOL PROFILES

Hope Academy

Hope Academy began the process, promise and commitment to educate students in July, 1998, enrolling 288 students in kindergarten through 3rd grade. In 2014-2015 Hope Academy served students in grades kindergarten through eight, with an enrollment of 607 students. Each grade cluster contains three classes. Kindergarten through the third is departmentalized with each teacher teaching all the core subjects. Students in grades four through eight are taught by three core subject teachers. To address the emergent academic needs of the students, the Scantron Assessment (Performance Series) is administered three times a year to monitor students' progress. Teachers utilize the data derived from MSTEP, Scantron and local assessments to inform instruction.

To enrich the students' education, Hope Academy offers students music, physical education, Spanish and instructional technology. As Hope Academy implements the Common Core State Standards (CCSS), the extracurricular teachers are responsible for including the CCSS in their lesson planning and classroom instruction. The school also offers programming to meet the needs of diverse learners, including the Bridge Up Program and the Honors Academy. These programs are designed for students who are exceeding the standards consistently at Hope Academy. Based on the most recent state and national assessments, Hope Academy has demonstrated strong improvement in reading and mathematics results.

Commonwealth Community Development Academy

Commonwealth Community Development Academy opened its doors as a middle school in 1996. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In the 2014-2015 school year the enrollment was 181 students. In both the elementary and middle schools, basic math and science are emphasized.

Commonwealth Community Development Academy continues to make improvements in student achievement. This is the twelfth year that the academy has utilized the Success For All comprehensive school reform model as a method of improving student academic performance. Commonwealth Community Development Academy was recognized in 2011 as a "Good School Making the Grade: Continuous Improvement" by the Skillman Foundation of Detroit. Also, based on the most recent state and national assessments, Commonwealth Community Development Academy has demonstrated strong improvement in reading and mathematics results.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a New Academic Program and Degree Type: *Master of Athletic Training*.

SUMMARY

The proposed Master of Athletic Training degree will allow students who already have a bachelor's degree to complete their Master of Athletic Training in two years. Numerous national conversations are underway regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently, ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The Field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but may do so in the near future.

In making this proposal, EMU Athletic Training Faculty are taking a leadership role in the state of Michigan by being the first school to offer an entry-level master's degree in Athletic Training.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

SECTION:
DATE:
June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a new Academic Program and Degree
Type: *Master of Athletic Training*

SUMMARY

The philosophy of the Athletic Training Program is to develop allied health care professionals by fostering critical thinking, core knowledge, and practical application of the learned skills. Students will become professionals who understand the importance of research through evidence-based practice. The ATP emphasizes life- long learning, which supports the graduate school philosophy.

The Master of Athletic Training degree proposed for EMU will allow students who already have a bachelor's degree to complete their MAT in two years. This is a huge benefit. There are many people returning to college who already have a degree and are looking to change professions. This program would bring in many students who are returning to school and allow them to earn a masters degree instead of a second bachelors.

Numerous conversations are occurring at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently, ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but the writing is on the wall.

EMU Athletic Training Faculty want to take a lead in the state of Michigan by being the only school to offer an entry-level masters degree in Athletic Training. EMU will be one of the first programs to make the change. Professional recognition and respect will come within the allied health care community when the transition is made.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES
INTER OFFICE MEMORANDUM

TO: Chris Shell, Registrar
Christopher Herman, Director, School of Health Promotion and Human Performance

FROM: Rhonda Longworth, Interim Provost

SUBJECT: **Master of Athletic Training (new graduate program)**

DATE: April 15, 2016

The attached request from the School of Health Promotion and Human Performance and the College of Health and Human Services for a new graduate program in **Master of Athletic Training** is approved.

The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

The proposal includes the following new courses:

ATTR 500 – Introduction to AT Clinical Education	ATTR 616 – Admin and Legal Aspects of AT
ATTR 515 – Lower Body Assessment w/lab	ATTR 625 – Practicum III
ATTR 516 – Upper Body Assessment w/lab	ATTR 626 – Practicum IV
ATTR 518 – Anatomy Lab for AT	ATTR 630 – Professional Development I
ATTR 521 – Modalities for AT w/lab	ATTR 635 – Professional Development II
ATTR 522 – Rehabilitation for AT w/lab	ATTR 685 – Seminar in AT
ATTR 525 – Practicum I	ATTR 690 – Advanced AT Topics
ATTR 526 – Practicum II	ATTR 695 – Internship
ATTR 615 – Medical Aspects of AT	

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

Attachment: New Course and Program Proposals

cc:
Wade Tornquist, Interim Associate Provost & Vice President of Graduate Studies and Research
Anne L. Balazs, Director, Graduate School
Tana Bridge, Faculty Associate, Graduate School
Murali Nair, Dean, College of Health and Human Services
Judith Kullberg, President, Faculty Senate
Julie Knutson-Garcia, Director, Extended Programs
Ramona Milligan, Coordinator, Registration
Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Ann Richards, Assistant Director, Admissions Processing
Mary Butkovich, Halle Library
Bin Ning, Assistant Vice President and Executive Director, IRIM
Jodi Schumacher, School of Health Promotion and Human Performance

Master of Athletic Training

New Program, effective date TBD

This program is an entry-level masters degree that will be offered via two different routes. A student may begin the program at Eastern Michigan University as a first year student. This student would follow the **Combined Athletic Training program (CAT)**. This is a 3+2 program that will award a student a bachelors and masters degree when completed. These students will meet all the pre-admission requirements at EMU and apply to the program during the winter semester of their third year. If accepted the student will then start the following summer semester and complete the “professional phase” of the program. This will complete their fourth and fifth years. This phase is two full years that requires summer coursework. This route would include students who transfer to EMU and do not have an earned bachelors degree. When students graduate they will earn a Bachelor of Science degree and Master of Athletic Training degree.

The other route that students may take to earn the entry-level masters is the **Master of Athletic Training Program (MAT)**. This program would be for students who have an earned bachelors degree and meet all the pre-admissions requirements. These students would apply during the winter semester of the year they plan on beginning the program. If accepted they would start during the summer semester and have two full years of coursework.

All students will go through the program as a cohort. They will be required to be full time students to meet the didactic and clinical demands of the program.

School Information:

School of Health Promotion & Human Performance - College of Health and Human Services

Christopher Herman, Ph.D.
Director

319J Porter Building
(734) 487-2815
cherman2@emich.edu
[School Website](#)

Advisor Information:

Please contact Department for advisor information.

Admission Criteria:

Applicants must have an earned baccalaureate degree from a regionally accredited university or an appropriate international institution. Applicants may apply while their degree is in progress, but degree completion must be documented with official transcripts prior to the start of the Athletic Training Program. A minimum of a 2.75 overall GPA is required.

Applicants must have earned a "C" or better in a course in the following areas or provide documentation of credential (Course Completion Form):

- Medical Terminology (EMU: AHPR 200)
- Current Professional Rescuer/Health Care provider CPR or equivalent (EMU: ATTR 210)
- Anatomy and Physiology w/ lab, 6 credit hours (EMU: ATTR 201/202)
- Prevention and Care course (EMU: ATTR 219)
- Exercise or Sport Nutrition course (EMU: DTC 204)
- Physiology of Ex w/lab (EMU: SPMD 300)
- Sport bio-mechanics/tissue mechanics course (EMU: SPMD 305)
- Wellness and fitness course (EMU: PEGN 210L1 or HLED 120)
- Intro to Psychology course w/ Lab (EMU: PSYCH 101/103)
- Strength and conditioning course (EMU: PHED 433/341)
- Human Growth and Development (EMU: IHHS 260/EDPS 325)

The GRE (Graduate Record Exam) is a requirement for applicants to the CAT program. Results will be accepted up to three years prior to the application date. There is no substitution for the GRE. To ensure results will be available by Feb. 1 it is recommended that students take the exam no later than Dec. 1. There is no minimum of score required to be admitted to the Athletic Training Program.

Applicants must provide documentation of 200 observation hours with ATC

- Two settings/populations must be observed
- Documentation of hours (provided form) signature of ATC with BOC number and state license number
- Volunteer form
- Two professional or academic letters of reference

Applicants must include a personal statement that includes career goals, past experiences, and personal qualities.

Applicants must submit a sample writing ie: undergraduate paper, professional publication (no abstracts).

The following forms need to be completed and signed:

- Technical Standards
- Communicable Disease Policy
- Immunization Documentation Form
- HBV vaccinations form

Applications will be reviewed starting **February 1**. Initially, applications will be evaluated for the minimum requirements (completion of portfolio). Applications that meet the minimum requirements will then be evaluated completely by the Athletic Training Advisory Committee. Applicants will be notified by **March 7**, if they will be granted an interview. Interviews begin **April 1** Not all applicants will be granted an interview.

Degree Requirements: 71 hours

- [ATTR 500 - Introduction to AT Clinical Education](#) 3 hrs
 - [ATTR 515 - Lower Body Assessment w/Lab](#) 4 hrs
 - [ATTR 516 - Upper Body Assessment w/ Lab](#) 4 hrs
 - [ATTR 518 - Cadaver Lab for Athletic Training](#) 2 hrs
 - [ATTR 521 - Modalities for AT w/Lab](#) 3 hrs
 - [ATTR 522 - Rehabilitation for AT w/lab](#) 3 hrs
 - [ATTR 525 - Practicum I](#) 3 hrs
 - [ATTR 526 - Practicum II](#) 3 hrs
 - [ATTR 615 - Medical Aspects of AT](#) 4 hrs
 - [ATTR 616 - Admin and Legal Aspects of AT](#) 3 hrs
 - [ATTR 625 - Practicum III](#) 3 hrs
 - [ATTR 626 - Practicum IV](#) 3 hrs
 - [ATTR 630 - Professional Development I](#) 3 hrs
 - [ATTR 635 - Professional Development II](#) 3 hrs
 - [ATTR 685 - Seminar in AT](#) 3 hrs
 - [ATTR 690 - Advanced AT Topics](#) 3 hrs
 - [ATTR 695 - Internship](#) 12 hrs
 - [HPHP 505 - Basic Statistics in Health Promotion and Human Performance](#) 3 hrs
 - [HPHP 677 - Research, Theory and Design in Health Promotion and Human Performance](#) 3 hrs
 - One elective course 3 hrs *See advisor for details*
-

**EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS**

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: COMBINED ATHLETIC TRAINING PROGRAM (CAT)/MASTER OF ATHLETIC TRAINING (MAT)

DEGREE: BACHELOR OF SCIENCE AND MASTER OF ATHLETIC TRAINING/MASTER OF ATHLETIC TRAINING

REQUESTED START DATE SUMMER 2017

DEPARTMENT(S)/SCHOOL(S): HPHP **COLLEGE(S):** CHHS

CONTACT PERSON: JODI SCHUMACHER **CONTACT PHONE:** 734-487-2817

CONTACT EMAIL: JODI.SCHUMACHER@EMICH.EDU

I. Description. This section is designed to provide information regarding the proposed program. Any pertinent information beyond that covered in the following should also be included.

The proposed program is an entry-level masters degree that will be offered via two different routes. A student may begin the program at Eastern Michigan University as a first year student. This student would follow the *Combined Athletic Training* program (CAT). This is a 3+2 program that will award a student a bachelors and masters degree when completed. These students will meet all the pre-admission requirements at EMU and apply to the program during the winter semester of their third year. If accepted the student will then start the following summer semester and complete the “professional phase” of the program. This will complete their fourth and fifth years. This phase is two full years that requires summer coursework. This route would include students who transfer to EMU and do not have an earned bachelors degree. When students graduate they will earn a Bachelor of Science degree and Master of Athletic Training degree.

The other route that students may take to earn the entry-level masters is the *Master of Athletic Training* Program (MAT). This program would be for students who have an earned bachelors degree and meet all the pre-admissions requirements. These students would apply during the winter semester of the year they plan on beginning the program. If accepted they would start during the summer semester and have two full years of coursework.

All students will go through the program as a cohort. They will be required to be full time students to meet the didactic and clinical demands of the program.

The faculty in the Undergraduate Athletic Training Program feel that the Combined Athletic Training Program (CAT)/Master of Athletic Training Program (MAT) is so different from the current program (Bachelors of Athletic Training, BAT) that it is being submitted as a new program, not a program revision. The Athletic Training Program is currently an undergraduate degree. This is a program that has been around since the 1970s and has been accredited since 1997. The new program would be a transition from the current undergraduate program. The infrastructure is in place. The labs, clinical sites, and course sequencing have proven to support a successful program. The depth of information in the graduate courses and the research component would be the biggest change. This will be a transition of a successful, undergraduate program that is already in place to a program that will continue the success at the graduate level.

If this program is approved, the current undergraduate program will be phased out. The timeline for this would be to accept the last cohort in the undergraduate program in the fall of 2016. The program would start accepting applications for the MAT during the winter 2017 semester. The first cohort for the CAT/MAT would begin during the summer of 2017.

A. Goals, Objectives, Student Learning Outcomes

1. State the general philosophy and intent of the proposed program.

Eastern Michigan University's Athletic Training Program is committed to distinguishing itself as a comprehensive, educational program. Outstanding didactic and clinical instruction will enable students to pass the BOC exam, preparing them to be independent, contributing members of society, specifically within allied health care professions.

This is the mission statement for the Athletic Training Program (ATP). The philosophy of the ATP is to develop allied health care professionals by fostering critical thinking, core knowledge, and practical application of the learned skills. Students will become professionals who understand the importance of research through evidence-based practice. The ATP emphasizes life-long learning, which supports the graduate school philosophy.

The intent of the entry-level Master of Athletic Training is to support the direction that Athletic Training Education is headed. Numerous conversations have occurred at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). Currently ATCs are one of the few unsupervised, allied health care professions that require a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The field of Athletic Training will soon be requiring this as well. The Commission on Accreditation of Athletic Training Education (CAATE) has not yet made it mandatory, but the writing is on the wall. It is headed in that direction and EMU can be one of the first programs to make the change. Professional recognition and respect will come within the allied health care community when the transition is made.

EMU Athletic Training Faculty want to take a lead in the state of Michigan by being the only school to offer an entry-level masters degree in Athletic Training. Currently, Adrian College has a Combined Athletic Training Program. Their program is a 4+1 program. The big difference in their program and this program is that they only offer the Combined Masters Program. If a student already has a bachelor's degree it would take them three years to complete their masters degree (Adrian's professional phase begins after the student's second year). The MAT that is being proposed for EMU will allow students who already have a degree to join the students in the Combined Athletic Training Program and complete their MAT in two years. This is a huge benefit. There are a lot of people returning to college who already have a degree and are looking to change professions. Phone inquiries from degree bearing students come into the program coordinator on a regular basis. Students don't want to spend another three years working on a master's degree after their undergraduate degree. This program would bring in a lot of students who are returning to school and allow them to get a masters degree instead of a second bachelors.

Also, in EMU's current program student-athletes cannot go through the undergraduate program because the clinical education time commitment conflicts with their athletic responsibilities. Right now these student-athletes cannot get a degree from EMU in Athletic Training in less than 7 years (four years of athletic eligibility and 3 years in the undergraduate AT program). With the new program they would be able to get a Master of Athletic Training degree in 6 years (4 years of athletic eligibility and 2 years of graduate school, MAT). This would allow those athletes to complete their undergraduate degree while they are competing and go right into the MAT program without leaving EMU. There are a lot of student-athletes that inquire about the undergraduate Athletic Training Program and are very discouraged that they cannot be a student-athlete and earn their degree in Athletic Training. This will allow them that opportunity whereas in the past they had to be referred to other institutions.

The timing on this proposal is crucial. The current undergraduate Athletic Training program is set to go up for re-accreditation in the 2017-2018 academic year. CAATE allows programs that are within two years of submitting a self-study to submit the self-study a year early along with the application for an accredited entry-level masters program. This allows the new program to be reviewed by the accrediting body at the same time as the self-study. It would also allow EMU to start offering the program immediately following the submission of the self-study/application. The timing of this is ideal because both submissions can be completed at the same time and the transition into the masters program would be seamless.

2. List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.

Program Outcomes:

- Students will pass the Board of Certification (BOC) exam on their first attempt with 70% or higher
- Students will graduate and continue to work as an allied health care professional
- Graduating students will get hired as an entry-level Athletic Trainer
- Students will be able to conduct research in an interdisciplinary environment

Student Learning Outcomes (SLOs) are attached in Appendix A. The accrediting body, CAATE, for Athletic Training is very specific on the required outcomes to be assessed while students are in the program. Each SLO has to be documented showing where it is taught and evaluated. The current program uses an online tracking system, ATrack, for instructors and preceptors to document when students meet these outcomes. The proposed program will continue to use this documentation system because it is developed for entry-level programs in Athletic Training.

3. How do stated goals, objectives, and student learning outcomes reflect current departmental/school, college and divisional goals and university strategic planning directions?

The entry-level masters in Athletic Training supports the strategic plan of the School of Health Promotion and Human Performance, College of Health and Human Services and the University by emphasizing the interdisciplinary research that is being promoted. The AT masters will offer a variety of courses in disciplines outside of Athletic Training. Students will take courses offered by Exercise Science, Dietetics, and Sports Performance and Fitness Entrepreneurship. This will promote interaction between different disciplines. The students will also have to complete a thesis/project that will demonstrate their research ability in an interdisciplinary environment.

II. Program

1. List all current courses included in the program, and indicate whether they will be required, restricted electives or electives. Include syllabi for all such courses as an appendix. All courses should implement program goals, objectives, and student learning outcomes.

Appendix B is a spreadsheet that lists all of the program courses and if they are required, restricted electives, or electives. In addition the courses have been broken down into “pre-admission” courses for the CAT and “professional” courses for the MAT (Please note there are multiple sheets at the bottom within the Excel workbook). The syllabi are included with the course revision forms. These are listed under Appendix C.

2. List all new and revised courses that will be needed for the program. A Request for a New Course or Request for Course Revision form should be completed for each one and included as an appendix. All courses should implement program goals, objectives, and student learning outcomes.

Appendix C includes a Request for a New Course form for each of the courses developed for the program (Appendices C1-C19). These forms also include syllabi for each (Appendices C1.1-C 19.1). The syllabi include the objectives and SLOs for the courses.

3. Describe the Program Delivery Plan, i.e. whether it will be offered on or off campus, on line, evenings and/or Saturdays. If courses are to be offered on Saturday, on line or off campus, include evidence of support from Continuing Education as an appendix.

The program will be on campus for all of the didactic courses. The clinical education portion of the program will be offered on campus and at local facilities that currently have affiliation agreements. The masters program will be using the same affiliated sites that are currently used in the undergraduate program. These have been excellent sites for the program and will continue to be used. In the current undergraduate program two courses are offered online. The new masters program will offer two courses online/hybrid. The amount of support from Extended Programs will not change from the current needs.

4. Outline a typical program of study a student would follow in completing the program.

The programs of study are attached as Appendices D and E. The program of study in Appendix D is for the student who enters EMU as a first year student (or transfer) and is completing the 3+2 masters program, Combined Athletic Training (CAT). The program of study in Appendix E is for the students who are coming into the program with an earned bachelor’s degree and the pre-admission coursework/requirements completed. They will follow the Master of Athletic Training Program, MAT.

Graduate programs only:

1. Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.).

The proposed program will assure graduate-level study through the use of several courses that only graduate students can enroll in. There will be a seminar course, as well as two courses that involve conducting independent research (ATTR 630/635). There will also be a culminating internship. In addition, every semester students will enroll in a practicum course. These practicums will allow students to explore current information in the field of athletic training, practice advanced skills,

and debrief and discuss issues relevant to clinical education and the profession of athletic training. The debriefing and discussion will promote the use of evidence-based practice that students learn in classroom and provide opportunities for students to use patient models to further enhance their skills. These hands-on experiences will be used to conduct the student's research through evidence-based practice.

Appendix F shows the courses required in the professional phase of both programs. It is marked if they are graduate level, if research will be conducted in the course, and if the course is part of their clinical education.

2. How will the program incorporate an adequate emphasis on research?

The program will incorporate an adequate emphasis on research through the use of courses currently in existence at EMU and the development of courses for research in the field of athletic training. Students in the program will take a research methods course (HHPH 677) and a basic statistics course (HHPH 505). In addition, two courses within the program, ATTR 630 Professional Development I, and ATTR 635 Professional Development II, will promote independent student research. These courses will encourage participation in the Graduate Research Conference and focus on the use of evidence-based practice within the profession. In addition, the ATTR 690, Advanced Topics in AT, will teach the students good research techniques and how to summarize journal articles for practical use in their clinical experience.

C. Admission

Graduate programs only:

1. What admission requirements will be established for the program (GPA, national examinations, interviews, letters of recommendation, etc.)?

The CAT program requirements will only be a declaration of major intent until the end of the Fall semester of their third year. At this point they will apply to the professional phase of the program. They will follow the admissions requirements for the CAT. Students who will be applying to the MAT program will have to meet the admissions requirements for the MAT. Both will submit very similar portfolios documenting their pre-admissions courses, transcripts, volunteer hours, letters of recommendation, personal statement, writing sample, and a variety of forms.

If an "intent" (CAT) student is not accepted into the professional phase they will be referred to the CHHS advising center to help them with their options of continuing on with their education. There are a couple of options to complete their degree or decide if they would like to reapply to the program. A majority of the courses that are in the pre-professional phase of the CAT are pre-requisites for the Exercise Science program. They could seamlessly continue on in that program. Other options would be the Sport Fitness and Entrepreneurship program. These are two options that would allow a student to apply the courses they have taken toward another degree.

The specific admissions requirements for both programs are listed in the Appendices. Appendix G is the Combined Athletic Training Program and Appendix H is the Master of Athletic Training Program.

2. Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?

There will not be conditional admissions to the program.

D. Projections

1. Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once program is established, etc.

The number of students in the program is projected as 20 per cohort. The program would have two cohorts in the program at the same time, so there would be a projected 40 students in the program at a time. The current undergraduate program has 3 cohorts every year and averages 35-45 students in the program at a time. It is anticipated that the program will graduate 17-20 students per year. This accounts for a 15% attrition rate. Currently, the undergraduate program graduates an average of 11 students per year. The attrition rate of the undergraduate program is on average 20%. A lower attrition is anticipated because of the graduate level student being more committed to completing their education.

	Average Number of Students in Program	Average Number of Students Graduating
New Program (CAT and MAT) – 2 cohorts	40 (projected)	17-20 (projected)
Current Program (Bachelors of AT, BAT) – 3 cohorts	35-45	11

2. Project scheduling needs and patterns for the next three to five years.

The projected scheduling needs and patterns are demonstrated in Appendix I. The amount of credit hours that will be taught Fall, Winter, and Summer semesters is demonstrated in the Projected Scheduling chart (Appendix I). The chart will show that in the Fall semester there are a total of 14 sections that will need to be taught in the CAT and MAT programs. The projected Winter semester is 12 sections and the Summer semester is 6 sections. This does not reflect the Program Coordinator and Clinical Coordinator release time that is mandated by CAATE. The number of students in the cohorts will also affect the number of sections that are offered. The ratio in the clinical and lab settings needs to remain at 10 students to 1 preceptor (or lower).

E. Other Pertinent Information

II. Justification/Rationale. This section is included to assure an adequate rationale for the proposed program. Any additional justification for the program beyond that covered in the following items should also be included.

A. Present evidence that there is a demand for the proposed program. This should include an indication of professional and societal need, as well as student interest. (Include any market analysis and/or needs assessment as an appendix.)

B. Indicate whether there any similar programs in Michigan. If so, how is the proposed program unique? Why is there a need for an additional program in the field?

C. Present evidence of support for the proposed program from within and outside the University. (Letters and other supporting documents should be included as an appendix.)

D. Additional justification (if appropriate).

The intent of the entry-level Master of Athletic Training Program is to support the direction that Athletic Training Education is headed. Numerous conversations have occurred at the national level regarding the move to a minimum of a master's degree in AT to become a Certified Athletic Trainer (ATC). As stated earlier, ATCs are the only unsupervised, allied health care professionals that are only required to have a bachelor's degree. Physical Therapy, Occupational Therapy, Nurse Practitioners, and Physician Assistants all require an advanced degree to practice. The NATA (National Athletic Trainers Association) Board of Directors' published a paper regarding the transition to an entry-level masters program. The paper "Professional Education in Athletic Training" (2013) makes the recommendation that professional education in athletic training occur at the master's level (Appendix J). Further, the directors made the following statements:

#1: Graduate-level professional education will better align ATs as peers to other healthcare professions and should enhance our status and influence in the larger health care arena.

#2: Transition to graduate professional education facilitates continued evolution in the professional competency requirements to better reflect the clinical practice requirements of current and future ATs in a changing healthcare environment.

#3: Factors fundamental to providing quality care are likely improved by professional education at the graduate level.

#4: Professional education at the graduate level enhances retention of students who are committed to pursuit of an athletic training career. Graduate-level education attracts students who are better prepared to assimilate the increasingly complex concepts that are foundational for athletic training practice.

#5: Transition to professional education at the graduate level would increase the likelihood that education programs are better aligned with other health care profession programs within their institution.

#6: Professional education at the graduate level should facilitate inter-professional education.

#7: A strong foundation of health-related basic sciences is increasingly necessary to prepare students for contemporary clinical practice in athletic training.

#8: Professional education should not compete with general education, liberal arts, and foundational science requirements because it detracts from the effectiveness of the professional educational experience.

#9: A transition to professional education at the graduate level will result in a more efficient educational system.

#10: Currently, all state practice acts accommodate graduate-level education in athletic training as meeting the requirements for the state credential. No state practice acts would need to be amended.

#11: *The impact of a transition to graduate-level professional education on compensation levels and employment opportunities is complex and difficult to predict. Multiple factors influence compensation and employment patterns in healthcare.*

Therefore, Athletic Training Education is headed toward the entry-level masters degree and we can be one of the first programs to make the change. When the change becomes mandatory there will be a saturation of programs applying for the entry-level masters degree. We will have the advantage of being one of the few programs that already offer it.

III) Preparedness

A. Describe the qualifications of the faculty who will be involved in the proposed program. (Proposals for new graduate majors should include an abbreviated faculty vita for each individual as an appendix.)

The faculty in the Athletic Training Program are well trained in their areas of specialty. All of the faculty are licensed and certified Athletic Trainers (AT, ATC). To maintain certification the faculty have to earn 75 Continuing Education Units (CEUs) every three years. As part of these 75 CEUs 10 of them have to be in Evidence Based Practice (EBP). This requires the faculty to stay up to date on current areas of research and clinical practice. Two of the three faculty are tenured and are prepared to make the transition to the graduate level. In addition, two of the three faculty are in the final stages of completing their doctoral degrees to help support the research component of the program. Currently the faculty have a variety of experiences and educational backgrounds. Part of the proposal is to hire another faculty member with an earned doctoral degree. This faculty member would have an established research background.

	Credentials	Teaching Experience in Years
Jodi Schumacher	MS, AT, ATC	21
Jim Sweet	MS, AT, ATC, PhD Candidate, Certified Orthotist	10
Courtney Lewis	MS, AT, ATC, PhD Candidate	4

Included in Appendix K are the abbreviated vitae of the AT faculty.

B. (Note: Proposals for new programs must include this information.) Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.

The Athletic Training Education Program already has adequate resources in place to support an entry-level masters program. Listed below are the resources available to Athletic Training Students.

- 1) *Eastern Michigan University Halle Library*: Halle Library holds the necessary sport medicine and athletic training journals and textbooks needed to support didactic, lab, and research needs for an entry-level masters of athletic training. In addition, access to the databases listed below provides sufficient access to review and conduct research in Athletic Training.
 - a. AccessMedicine(McGraw-Hill)
 - b. CINAHL
 - c. ERIC
 - d. Esearch
 - e. Evidence Analysis Library (Academy of Nutrition and Dietetics)
 - f. Gale Virtual Reference Library
 - g. PubMed
 - h. Sports Nutrition Care Manual
 - i. Stat!Ref
 - j. Biological Abstracts
 - k. Google Scholar
 - l. Health and Wellness Resource Center

- m. Health Reference Center Academic
- n. PsycINFO
- o. Sports Business Research Network
- p. Web of Science
- q. WorldCat

2) *Eastern Michigan University Athletic Training Resource Center*: located in 114 Warner. The room is open and available to Athletic Training Students whenever Bowen Athletic Training Room is open (8am-6:30 or 7 pm M-F). It is also made available to students on an as needed basis outside of normal operational hours. The Resource Center houses textbooks, reference books, and professional journals/periodicals that were purchased by the program or donated by past staff and faculty. There are computers with software on orthopedic assessment, rehabilitation, and treatment protocols located in this area for Athletic Training Student use.

C. Analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.

The athletic training education program already has in place adequate space to house an entry-level masters program. Currently, the program uses on-campus and off-campus clinical sites for the clinical education portion of the program. In addition, there is a lab space designated to the Athletic Training Program, 119 Warner. This is where course labs take place as well as in the Bowen Athletic Training Room. The Practicum courses and Internship, which are the clinical education portion of the AT program, use on-campus and off-campus Athletic Training Rooms and Sports Medicine Clinics to fulfill the clinical education requirements of CAATE. Appendix L lists the Athletic Training Facilities that have affiliation agreements with EMU Athletic Training. These will remain the clinical sites for the CAT and MAT programs. The equipment necessary for the instructional lab is already in place. The lab is adequately supplied and meets the needs of the current and proposed program(s).

D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).

The current AT program already requires a majority of the support courses that will be mandatory to apply to the masters program (pre-admission courses). The demand of students taking these courses will not change. The number of students in the proposed program will be comparable to the number of students currently enrolled in the undergraduate program. The graduate courses that will be offered outside of the Athletic Training Program are HPHP courses. These courses are already offered on a regular basis. There are no facilities, resources, equipment, or cognate courses that will be controlled by other departments or schools in the proposed program.

E. Outline a plan for marketing the proposed program and recruiting students into it.

The Master of Athletic Training program will follow current guidelines in place for marketing and recruitment of students. The faculty intend to use online marketing on the HPHP website as well as market online through local and national organizations. The program can be marketed locally, regionally, and nationally via the Michigan Athletic Trainers' Society, the Great Lakes Athletic Trainers' Association, and the National Athletic Trainers' Association. The Graduate School Open Houses will be utilized to promote the Master of Athletic Training Program. This will give the faculty the opportunity to speak with students who are sincerely interested in attending Eastern Michigan University. In addition, marketing and recruitment for the Combined Athletic Training Program will be done at Fajita Fest, Explore Eastern, Fast Track and other similar programs. The Master of Athletic Training Program can recruit current students at EMU as well. Student-athletes are an excellent population to recruit for the MAT program. These students could make an easy transition from undergraduate student to graduate student. As stated earlier, student-athletes cannot earn their degree in Athletic Training from EMU in less than 7 years. Student-athletes have a high interest in Athletic Training as a profession, but the clinical education interferes with their athletic responsibilities. Finally, students will complete their clinical education at local high schools, colleges, and sports medicine clinics. These students will serve as ambassadors for the program every day when they interact with athletes, patients, and high school students.

IV. Assessment. Provide a plan for assessing the quality of the program, and a schedule for this assessment. The plan should assure the inclusion of objective data to determine the degree of success in reaching stated goals, objectives, and student learning outcomes.

As indicated in, the program will have a multitude of student learning outcomes (Please note there are two sheets within the Excel workbook). The student learning outcomes will be taught in each of the courses and evaluated by the program faculty

and the certified athletic trainers serving as preceptors. The Commission on Accreditation of Athletic Training Education (CAATE) designs the student learning outcomes and requires annual reports, self studies, and site visits to ensure these outcomes are met by the program. The program faculty will assess the students using a variety of assessment methods including, but not limited to, written exams, online exams, announced and unannounced quizzes, lab exams, projects including presentations, practical (hands-on skill demonstration) examinations, and written papers.

Within the Athletic Training profession are five domains in which we operate. All of the program classes have been created in a way to ensure the student learning outcomes from each domain are sufficiently and effectively taught and assessed. The plan for evaluating the assessment methods of the domains is as follows:

	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019
Domain 1 Prevention			X		X
Domain 2 Assessment/Dx	X			X	
Domain 3 Emergency Care			X		
Domain 4 Therapeutic Interventions	X			X	
Domain 5 Professional Responsibility		X			

The faculty will look at the methods being used to assess the student learning outcomes and make adjustments as needed. This will allow for a continual discussion on the assessment methods used, and the success of those methods, in evaluating the student's learning of the domains of Athletic Training.

The program will use the Board of Certification (BOC) exam as a tool to measure the success of the students in the Athletic Training Domains. In addition, student feedback, student performance on practical exams and online exams will all allow the program to evaluate the methods of student assessment that are successful. The program will receive student scores on the BOC exam, which will reflect the domains in which the students have been successful. The domains that the students do not perform well in will lead the program faculty to reevaluate the methods of teaching and assessment for the SLOs that are related to the respective domains.

V. Program Costs. This section attempts to establish the extent of additional funding required if the program is approved.

A. Faculty, lecturers or supportive staff required (type, level, and approximate cost).

- a. There will be a need for one additional faculty member in the proposed program(s). This faculty member will have an earned doctoral degree in a related area. This will promote the research needs of the program. In addition, the number of credit hours per semester exceeds a full load for the current faculty. If a full time tenure-track position is hired, then there will not be a need for any adjunct lecturers. The amount of work for the support staff will not change from the current program. The number of students will be comparable.
- b. The cost of this faculty position would approximately be \$60,000-\$70,000

B. Space or facilities required (type and approximate cost).

- a. No additional facilities will be required outside of the current facilities. The proposed CAT/MAT program will actually benefit from the renovations that are already planned for the current program.

C. Equipment required (type and approximate cost).

- a. No additional equipment will be needed outside of the current equipment in the labs.

D. Assistantships/fellowships required (number and approximate cost).

- a. No assistantships/fellowships will be needed.

E. Library resources required (type and approximate cost of both minimal and appropriate library resources).

- a. No additional library resources will be needed outside of the current resources listed in this proposal.

F. Marketing and recruiting costs

- a. Most of the marketing that is planned for the program is free of charge (Explore Eastern, Fast Track, Graduate Open Houses, professional organizations, etc). There will be a minimal amount of money needed to send flyer-type notices to universities/community colleges in the area announcing the Combined Athletic Training Program and Master of Athletic Training Program. The estimated cost would be \$300.

G. Other costs not covered above (type and approximate cost).

- a. There will be annual accreditation fees as well as self-study and site visit costs. These will remain the same for the proposed program. The annual fee will also remain the same. The difference would be in the cost of the change in accreditation from a bachelor to a master degree. This cost will be an additional \$1500 to complete the "substantial change" and "comprehensive review" (self-study and site visit).

VI. Action of the Department/College

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

Vote of faculty: For 4 Against 0 Abstentions _____
 (Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot be implemented without additional College or University resources.

 Department Head/School Director Signature Date 3/27/15

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

A. College.

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

 College Dean Signature Date 4/28/15

B. Graduate School (new graduate programs ONLY)

 Graduate Dean Signature Date 4/7/15

VII. Approval

 Associate Vice-President for Academic Programming Signature Date

VIII. Appendices

Program of Study Master of Athletic Training, MAT

Summer Year One		Fall Year One		Winter Year One	
ATTR 500, Introduction to AT Clinical Education*	3	ATTR 525, Practicum I	3	ATTR 526, Practicum II	3
HPHP 505 Basic Statistics	3	ATTR 515, Lower Body Assessment w/lab	4	ATTR 516, Upper Body Assessment w/lab	4
Total Credit Hours	6	ATTR 518, Anatomy Lab for AT	3	ATTR 521, Modalities for AT w/lab	3
		Total Credit Hours	10	Elective	3
				Total Credit Hours	13
Summer Year Two		Fall Year Two		Winter Year Two	
ATTR 625, Practicum III	2	ATTR 626, Practicum IV	3	ATTR 695, Internship	12
ATTR 522, Rehabilitation for AT w/lab	4	ATTR 615, Medical Aspects of AT	4	ATTR 690, Advanced AT Topics	3
ATTR 630, Professional Development I	4	ATTR 616, Admin and Legal Aspects of AT	3	ATTR 635, Professional Development II	3
HPHP 677 Research Methods	3	ATTR 685, Seminar in AT	3	Total Credit Hours	18
Total Credit Hours	13	Total Credit Hours	13		

Research Components of Professional Phase

Course	Graduate Level Study	Research Component	Other
ATTR 500, Introduction to AT Clinical Education	X		Practicum/Clinical Education
ATTR 515, Lower Body Assessment	X		
ATTR 516, Upper Body Assessment	X		
ATTR 518, Anatomy Lab for AT	X		
ATTR 521, Modalities for AT w/lab	X		
ATTR 522, Rehabilitation for AT w/lab	X		
ATTR 525, Practicum I	X		Practicum /Clinical Education
ATTR 526, Practicum II	X		Practicum/Clinical Education
ATTR 615, Medical Aspects	X	X	
ATTR 616, Admin and Legal	X		
ATTR 625, Practicum III	X		Practicum/Clinical Education
ATTR 626, Practicum IV	X		Practicum/Clinical Education
ATTR 630, Professional Development I	X	X	
ATTR 635, Professional Development II	X	X	
ATTR 685, Seminar in AT	X		Seminar
ATTR 690, Advanced AT Topics	X	X	Seminar
ATTR 695, Internship	X		Practicum/Clinical Education
HPHP 505 Basic Statistics	X		
HPHP 677 Research Methods	X	X	
SPMD 380W, Behavioral Aspects of Sports Med			

**Eastern Michigan University
School of Health Promotion and Human Performance
Athletic Training Program**

Technical Standards For Admission

The Athletic Training Program at Eastern Michigan University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

All students admitted to the Athletic Training Program must meet the following abilities and expectations:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

The Disabilities Resource Center will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the

Admissions Requirements for Master of Athletic Training, MAT

Applications due Feb 1

Interviews begin April 1

Applicants must have an earned baccalaureate degree from a regionally accredited university or an appropriate international institution. Applicants may apply while their degree is in progress, but degree completion must be documented with official transcripts prior to the start of the Athletic Training Program. A minimum of a 2.75 overall GPA is required.

Applicants must have earned a “C” or better in a course in the following areas or provide documentation of credential (Course Completion Form):

- Medical Terminology (EMU: AHPR 200)
- Current Professional Rescuer/Health Care provider CPR or equivalent (EMU: ATTR 210)
- Anatomy and Physiology w/ lab, 6 credit hours (EMU: ATTR 201/202)
- Prevention and Care course (EMU: ATTR 219)
- Exercise or Sport Nutrition course (EMU: DTC 204)
- Physiology of Ex w/lab (EMU: SPMD 300)
- Sport biomechanics/tissue mechanics course (EMU: SPMD 305)
- Wellness and fitness course (EMU: PEGN 210L or HLED 120)
- Intro to psychology course (EMU: PSYCH 101/102)
- Strength and conditioning course (EMU: PHED 433/341)
- Human Growth and Development (EMU: IHHS 260/EDPS 325)

The GRE (Graduate Record Exam) is a requirement for applicants to the CAT program. Results will be accepted up to three years prior to the application date. There is no substitution for the GRE. To ensure results will be available by Feb. 1 it is recommended that students take the exam no later than Dec. 1. There is no minimum of score required to be admitted to the Athletic Training Program.

Applicants must provide documentation of 200 observation hours with ATC

- Two settings/populations must be observed
- Documentation of hours (provided form) signature of ATC with BOC number and state license number
 - Volunteer form
- Two professional or academic letters of reference

Applicants must include a personal statement that includes career goals, past experiences, and personal qualities.

Applicants must submit a sample writing ie: undergraduate paper, professional publication (no abstracts).

The following forms need to be completed and signed:

- Technical Standards

- Communicable Disease Policy
- Immunization Documentation Form
- HBV vaccinations form

Applications will be reviewed starting February 1. Initially, applications will be evaluated for the minimum requirements (completion of portfolio). Applications that meet the minimum requirements will then be evaluated completely by the Athletic Training Advisory Committee. Applicants will be notified by March 7 if they will be granted an interview. Not all applicants will be granted an interview.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a new Academic Program: *Special Education Major K-12 Autism Spectrum Disorders Endorsement*

SUMMARY

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily affects communication, verbal and language, socialization, and academics.

Students with ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports, and remediation of basic academic skills and compensation for academic skills and processing deficits affecting learning. This involves direct instruction in communication, social, behavioral, and academic areas and the development of accommodations and modifications for the family, community, and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism and an ability to use that theory to develop individual programs for students, meeting their specific needs. Upon graduation, students will be competent to assess, analyze assessment data, and develop/implement individual education programs, based on a strong theoretical understanding of the nature of autism spectrum disorders.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget

ADMINISTRATIVE RECOMMENDATION

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

 University Executive Officer

 Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES
INTER OFFICE MEMORANDUM

TO: Chris Shell, Registrar
Janet Fisher, Department Head, Special Education

FROM: Rhonda Longworth, Inter

SUBJECT: **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Secondary (new program)**
Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary (new program)

DATE: April 4, 2016

The attached request from the Special Education Department and the College of Education for new undergraduate programs, **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Secondary** and **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary**, is approved. The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

The proposal includes the following new courses (effective Fall 2016):

- SPAI 220 – Introduction to Autism Spectrum Disorders
- SPAI 240 – Pre-Clinical Experiences - Autism Spectrum Disorders
- SPAI 335 – Language and Communication for Individuals with Autism Spectrum Disorders
- SPAI 345 – Curriculum and Instructional Strategies in Autism Spectrum Disorders
- SPAI 396 – Family Dynamics with Autism Spectrum Disorders
- SPAI 430 – Assessment and Intervention in Autism Spectrum Disorders (ASD)
- SPAI 440 – Principles of Positive Behavior Support for Students with Autism Spectrum Disorders

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

Attachment: New Program and Course Proposals

cc:

Michael Sayler, Dean, College of Education
Judith Kullberg, President, Faculty Senate
Calvin McFarland, Director, Academic and Career Planning
Pat Cygnar, Director, Community College Relations
Julie Knutson-Garcia, Director, Extended Programs
John Feldkamp, Assistant Director, Honors College
Ramona Milligan, Coordinator, Registration
Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Ann Richards, Assistant Director, Admissions Processing
Mary Butkovich, Halle Library
Bin Ning, Assistant Vice President and Executive Director, IRIM
Derrick Fries, Special Education
Sally Burton-Hoyle, Special Education
Original, Catalog Office

Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary

New Program, effective date TBD

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization, and academics.

These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from various academic skills, including,

- basic reading skills,
- reading fluency,
- reading comprehension,
- written expression,
- math calculation,
- math problem solving skills,
- oral expression, and
- listening comprehension.

Students with ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports and remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in communication, social, behavioral and academic areas and the development of accommodations and modifications for the family, community and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement

individual education programs, based on a strong theoretical understanding of the nature of autism spectrum disorders.

Department Information:

Special Education - College of Education

Janet Fisher, Ed.D.

Department Head

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[Department Website](#)

Advisor Information:

Contact department for advisor information.

Teacher Certification:

Completion of the Special Education Major K-12 Autism Spectrum Disorders Endorsement, within the context of other program requirements, qualifies students for recommendation to the Michigan Department of Education for a K-12 endorsement as a Teacher of Students with Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education

Initial Teacher Preparation Program Admission

In order to pursue the sequence of courses necessary to complete eligibility for recommendation for certification, one must apply for and be admitted to the teacher preparation program. Admission requirements are common for all teacher preparation programs, except that certain special education programs have additional requirements.

Each undergraduate student is responsible for applying to the teacher preparation program immediately after the semester in which the student has earned 56 credit hours. Transfer students with more than 56 credit hours should apply immediately after the semester in which they have earned 12 hours at EMU, including at least one course in their major. Students with 56 hours of transfer course work with a decision GPA of 3.0 may apply for admission to the teacher preparation program without 12 earned hours at EMU.

Admission to the teacher preparation program is not automatic and is a two phase process. Only those persons who have formally applied are considered for admission. Not all persons who apply become eligible for admission.

Applications for the Initial Teacher Preparation Program at EMU **are available within your my.emich account under the "Student" tab.** Submit your completed application to the Office of Academic Services once you have earned 56 credit hours.

Teaching majors and minors are unofficial until program admission. Students pursuing teacher certification should follow the catalog that exists at the time of program admission. It is important that students apply to the

teacher preparation program as soon as they have earned 56 credit hours.

Admission Criteria:

Admission to Phase I of the Initial Teacher Preparation Program (ITTP):

Students must meet all of the following requirements:

- Completion of 56 credit hours
- Appropriate cumulative GPA. One of:
 - An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. An EMU GPA of 2.5 or higher in your major, based on at least one course in your major. The Elementary Education Major is comprehensive, therefore, the elementary major GPA is based on the cumulative of liberal arts curriculum and content course work.
 - Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
- A grade of "C" or higher in the following courses (if taken):
 - [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) or [ENGL 121](#)
 - [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#)
 - [MATH 108 - Problem Solving and Number Concepts for Elementary School Teachers](#)
 - [MATH 110E - Mathematical Reasoning: Applications for Elementary School Teachers \(GEQR\)](#)
 - [PHY 100 - Physics for Elementary Teachers \(GEKN\)](#)
 - [ESSC 202 - Earth Science for Elementary Teachers \(GEKN\)](#)
 - all of the professional education courses, all courses that state "for elementary teachers," and, if special education, [PSY 101](#).
- Official Test Scores showing competency in **at least one** of the following areas: mathematics, reading and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
 - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
 - *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
 - *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- ICHAT criminal background check, and Statement of Civil/Criminal Convictions. If you answered yes to any of the civil/criminal conviction questions on the application, you will need to provide:
 - A copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction.
 - A written explanation of the offense(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
- Attendance at Group Advising Session required. Your major may require additional advising sessions.

Admission to Initial Teacher Preparation Program Candidacy:

Students must meet all of the following requirements, and complete Phase I before starting Phase II:

- A grade of "C" or higher in the following courses (courses must be completed):
 - [CURR 304 - Curriculum and Methods: Elementary](#)
 - [RDNG 300 - Early Literacy](#)
 - [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#)
- Official Test Scores showing competency in **all three** of the following areas: mathematics, reading and

writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:

- *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
- *Writing*: PRE pass, Basic Skills pass, ACT combined English /writing 24 or higher, or MME writing 1129 or higher.
- *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- A Dispositions Review from [CURR 304](#) will be completed in LiveText. Students will be responsible for saving this as a .PDF and uploading the file with their iChat form when applying to the ITTP.

Continuance Criteria

Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 GPA.
2. Maintenance of a 2.5 GPA in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. A major course may be repeated only once.
4. Demonstration of behaviors which indicate stability, maturity, understanding and aptitude as judged necessary for predicted success in the professional field of special education. Such qualitative judgments will be made by the department faculty.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise faculty of any extenuating circumstances that may aid faculty in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

Termination from the Department

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with program area faculty for discussion of academic performance and continuation in the program.

General Education Requirements:

For specific General Education requirements, click [here](#).

Professional Elementary Education Sequence: 44-56 hours

Pre-Admission Phase - The Learner and the Community: 11 hours

Students must be Sophomore standing or higher to begin this phase.

- [CTAR 300 - Integrated Arts](#) 3 hrs
- [EDPS 325 - Life Span Human Growth and Development](#) 4 hrs
- [HLED 320 - Health Education in the Elementary Grades](#) 2 hrs

- [PHED 257 - Physical Education for the Classroom Teacher](#) 2 hrs

Phase I - Curriculum, Assessment, and the Social Context: 15 hours

Students must complete the Pre-admission Phase prior to enrolling in the following two courses, but may enroll prior to Phase I admission

- [RDNG 300 - Early Literacy](#) 3 hrs
- [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#) 3 hrs

Formal admission to the Phase I of the Initial Teacher Preparation Program is required to enroll in the following courses:

- [CURR 304 - Curriculum and Methods: Elementary](#) 3 hrs
 - [GEOG 348 - Teaching Social Studies in Elementary Schools](#) 3 hrs
- One course from the following:*
- [PRCT 304L4 - Practicum I: Elementary \(GELB\)](#) 3 hrs
 - [SPAI 240 - Pre-Clinical Experiences — Autism Spectrum Disorders](#) 3 hrs
 - [SPCI 240 - Preclinical Experiences — Cognitive Impairment](#) 3 hrs
 - [SPEI 240L4 - Pre-clinical Experiences — Emotional Impairment \(GELB\)](#) 3 hrs
 - [SPLI 240 - Pre-Clinical Experiences - Learning Disabilities](#) 3 hrs
 - [SPPI 240L4 - Preclinical Experiences — POHI \(GELB\)](#) 3 hrs

Phase II - Content and Methods and Teaching: 12 hours

Completion of Phase I and formal admission to Initial Teacher Preparation Program Candidacy is required to begin Phase II.

- [BIOT 303 - Life Science for Elementary Teachers](#) 3 hrs
- [MATH 381 - Teaching Mathematics in Elementary School](#) 3 hrs
- [PRCT 310L4 - Practicum II: Elementary \(GELB\)](#) 3 hrs
- [RDNG 310 - Literacy Across the Curriculum in the Intermediate Grades](#) 3 hrs

Phase III - Capstone Experience: 6-18 hours

Completion of Phase II is required to begin this phase

- [EDUC 499L4 - Student Teaching \(GELB\)](#) 6 hrs
- [SPGN 491 - Special Education Student Teaching and Seminar](#) 12 hrs

Students pursuing the [Special Education Major K-12 Speech/Language Pathology Endorsement - Elementary](#) are not required to complete SPGN 491. All other K-12 Special Education Majors - Elementary programs are required to complete both courses.

Major Requirements: 80 hours

Liberal Arts Requirements: 36 hours

- [ARTE 220 - Visual Arts for Elementary Teachers \(GEKA\)](#) 3 hrs
- [CHL 207 - Introduction to Children's Literature \(GEKH\)](#) 3 hrs
- [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#) 3 hrs
- [ESSC 202 - Earth Science for Elementary Teachers \(GEKN\)](#) 3 hrs
- [GEOG 110 - World Regions \(GEGA\)](#) 3 hrs

- [HIST 123 - The United States to 1877 \(GEKS\)](#) 3 hrs
- [MATH 108 - Problem Solving and Number Concepts for Elementary School Teachers](#) 3 hrs
- [MATH 110E - Mathematical Reasoning: Applications for Elementary School Teachers \(GEOR\)](#) 3 hrs
- [MUSC 220 - Music for the Elementary Teacher \(GEKA\)](#) 3 hrs
- [PHY 100 - Physics for Elementary Teachers \(GEKN\)](#) 3 hrs
- [PLSC 112 - American Government \(GEKS\)](#) 3 hrs
- [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) 3 hrs

K-12 Special Education Core: 26 hours

- [PSY 101 - General Psychology Lecture \(GEKN\)](#) 3 hrs
- [SPGN 251 - Introduction to Inclusion and Disabilities Studies in a Diverse Society \(GEUS\)](#) 3 hrs
- [SPGN 271 - Speech and Language Development in Children, Adolescents and Young Adults with Exceptional Learning Needs](#) 2 hrs
- [SPGN 323W - Writing for Professionals in Special Education \(GEWI\)](#) 3 hrs
- [SPGN 395 - Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction](#) 3 hrs

Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:

- [SPGN 390 - Measurement and Diagnosis in Special Education](#) 3 hrs
- [SPGN 461 - Classroom Management and Intervention Strategies for Students with Disabilities](#) 3 hrs
- [SPGN 471 - Curriculum and Transitions for Secondary Special Education](#) 3 hrs
- [SPGN 481 - Assistive and Instructional Technology in Special Education](#) 3 hrs

Autism Spectrum Disorders Endorsement: 18 hours

SPAI 240 and SPGN 491 are considered major requirements, but only count once towards the degree.

- [SPAI 220 - Introduction to Autism Spectrum Disorders](#) 3 hrs
- [SPAI 335 - Language and Communication for Individuals with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 345 - Curriculum and Instructional Strategies in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 396 - Family Dynamics with Autism Spectrum Disorders](#) 3 hrs

Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:

- [SPAI 430 - Assessment and Intervention in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 440 - Principles of Positive Behavior Support for Students with Autism Spectrum Disorder](#) 3 hrs

Minor Requirement:

This program does not require a minor.

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Pre-Student Teaching Experience Requirements

One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education K-5 classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching:

Two (2) semesters of student teaching will be completed, one in a general education elementary classroom and one in a special education setting.

Critical Graduation Information:

The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. **Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.** A Bachelor of Arts degree requires completion of one year of college credit in a world language.
- Meet the requirements of the General Education program (see information below).
- Complete a [Writing Intensive \(WI\)](#) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; **courses taken at community colleges cannot be used to meet this requirement.** (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.
- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
 - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
 - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
 - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a minor
- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside

the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.

- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor, will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

General Education Requirements:

EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available on the General Education section of the catalog: [General Education](#)

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

Special Education Major K-12 Autism Spectrum Disorders Endorsement - Secondary

New Program, effective date TBD

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization, and academics.

These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from various academic skills, including,

- basic reading skills,
- reading fluency,
- reading comprehension,
- written expression,
- math calculation,
- math problem solving skills,
- oral expression, and
- listening comprehension.

Students with ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports and remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in communication, social, behavioral and academic areas and the development of accommodations and modifications for the family, community and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement

individual education programs, based on a strong theoretical understanding of the nature of autism spectrum disorders.

Department Information:

Special Education - College of Education

Janet Fisher, Ed.D.

Department Head

128 Porter Bldg

(734) 487-3300

jfisher3@emich.edu

[Department Website](#)

Advisor Information:

Contact department for advisor information.

Teacher Certification:

Completion of the Special Education Major K-12 Autism Spectrum Disorders Endorsement, within the context of other program requirements, qualifies students for recommendation to the Michigan Department of Education for a K-12 endorsement as a Teacher of Students with Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education.

Initial Teacher Preparation Program Admission

In order to pursue the sequence of courses necessary to complete eligibility for recommendation for certification, one must apply for and be admitted to the teacher preparation program. Admission requirements are common for all teacher preparation programs, except that certain special education programs have additional requirements.

Each undergraduate student is responsible for applying to the teacher preparation program immediately after the semester in which the student has earned 56 credit hours. Transfer students with more than 56 credit hours should apply immediately after the semester in which they have earned 12 hours at EMU, including at least one course in their major. Students with 56 hours of transfer course work with a decision GPA of 3.0 may apply for admission to the teacher preparation program without 12 earned hours at EMU.

Admission to the teacher preparation program is not automatic and is a two phase process. Only those persons who have formally applied are considered for admission. Not all persons who apply become eligible for admission.

Applications for the Initial Teacher Preparation Program at EMU **are available within your my.emich account under the "Student" tab.** Submit your completed application to the Office of Academic Services once you have earned 56 credit hours.

Teaching majors and minors are unofficial until program admission. Students pursuing teacher certification should follow the catalog that exists at the time of program admission. It is important that students apply to the

teacher preparation program as soon as they have earned 56 credit hours.

Admission Criteria:

Admission to Phase I of the Initial Teacher Preparation Program (ITTP):

Students must meet all of the following requirements:

- Completion of 56 credit hours
- Appropriate cumulative GPA. One of:
 - An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. An EMU GPA of 2.5 or higher in your major, based on at least one course in your major. The Elementary Education Major is comprehensive, therefore, the elementary major GPA is based on the cumulative of liberal arts curriculum and content course work.
 - Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
- A grade of "C" or higher in the following courses (if taken):
 - [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) or [ENGL 121](#)
 - [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#)
 - [Quantitative Reasoning \(GEOR\)](#)
 - One Lab Science
 - all of the professional education courses, and, if special education, [PSY 101](#).
- Official Test Scores showing competency in **at least one** of the following areas: mathematics, reading and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
 - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
 - *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
 - *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- ICHAT criminal background check, and Statement of Civil/Criminal Convictions. If you answered yes to any of the civil/criminal conviction questions on the application, you will need to provide:
 - A copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction.
 - A written explanation of the offense(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
- Attendance at Group Advising Session required. Your major may require additional advising sessions.

Admission to Initial Teacher Preparation Program Candidacy:

Students must meet all of the following requirements, and complete Phase I prior to starting Phase II:

- A grade of "C" or higher in the following courses (courses must be completed):
 - [CURR 305 - Curriculum and Methods: Secondary](#)
 - [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#)
- Official Test Scores showing competency in **all three** of the following areas: mathematics, reading and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
 - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.

- *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
- *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- A Dispositions Review from [CURR 305](#) will be completed in LiveText. Students will be responsible for saving this as a .PDF and uploading the file with their iChat form when applying to the ITTP.

Continuance Criteria

Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 GPA.
2. Maintenance of a 2.5 GPA in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. A major course may be repeated only once.
4. Demonstration of behaviors which indicate stability, maturity, understanding and aptitude as judged necessary for predicted success in the professional field of special education. Such qualitative judgments will be made by the department faculty.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise faculty of any extenuating circumstances that may aid faculty in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

Termination from the Department

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with program area faculty for discussion of academic performance and continuation in the program.

General Education Requirements:

For specific General Education requirements, click [here](#).

Professional Secondary Education Sequence: 22-34 hours

Pre-Admission Phase - The Learner and the Community: 4 hours

Students must be Sophomore standing or higher to begin this phase

- [EDPS 325 - Life Span Human Growth and Development](#) 4 hrs

Phase I - Curriculum, Assessment, and the Social Context: 6 hours

Students must complete the pre-admission phase prior to enrolling in the following course, but may enroll prior to admission to Phase I

- [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#) 3 hrs

Formal admission to Phase I of the Initial Teacher Preparation Program is required to enroll in the following courses:

- [CURR 305 - Curriculum and Methods: Secondary](#) 3 hrs

Phase II - Content and Methods and Teaching: 6 hours

Completion of Phase I and formal admission to Initial Teacher Preparation Program Candidacy is required to begin Phase II.

- [RDNG 311 - Teaching Reading in the Secondary School](#) 3 hrs
- Methods Teaching Course in Minor area of concentration 3 hrs

Phase III - Capstone Experience: 6-18 hours

Students must complete Phase II prior to beginning this phase

- [EDUC 499L4 - Student Teaching \(GELB\)](#) 6 hrs
- [SPGN 491 - Special Education Student Teaching and Seminar](#) 12 hrs

Students pursuing the [Special Education Major K-12 Speech/Language Pathology Endorsement - Secondary](#) are not required to complete SPGN 491. All other K-12 Special Education Majors - Secondary programs are required to complete both courses.

Major Requirements: 47 hours

K-12 Special Education Core: 26 hours

- [PSY 101 - General Psychology Lecture \(GEKN\)](#) 3 hrs
- [SPGN 251 - Introduction to Inclusion and Disabilities Studies in a Diverse Society \(GEUS\)](#) 3 hrs
- [SPGN 271 - Speech and Language Development in Children, Adolescents and Young Adults with Exceptional Learning Needs](#) 2 hrs
- [SPGN 323W - Writing for Professionals in Special Education \(GEWI\)](#) 3 hrs
- [SPGN 395 - Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction](#) 3 hrs

Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:

- [SPGN 390 - Measurement and Diagnosis in Special Education](#) 3 hrs
- [SPGN 461 - Classroom Management and Intervention Strategies for Students with Disabilities](#) 3 hrs
- [SPGN 471 - Curriculum and Transitions for Secondary Special Education](#) 3 hrs
- [SPGN 481 - Assistive and Instructional Technology in Special Education](#) 3 hrs

Autism Spectrum Disorders Endorsement: 21 hours

[SPGN 491](#) is considered a major requirement, but only counts once towards the degree.

- [SPAI 220 - Introduction to Autism Spectrum Disorders](#) 3 hrs
- [SPAI 240 - Pre-Clinical Experiences — Autism Spectrum Disorders](#) 3 hrs
- [SPAI 335 - Language and Communication for Individuals with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 345 - Curriculum and Instructional Strategies in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 396 - Family Dynamics with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 430 - Assessment and Intervention in Autism Spectrum Disorder](#) 3 hrs

Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:

- [SPAI 440 - Principles of Positive Behavior Support for Students with Autism Spectrum Disorder](#) 3 hrs

Teachable Minor:

Minor options include:

- [Biology](#)
- [Chemistry](#)
- [Communication, Media, and Theatre Arts](#)
- [Computer Science](#)
- [Earth Science](#)
- [French Language](#)
- [German Language](#)
- [Health](#)
- [Language/Literature/Writing](#)
- [Mathematics](#)
- [Physical Education](#)
- [Physics](#)
- [Spanish Language](#)

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Pre-Student Teaching Experience Requirements

One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education K-5 classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching:

Two (2) semesters of student teaching will be completed, one in a general education secondary classroom (in minor) and one in a special education setting.

Critical Graduation Information:

The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. **Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.** A Bachelor of Arts degree requires completion of one year of college credit in a world language.
- Meet the requirements of the General Education program (see information below).
- Complete a [Writing Intensive \(WI\)](#) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; **courses taken at community colleges cannot be used to meet this requirement.** (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.

- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
 - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
 - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
 - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a minor
- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.
- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor, will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

General Education Requirements:

EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available on the General Education section of the catalog: [General Education](#)

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

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EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

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: SPECIAL EDUCATION MAJOR (K-12) AUTISM SPECTRUM DISORDERS

DEGREE: B.S. REQUESTED START DATE: FALL 2016

DEPARTMENT(S)/SCHOOL(S): SPECIAL EDUCATION COLLEGE(S): EDUCATION

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I. Description:

1. Goals, Objectives, Student Learning Outcomes

- **State the general philosophy and intent of the proposed program.**

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization and academics. These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from various academic skills, including, basic reading skills, reading fluency, reading comprehension, written expression, math calculation, math problem solving skills, oral expression and listening comprehension. Students with ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports and remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in communication, social, behavioral and academic areas and the development of accommodations and modifications for the family, community and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The proposed Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field

experiences connecting theory to reality. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement individual education programs, based on a strong theoretical understanding of the nature of autism spectrum disorders.

- **List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.**

The Special Education Major (K-12) Autism Spectrum Disorders Endorsement program has the following goals, objectives, and student learning outcomes:

1. Students will articulate and apply the theoretical and practical definition and characteristics of ASD.
 - a. The identification of ASD, including
 - i. The etiology and characteristics of ASD – communication, behavioral and academics, and developmental factors influencing identification.
 - ii. The relationship between ASD and other commonly associated conditions
 - b. The common manifestations of ASD across the age span, including
 - i. Issues of strategic performance and self-determination in older students
 - ii. The interplay among cognition, communication, socialization and sensory processing disorders
 - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
 - i. Managing and monitoring the social, emotional and behavioral needs of students with ASD in a variety of group settings
 - d. Issues related to ASD theory, research and policy, including
 - i. Definition and identification
 - ii. Legislation and regulations
 - iii. Pre-referral, referral and placement
 - iv. Instruction and assessment of educational progress for students with ASD
 - v. Collaboration with general education teachers, families, and allied service providers
2. Students will integrate historical, theoretical, and legal perspectives of ASD.
 - a. The identification of ASD including
 - i. The relationship between ASD and other commonly associated conditions

- b. The common manifestations of ASD across the age span including
 - i. Problems with academic performance in communication, socialization, behavior and academic areas such as literacy, math, and content areas across the K-12 spectrum
 - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
 - i. Adapting and modifying general education curricula, pedagogic approaches and learning environments for students with ASD.
 - d. Issues related to ASD theory, research, and policy, including
 - i. Definition and identification
 - ii. Legislation and regulations
 - iii. Pre-referral, referral and placement
 - iv. Instruction and assessment of educational progress for students with ASD
 - v. Collaboration with general education teachers, families and allied service providers
3. Students will use a variety of assessment strategies to identify students with ASD, develop appropriate communication, behavioral, and instructional programs, and monitor student progress.
- a. The identification of ASD including
 - i. Diagnostic principles and practices
 - ii. Sociocultural, linguistic and environmental factors influencing identification
 - b. The common manifestations of ASD across the age span, including
 - i. Challenges in meeting developmental milestones in the preschool years
 - ii. Problems with academic performance in literacy, math and content areas across the K-12 spectrum.
 - iii. Problems with behavior, communication, and socialization
 - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
 - i. Administering and adapting formal and informal assessment method for instructional planning
 - ii. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, including
 - 1. Career/transition programs
 - 2. Access to adult role models
 - 3. Communication and behavioral supports
 - 4. Use of assistive technology
 - iii. Fostering competency in the areas of
 - 1. Reading (word recognition and comprehension)

2. Writing (text composition and revision, grammar, spelling and legibility)
3. Mathematical reasoning and calculation
4. Listening
5. Speaking
- iv. Fostering
 1. Study skills and test-taking skills
 2. Self-management
 3. Problem solving
 4. Reasoning
 5. Coping skills
 6. Self-determination
- d. Issues related to ASD theory, research and policy, including
 - i. Definition and identification
 - ii. Medical vs. educational eligibility
 - iii. Legislation and regulations
 - iv. Pre-referral, referral and placement
 - v. Instruction and assessment of educational progress for students with ASD
 - vi. Collaboration with general education teachers, families, community agencies, and allied service providers
4. Students will develop and apply instructional strategies and accommodations appropriate for each student with ASD.
 - a. The common manifestations of ASD across the age span, including
 - i. Challenges in meeting developmental milestones in the preschool years
 - ii. Problems with academic performance in literacy, math and content areas across the K-12 spectrum
 - iii. Issues of strategic performance and self-determination in older students
 - b. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
 - i. Administering and adapting formal and informal assessment methods for instruction planning
 - ii. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, including
 1. Career/transition programs
 2. Access to adult role models
 3. Use of assistive technology
 - vi. Fostering competency in the areas of
 1. Reading (word recognition and comprehension)
 2. Writing (text composition and revision, grammar, spelling and legibility)
 3. Mathematical reasoning and calculation
 4. Listening

- 5. Speaking
 - vii. Fostering
 - 1. Study skills and test-taking skills
 - 2. Self-management
 - 3. Problem solving
 - 4. Reasoning
 - 5. Coping skills
 - 6. Self-determination
 - viii. Managing and monitoring the social, emotional and behavioral needs of students with ASD in a variety of group settings
5. Students will demonstrate the ability to collaborate with families, school personnel, and community service providers regarding referral, programming, placement, intervention, and resources for students with ASD.
- a. Administering and adapting formal and informal assessment methods for the purposes of
 - i. Communicating assessment results to students, their families and other professionals
 - ii. Adapting and modifying general education curricula, pedagogical approaches and learning environments for students with ASD
 - b. Issues related to autism spectrum disorders theory, research and policy, including
 - i. Definition and identification
 - ii. Legislation and regulations
 - iii. Pre-referral, referral and placement
 - iv. Instruction and assessment of educational progress for students with ASD
 - v. Collaboration with general education teachers, families and allied service providers
6. Students will demonstrate the competency in the subject matter knowledge in all subareas as outlined within the program endorsement standards for teachers of students with ASD.
- a. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, including
 - i. Career/ transition programs
 - ii. Access to adult role models
 - iii. Use of assistive technology
 - iv. Fostering competency in the areas of
 - 1. Reading (word recognition and comprehension)
 - 2. Writing (text composition and revision, grammar, spelling and legibility)
 - 3. Mathematical reasoning and calculation
 - 4. Listening
 - 5. Speaking
 - v. Fostering:
 - 1. Study skills and test-taking skills

2. Self-management
3. Problem solving
4. Reasoning
5. Coping skills
6. Self-determination

- **How do stated goals, objectives, and student learning outcomes reflect current department/school, college and divisional goals and university strategic planning directions?**

The Autism Spectrum Disorders Program Area at Eastern Michigan University (EMU) views our goals, objectives and student learning outcomes as an extension of the EMU's College of Education's (COE) mission, goals, and student outcomes and dispositions and EMU's strategic planning directions:

- **COE MISSION:** To create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society.
- **COE GOAL STATEMENT:** The overriding goal of all of our education programs at EMU is to help candidates become caring, knowledgeable, and reflective professionals who support the twin goals of diversity and democracy in schools and society.
- **COE STUDENT OUTCOMES:**

Professional educators:

- I. Are committed to all students' learning within supportive learning communities. They are student focused and persistent in pursuing high and appropriate expectations for all students.
- II. Are knowledgeable regarding content, pedagogy and educational technologies.
- III. Are reflective in their practice.
- IV. Demonstrate professional dispositions and communicative skills.
- V. Celebrate diversity in schools and communities. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.

- **COE STUDENT DISPOSITIONS:**

Professional educators demonstrate:

- I. Professional ethics,
- II. Collaboration,
- III. Commitment to diversity,
- IV. Commitment to teaching,
- V. Emotional maturity,
- VI. Initiative,
- VII. Responsibility, responsiveness to feedback, and
- VIII. Self-reflection.

- EMU STRATEGIC PLANNING DIRECTIONS:

Eastern Michigan University seeks to achieve its missions through six strategic directions:

- Excellent Undergraduate Education
- Excellent Graduate Education
- Community Engagement
- Diversity
- Multiculturalism
- Continuous Improvement

2. Program

Completion of the Special Education Major K-12 Autism Spectrum Disorders Endorsement, within the context of other program requirements, qualifies students for recommendation to the Michigan Department of Education for a K-12 endorsement as a Teacher of Students with Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education (see Appendix C).

Students electing this major must select to pursue either elementary or secondary teacher certification. Program requirements must be completed in conjunction with either a major in liberal arts for elementary education, leading to elementary certification, or a minor in a teachable area (as defined by the Michigan Department of Education), leading to secondary certification. Students must apply for and be admitted to the Teacher Preparation Program in order to pursue this program of study.

The proposed program adheres closely to the format of the other undergraduate special education majors, cognitive impairment and emotional impairment, and the existing department course structure supports the implementation of an additional major.

1. List all current courses included in the program, and indicate whether they will be required, restricted electives or electives. Include syllabi for all such courses as an appendix. All courses should implement program goals, objectives and student learning outcomes.

The following courses are currently offered and on file (have been previous approved) and REQUIRED like all other Special Education undergraduate programs. See Appendix E for course syllabi.

PSY 101: General Psychology (3 credit hours)

SPGN 251: Introduction to Inclusion and Disabilities in a Diverse Society (3 credit hours)

SPGN 271: Speech and Language Development in Children with Exceptional Learning Needs (2 credit hours)

SPGN 323W: Writing for Professionals in Special Education (3 credit hours)

SPGN 390: Measurement and Diagnosis in Special Education (3 credit hours)

SPGN 395: Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 credit hours)

SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities (3 credit hours)

SPGN 471: Curriculum and Transitions for Secondary Special Education Students (3 credit hours)

SPGN 481: Assistive and Instructional Technology in Special Education (3 credit hours)
SPGN 491: Student Teaching (10 credit hours for student teaching and 2 credit hours for seminar)

- 2. List all new and revised courses that will be needed for the program. A Request for a New Course or Request for Course Revision form should be completed for each one and included as an appendix. All courses should implement program goals, objectives, and student learning outcomes.**

The following courses are proposed new courses and would be REQUIRED for the proposed major. See Appendix A for Request for New Course proposals and syllabi.

SPAI 220 Introduction to Autism Spectrum Disorders (3 credit hours)
SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 credit hours)
SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3 credit hours)
SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 credit hours)
SPAI 396 Social Psychology of Family and Community (3 credit hours)
SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 credit hours)
SPAI 440 Principles of Positive Behavioral Supports for Students with Autism Spectrum Disorders (3 credit hours)

- 3. Describe the Program Delivery Plan, i.e. whether it will be offered on or off campus, online, evenings and/or Saturdays. If courses are to be offered on Saturday, on line or off campus, include evidence of support from Continuing Education as an appendix.**

The proposed program would be offered on campus with a mixture of hybrid, day and evening classes to meet the needs of working students.

- 4. Outline a typical program of study a student would follow in completing the program.**

Refer to Appendix B.

- 5. Interdisciplinary Programs Only**

Does not apply.

- 6. Undergraduate Programs Only: Indicate the minimum number of total credit hours that students completing the program should have taken by the time they graduate.**

The proposed Special Education Major K-12 Autism Spectrum Disorders Endorsement major is a 59 credit hour program.

Special Education K-12 Major with Autism Spectrum Disorders Endorsement and Elementary Teaching Certificate (Liberal Arts Major):

59 credit hours Special Education / Autism Spectrum Disorders core courses

37 credit hours Professional Education Sequence

42 credit hours General Education / Liberal Arts

138 credit hours TOTAL

Special Education K-12 Major with Autism Spectrum Disorders Endorsement and Secondary Teaching Certificate (and teachable minor)

59 credit hours Special Education / Autism Spectrum Disorders core courses

20 credit hours Professional Education Sequence

24 credit hours teachable minor

35 credit hours General Education

139 credit hours TOTAL

7 and 8. Graduate Programs Only

Does not apply.

3. Admission

In addition to University undergraduate requirements, undergraduate students must apply for and be admitted to the Initial Teacher Preparation Program (ITPP). Students may apply to the ITPP immediately after the semester in which they have earned 56 credit hours. Transfer students with more than 56 credit hours should apply immediately after the semester in which they have earned 12 hours at EMU, including at least one course in their major. Students with 56 hours of transfer course work with a decision GPA of 3.0 may apply for admission to the ITPP without 12 earned hours at EMU.

ITPP Phase I Admission Criteria:

1. Completion of 56 credit hours
2. Appropriate cumulative GPA. One of:
 - a. An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. And EMU GPA of 2.5 or higher in the major, based on at least one course in the major. The Elementary Education Major is comprehensive; therefore, the elementary major GPA is based on the cumulative of liberal arts curriculum and content course work.
 - b. Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
3. A grade of "C" or higher (if taken) in the following courses:
 - a. ENGL 121, CTAC 124, MATH 108, MATH 110E, PHY 100, ESSC 202, PSY 101, all of the professional education courses, all courses that state "for elementary teachers" or "for secondary teachers"
4. Official Test Scores showing competency in at least one of the following areas: mathematics, reading, and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
 - a. Mathematics: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher
 - b. Writing: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
 - c. Reading: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher
5. ICHAT criminal background check and Statement of Civil/Criminal Convictions. If any yes answer to any of the civil/criminal conviction questions on the application, the student needs to provide:
 - a. Copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction

- b. A written explanation of the offence(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
6. Attendance at Group Advising Session required. A major may require additional advising sessions.

Phase II Admission Criteria:

In addition to Phase I admission, Phase II Full Program Admission requires:

1. A grade of "C" or higher in Phase I classes
2. Official Test Scores showing passing scores on all three areas of the Professional Readiness Exam or equivalent (see above). An alternative score in one area may be accepted.
3. A Dispositions Review from Curriculum.

D. Projections

1. Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once program is established, etc.

Currently in the ASD graduate program there are about 60-70 students. The expectation is that the undergraduate program will start with 15-20 students and gradually grow to include a total of 100-150 students as the program is populated year over year and as the reputation of the new undergraduate program spreads.

2. Project scheduling needs and patterns for the next three to five years.

There are currently 3 full time tenured faculty members in the ASD Area at EMU. The plan is that these three individuals will teach the methodology courses in the ASD undergraduate program. If at some point additional faculty becomes necessary, the ASD Area faculty will collaborate and select an appropriate faculty member.

About 4 years after the ASD undergrad program begins, the ASD Area faculty will work closely with part-time lecturers who are supervising student teachers. The students will be assigned to established schools, school districts, and cooperating teachers. Cooperating teachers will have an endorsement in ASD.

II. Justification/Rationale

1. Evidence of Need

The prevalence of ASD has increased across the country to one in 68 children (CDC, 2014). Data from the Michigan Department of Education indicates that in 1990, 1208 children between the ages of birth to 26 identified with ASD were receiving special education services; whereas, at the end of 2014, 17,986 children were receiving services under the ASD eligibility. Students with Autism Spectrum Disorders (K-12) are on track to be the largest group of students receiving special education services. Many of the undergraduate majors in the Department of Special Education at EMU become employed in resource room teaching positions after graduation. As the ASD population increases, the need for qualified teachers is imperative. There are currently no university programs offering the ASD undergraduate endorsement, but it is highly likely that once this program is initiated, other universities will follow suit. This allows EMU to be "ahead

of the game” and maintain a competitive position in a field that will only increase in demand over time.

Currently, EMU has no undergraduate major in Autism Spectrum Disorders, and, therefore, its program graduates are responsible for the delivery of high quality special education services to students with ASD while holding an endorsement in another disability area such as emotional impairment or cognitive impairment. Offering the Special Education Major K-12 Autism Spectrum Disorders Endorsement at the undergraduate level will allow EMU to maintain a competitive position among other institutions of higher education in the state and responds to an area of imminent need in the field of practice.

B. Similar Programs in Michigan

There are no similar programs in the state of Michigan.

C. Evidence of Support

With the support of Dean Joseph and application funding from the College of Education, the Autism Spectrum Disorders program area submitted an application for a new undergraduate program with endorsement in Autism Spectrum Disorders to The Michigan Department of Education (MDE). In a letter dated March 11, 2015, Dr. Shawn Quilter received notification that MDE approved this new undergraduate program (see Appendix C).

In addition to MDE approval for the undergraduate program in Autism Spectrum disorders, special education administrators in Michigan support the establishment of this program at EMU. Some the comments from EMU undergraduate students

- “I believe it is very valuable to support this training at the undergraduate level.”
- “EMU currently has a Masters level ASD program. Why not an Undergraduate program?”

III. Preparedness

A. Describe the qualifications of the faculty who will be involved in the proposed program.

There are presently three faculty members in the Autism Spectrum Disorder area in the Department of Special Education, and it is believed that this staffing will be sufficient to begin the undergraduate special education major with an ASD endorsement.

Bill Cupples has been teaching full time at Eastern Michigan University for the past twenty years and is currently a Full Professor. He has been a Speech Pathologist at EMU for many years prior to this and has held many other positions in the educational field.

Sally Burton-Hoyle has been teaching full time at Eastern Michigan University for the past ten years and is currently an Associate Professor. She is the current director of the EMU College Supports Program and is a world-renowned ASD expert. She has held many other positions in the ASD educational field.

Derrick Fries has been teaching full time at Eastern Michigan University for the past ten years and is currently an Associate Professor. He is the Department’s Graduate Coordinator and is a past Special Education Director and has held many other positions in the educational field.

All three faculty are well versed in both the theory and instructional applications for students with ASD and have extensive experience in the field, both working with K-12 students as well as working with teachers and administrators.

A vita for each faculty member is included in Appendix D.

B. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CD's, etc.) and microforms. If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.

Halle Library currently provides strong support for the undergraduate and graduate programs offered through the Department of Special Education. The Department has offered a Master of Arts degree in ASD for over 9 years. During this time, the library has provided (and continues to provide) extensive support. Thus, a more than sufficient collection of materials already exists to support the Special Education K-12 Major with ASD endorsement.

Additionally, Halle Library provides strong support for the existing undergraduate programs offered through the Department of Special Education: autism spectrum disorders, cognitive impairments, emotional impairments, visual impairments, physical impairments, speech and language impairments and hearing impairments. Because so much information may be used "across programs," these materials will also be supportive of the ASD program area.

Finally, books, journals, electronic resources, and multimedia are currently available to cover general special education issues, and these will be utilized in the implementation of this proposed program.

It is believed that no additional materials will be required (other than the normal, year-to-year additions) to support this new major over the next three to five years. Halle Library has provided the following data, illustrative of the extensive collection of materials to support the Department of Special Education's programs:

Halle Library owns 3,272 books and 84 ebooks roughly covering Special Education program areas (spanning Library of Congress classes LC1200 - LC1203, LC3950 - LC4806.5, RJ506.H9, and RC569.7 - RC571). A search for Special Education videos and DVDs reveals about 158 titles. When it comes to journals, the library owns or has electronic access to 2,156 Education-related journal titles and 831 Psychology-related journal titles. Databases supporting Special Education include *ERIC*, *PsycINFO*, *PubMed*, *CINAHL*, *JSTOR*, *Dissertations and Theses Full Text*, and the *Mental Measurements Yearbook Online*.

Again, since this array of resources supports our GRADUATE program in the ASD, it is believed that library materials are sufficient to support the proposed undergraduate program.

C. Analyze the adequacy of existing facilities, laboratories or other physical equipment applicable to the proposed program.

Current classroom facilities available in the Porter Building are believed to be adequate to support the proposed new program. Due to falling enrollment in Teacher Education and Education Leadership and to the increasing number of online courses, it is believed that there will be sufficient classroom space for course offerings. No specialized laboratories or other facilities are required.

- D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g. cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.)**

Identical to other pre-existing undergraduate special education programs

- E. Outline a plan for marketing the proposed program and recruiting students into it.**

The program area will work closely with the university's marketing office to create a strong marketing plan. Features of this plan may include

- A high visibility presence at EMU open house, high school college nights, and community college information sessions
- An email explaining the program and its benefits to all EMU COE students and known potential COE students
- A visit to SPGN 251 courses to promote the ASD/UG Program to uncommitted students
- Banner ads for the program on the EMU website
- Ads in any of the EMU newspapers that would be appropriate
- Targeted highway billboards in areas of high potential student population
- Possible TV and/or radio ads
- Online and/or print explanatory promotional brochures

IV. Assessment/Evaluation

The assessment plan for the Special Education Major K-12 ASD Endorsement major corresponds to the six program goals:

1. Students will articulate and apply the theoretical and practical definition and characteristics of autism spectrum disorders.

Key Assessments	Assessment Schedule
a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders	Taken after at least 90% of coursework is completed
b. Grades of "C" or better in the following courses:	
• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	Taken near the beginning of the program
• SPAI 220: Introduction to Autism Spectrum Disorders	Taken after SPGN 251 but before other SPAI courses
• SPAI 430: Assessment and Intervention in Autism Spectrum Disorders	Taken after SPAI 220
c. Lesson Modification Project in SPGN 251	Core special education course taken near the beginning of the program

2. Students will integrate historical, theoretical, and legal perspectives of Autism Spectrum Disorder.

Key Assessments	Assessment Schedule
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|----|--|---|
| a. | Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders | Taken after at least 90% of coursework is completed |
| b. | Grades of "C" or better in the following courses: | |
| | • SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society | Taken near the beginning of the program |
| | • SPGN 390: Measurement and Diagnosis in Special Education | Taken near the end of the program |
| | • SPAI 430: Assessment and Intervention in Autism Spectrum Disorders | Taken after SPGN 251 but before other SPAI courses |
| | • SPAI 396: Social Psychology of Family and Community | Taken after SPGN 390 |
| | • SPAI 440: Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders | Taken after SPAI 430 |
| c. | Lesson Modification Project in SPGN 251 | Taken near the beginning of the program |
| d. | Curriculum-based Test Project in SPGN 390 | Taken near the end of the program |
3. Students will use a variety of assessment strategies to identify students with ASD, develop appropriate instructional programs, and monitor student progress.

Key Assessments

Assessment Schedule

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|----|---|--|
| a. | Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders | Taken after at least 90% of coursework is completed |
| b. | Grades of "C" or better in the following courses: | |
| | • SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society | Taken near the beginning of the program |
| | • SPGN 390: Measurement and Diagnosis in Special Education | Taken near the end of the program |
| | • SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities | Taken near the middle or end of the program |
| | • SPGN 481: Assistive and Instructional Technology in Special Education | Taken in the middle or near the end of the program |
| | • SPGN 491: Student Teaching (Special Education/Includes Seminar) | Taken during the student's final semester in the program |
| | • SPAI 240: Pre-Clinical Experiences for Autism Spectrum Disorders | Taken near the beginning of the program |
| | • SPAI 396: Social Psychology of Family and Community | Taken after SPGN 390 |
| b. | Lesson Modification Project in SPGN 251 | Taken near the beginning of the program |

- c. Curriculum-based Test Project in SPGN 390 Taken near the end of the program
 - d. Behavior Change Plan (BCP) in SPGN 461 Taken near the middle or in the end of the program
 - e. Assistive Technology/IEP Plan in SPGN 481 Taken in the middle or near the end of the program
4. Students will develop and apply instructional strategies and accommodations appropriate for each student with ASD.

Key Assessments	Assessment Schedule
a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders	Taken after at least 90% of coursework is completed
b. Grades of "C" or better in the following courses:	
<ul style="list-style-type: none"> • SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society • SPGN 390: Measurement and Diagnosis in Special Education • SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities • SPGN 481: Assistive and Instructional Technology in Special Education • SPGN 491: Student Teaching (Special Education/Includes Seminar) • SPAI 240: Pre-Clinical Experiences for Autism Spectrum Disorders • SPAI 430: Assessment Methods for Students with Autism Spectrum Disorders and Other Mild Disabilities • SPAI 345: Curriculum and Instructional Strategies in Autism Spectrum Disorders • SPAI 335: Language and Communication for individuals with Autism Spectrum Disorders 	<ul style="list-style-type: none"> Taken near the beginning of the program Taken near the end of the program Taken near the middle or end of the program Taken in the middle or near the end of the program Taken during the student's final semester in the program Taken near the beginning of the program Taken after SPGN 390 Taken in the middle or near the end of the program Taken in the middle or near the end of the program
c. Lesson Modification Project in SPGN 251	Taken near the beginning of the program
d. Curriculum-based Test Project in SPGN 390	Taken near the end of the program
e. Behavior Change Plan (BCP) in SPGN 461	Taken near the middle or in the end of the program

f. Assistive Technology/IEP Plan in SPGN 481	Taken in the middle or near the end of the program
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5. Students will demonstrate the ability to collaborate with families, school personnel, and community service providers regarding referral, programming, placement, intervention, and resources for students with ASD.

Key Assessments

Assessment Schedule

- | | |
|---|---|
| a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders. | Taken after at least 90% of coursework is completed |
| b. Grades of "C" or better in the following courses: | |
| <ul style="list-style-type: none"> • SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society • SPGN 395: Children, Adolescents, and Young Adults: Family, School and Community Interaction • SPGN 491: Student Teaching (Special Education/Includes Seminar) | <ul style="list-style-type: none"> Taken near the beginning of the program Taken near the beginning or in the middle of the program Taken during the student's final semester in the program |

6. Students will demonstrate the competency in the subject matter knowledge in all subareas as outlined within the program endorsement standards for teachers of students with autism spectrum disorders.

Key Assessments

Assessment Schedule

- | | |
|--|---|
| a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders. | Taken after at least 90% of coursework is completed |
| b. Grades of "C" or better in the following courses: | |
| <ul style="list-style-type: none"> • SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society • SPGN 491: Student Teaching (Special Education/Includes Seminar) • SPAI 345: Curriculum and Instructional Strategies in Autism Spectrum Disorders • SPAI 430: Assessment and Intervention in Autism Spectrum Disorders • SPAI 482: Assistive Technology and Literacy in ASD | <ul style="list-style-type: none"> Taken near the beginning of the program Taken during the student's final semester in the program Taken after SPGN 251 but before other SPLI courses Taken after SPAI 240 Taken in the middle or near the end of the program |
| c. Lesson Modification Project in SPGN 251 | Taken near the beginning of the program |
| d. Special Education Student Teaching | Completed at the end of the special education |

V. Program Costs

NOTE: Budget figures are based on input from the Department of Special Education Department Head. Assumptions include the following factors:

- The Undergraduate Program in Autism Spectrum Disorders will admit 25 new students a year.
- New courses (7) will be offered in a three-year rollout.
- The estimated cost of new courses is based on a part time lecturer salary of \$3,540 per 3-credit hour course.
- The cost of student teaching supervision is based on a part time lecturer salary of \$600 per student.

Year	Total Number of Students	Courses Offered	Estimated Cost per Course	Additional Costs	TOTAL COST
2016-2017	25	SPAI 220	\$9,245		\$18,490
		SPAI 240	\$9,245		
2017-2018	50	SPAI 220	\$9,245		\$36,980
		SPAI 240	\$9,245		
		SPAI 335	\$9,245		
		SPAI 396	\$9,245		
2018-2019	75	SPAI 220	\$9,245	Supervision of 25 Student Teachers: \$12,000	\$76,715
		SPAI 240	\$9,245		
		SPAI 335	\$9,245		
		SPAI 345	\$9,245		
		SPAI 396	\$9,245		
		SPAI 430	\$9,245		
		SPAI 440	\$9,245		

Estimated Cost per year after 2018-2019: \$76,715, although depending on enrollment, this might require an additional faculty member during or after the third year of the rollout.

VI. Action of the Department/College

C+I Committee 5 yes 0 no 0 abstain
Chair Nov. 18, 2015

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

Vote of faculty: For 22 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot be implemented without additional College or University resources.

Department Head/School Director Signature _____

12/2/15
Date

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

A. College.

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

College Dean Signature

12-4-15
Date

B. Graduate School (new graduate programs ONLY)

Graduate Dean Signature

Date

VII. Approval

Associate Vice-President for Academic Programming Signature

4/14/16
Date

VIII. Appendices

Appendix A: New Course Proposals and Master Syllabi

Appendix B: Typical Programs of Study

Appendix C: Approval Letter from MDE 3/11/15

Appendix D: Autism Spectrum Disorders Area Faculty Vitas

Appendix E: Required Undergraduate Courses for Special Education Majors

Appendix B-1

Special Education Major K-12 Autism Spectrum Disorders Endorsement and Liberal Arts Major for Elementary Education Program of Study

Name: _____

Liberal Arts Requirements: 36 hours

ARTE 220 Visual Arts for Elementary Teachers (3 cr)

CHL 207 Introduction to Children's Literature (3 cr)

CTAC 124 Foundations of Speech Communication (3 cr)

WRTG 121 Composition II: Researching the Public Experience (3 cr) OR ENGL 121

ESSC 202 Earth Science for Elementary Teachers (3 cr)

GEOG 110 World Regions (3 cr)

HIST 123 The United States to 1877 (3 cr)

MATH 108 Problem Solving and Number Concepts for Elementary School Teachers (3 cr)

MATH 110E Mathematical Reasoning: Applications for Elementary School Teachers (3 cr)

MUSC 220 Music for Elementary Teachers (3 cr)

PHY 100 Physics for Elementary Teachers (3 cr)

PLSC 112 American Government (3 cr)

Professional Elementary Educational Sequence

*indicates admission to Initial Teacher Preparation Program required.

CTAR 300 Integrated Arts for Elementary Teachers (3 cr) (Pre-requisites: ART 220 or MUSC 220)

EDPS 325 Human Growth & Development Lifespan (4 cr)

HLED 320 Health Education Elementary Grades (2 cr)

PHED 257 Physical Education for the Classroom Teacher (2 cr)

Phase I (completion of pre-admit phase required)

*CURR 304 Curriculum and Methods: Elementary (3 cr)

*GEOG 348 Teaching Social Studies Methods: Elementary (3 cr)

RDNG 300 Early Literacy (3 cr)

SOFD 328W Schools in a Multicultural Society (3 cr)

Phase II (completion of Phase I required)

*RDNG 310 Literacy Across the Curriculum in the Intermediate Grades (3 cr)

*PRCT 310L4 Practicum II: Elem. (3 cr)

*BIOT 303 Life Science for Elementary Teachers (3 cr)

*MATH 381 The Teaching of Mathematics (3 cr) (Pre-requisites: MATH 108 and MATH 110E)

Phase III (completion of Phase II required)

*EDUC 499L4 Student Teaching (6 cr)

K-12 Special Education Core: 26 credit hours

PSY 101 General Psychology (3 cr)

SPGN 251 Introduction to Inclusion and Disabilities in a Diverse Society (3 cr)

SPGN 271 Speech and Language Development in Children with Exceptional Learning Needs (2 cr)

- SPGN 323W Writing for Professionals in Special Education (3 cr)
 *SPGN 390 Measurement and Diagnosis in Special Education (3 cr)
 SPGN 395 Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 cr)
 *SPGN 461 Classroom Management and Intervention Strategies for Students with Disabilities (3 cr)
 *SPGN 471 Curriculum and Transitions for Secondary Special Education Students (3 credit hours)
 *SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

Teachers of Students with Autism Spectrum Disorders Endorsement: 33 credit hours

- SPAI 220 Introduction to Autism Spectrum Disorders (3 cr)
 SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 cr)
 SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3cr)
 SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 cr)
 SPAI 396 Social Psychology of Family and Community (3 cr)
 *SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 cr)
 *SPAI 440 Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders (3 cr)
 *SPGN 491 Practicum/Student Teaching in ASD (12 cr)

Pre-Student Teaching Experience Requirements

One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education K-5 classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching

Two (2) semesters of student teaching will be completed, one in a general education elementary classroom and one in a special education setting.

Appendix B-2

Special Education Major K-12 Autism Spectrum Disorders Endorsement and Secondary Teaching Certificate (with Teachable Minor) Program of Study

Name: _____

Professional Secondary Education Sequence

*indicates admission to Initial Teacher Preparation Program required.

Pre-Admission Phase (sophomore status required)

EDPS 325 Human Growth & Development Lifespan (4 cr)

Phase I (completion of pre-admit phase required)

*SOFD 328W Schools in a Multicultural Society (3 cr)

*CURR 305 Curriculum and Methods: Secondary (3 cr)

Phase II (completion of Phase I required)

*RDNG 311 Teaching Reading in Secondary Schools (3 cr)

Methods Course in Minor

Phase III (completion of Phase II required)

*EDUC 499 Student Teaching (6 cr)

K-12 Special Education Core: 26 credit hours

PSY 101 General Psychology (3 cr)

SPGN 251 Introduction to Inclusion and Disabilities in a Diverse Society (3 cr)

SPGN 271 Speech and Language Development in Children with Exceptional Learning Needs (2 cr)

SPGN 323W Writing for Professionals in Special Education (3 cr)

*SPGN 390 Measurement and Diagnosis in Special Education (3 cr)

SPGN 395 Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 cr)

*SPGN 461 Classroom Management and Intervention Strategies for Students with Disabilities (3 cr)

*SPGN 471 Curriculum and Transitions for Secondary Special Education Students (3 credit hours)

*SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

Teachers of Students with Autism Spectrum Disorders Endorsement: 33 credit hours

SPAI 220 Introduction to Autism Spectrum Disorders (3 cr)

SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 cr)

SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3cr)

SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 cr)

SPAI 396 Social Psychology of Family and Community (3 cr)

SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 cr)

*SPAI 440 Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders (3 cr)

*SPGN 491 Practicum/Student Teaching in ASD (12 cr)

Teachable Minor

Minor options include:

Biology	French Language	Physical Education
Chemistry	German Language	Physics
Comm./Theater Arts	Health	Spanish Language
Computer Science Educ.	Language/Literature/Writing	
Earth Science	Mathematics	

See minor advisor for the list of required courses (approximately 24 credit hours).

Pre-Student Teaching Experience Requirements

One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education secondary classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching

Two (2) semesters of student teaching will be completed, one in a general education secondary classroom (in minor) and one in a special education setting.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

March 11, 2015

Dr. Shawn Quilter, Interim Dean
College of Education
Eastern Michigan University
310 Porter Building
Ypsilanti, Michigan 48197

Dear Dr. Quilter:

The Michigan Department of Education is pleased to inform you Eastern Michigan University's application to prepare teachers of Autism Spectrum Disorder (SV) has been granted initial approval. This program may be offered as a K-12 major for elementary or secondary teaching certificates.

Eastern Michigan University is required to collect data related to the claims using key assessments for four years to determine the program efficacy. Any program changes or modifications based on annual data analysis initiated during initial approval must be reported to the Office of Professional Preparation Services. After four years, Eastern Michigan University must submit a letter requesting full approval, a report on fulfillment of the program claims, and any program changes or modifications made in response to analysis of key assessment data. This will be due **June 30, 2019** and must be submitted through educatorprograms@michigan.gov.

Should you have questions regarding this approval or other aspects of this program, please contact Dr. Catherine Wigent, Higher Education Consultant at WigentC@michigan.gov.

Sincerely,

Leah C. Breen
Director
Office of Professional Preparation Services

Enclosure

cc: Mary Elizabeth Kubitskey
Amy Eastman
Derrick Fries
Sally Burton-Hoyle

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Initial Approval of Specialty Program

Recommendation to Prepare Teachers of Autism Spectrum Disorder (SV)

March 4, 2015

Institution: Eastern Michigan University					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement (# Credits)
Elementary					
Secondary					
K-12	57				
Source of Standards/Guidelines: Michigan Administrative Rules for Special Education				Pub. Date: 2013	
Program Assessment Summary					
x	Meets all standards and requirements	Not all standards and requirements are met		Insufficient documentation for program review	
x	Approval	Not Approvable as Presented			
Program Start Date: Fall, 2015					
Full Approval Request Due Date: June 30, 2019					
Comments:					
<p>Eastern Michigan University (EMU) created an undergraduate program for candidates to be trained in Autism Spectrum Disorder (ASD). EMU has articulated six claims for their teacher candidates in the areas of ASD specific characteristics, assessments, instruction, communication, behavior, and collaboration. EMU must collect data on their candidates' ability to meet their claims using their key assessments. EMU must apply for full approval by June 30, 2019, by submitting a letter and report related to their claims and key assessments, and articulating any changes to their initially approved program based on their annual review of candidate efficacy data.</p>					

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

Academic Program Phase-Out

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file this notification of an Academic Program Phase-Out: *Distribution Operation and Technical Sales Major*

SUMMARY

The School of Technology and Professional Services Management requested to phase-out this program given insufficient student interest and the program's entire faculty is no longer with the University.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AND STUDENT AFFAIRS
OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES
INTER OFFICE MEMORANDUM

TO: Chris Shell, Registrar
Deb deLaski-Smith, Director, School of Technology and Professional Services Management

FROM: Rhonda Longworth, Associate Vice-President for Academic Programming and Services

SUBJECT: **Distribution Operation and Technical Sales Major (Program Phase Out)**

DATE: December 17, 2015

The attached request from the School of Technology and Professional Services Management and the College of Technology to phase out **Distribution Operation and Technical Sales Major**, is approved, effective Fall 2016.

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

Attachment: Phase-Out Proposal

cc:
Kim Schatzel, Interim President and Provost and Executive Vice President of Academic and Student Affairs
Mohamad Qatu, Dean, College of Technology
Sandy Norton, President, Faculty Senate
Calvin McFarland, Director, Academic and Career Planning
Pat Cygnar, Director, Community College Relations
Julie Knutson-Garcia, Director, Extended Programs
John Feldkamp, Assistant Director, Honors College
Ramona Milligan, Coordinator, Registration
Carol Evans, Transfer Equivalency Coordinator, Records & Registration
Ann Richards, Assistant Director, Admissions Processing
Bin Ning, Assistant Vice President and Executive Director, IRIM
Mary Butkovich, Halle Library
Keith Jason, Coordinator of Student Services, College of Technology
Original, Catalog Office

Distribution Operations & Technical Sales Major

Program Phase-Out, effective Fall 2016

The Distribution Operations & Technical Sales program emphasizes professional communication and is designed to provide graduates with the theoretical as well as practical applications today's industry is seeking. It develops graduates for career opportunities in industrial and technical sales, sales management, materials planning, quality assurance, purchasing, inventory control, and branch/operations management. Students complete a set of required courses and either three concentrations, at least one of which must be technical, or a technical concentration and an academic minor in a related field, which is chosen with advisor approval. The program is National Association of Industrial Technology accredited. Advising or additional information is available within the school.

Click [here](#) to watch a short video about this program.

Articulation Agreement

An articulation agreement exists between this program and at least one community college. To see a current list of program articulation agreements, please click [here](#).

School Information:

School of Technology and Professional Services Management - College of Technology

Deb deLaski-Smith, Ph.D.
Interim Director

122 Sill Hall
(734) 487-1161
ddelaski@emich.edu

Advisor Information:

Contact department for advisor information.

General Education Requirements:

For specific requirements refer to the [General Education Program](#).

Major Requirements: 66-75 hours

Required Courses: 43 hours

- [COT 300W - Research and Writing: The Technology Career Perspective \(GEWI\)](#) 3 hrs
- [DOTS 140 - Introduction to Wholesale Distribution](#) 3 hrs
- [DOTS 240 - Profit Strategies in Distribution](#) 3 hrs
- [DOTS 340 - Relationships in Wholesaling](#) 3 hrs
- [DOTS 345 - Marketing in Wholesale Distribution](#) 3 hrs
- [DOTS 346 - Industrial Climate](#) 3 hrs
- [DOTS 387L4 - Co-operative Education \(GELB\)](#) 3 hrs
- [DOTS 391 - Wholesale Account Development](#) 3 hrs
- [DOTS 440 - Inventory Strategies in Distribution](#) 3 hrs
- [DOTS 444 - Quality Planning in Distribution](#) 3 hrs
- [DOTS 448 - Best Practices in Wholesale Distribution](#) 3 hrs
- [IS 215 - Information Systems for Business](#) 3 hrs
- [IS 350 - Enterprise Resource Planning and Architecture](#) 3 hrs
- [PDD 123 - Manufacturing Processes](#) 4 hrs

Concentrations: 27-36 hours

Students may select concentrations from the following:

General Concentrations:

- Communication (9 hrs)
- International Business (9 hrs)
- Management (12 hrs)
- Purchasing/Materials Management (12 hrs)
- Sales (12 hrs)
- Supply Chain Management (12 hrs)
- Other concentrations with advisor approval.

Technical Concentrations:

- Apparel, Textiles and Merchandising (9 hrs)
- Electronics (9 hrs)
- Information Systems (9 hrs)
- Manufacturing (9 hrs)
- Pharmaceutical and Sales - Combined Concentration (24 hrs)
- Other concentrations with advisor approval.

Minor Requirement:

This program does not require a minor.

Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Critical Graduation Information:

The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. **Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.** A Bachelor of Arts degree requires completion of one year of college credit in a world language.
- Meet the requirements of the General Education program (see information below).
- Complete a [Writing Intensive \(WI\)](#) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; **courses taken at community colleges cannot be used to meet this requirement.** (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.
- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
 - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
 - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
 - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a minor
- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at

institutions outside the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.

- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor, will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

General Education Requirements:

EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available on the General Education section of the catalog: [General Education](#)

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR PROGRAM PHASE OUT

DEPARTMENT/SCHOOL: TECHNOLOGY & PROFESSIONAL SERVICE MANAGEMENT COLLEGE: COT
CONTACT PERSON: DEB DE LASKI-SMITH PHONE: 7-1161
CONTACT EMAIL: DDELASKI@EMICH.EDU

A. Program Information

1. Program Title and Subject Code: Distribution Operation and Technical Sales

Note: If both a major and minor are to be phased out, please indicate both on the line above.

2. Phase Out Effective Date: Term Winter Year 2016

B. Rationale for Phase Out (Check all that apply):

1. Insufficient Student Interest X

2. Insufficient Faculty X

3. Replacement by New Program _____

4. Other (Explain): Of the seven students left in the program, three will be finished with coursework by December 2015, one needs a co-op, two can finish up their needed courses by the end of April 2016 with one doing a co-op summer. The last student is new to the program and in conversation with an advisor is changing his major to Tech Management – doesn't want to go through all the courses as the only student in "class." All faculty for the program are no longer with EMU. One, who has retired, continues to work with these students as a PTL. We, therefore, do not want to admit new students or continue to advertise the program by way of the catalog.

5. (If Necessary) Attach Phase Out Plan _____

C. Action of the Department/School and College

1. Department/School

Vote of faculty: For 13 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

Department Head/School Director Signature

10/9/15
Date

2. College

College Dean Signature

12-14-15
Date

D. Approval

Associate Vice-President for Academic Programming Signature

12/18/15
Date

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 21

DATE:

June 21, 2016

RECOMMENDATION

HONORARY DEGREE RECIPIENT

ACTION REQUESTED

It is recommended that the Board of Regents award Laura M. Stanton, head of the Stanton Foundation, an honorary Doctor of Public Service degree.

SUMMARY

Two-time EMU alumna Laura M. Stanton has devoted her life to helping children and youth. She and her husband David created the Stanton Foundation to channel their philanthropic efforts dedicated to causes related to education and adoption. A biography for Ms. Stanton follows on the next page.

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Laura M. Stanton Biography

Through adversity Laura Stanton persevered and has spent her lifetime helping children and youth.

As a two-time alumna of EMU, Laura earned her BS and MA in the College of Education. Laura describes this time in her life as, “coming up the hard way.”

During her undergraduate degree at EMU, Laura ended an abusive marriage in a time when there was no local women’s shelter. Her family did not provide her support, so she relied on her faculty to get her through some of the toughest days of her life. Even though she was enrolled in 22 credit hours at one point, she fondly recalls EMU faculty letting her join in on dance classes as a form of therapeutic recreation.

After Ms. Stanton put herself through her undergraduate degree, she continued her education at EMU completing a Master’s degree. It took Laura nearly 8 years and countless trips back and forth from Jackson to Ypsilanti to finish her degree, but she was determined.

Ms. Stanton spent 20 years as a Jackson Public Schools teacher and was a reading and instructional specialist. Laura also authored a bilingual children’s book “Animals/ Animales” and is working on her second book. She retired from education in 1997 and soon after took her next step toward supporting children in challenging situations.

In 1999 Ms. Stanton and her husband David established the Stanton Foundation, which is dedicated to education and adoption. Currently, Ms. Stanton sponsors the Hillsdale County Teacher of the Year Award and scholarships at Jackson College for non-adopted foster youth. Through countless additional scholarships and educational awards, Laura is leaving her mark in perpetuity.

During her years working on education and homelessness, Ms. Stanton became friends with Dave Thomas, founder of Wendy’s. Dave lovingly referred to Ms. Stanton as “Dr. Laura” as she became an integral part of the annual Wendy’s Charity Classic golf tournament. Ms. Stanton helped coordinate the effort and has raised more than \$2.5 million for the Dave Thomas Foundation for Adoption and Wendy’s Wonderful Kids program.

In addition, the Stanton Foundation is an annual contributor of the LPGA Pro-Am, and has helped more than 200 foster care children find their “forever home.”

Jackson College recently honored Ms. Stanton with the 2016 Dr. Ethelene Jones Crockett Award. According to Jackson College, “This award is given to a person who has displayed positive and personal involvement in the betterment of humankind and has ongoing contact with JC.”

Though Ms. Stanton suffers from a terminal lung condition, she continues to help others through her Foundation. Ms. Stanton truly models her life as a life of service. She says, “warriors never wait, they act. I fight on and make my mark.”

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION
FINANCE AND INVESTMENT COMMITTEE

SECTION: 22

DATE:
June 21, 2016

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the minutes from the April 22, 2016 Finance and Investment Committee meeting and the Working Agenda for the June 21, 2016 meeting.

STAFF SUMMARY

April 22, 2016 Meeting Agenda

Agenda items include the following recommendations

- WEMU Annual Report
- Advancement Update
- Public Safety Update
- Emeritus Staff Awards

June 21, 2016 Meeting Agenda

Agenda items include the following recommendations

- FY16-17 Tuition and Fees Recommendation
- Capital Expenditures (Co-Generation, ECM Projects, Loop 1)
- Debt Refinancing
- Dining Services
- FY16-17 General Fund Operating Budget Recommendation
- FY16-17 Auxiliary Fund Operating Budget Recommendation
- Operating Agreement Between EMU and EMU Foundation
- Emeritus Staff Awards

FISCAL IMPLICATIONS

None

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
Finance and Investment Committee
Meeting Minutes
April 22, 2016

The meeting was called to order by Regent Beth Fitzsimmons at 11:02 a.m.

A motion was made, seconded and approved to accept the minutes from the February 5, 2016 Finance and Investment Committee meeting.

The agenda includes (2) items.

Section 22: Recommendation: WEMU-FM Statements as of June 30, 2015 and Auditor's Report

It is recommended that the Board of Regents receive and place on file the WEMU-FM Financial Statements as of June 30, 2015 and related auditor's report.

Section 3: Recommendation: Emeritus Staff Status

It is recommended that the Board of Regents grant Emeritus Staff Status to Two (2) staff member: Mathias Buckson, Police Sergeant, Public Safety, who retired on April 7, 2016 and Marjorie Dargo, Secretary in Research and Administration, who retired on January 29, 2016.

The meeting was adjourned at 12:00 p.m.

Respectfully submitted,
Jada Wester
Executive Assistant to the
Chief Financial Officer

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

SECTION: 23

DATE: June 21, 2016

RECOMMENDATION ACADEMIC YEAR 2016-2017 TUITION AND FEES

ACTION REQUESTED

It is recommended that the Board of Regents approve a composite 4.1% increase in tuition and required fees for the 2016-2017 academic year based upon the State's guidelines on tuition restraint. The calculated average cost for FY17 is \$12,120 compared to \$11,638 for FY16. It is also recommended that all non-resident students entering in the Fall 2016 be charged at the in-state (Michigan) tuition rate. Current non-resident students will continue to pay the current tuition rates, but will not see an increase to their Academic Year 2016-17 tuition rate.

It is also recommended that the Board of Regents approve an increase of between 5.5% and 5.7% in tuition for graduate and doctoral classes depending on residency and no increase in Mandatory fees, resulting in an increase of between 5.1% and 5.3%.

Average Annual Undergraduate Tuition and Fee Rate as Calculated by the State of Michigan (30 SCH)

	<u>2016-17</u>	<u>2015-16</u>	<u>\$ Increase</u>	<u>% Increase</u>
Resident Undergraduate	\$12,120	\$11,638	\$482	4.1%
Domestic Out-of-State Undergrad. (entering Fall 2016)	\$12,120	N/A	N/A	N/A
Non-Resident Undergraduate (current and entering Fall 2016)	\$27,711	\$27,711	\$0	0%

STAFF SUMMARY

The composite 4.1% increase for Resident Undergraduate students is less than the State's Tuition Restraint Limit of 4.2%. Eastern's annual tuition increases over the past eight years have averaged less than 3.8%.

The differential tuition pricing schedule established in FY16 will also remain flat.

FISCAL IMPLICATIONS

The recommended tuition and fee increases are incorporated in the recommended 2016-17 General Fund Revenue Budget of \$312.3 million.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
Tuition, Mandatory, Program, and Elective Fees

Tuition (per SCH)	Recommended 2016-17	Current 2015-16
<u>Undergraduate</u>		
Resident	\$323.00	\$296.25
Non-Resident (entering Fall 2016)	\$323.00	N/A
Non-Resident	\$872.75	\$872.75
<u>Graduate</u>		
Resident	\$630.00	\$597.00
Non-Resident	\$1,160.00	\$1,100.00
<u>Doctoral</u>		
Resident	\$735.00	\$695.15
Non-Resident	\$1,320.00	\$1,250.50
<u>Mandatory fees (per SCH)</u>		
General	\$29.45	\$29.45
Technology	\$13.85	\$13.85
Student Center	\$4.00	\$4.00
Total per Credit Hour	\$47.30	\$47.30
Registration Fee (per semester)	\$50.00	\$55.00
<u>Program fees - UGR only (per SCH)</u>		
CAS - Sciences	\$46.50	\$67.25
CAS - Arts, Humanities, & Social Sciences	\$40.75	\$59.00
College of Business	\$46.50	\$67.25
College of Education	\$40.75	\$59.00
College of Technology	\$46.50	\$67.25
CHHS - Health Sciences, HPHP, Social Work	\$46.50	\$67.25
CHHS - Nursing	\$59.00	\$85.15
All Other courses - UGR	\$32.00	\$46.25
General Education*	\$16.75	\$16.75
<u>Elective fees</u>		
Application fee - Undergraduate	\$35.00	\$35.00
Application fee - Graduate	\$45.00	\$45.00
Credit by exam	1 SCH	1 SCH
Graduation	\$110.00	\$100.00
Installment	\$50.00	\$46.00
Payment plan	\$35.00	\$35.00
Late registration	\$160.00	\$150.00
Late payment	\$55.00	\$52.00
Late add fee	\$160.00	\$150.00
Program adjustment - drop	\$18.00	\$16.00
Transcript fee	\$0.00	\$0.00
New student fee - transfer	\$175.00	\$175.00
New student fee - freshmen	\$350.00	\$350.00
New student fee - graduate	\$125.00	\$125.00
Student Teaching	\$175.00	\$170.00
On-line course fee	\$62.00	\$57.00

*General Education fee applies to 100 level courses in Mathematics, Communications, English, and Science

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 24
DATE: June 21, 2016

RECOMMENDATION

CAPITAL PROJECT EXPENDITURE

ACTION REQUESTED

It is recommended that the Board of Regents approve the following supplemental FY 2017 capital project expenditures:

- Demolition of current and installation of a new Co-Generation unit, to include a 7.8MW turbine within the existing structure of the Heating Plant. The estimated cost of the project is \$19,600,000.
- Replacement of the Loop 1 electrical distribution grid. The estimated cost of the project is \$7,500,000.
- Phase 2 of the Energy Conservation Measures (ECM) project. The estimated cost of Phase 2 is \$3,400,000.

Total supplemental capital projects - \$30,500,000.

STAFF SUMMARY

The capital projects noted above either provide the University the opportunity to obtain utility savings and/or address a key infrastructure risk at the University. The Co-Generation Unit and ECM projects both provide utility savings to the University – approximately \$2.6 million annually, while the Co-Generation unit and Loop 1 address significant operational & financial risks to the University’s infrastructure by replacing aged and at risk equipment.

- The Co-Gen Project provides for the equipment, facility construction and remediation, and fees associated with the replacement of the University’s existing Co-Generation unit which ceased operation in April 2016. Co-Generation is a combined heat and power system that simultaneously produces electricity and steam heat for the Campus, using natural gas. Upon completion, the new Co-Generation system is expected to generate 98% of Campus heat and 93% of electricity needs. The project is estimated to have a total construction time of 18 months. Upon completion, the University is expected to realize annual net savings in utility expense in excess of \$2,400,000. Funding will be provided, all or in part, by bond proceeds or other short term financing sources.
- The continuation of the ECM project allows Eastern Michigan University to continue to upgrade its outdated energy related technologies to modern technologies, providing the University financial savings on the installation of more energy efficient systems. Phase 2 of the ECM project provides upgrades for the plumbing, building controls, select lighting and

other systems over 33 buildings across campus. Phase 2 of the Energy Conversation Measures project is expected to be completed by the end of the 2017 Fiscal Year. Once completed, the University is expected to receive annual energy savings of over \$195,000. Funding will be provided, all or in part, by bond proceeds or other short term financing sources. This project was previously included in the three year capital plan within FY 18 and as such will be pulled ahead in FY 17.

- The Loop 1 project replaces the current 4,800v primary electrical service with a 13,200v primary electrical service to 15 campus buildings. Significant operational risk to the University exists due to the current equipment being over 30 years old and ultimately unreliable going forward. The completion of the Loop 1 replacement will conclude the University's on-going efforts with replacing this type of equipment as Loops 2, 3 and 4 have been previously replaced. Funding for this project will come from University resources. This project was previously included in the three year capital plan within FY 19 and as such will be pulled ahead in FY 17.

FISCAL IMPLICATIONS

Approval of the capital projects will establish the authorization for spending in excess of the Capital Budget approved on February 5, 2016 for 2016-2017 capital spending. As the ECM and Loop 1 projects were previously included in the three year capital plan within FY 18 & FY 19, the University anticipates a direct reduction of these amounts from the corresponding fiscal years capital plans.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

**Eastern Michigan University Capital Expenditure Budget Fiscal Year
2016-2017**

Attachment A

<i>(In thousands)</i>	Approved <u>2016-2017 Budget</u>
<u>Academic Facility Enhancements</u>	
Sill Programming (COT)	\$ 250
COB Chiller and Tower	\$ 600
Strong Hall	\$ 9,900
Warner Programming	\$ 250
Total Academic Facilities	\$ 11,000
 <u>Housing, Dining, Student Programming</u>	
Wise Renovation	\$ 6,400
Total Housing, Dining, Student Programming	\$ 6,400
 <u>Technology</u>	
Classroom Technology	\$ 870
Networks & Servers	\$ 998
Campus Wireless (Phase 4)	\$ 280
VOIP	\$ 40
Total Technology	\$ 2,188
 <u>Safety and Security</u>	
Safety Enhancements (AED, Cameras, ADA)	\$ 1,535
Total Safety and Security	\$ 1,535
 <u>Other Campus Capital Investment</u>	
Energy Conservation Measures	\$ 6,350
Parking Allowance	\$ 1,200
Rynearson Stadium - Painting & Aesthetics	\$ 100
FYC Refresh	\$ 150
Rynearson Stadium - Concrete Repair Allowance	\$ 250
Contingency	\$ 1,000
	\$ 9,050

Total 2016-2017 Capital Plan (Approved Feb 2016)

\$

30,173

**Eastern Michigan University Capital
Expenditure Budget - Amended Fiscal
Year 2016-2017**

(In thousands)

Total 2016-2017 Capital Plan - <u>Originally Approved</u>	\$	30,173
<u>Separately Approved Capital Projects</u>		
Co-Generation Replacement	\$	19,600
Loop 1 Replacement	\$	7,500
Energy Conservation Measures - Phase II	\$	<u>3,400</u>
Total 2016-2017 Capital Plan - <u>Amended</u>	\$	60,673

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 25
DATE: June 21, 2016

RECOMMENDATION

RESOLUTION OF THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY AUTHORIZING A LINE OF CREDIT FOR CERTAIN CAPITAL EXPENDITURES AND DECLARING OFFICIAL INTENT TO ISSUE TAX-EXEMPT BONDS TO FINANCE AND REFINANCE SUCH EXPENDITURES

ACTION REQUESTED

It is recommended that the Board of Regents approve the attached resolution authorizing a line of credit and declaring official intent to issue tax-exempt bonds to finance and refinance these expenditures and providing for other related matters.

STAFF SUMMARY

This resolution authorizes a new lending facility, not to exceed \$20 million in new capital. The resolution also provides for the future issuance of tax-exempt bonds for all or a portion this borrowing, reimbursing the University for the expenditures described, and satisfying the requirement of United States Treasury Regulations for tax-exempt issuance.

FISCAL IMPLICATIONS

The new lending facility is expected to have a maximum annual cost of \$300,000, and is included in the FY17 Budget.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

**RESOLUTION OF THE BOARD OF REGENTS OF
EASTERN MICHIGAN UNIVERSITY AUTHORIZING A
LINE OF CREDIT FOR CERTAIN CAPITAL
EXPENDITURES AND DECLARING ITS OFFICIAL
INTENT TO ISSUE TAX-EXEMPT BONDS TO FINANCE
AND REFINANCE SUCH EXPENDITURES**

WHEREAS, the central heating and cooling system of the University presently requires substantial repair and replacement (the “System Improvements”), the cost of which may be most-economically and efficiently financed with a short-term line of credit that can be refinanced with longer-term tax-exempt bonds;

WHEREAS, proposals are expected to be received by the University from one or more financial institutions to provide a line of credit (the “Line of Credit”) to the University, draws on which can be used to pay the initial costs of the System Improvements, in an amount not anticipated to exceed \$20 million;

WHEREAS, in order to expedite the System Improvements at the lowest cost available, this Board approves the proposed Line of Credit as a means of financing the initial costs of the System Improvements, in a principal amount not to exceed \$20 million;

WHEREAS, United States Treasury Regulations provide that capital expenditures for the System Improvements which are financed through the Line of Credit or paid with non-borrowed funds may be refinanced with longer-term tax-exempt bonds if the Board officially declares in advance of such expenditures its intent to issue tax-exempt bonds for such purpose;

NOW, THEREFORE, BE IT RESOLVED by the Board of Regents of Eastern Michigan University as follows:

1. The Line of Credit, in a maximum principal amount of \$20 million, is hereby approved, from such financial institution and upon such terms as may be approved by the President or the Chief Financial Officer of the University (each an “Authorized Officer”), including the rate of interest, maturity and amortization of principal.

2. The Line of Credit shall be a limited and not general obligation of the Board payable from and secured, on a parity basis with all outstanding obligations of the Board, by a lien on the University’s General Revenues (substantially as defined in the Trust Indentures relating to the Board’s outstanding bonds) or such components thereof and other funds as shall be determined by an Authorized Officer. Except as otherwise determined by an Authorized Officer, the lien shall be on a parity basis with the liens on General Revenues securing previously issued and outstanding bonds of the Board.

3. The Board reasonably expects to issue tax-exempt bonds for all or a portion of the costs of the System Improvements and to reimburse itself for the expenditures described herein, including repayment of draws on the Line of Credit, intending by this declaration to satisfy the requirements of United States Treasury Regulation §1.150-1.

4. The maximum principal amount of tax-exempt bonds expected to be issued for the System Improvements is \$30 million.

5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this Resolution are hereby rescinded.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 26
DATE: June 21, 2016

RECOMMENDATION

UNIVERSITY DINING SERVICES AGREEMENT

ACTION REQUESTED

It is recommended that the Board of Regents authorize the President to execute an agreement for the University to contract with Compass Group North America – Chartwells Higher Education (Chartwells) to provide residential, retail, and catering food services. The agreement is for a ten (10) year term, commencing July 1, 2016.

STAFF SUMMARY

The University initiated an RFP in April 2016 for all food service operations on campus. Proposals were evaluated based upon 1) responsiveness to RFP requirements; 2) overall program vision and quality; and 3) financial plan. Within the RFP requirements, special consideration was given to ensuring employment opportunities for current employees, incorporation of student preferences, commitment to sustainability and collaboration with the local community.

The recommended agreement provides that all current EMU dining employees will remain EMU employees, with salaries and benefits in accordance with current applicable collective bargaining agreements.

The partnership will result in a true transformation of campus-wide dining and dining services that will be appealing to current and prospective students, and to our employees. Over the 10-year period, Chartwells will fund over \$18.0 million in capital improvements and programmatic capital updates. These investments will greatly enhance the choices that students, faculty and staff have in dining options on campus. Chartwells will also continue to support student employment, Graduate Assistantships, as well as meeting the needs of EMU academic programs

FISCAL IMPLICATIONS

The University expects to realize \$40 million in Net Present Value over the life of the agreement. A summary of the key impacts is provided in Attachment A. The fiscal implications of the agreement are incorporated in the Recommended FY17 Auxiliary Fund Budget.

ADMINISTRATIVE RECOMMENDATION

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

Dining Services Proposal
 ('000s)

Key Economic Features	10 Year Contract Total		
Signing Bonus	\$	5,000	
Capital Investment	\$	18,062	Initial Capital Funds, plus programmatic refresh funds beginning year 4.
Retail	\$	21,845	% Commission on "Retail" sales (guaranteed)
Scholarships	\$	2,515	Accounts for current GA scholarships
Internships	\$	712	Accounts for GA Salaries
Net Present Value	\$	40,000	Compared to current Operations
Student Employment (hrs)		230,000	Current levels

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

SECTION: 27
DATE: June 21, 2016

RECOMMENDATION FISCAL YEAR 2016-2017 GENERAL FUND OPERATING BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents approve the University's General Fund operating expenditure budget of \$312.3 million for the 2016-17 fiscal year.

STAFF SUMMARY

The recommended 2016-17 General Fund operating budget is summarized on the attachment and includes \$312.3 million of revenues and corresponding expenses. The Board approved a \$311.7 million 2015-16 General Fund expenditure budget that included Intercollegiate Athletics. For 2016-17, Intercollegiate Athletics will now be in the Auxiliary budget.

Recommended revenues include \$221.3 million in tuition and fees, a \$74.5 million state appropriation, and \$16.5 million of other revenues and fees. The revenue budget reflects the tuition and fee recommendation contained in Section 23, a 2.5% increase in State Appropriations, no investment income, and a student credit hour projection of 495,000.

The recommended expenditure budget includes \$53.2 million in University-sponsored financial aid, an increase of \$4.7 million (9.7%) compared with the 2015-16 budget. Over the past nine years, Eastern's University-sponsored financial aid has increased by nearly \$32 million from \$21.4 million in 2007-2008 to \$53.2 million in 2016-2017. The recommended budget reflects a slight decrease (\$0.7 million) in budgeted personnel costs compared to FY16.

FISCAL IMPLICATIONS

Approval of the 2016-17 budget recommendation outlined above and on the attachment establishes the spending authorization for General Fund operations.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
General Fund Operating Budget
Fiscal Years 2015-16 and 2016-17

<i>(In millions)</i>	FY 2015-16 Adjusted GF Incl. Athletics <u>Budget</u>	FY 2016-17 Adjusted GF (w/o Athletics) <u>Budget</u>
Revenues		
Tuition	\$ 180.9	\$ 186.9
Mandatory Fees	\$ 27.2	\$ 26.0
Program Fees	\$ 12.9	\$ 8.4
Tuition and Fees	\$ 221.0	\$ 221.3
State Appropriation	\$ 72.7	\$ 74.5
EPEO	\$ 6.9	\$ 8.9
Academic Related	\$ 0.3	\$ 0.7
Investment Income	\$ 1.5	\$ -
Other Revenue	\$ 6.7	\$ 6.9
Athletics - General	\$ 2.7	\$ -
Total Revenue	\$ 311.8	\$ 312.3
Expenditures		
Salaries	\$ 144.0	\$ 136.0
Benefits	\$ 54.0	\$ 53.3
Total Personnel Costs	\$ 198.0	\$ 189.3
Financial Aid	\$ 48.5	\$ 53.2
Services, Supplies and Materials	\$ 38.9	\$ 30.6
Utilities	\$ 4.9	\$ 6.1
Debt Service, Asset Preservation	\$ 16.3	\$ 13.3
Distributions to Foundation	\$ 1.6	\$ 1.5
Net transfers/Other/Contingency	\$ 3.6	\$ 18.3
Total Expenditures	\$ 311.8	\$ 312.3

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 28
DATE: June 21, 2016

RECOMMENDATION
FISCAL YEAR 2016-2017 AUXILIARY FUND OPERATING BUDGET

ACTION REQUESTED

It is recommended that the Board of Regents approve the University’s Auxiliary Fund net operating expenditure budget totaling \$58.5 million for the 2016-2017 fiscal year.

STAFF SUMMARY

The recommended Auxiliary Activities 2016-17 revenues, expenditures and transfers are summarized on the attachment. The revenue budget for Auxiliary Activities of \$58.5 million reflects the Room, Board, and Apartment rates approved by the board on December 15, 2015. This budget reflects the decision to move the Department of Intercollegiate Athletics from the General Fund to the Auxiliary Fund. The budget also incorporates an increase of \$50 per semester for Student parking (Resident and Commuter).

The Auxiliary Activities operation expenditure budget contains provisions for all necessary operating costs including direct operating costs and auxiliary-specific debt service. The Auxiliary Fund Operating Budget reflects the financial impacts for FY17 of the Dining Services Agreement.

FISCAL IMPLICATIONS

Approval of the 2016-17 budget recommendation outlined above and on the attachment establishes the spending authorization for the Auxiliary Activities.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

Eastern Michigan University
Auxiliary Activities Operating Budget
 Fiscal Years 2015-16 and 2016-17

		<u>FY2015-16</u>		<u>FY2016-17</u>
		Approved w/o Athletic Budget		Recommended Budget with Athletics
<i>(in millions)</i>				
Revenues				
(by Auxiliary)				
Dining	\$	17.9	\$	20.9
Residence Halls/Apartments	\$	18.8	\$	19.6
Parking	\$	4.5	\$	4.6
Athletics	\$	-	\$	5.4
All Other Auxiliary Activities	\$	7.7	\$	8.0
Total Revenue	\$	48.9	\$	58.5
Expenses				
Operations	\$	41.7	\$	59.6
Debt Service	\$	2.5	\$	5.3
Transfers/Overhead	\$	4.7	\$	(6.4)
Total Expenditures	\$	48.9	\$	58.5

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: 29
DATE: June 21, 2016

RECOMMENDATION

**EXTENSION OF AGREEMENT BETWEEN EASTERN MICHIGAN
UNIVERSITY (EMU) AND THE EMU FOUNDATION**

ACTION REQUESTED

It is recommended that the Board of Regents approve a five-year extension of the Agreement between Eastern Michigan University (EMU) and The Eastern Michigan University Foundation (Foundation).

STAFF SUMMARY

The Agreement recognizes the Foundation as the exclusive entity authorized to accept gifts on behalf of EMU and provides for EMU financial support of the Foundation to support fundraising activities on behalf of EMU. The July 1, 2011 Agreement expires on June 30, 2016. The proposed Agreement would extend the term of the Agreement by five years, from July 1, 2016 to June 30, 2021. The Agreement maintains the provision that provides EMU with the right to terminate the Agreement with or without cause on 180 days prior written notice. The EMU Foundation has approved the extension of the Agreement.

FISCAL IMPLICATIONS

The University's proposed investment in the Foundation for Fiscal Year 2017 is \$1,533,000.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer

Date

SUMMARY OF SIGNIFICANT CHANGES IN THE AGREEMENT BETWEEN EMU AND EMUF

- **B.5.** Clarifies that the University will consult with the Executive Committee of the Foundation Board (as opposed to “the Foundation”) in the appointment and evaluation of the University’s Vice President for Advancement.
- **B.8.** Clarifies that the investment capital provided to the Foundation will be negotiated on an annual basis by the Vice President for Advancement with the University’s President. Previous agreement did not define parties responsible for negotiating.
- **B.9.** Clarifies that the University will establish a series of accountability measures for deans and non-academic leaders. The Vice President for Advancement will work with the President and Provost to establish individual goals and measures. Eliminated section indicating that the measurement of donor cultivation and solicitation activities would be incorporated into dean and department head performance reviews and that they would be responsible for recruiting additional faculty to develop grant proposals.
- **C.12.** Clarifies that in consultation with the Foundation Trustees, the Vice President for Advancement will meet annually with the University President to discuss a comprehensive plan for development including goals, fundraising performance, and endowment investment and draw policies. Previous agreement indicated “the Foundation” would meet with “Representatives of the Board of Regents”.
- We have removed any reference to the 5-Year Plan that had been requested by the Regents, the details of which were referenced in various sections of the previous agreement. We have also removed any reference to the recommendation for performance outlined in the reports prepared by Marts & Lundy, our previous fundraising consultant. Both of these documents were prepared at the request of the Regents specifically for the EMU/EMUF Agreement that expires 6/30/16.

AN AGREEMENT BETWEEN
EASTERN MICHIGAN UNIVERSITY AND
THE EASTERN MICHIGAN UNIVERSITY FOUNDATION

This Agreement is made this 30th day of June 2016, by and between the Board of Regents of Eastern Michigan University, a Michigan public university (the “University”), and the Board of Trustees of the Eastern Michigan University Foundation, a Michigan nonprofit corporation (the “Foundation”).

WHEREAS, the University and the Foundation, including its wholly owned subsidiary, Planned Real Estate Corporation, understand that a mutually supportive relationship can advance the best interests of the University and the Foundation;

NOW THEREFORE, in consideration of the terms, conditions, and covenants contained herein, the sufficiency of which consideration is hereby acknowledged, and the performance thereof, the parties agree as follows:

A. The relationship will be guided by these principles:

1. Philanthropy is a vital element of the University's strategic planning. No public university has achieved greatness without significant private support. The highest priority for the Foundation is the raising and stewardship of private donations.
2. The University and the Foundation each have a public trust and will carry out their responsibilities consistent with the highest ethical standards including the avoidance of conflicts of interest or the appearance of them.
3. The Foundation will play an important role in association with the University and its President in pursuing the University's vision. The best such relationships are based on trust developed by shared values and frequent communications.
4. Exemplary stewardship of gift funds is a core value of both the University and the Foundation. Donors must have confidence that their gifts are being used for the purposes they intended to enhance the University.

B. The University:

1. recognizes the Foundation as the exclusive entity authorized to accept gifts on behalf of the University.
2. commits to being an active participant in philanthropy and agrees to promote and foster a culture of philanthropy on its campus.
3. authorizes the Foundation to use the University's name, symbols, and trade marks in seeking support for the University. Such use must adhere to the University’s style and standards guide and be consistent with University image initiatives.
4. will provide the Foundation access to office space and various administrative support such as telecommunications, mail, information technology services and other support as mutually agreed upon.

5. will consult with the Executive Committee of the Foundation Board in the appointment and evaluation of the University's Vice President for Advancement who will also serve as the Foundation's Executive Director.
6. authorizes its President to enter into separate agreements with the Foundation as necessary to support the Foundation in its work on behalf of the University.
7. owns the donor and alumni records which are maintained on the system that is used by the Foundation and the University's Office of Alumni Relations for advancement initiatives.
8. will provide the investment capital required to support fundraising on an annual basis. The annual amount of capital committed will be negotiated by the Vice President for Advancement with the University's President on an annual basis. The investment capital will be paid to the Foundation during the first week of July for each year of this agreement. This commitment of capital is subject to the approval of the University's budget by the EMU Board of Regents.
9. will establish a series of accountability measures for deans and non-academic leaders including: establishing specific goals for fundraising and donor cultivation and solicitation activities. The Vice President for Advancement will work with the President and Provost to establish individual goals and measures.
10. shall provide regular employees of the Foundation who have at least a 50% appointment with a Tuition Waiver Program that is identical to the Tuition Waiver Program the University provides to its Administrative Professional (AP) staff.

C. The Foundation:

1. was organized and incorporated in 1990 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations and others for the benefit of the University.
2. will maintain its status under Michigan law as a nonprofit corporation and its eligibility to receive tax deductible gifts as a charitable organization under section 501(c)(3) of the Internal Revenue Code.
3. exists to raise and manage private resources supporting the mission and priorities of the University, provide opportunities for students, and contribute to institutional excellence.
4. will strive to achieve a fundraising return on investment capital, an endowment investment return (consistent with prudent risk), and administrative cost ratios among the best in the nation for comparable universities and foundations.
5. will strive to attract the ablest alumni and friends of the University as Foundation Trustees and engage them meaningfully in discussions with the University and its President about the role of philanthropy in the University's strategic plan.
6. will not modify Article IX – Dissolution of its Articles of Incorporation.
7. will maintain provision in its bylaws that the University's Vice President for Advancement will serve as the Foundation's Executive Director and Chief Executive Officer.

8. will engage an independent accounting firm annually to conduct an audit of the financial and operational records of the Foundation and its subsidiaries, and will provide the University with a copy of the audited financial statements, including any management letter, by no later than December 1.

9. will provide immediate access to the financial and operational records of the Foundation and its subsidiaries for any special audit or evaluation deemed necessary by the University.

10. will not accept any gift that may impose a liability on the University without the prior written approval of the University's President.

11. will take no action to amend its Articles of Incorporation or Bylaws, where the effect of such amendment would be to alter those provisions of the Articles of Incorporation and Bylaws that require the Foundation to be operated for the support of the University.

12. in consultation with the Foundation Trustees, the Vice President for Advancement will meet annually with the University President to discuss a comprehensive plan for development including goals, fundraising performance and endowment investment and draw policies.

13. will require that all employees and trustees execute conflict of interest forms.

14. will require that all employees and trustees execute a Code of Ethics statement.

D. Miscellaneous Provisions:

1. In performing their respective responsibilities under this Agreement, the parties shall at all times be deemed and regarded as independent contractors. The employees of one party to this Agreement shall not be deemed the employees of the other party. Such other party shall neither exercise nor have any control over the mode and manner in which such employees perform services.

2. The Foundation agrees to indemnify, save, and hold harmless the University, its Regents, officers, employees and agents, against any and all claims, damages, liability and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by the Foundation, or its employees, agents, subcontractors, or assignees, relating to the provisions of this Agreement.

3. The University agrees to indemnify, save, and hold harmless the Foundation, its Board members, officers, employees and agents, against any and all claims, damages, liability and court awards including costs, expenses, and attorney fees incurred as a result of any act or omission by the University, or its employees, agents, subcontractors, or assignees, relating to the provisions of the Agreement.

4. Each party agrees to maintain comprehensive general liability insurance, directors and officers insurance and such other insurance coverage as may be necessary or appropriate for liabilities which may arise in connection with their operations, in amounts acceptable to the other party, either through commercial insurance or a reasonable self-insurance mechanism. Evidence of the insurance required by this Section will be reasonably provided to the other party upon request. Each party agrees to name the other party as an additional insured party in its commercial or self-insurance.

5. The parties acknowledge and agree that this Agreement is entered into as a successor Agreement to the June 30, 2011 Agreement between Eastern Michigan University and the Eastern Michigan University Foundation.

6. This Agreement constitutes the entire agreement between the parties with respect to this subject matter, and supersedes any and all other written or oral agreements relating to this subject matter.

7. This Agreement may be modified or amended upon the prior written consent of both parties.
8. The parties hereto understand and agree that this Agreement in no manner alters or modifies the limitations on liability extended to the State of Michigan, the University, and its officials and employees, by state and federal statute or regulations.
9. The parties agree that, in the performance of this Agreement, they shall not discriminate on the basis of gender, race, color, religion, marital status, creed, sexual orientation, age, national or ethnic origin, political belief or handicapping condition.
10. Any notice which is required or desired to be given hereunder shall be deemed to be sufficiently given if personally delivered or sent by certified or registered mail, postage prepaid, return receipt requested and addressed as follows:

If to the University, to:

President
Eastern Michigan University
202 Welch Hall
Ypsilanti, Michigan 48197

If to the Foundation, to:

Chair of the Board of Trustees
The EMU Foundation
344 McKenny Hall
850 W. Cross Street
Ypsilanti, Michigan 48197

Each party may modify their designated addressee on prior written notice to the other party.

11. This Agreement shall be binding upon and inure to the benefit of, and be enforceable by, the parties and their respective successors and assigns.
12. This Agreement shall not be assigned or assignable by either party without the prior written consent of the other party.
13. This Agreement shall be governed by the laws of the State of Michigan as to interpretation, construction and performance.

E. Term/Termination

1. The term of this agreement shall be five years, beginning July 1, 2016, and ending June 30, 2021.
2. Annually, by May 1, the Vice President for Advancement will review this Agreement with the University's President and the Chair of the Foundation Board of Trustees to determine if changes are needed.
3. Notwithstanding any other provision of this agreement, either the University or the Foundation may terminate this Agreement at any time, with or without cause, by providing 180 days prior written notice to the other party. Notwithstanding the foregoing, either party may terminate this Agreement immediately in the event the other party defaults on its obligations and fails to cure the default within a reasonable time after receiving written notice by the terminating party.

4. Upon termination of this Agreement, with or without cause, all monies and other things of value received by or being held by the Foundation for the benefit of the University or any of its constituent parts, including Foundation funds, shall immediately be transferred to the University or its designee in an orderly manner as directed by the University and in accordance with Article IX of the Foundation's Articles of Incorporation.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day and date first written above written.

Executed with approval of EASTERN MICHIGAN UNIVERSITY

Chair
Board of Regents

Date: _____

President

Date: _____

Executed with the approval of the EASTERN MICHIGAN UNIVERSITY FOUNDATION

Chair
Board of Trustees

Date: _____

Executive Director

Date: _____

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: A
DATE: June 21, 2016

**RECOMMENDATION TO APPROVE AMENDMENTS TO
STUDENT CONDUCT CODE**

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached amendments to Board Policy 8.1, *Student Conduct Code*, effective July 1, 2016.

STAFF SUMMARY

The Eastern Michigan Board of Regents approved on this date the *Sexual Misconduct and Interpersonal Violence Policy*, which defines standards of conduct and expectations for all members of the EMU community, including faculty, staff, students, vendors, and visitors with respect to sexual misconduct. Complaints against students for sexual misconduct will now be governed by the *Sexual Misconduct and Interpersonal Violence Policy*, including defining expectations, investigative procedures, and the sanctioning process. Amendments to the Student Conduct Code are therefore proposed to reference the new Policy and reflect that allegations of sexual misconduct will be reviewed under the new Policy and related procedures.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer
Gloria A. Hage
General Counsel

6.21.16
Date



Board Policy Manual

8.1. Student Conduct Code and Judicial Structure

Effective Date: 1-17-06

Revision Date: 2-24-09

UNIVERSITY POLICY STATEMENT

It is the policy of Eastern Michigan University to establish a student conduct code, to be administered by the Office of Student Conduct and Community Standards, for the purpose of maintaining a campus environment that is conducive to learning, protects the university's educational purposes, maintains reasonable order on campus, and protects the rights of all members of the University community. The Eastern Michigan University Student Conduct Code and the accompanying student disciplinary processes are intended to foster ethical development, personal accountability and civility toward others.

UNIVERSITY PRACTICE

The Student Conduct Code, below, outlines the practices to be utilized in administering the student disciplinary system at Eastern Michigan University.

SECTION I: PURPOSE

In support of the overall goals of Eastern Michigan University, the purpose of the Student Conduct Code, administered by the Office of Student Conduct and Community Standards, is to maintain a campus environment that is conducive to learning, protects the university's educational purposes, maintains reasonable order on campus, and protects the rights of all members of the University community. The Student Conduct Code and the accompanying student disciplinary processes are intended to foster ethical development, personal accountability and civility toward others.

The Code embraces several core philosophies: preservation of the rights of free speech and peaceable assembly; respect for freedom of inquiry and constructive criticism; a conviction that honesty and integrity are key values to the University community; and the belief that all members of the University should be part of a campus environment that respects differences of culture, gender, religion, race, age, lifestyle, or ability.

SECTION II: RESPONSIBILITY FOR IMPLEMENTATION

The President, as Chief Executive Officer of the University, has overall responsibility for implementation of the Student Conduct Code and the student disciplinary process and has delegated its overall management to the Vice President for Student Affairs and Enrollment Management and the Director of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards is directly responsible for the daily administration of the University's student judicial system.

SECTION III: JURISDICTION

The University will have jurisdiction over 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.

A student committing a criminal offense, off-campus that is also a violation of the Student Conduct Code may be subject to University discipline.

The University may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending, has been dismissed or the charges have been reduced.

SECTION IV: DEFINITIONS

A. For purposes of the Student Conduct Code only, the following definitions apply:

1. *FACULTY MEMBER* means any person hired by the University to conduct classes.
1. *INSTITUTION* or *UNIVERSITY* means Eastern Michigan University.
1. *MEMBER OF THE UNIVERSITY COMMUNITY* includes any person who is a student, faculty member, University official or any other person employed by the University.
1. *STUDENT* includes all persons enrolled for courses through or at EMU, both full-time and part-time, and those who attend educational institutions other than EMU but who reside in EMU residence halls. Persons who are not officially enrolled for a particular term but whose EMU record indicates a continuing relationship with the University are considered "students". Persons who have been accepted into EMU but have not yet enrolled for courses are considered "students".
1. *STUDENT GROUP* means a number of students who are associated with each other and have not complied with University requirements for registration as an organization.
1. *STUDENT IN GOOD STANDING* means a student who is in good academic standing AND who is not presently under any University disciplinary sanctions.
1. *STUDENT ORGANIZATION* means a number of students who have complied with University requirements for registration and/or recognition.
1. *UNIVERSITY PREMISES* includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University.
1. *UNIVERSITY SPONSORED ACTIVITY* means any activity on or off campus, which is initiated, aided, authorized or supervised by the University.

SECTION V: VIOLATIONS

The following behavior is subject to disciplinary action under this Code. An individual, a group of individuals or a student organization may be charged with any of the violations. In cases where a violation is committed by an individual member of a student organization, the entire organization may be held responsible, in addition to the individual member, when those members not directly involved participate in the activity by encouraging, witnessing or condoning the act in any manner.

A. Academic Dishonesty

Engaging in academic dishonesty in any form with respect to examinations, course assignments, research projects, grades, and/or academic records, including, but not limited to the following:

1. Cheating - using or attempting to use unauthorized materials, information or study aids in any academic assignment. Examples of cheating are: looking on someone else's paper; using any kind of "cheat" sheet or other enhancement during a test; allowing someone else to take an exam in your place; submitting the same work more than once for credit; using someone else's homework or lab assignments; collaborating with another student on any assignment or take-home test if told that collaboration was not allowed; assisting another student in committing an act of academic dishonesty by allowing another student to copy homework or an exam; taking an exam for someone else; or giving test information to students in other sections of the same class.
2. Falsification - intentional and unauthorized falsification or invention of any information or citation in an academic assignment. Examples of falsification are: making up data on an assignment; making up a source to cite in a paper; altering then resubmitting returned academic work; giving false information to a faculty or staff member to increase one's grade; or attempting to change, actually changing, altering grades or any other unauthorized tampering with grades.
3. Plagiarism - deliberate and knowing use of someone else's work or ideas as one's own. Examples of plagiarism are: quoting a source verbatim, or paraphrasing text from a given source, without properly citing the source; turning in a research paper that was written by someone else; or in any other way passing off someone else's work as one's own; or failing to give credit for ideas or materials taken from someone else.

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B. Alcohol Violations

1. Possession or consumption of alcoholic beverages by persons under the legal drinking age in violation of Michigan law.
2. Dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by Michigan law.
3. Possession or consumption of alcoholic beverages in violation of federal, state and local laws.

NOTES:

1. Transportation in sealed containers to and from an authorized area or place is permissible if the person in possession is of legal age to possess alcoholic beverages as allowed by Michigan law.
2. Use of alcohol and controlled substances by Greek Organizations is covered under Student Conduct Code Section XI: Special Provisions Governing the University Recognition and Conduct of Greek Letter Social Organizations". Those provisions should be used to address alcohol violations committed by a Greek organization.

C. Computer Misuse

1. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.
2. Unauthorized alteration or tampering with computer equipment, software, network, or data.
3. Unauthorized copying or distribution of computer software or data.
4. Use of computing facilities or equipment to send obscene, harassing, threatening or abusive messages.
5. Use of computers to falsify records, tamper with records or commit any act of academic dishonesty.
6. Any other act in violation of law and/or University policies and guidelines regulating computer-related use.

D. Discrimination by Student Organizations

Selecting its membership upon the basis of restrictive clauses involving race, religion, color, national origin, gender, age, sexual orientation or disability unless any given student organization's membership restriction is shown to be specifically allowed by law.

E. Disruptive Conduct

1. Actions that impair, interfere with, or obstruct the normal operations of the University and/or interfere with the rights of other members of the University community or visitors. This includes intentional occupation of or blocking the entry or exit of University facilities, including but not limited to, buildings, classrooms, offices, hallways, entryways, conference rooms and campus grounds.
2. Actions that impair, interfere with, or obstruct the orderly conduct, processes and functions within any classroom or other instructional setting. This includes interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his/her class.
3. Participating in, leading or inciting others to disrupt scheduled and/or normal campus activities, events and programs.
4. Intentional obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
5. Disturbance of any member of the University community or visitor.

6. Solicitation on campus without prior approval from appropriate University officials. This includes, but is not limited to, the disbursement of any forms of promotional/informational material on University property or on items (e.g. motor vehicles) on University property, requests for donations, or the selling or vending of any merchandise or services.

F. Drugs

1. Possession or use of narcotics, prescription drugs or other controlled substances in violation of local, state or federal drug or narcotic laws.
2. Distribution, delivery or sale of narcotics, prescription drugs or other controlled substances in violation of local, state or federal drug or narcotic laws.
3. Possession or use of drug paraphernalia.

G. Failure to Comply

1. Failure to comply with a lawful order of a University official, including a campus police officer, in the performance of his/her duty.
2. Failure to comply with the sanctions rendered during the student judicial process.
3. Failure to comply with a request to be interviewed by a University judicial officer during the investigation of a conduct code violation. (Students may choose not to appear and present testimony at a student judicial proceeding after meeting with the judicial officer.)

H. Falsification/Fraud/False Testimony

1. Furnishing false information to the University, including false reporting of emergencies, knowingly making false accusations or giving false testimony during the disciplinary process.
2. Misuse, reproduction, alteration or forgery of any University related documents, records, identification, keys, access codes or property.
3. Providing a worthless check or money order in payment to the University or to a member of the university community.

I. Fire and Safety

1. Damage to, removal of or tampering with any fire safety systems, firefighting equipment or other emergency warning equipment.
2. Intentional or reckless burning or setting fire to any building or piece of property owned or controlled by the University.

J. Gambling

Gambling or participation in games of chance on campus for money or other things of value except as provided by law.

K. Guests

Students are responsible for informing their guests about campus regulations and may be held accountable for the behavior of their guests.

L. Harassment/Stalking

1. Conduct (not of a sexual nature) that creates an intimidating, hostile, or offensive campus, educational or work environment for another person or group.
2. Conduct (not of a sexual nature) that threatens, intimidates, humiliates, or otherwise harms another person or group.
3. Stalking, defined as following or otherwise contacting, via any means, another person repeatedly for no legitimate purpose, so as to put that person in fear for his/her life or personal safety, or to cause that person substantial emotional distress. Stalking includes:
 - a. Repeatedly following or harassing another person.
 - b. Contacting a person after being asked or ordered not to contact the person.
 - c. Violating any provision of the Michigan Stalking Law.
4. Harassment or stalking behavior that is of a sexual nature is covered by the University's Sexual Misconduct and Interpersonal Violence Policy and not the Student Conduct Code.

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M. Hazing

1. Any action or activity committed by either active members, associate members or pledges of an organization which inflicts or intends to cause physical or mental harm or anxieties; which may demean, degrade, or disgrace any person, regardless of location, intent or consent of participants. Hazing includes, but is not limited to:
 - a. Interference with a student's academic or work performance.
 - b. Forced consumption of any food, alcohol, other drugs, or any other substance.

- c. Forced physical activity.
 - d. Deprivation of food or sleep.
 - e. Physical acts such as branding and paddling
 - f. Requiring participation in any activity that violates University policies or any local, state or federal law.
 - g. Other violations as outlined in the Interfraternity Council (IFC), College Panhellenic Council (CPC) or National Pan-Hellenic Council (NPHC) Constitutions.
2. Any action or situation, which intentionally or unintentionally endangers a student who is attempting admission into or affiliation with any student organization.

NOTES:

- 1. In cases where the activity is performed by an individual member of a student organization, the total organization may be held responsible, when those members not directly involved participate in said activity by encouraging, witnessing, or condoning the act in any manner.
- 2. Any individual and/or organization found guilty of hazing will be subject to a minimum penalty of suspension.

N. Physical Abuse and Endangerment

- 1. Physical violence or attempted physical violence toward another person or group.
 - 2. Threat of physical violence against another person or group.
 - 3. Any action that endangers the health, safety or welfare of a person or group.
 - 4. Attempt to harm, or actual harm, to oneself.
 - 5. Physical Abuse and Endangerment behavior that is of a sexual nature is covered by the University's *Sexual Misconduct and Interpersonal Violence Policy* and not the Student Conduct Code.
- 4-6.

O. Property/Facilities/Services

- 1. Theft of University property or property of a member of the University or visitor.
- 2. Damage, destruction, or defacement of University property or property of a member of the University or visitor, including littering.
- 3. Wrongful appropriation of University property or property of a member of the University or visitor.
- 4. Public posting, selling of, or in any other way, distribution of notes of class lectures, course handouts and outlines, and/or any other University-supplied materials without the express written permission of the instructor.

5. Unauthorized possession and/or use of University property or property of a member of the University or visitor, including knowingly being in possession of stolen goods. This includes unauthorized use of vehicles, equipment, services, the University name and logo.
6. Unauthorized entry into University facilities, including but not limited to buildings, classrooms, hallways, entryways, conference rooms, and campus grounds.
7. Bringing animals and/or pets into University buildings, except where properly authorized. Use or operation of rollerblades, skates, skateboards, bicycles, and similar items inside University facilities, unless expressly permitted.
8. Violation of any policy or guidelines pertaining to specific usage of a University facility.

P. Sexual Misconduct and Interpersonal Violence /~~Sexual Harassment~~

All Forms of Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment and Retaliation are prohibited. Conduct of this nature, including definitions, investigative procedures, interim measures, sanctions, and all other matters related to sexual misconduct and interpersonal violence are governed by the *Sexual Misconduct and Interpersonal Violence Policy* ([hyperlink](#)) and not by the Student Conduct Code.

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- ~~1. Any sexual act that occurs without the consent of the other person or occurs when the other person is unable to give consent.~~
- ~~2. Conduct of a sexual nature that creates an intimidating, hostile or offensive campus, educational or working environment for another person. This includes unwelcome sexual advances or requests for sexual favors, inappropriate sexual or gender-based activities, comments or gestures, or other forms of verbal or physical conduct or communications constituting sexual harassment.~~
- ~~3. Obscene or indecent behavior, which includes, but is not limited to, indecent exposure or the display of sexual behavior that would reasonably be offensive to others.~~

Q. Weapons/Firearms/Explosives

1. Possession, storage or use of firearms and other weapons, including non-lethal weapons. Examples of such weapons may include, but are not limited to pellet guns, air-soft guns and paintball guns.
2. Possession, storage or use of firecrackers, gunpowder, ammunition, explosives or incendiary devices, or other articles or substances which could endanger health or safety.

R. Other Violations

1. Violation of any other published or posted University regulations not specifically mentioned in this Section, including, but not limited to, the EMU Policy Manual(s); EMU's Alcohol and Other Drug Policy; Residence Hall Contract and the Guide to Campus Living; Campus Life Council regulations and guidelines for organizations; Student Government monetary allocation guidelines; EMU published undergraduate and graduate catalogs; EMU'S Athletics Alcohol and Other Drug Education and Testing Policy; ORD Research Guidelines; and Greek Social Policy.

1. Aiding and abetting another in any violation of laws and/or University policies.
2. Attempt or intent to commit any violation outlined in the Student Conduct Code.
3. Off-Campus Conduct as described in the Student Conduct Code, Section III: Jurisdiction.

SECTION VI: SANCTIONS FOR MISCONDUCT

The purpose of University discipline is to be corrective and educational as well as punitive. The disciplinary experience is intended to make clear to students the limits of acceptable behavior and to give students who violate the rules an opportunity to more fully understand the rules and incorporate the experience into his/her overall development. Assigned discipline may include a combination of sanctions for a particular incident. The sanctions which may be incurred include, but are not limited to, the following:

A. Sanctions for Students and/or Student Groups

1. *Verbal Warning*: notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
2. *Formal Reprimand*: An official written statement of the University's disapproval of a student's actions and a warning that any future violation(s) will be dealt with more severely.
3. *Disciplinary Probation*: An official notice that the student's conduct is in violation of the Student Conduct Code but does not warrant suspension or permanent dismissal. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student commits another conduct code violation during the probationary period. During the Probation period, a student will be considered "not in good standing" and may be excluded from some programs and curricular or extra-curricular activities, including running for and/or holding office in any student organization.
4. *Suspension*: An involuntary separation of the student from the University for a definite period of time and/or until certain conditions for readmission are met. The student is not guaranteed readmission at the end of such period of time, but is guaranteed a review of the case and a decision regarding eligibility for readmission. (Suspension requires administrative review and approval by the President or his/her designee.)
5. *Deferred Suspension*: The sanction of Suspension may be placed in deferred status provided that the student completes other assigned sanctions by the specified deadline dates. Failure to complete all sanctions and provide proof of completion by the deadline date(s) will result in the automatic enactment of the suspension without charges or hearing. If a student is found responsible for another violation of the Student Conduct Code during the period of deferred suspension, the student may be permanently dismissed from the University.

6. *Permanent Dismissal*: An involuntary permanent separation from the University. (Permanent dismissal requires administrative review and approval by the President or his/her designee.)
7. *Delay and/or Denial of Degree Award*: During the period disciplinary charges are pending against a student, the University may deny and/or delay issuance of a degree. Further, the University may refuse to issue a degree to a student who is serving a suspension or has been permanently dismissed from the University.
8. *Revocation of degree*: An awarded degree may be revoked for violations of the Student Conduct Code, which occur prior to the award of the degree but are discovered after the degree has been awarded, where the violation is sufficient to justify the suspension or permanent dismissal of the student. (Revocation of a degree requires administrative review and approval by the President or his/her designee.)
9. *Other Secondary Sanctions* may be imposed instead of or in addition to those specified above. Secondary sanctions include, but are not limited to:
 1.
 - a. *Restitution* (compensation for loss, damage or injury)
 - b. *Fines* (for alcohol or drug violations)

First Offense = \$100; Second Offense = \$200; Third Offense = \$300

1.
 - a. *Community Service*
 - b. *Educational activities* such as a reflective writing assignment or attendance at an event directly related to the violation committed. (e.g. alcohol/drug workshop; diversity awareness training; ethics workshop)
 - c. *Restrictions* (temporary or permanent loss of privileges or the use of a University facility or service)

B. Sanctions for Student Organizations

1. *Verbal Warning*: Notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
2. *Formal Reprimand*: An official written statement of the University's disapproval of a student organization's actions and a warning that any future violation(s) will be dealt with more severely.
3. *Disciplinary Probation*: An official notice that the student organization's conduct is in violation of the Student Conduct Code but does not warrant suspension of or permanent termination of the organization's University status. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student organization commits another conduct code violation during the probationary period. During the Probationary period, a student organization may also be excluded from campus activities, forfeit student monetary allocations, and lose Campus Life status.
4. *Suspension*: An involuntary withdrawal of student organization status from the University for a definite period of time and/or until certain conditions for renewal of recognition are met. During this time, the University will not in any way recognize nor support the continued operation of said student organization. The Student organization must re-apply to the University for renewed

recognition following any period of suspension. The suspension shall be reported to said organization's national office, if applicable. (Suspension requires administrative review and approval by the President or his/her official designee.)

5. *Deferred Suspension*: The sanction of Suspension may be placed in deferred status provided that the student organization completes other assigned sanctions by the specified deadline dates. Failure to complete all sanctions and provide proof of completion by the deadline date(s) will result in the automatic enactment of the suspension without charges or hearing. If a student organization is found responsible for another violation of the Student Conduct Code during the period of deferred suspension, the student organization may have its University status permanently terminated.
6. *Permanent Termination of University Status*: An involuntary permanent withdrawal of student organization status from the University. The University will not in any way recognize nor support the continued operation of said student organization. The permanent termination shall be reported to said organization's national office, if applicable. (Permanent termination requires administrative review and approval by the President or his/her official designee.)
7. *Other Secondary Sanctions* may be imposed instead of or in addition to those specified above. Secondary sanctions include, but are not limited to:
 - a. *Restitution* (compensation for loss, damage or injury)
 - b. *Fines* (for alcohol or drug violations)

First offense = \$100; Second offense = \$200; Third offense = \$300
 - c. *Community Service*
 - d. *Educational activities* such as a reflective writing assignment or attendance at an event directly related to the violation committed. (e.g. alcohol/drug workshop, diversity awareness training; ethics workshop)
 - e. *Restrictions* (temporary or permanent loss of privileges or the use of a University facility or service)

C. Enhanced Sanctions

Any violation of the Student Conduct Code against any individual, group or student organization which is shown to be motivated by the individual's, group's or student organization's racial identity, religion or religious beliefs, disability, national origin, gender, sexual orientation or other personal characteristic will subject a student/student organization to a more severe sanction than would ordinarily accompany that violation.

D. Counseling Assessments and Counseling

In addition to any sanctions assigned, a student may also be required to undergo a mandated counseling assessment. Participation in counseling may be recommended. Issuance of sanctions may be postponed pending the results of the counseling assessment.

SECTION VII: ORGANIZATION OF THE UNIVERSITY JUDICIAL SYSTEM

A. University Judicial Board

1. *Composition* - The University Judicial Board will consist of ten (10) enrolled students and four (4) alternates; four (4) full-time faculty members and two (2) alternates; and four (4) full-time members of the University community and two (2) alternates. A student member must be a student in good standing in order to be selected for and remain on the University Judicial Board.
2. *Selection of board members* - In consultation with the Director of Student Conduct and Community Standards, student members will be appointed by the Student Government; faculty members will be selected by Faculty Council; and the full-time members from the University community will be selected by the President or his/her designee.
3. *Terms of Office* - Board members will be appointed for a two-year term. They may be reappointed by the person or body who appointed them. Two members serving as Chairpersons will be elected by a majority vote of all of the University Judicial Board members.
4. *Removal from office* - A board member may be removed from the board for poor attendance by a simple majority vote of the total University Judicial Board.
5. *Jurisdiction* - The University Judicial Board will serve as the panel to hear the case of any student(s)/student organization seeking resolution of the case through the formal hearing process.
6. *Procedural Considerations*
 - a. Selection of the University Judicial Board members for any given case depends on the availability of the members at the time scheduled for the hearing.
 - b. A quorum for a given hearing will exist with the presence of any five (5) members. During vacation periods or summer session, the University Judicial Board has the authority to convene a disciplinary hearing with only three (3) members, provided that at least one of those is a student.
 - c. The Chairperson will exercise control over the proceedings.

B. Judicial Appeals Board

1. *Composition* - The Judicial Appeals Board will consist of four (4) enrolled students; four (4) full-time faculty members; and four (4) full-time members of the University community. A student member must be a student in good standing in order to be selected for and remain on the Judicial Appeals Board.
2. *Selection of board members* - In consultation with the Director of Student Conduct and Community Standards, student members will be appointed by the Student Government; faculty members will be selected by Faculty Council; and the full-time members from the University community will be selected by the President or his/her designee.
3. *Terms of Office* - Board members will be appointed for a three-year term. They may be reappointed by the person or body who appointed them. Two members serving as Chairpersons will be elected by a majority vote of all of the Judicial Appeals Board members.
4. *Removal from office* - A board member who is consistently unavailable for appellate reviews may be removed from the board by a simple majority vote of the total Judicial Appeals Board.
5. *Jurisdiction* - The Judicial Appeals Board will serve as the panel to review decisions rendered by the University Judicial Board during the formal hearing process. Both the charged party and the University will have the right to appeal a University Judicial Board decision.
6. *Procedural Considerations*
 - a. Selection of the Judicial Appeals Board members for any given case depends on the availability of the members at the time scheduled for the appeal.
 - b. A quorum will exist with the presence of a Chairperson and any two (2) other Judicial Appeals Board members, EXCEPT that any three (3) Judicial Appeals Board members may hear the appeal if a Chairperson cannot be available within a reasonable time, not to exceed fourteen (14) work days from the date of receipt of the written appeal.

SECTION VIII: RIGHTS OF CHARGED STUDENT(S)/STUDENT ORGANIZATIONS IN DISCIPLINARY PROCEEDINGS

- A. The following rights apply to a student conduct proceeding that has reached the level of a formal hearing, EXCEPT that Rights One (1) through Four (4) apply also to any investigative meeting held with the Office of Student Conduct and Community Standards and to the Informal Disposition Conference. Student(s)/student organizations will have the right to:
 1. Remain silent and not have that silence used against them.
 2. Have a voluntary advisor, or conduct advocate, present who may participate in the proceedings. The advisor or advocate must be a member of the university community, and if the advisor or advocate is another EMU student, she/he must be a student in good standing.

3. Engage an attorney, at the student/student organization's own expense only when criminal prosecution is pending on charges stemming from the same incident. The attorney may appear at the proceedings with the student(s) to provide advice, but may not represent the student(s)/student organization, directly question or cross-examine witnesses, or, in any other way, participate in the proceedings.
4. Be given a written statement of the charges against them, in accordance with the provisions of Section IX.B. of the Student Conduct Code.
5. Adequate notice of dates set for all hearings, and related conferences and meetings.
6. Reasonable review of the disciplinary case file maintained by the Office of Student Conduct and Community Standards prior to a formal hearing and/or appeal.
7. Question and cross-examine the complainant and all witnesses.
8. Present witnesses and submit any pertinent, supportive documentation. The hearing board, by a 2/3 vote of members present at the hearing, may limit the number of witnesses in order to avoid dilatory tactics.
9. An open or closed hearing. A hearing will be considered open if no person is excluded until the room's capacity has been reached EXCEPT that a person may be removed if his/her behavior is disruptive to the hearing process. A closed hearing will include only the charged student(s)/student organization, Student Conduct and Community Standards official(s), witnesses, and members of the particular judicial board hearing the case.
10. Challenge a judicial board member on the grounds of bias, conflict of interest or any other factor that could preclude the board member from rendering an impartial and fair decision. The board member may be disqualified upon majority vote of the remaining members of the board present at the hearing, conducted by secret ballot. If the board votes to exclude the challenged board member from that particular hearing, the hearing will continue with the remaining board members present, even if the number of board members remaining is less than the number required by the Student Conduct Code to reach a quorum for that hearing.
11. A written statement of the outcome of the proceeding, and a description of the appeal procedure.
12. Make a taped recording of the proceeding at their own expense.
13. Appeal the decision of the university judicial board, subject to the provisions of the Student Conduct Code, Section IX.E: Appeal of Formal Hearing Results.

SECTION IX: UNIVERSITY DISCIPLINARY PROCEDURES

A. Reporting

Any member of the university community may initiate a complaint against a student or student organization for an alleged violation of the Student Conduct Code through the Office of Student Conduct and Community Standards. A complainant shall submit the complaint to the Office of Student Conduct and Community Standards within a reasonable amount of time from the date he/she becomes aware of the alleged violation. For purposes of this Code, an incident report generated by the Department of Public Safety or an incident report generated by a member of the University will be considered a complaint to be reviewed by the Office of Student Conduct and Community Standards for possible Student Conduct Code violations.

B. Charges and Notice

1. The Office of Student Conduct and Community Standards will investigate each complaint, and if the circumstances surrounding the complaint indicate that a violation of the Student Conduct Code may have occurred, disciplinary charges may be issued. The student(s)/student organization will be notified of the charges in writing. Notice of the charges will be considered adequate if it is sent to the student(s)/student organization's last known address registered with the University OR to the address given by a student on either an EMU Department of Public Safety's Incident Report or on a Housing Incident Report.
2. Proper written notice to a student/student organization will include the following:
 - a. Recitation of facts surrounding the incident, in as sufficient detail as possible as to date, time, and location;
 - b. Statement of the specific conduct code provision(s) violated;
 - c. Any penalty assigned or other action taken;
 - d. Amount of time in which the student(s)/student organization has to respond to the notice;
 - e. Ramifications of not responding to the notice within the time limit; and
 - f. Copy of "Rights of Charged Students/Student Organizations in Disciplinary Proceedings".
3. The Office of Student Conduct and Community Standards may place a judicial hold on a student's academic record, and/or may go forward with disciplinary action against a student/student organization in either of the following situations:
 - a. The student or student organization fails to respond to a charge letter sent by the Office of Student Conduct and Community Standards within the applicable time limit.
 - b. The student withdraws from the University after allegedly committing a violation, whether or not the Office of Student Conduct and Community Standards has yet had the opportunity to charge the student with a conduct code violation.

- c. The student/student organization fails to appear at his/her scheduled formal hearing or appeal hearing.

C. Disposition of Cases

A disciplinary case may be handled in one of the following two formats:

1. *Informal Disposition Conference* - The student(s)/student organization representative and a judicial officer will meet informally to discuss the alleged violation(s). If the substantive facts and sanction(s) can be agreed upon by the judicial officer and the charged student(s), a disciplinary action agreement will be prepared and signed by both sides. A signed disciplinary action agreement will constitute a waiver of the right to a formal hearing and any appeal, and an acceptance of the finding(s) and sanction(s). The President or his/her designee must approve any suspension, permanent dismissal or permanent termination of a student organization's university status.
2. *Formal Hearing* - If, during the informal disposition conference, the student(s)/student organization disputes the findings by the Office of Student Conduct and Community Standards that a violation has occurred or if an appropriate sanction(s) cannot be agreed upon, the case will be referred for a formal hearing. In cases where the student(s)/student organization was issued a verbal warning or formal reprimand as part of the Informal Disposition Conference, a formal hearing will be offered before a judicial officer different than the one who proposed the original sanction. Procedures for this hearing will be consistent with those noted in Section IX:D. This option allows the student(s)/student organization to respond to the charges, present witnesses on his or her own behalf and question witnesses. Formal hearings are tape-recorded. The judicial officer may find the party charged not responsible for violating the Code of Conduct. If the party is found responsible the student(s)/student organization will be notified in writing. This decision of the judicial officer is final and there is no right of appeal.

In cases where sanctions other than verbal warning or formal reprimand are proposed as part of the Informal Disposition Conference, a formal hearing will be offered before the University Judicial Board. Procedures for this hearing are set forth in Section IX:D.

D. Procedures for Formal Hearings

1. *Notice of Hearing* - After the formal hearing is scheduled, the Office of Student Conduct and Community Standards will notify the student(s)/student organization involved of the date, time and place of the hearing and of the pre-conference.
2. *Pre-conference* - At least two (2) days prior to the formal hearing, a pre-hearing conference will be scheduled by the Office of Student Conduct and Community Standards for any charged

student(s)/student organization. The two (2) day requirement may be modified by mutual consent of the charged student(s)/student organization and the Office of Student Conduct and Community Standards. The conference will include the presiding officer of the University Judicial Board or a designee, the Director of Student Conduct and Community Standards or a designee, any individual designated to represent the University, and the charged student(s)/student organization and their advisor.

The purpose of the pre-hearing conference will be to identify those issues and facts which will be presented at the hearing, to exchange information as to witnesses likely to be called, to answer procedural questions, and to settle those matters which may be agreeably concluded. The conference will not be used to settle the issue of whether or not the violation was committed or to challenge any recommended sanctions. Failure of the charged student(s)/student organization or the advisor to appear will in no way affect any of their procedural rights and will not prohibit a hearing from being set and being held.

3. *Formal Hearing Premises* - The following premises will govern any formal hearing:

- a. The focus of inquiry in a University hearing will be the determination of whether a violation of University rules occurred, and such decision will be totally unrelated to any criminal or civil decisions against the student(s)/student organization arising from the same incident.
- b. Formal rules of evidence will not apply to University proceedings, nor will deviations from these prescribed procedures necessarily invalidate a decision or proceeding unless significant prejudice to the charged student(s)/student organization or the University may result.
- c. The charged student(s)/student organization will be presumed to have not violated the Student Conduct Code until it is proven otherwise.
- d. The burden of proof during a formal hearing will rest with the University. The University must prove its case by a preponderance of the evidence, meaning that the evidence, considered in its entirety, indicates that, more likely than not, the charged student(s)/student organization committed the violation(s).
- e. The judicial officer may recommend a sanction to the University Judicial Board during the formal hearing, but the University Judicial Board will have the authority to reject the recommendation and issue any sanction(s) deemed appropriate.
- f. All formal hearings will be recorded. Copies of the recording will remain the property of the University and will serve as the official record of the proceedings.

4. *Disposition of the Case*

- a. University Judicial Board decisions as to culpability of the charged student(s)/student organization and sanctions to be issued will be made by a simple majority of the University Judicial Board members present at the hearing. After hearing the case, board members will go into closed session to reach a decision.

- b. Decisions of the University Judicial Board will be in writing. The decision will state what rule was violated, the behavior constituting the violation, and any sanctions issued. Within two (2) working days, the written decision will be submitted to the Director of Student Conduct and Community Standards. If the recommended sanction is not a suspension, permanent dismissal of the student or permanent termination of University status, the Director of Student Conduct and Community Standards will mail the decision to the student(s)/student organization within two (2) working days after being submitted to that office by the University Judicial Board.
- c. If the recommended sanction is either a suspension, permanent dismissal or permanent termination of University Status, the Director of Student Conduct and Community Standards will submit the decision to the President or his/her designee for review. The President or his/her designee will either accept or reject the University Judicial Board's decision to suspend, permanently dismiss the student, or permanently terminate the University status of a student organization. If the decision is rejected, the President or his/her designee will provide to Student Conduct and Community Standards a written rationale for the rejection of the University Judicial Board's sanction. A rejection of the University Judicial Board's sanction will constitute an automatic appeal to the Judicial Appeals Board.
- d. The President or his/her designee will have five (5) working days after submission of the University Judicial Board's decision to take action. If no action is taken during that time, the University Judicial Board's decision will be considered approved.
- e. The Office of Student Conduct and Community Standards will send the written decision to the student(s)/student organization by using the address of record. Additional copies will be sent to the student(s)/student organization by using an official university e-mail address. The communication will take place within one (1) working day following any presidential action. If the five (5) working days lapse without the President or his/her designee taking action, the Office of Student Conduct and Community Standards will mail the University Judicial Board's written decision to the student(s)/student organization on the sixth (6) working day following the submission of the decision to the President or his/her designee for review.

E. Appeal of Formal Hearing Results

1. *Right to Appeal* - Student(s)/student organizations or the University (represented by the Office of Student Conduct and Community Standards) may request that the University's Judicial Appeals Board review the decision rendered at the conclusion of the formal hearing process. Student(s)/student organization(s) may challenge the finding of the University Judicial Board that a violation occurred and/or the sanction(s) assigned. Conversely, the University may challenge the finding of the Board that no violation occurred or that the sanction(s) issued were not severe enough for the violation committed.
2. *Appeal Process for Student(s)/Student Organizations* - The following steps should be followed by student(s)/student organizations in order to file an appeal:

- a. A written request for an appeal must be submitted to the Office of Student Conduct and Community Standards within seven (7) working days from the date of the written decision from the formal hearing. The appeal will be immediately forwarded to the Judicial Appeals Board for consideration. Unless extenuating circumstances can be shown, failure to appeal within the allotted time will render the University Judicial Board's decision final.
- b. The written request for an appeal must state the grounds for appeal (citing the appropriate grounds from the "Grounds for Appeal" list below); a discussion of the evidence and facts in support of the appeal; and a recommended solution.
- c. The request for an appeal must be typed and should include any supporting documentation that should be considered by the Judicial Appeals Board.
- d. *Grounds for Appeal* - The following will be considered the only grounds for an appeal:
 - 1) There were procedural errors in the case or in the interpretation of University rules and regulations serious enough to deny the student(s)/student organization a fair hearing.
 - 2) There is new evidence of a substantive nature not previously available at the time of the hearing, which would have materially affected the decision.
 - 3) The severity of the sanction is disproportionate to the violation(s) committed.
 - 4) The decision of the Board was not supported by the evidence presented at the hearing.

3. *Appeal Process for the University* - The following steps should be followed by the University in order to file an appeal:

- a. A written request for an appeal must be submitted by Student Conduct and Community Standards to the Judicial Appeals Board within seven (7) working days from the date of the written decision from the formal hearing. A copy of the appeal will also be made available to the student(s)/student organization. Unless extenuating circumstances can be shown, failure to appeal within the allotted time will render the University Judicial Board's decision final and conclusive.
- b. The written request for an appeal must state the grounds for appeal (citing the appropriate grounds from the "Grounds for Appeal" list below); a discussion of the evidence and facts in support of the appeal; and a recommended solution.
- c. The request for an appeal must be typed and should include any supporting documentation that should be considered by the Judicial Appeals Board.
- d. *Grounds for Appeal* - The following will be considered the only grounds for an appeal:

- 1) There were procedural errors in the case or in the interpretation of University rules and regulations serious enough to affect the University's chance of proving its case.
- 2) The sanction is too lenient given the violation(s) committed.
- 3) There is new evidence of a substantive nature not previously available at the time of the hearing, which would have materially affected the decision.
- 4) The decision of the Board was not supported by the evidence presented at the hearing.

4. *Scheduling an Appeal*

- a. The Judicial Appeals Board will convene an appeal hearing as soon as possible after receiving the written appeal. A quorum will exist with the presence of a Chairperson and any two other board members, EXCEPT that any three board members may handle the appeal if the a Chairperson cannot be available within a reasonable time, not to exceed fourteen (14) calendar days from the receipt of the written appeal.
- b. After the appeal is scheduled, Student Conduct and Community Standards will notify the student(s)/student organization involved of the date, time and place of the hearing.

5. *Appeal Hearing Premises* - The following premises will govern any appeal hearing:

- a. Deviations from these prescribed procedures will not necessarily invalidate a decision or proceeding unless significant prejudice to the charged student(s)/student organization or the University may result.
- b. On appeal, the burden of proof rests with the appellant to clearly exhibit that one of the four grounds for an appeal has been met; this is not a re-hearing of the entire case.
- c. All appeal hearings will be recorded. Copies of the recording(s) will remain the property of the University and will serve as the official record of the proceedings.
- d. Any sanction(s) issued by the University Judicial Board will not take effect until the appeal process is completed.

6. *Disposition of the Appeal*

- a. Prior to the appeal hearing, the Judicial Appeals Board will meet in closed session to review the written decision of the University Judicial Board, the written appeal, any supporting documentation provided by the Appellant, and the recording of the formal hearing.
- b. After reviewing the case materials, the Judicial Appeals Board will convene the Appeal Hearing and call in both parties to the appeal. The student(s)/student organization may bring an advisor or conduct advocate to the Hearing who may speak on their behalf.

The advisor or conduct advocate must be a member of the University community, and if the advisor or conduct advocate is a student, he/she must be a student in good standing.

- c. The party who filed the appeal will be allowed fifteen (15) minutes to present his/her case to the Judicial Appeals Board. The Board members may then ask questions of the appellant. The opposing side will then be given fifteen (15) minutes to present its counter-arguments, after which the Board members can ask questions of that party.
- d. The Judicial Appeals Board will again go into closed session to reach a decision in the case, then reconvene the hearing and read its decision. The decision will be made by a simple majority of the Judicial Appeals Board members present at the hearing.
- e. The Judicial Appeals Board may take one of the following actions:
 - 1) Uphold the decision of the University Judicial Board in its entirety.
 - 2) Alter the sanctions imposed by the University Judicial Board EXCEPT that the Board cannot increase the severity of the sanctions if the appeal was filed by the student(s)/student organizations.
 - 3) Send the case back to the University Judicial Board for a new hearing only if there were errors in procedures or interpretation of University rules and regulations or there is new evidence in the case. A decision issued by the University Judicial Board in a case sent back to it by the University Appeals Board may not be appealed again and will be the final decision, pending approval by the President or his designee in accordance with *sub-section f* below.
 - 4) Dismiss the case against the student(s)/student organization.
- f. In cases where the Judicial Appeals Board, or the University Judicial Board upon a re-hearing of the case, issues a suspension, permanent dismissal of the student or permanent termination of University status of a student organization, the decision will be sent to the President or his/her designee for review. The President or his/her designee will have five (5) working days after submission of the decision to either affirm or alter the decision. This decision will be final. If no action is taken during that time, the appellate decision, or the decision from a re-hearing will be considered approved.
- g. The Office of Student Conduct and Community Standards will send the written decision to the student(s)/student organization within one (1) working day following any presidential action. If the five (5) working days lapse without the President or his/her designee taking action, the Office of Student Conduct and Community Standards will mail the written decision to the student(s)/student organization on the sixth (6) working day following the submission of the decision to the President or his/her designee for review.

SECTION X: SPECIAL DISCIPLINARY PROVISIONS

GOVERNING ACTS OF ACADEMIC DISHONESTY

- A. Academic dishonesty is both an academic matter between a student and his/her faculty member and a violation under the Student Conduct Code subject to University disciplinary action. An act of academic dishonesty may and should be handled by the faculty member, the student, and, if appropriate, the faculty member's department head and/or the dean over that particular academic department. Sanctions that can be assigned by a faculty member range from giving a reduced grade on the particular work in question to failing the student for the entire course. In addition, some academic departments and programs have their own policies for dealing with academic dishonesty and/or violations of Professional Codes of Ethics which allow the department or program to impose sanctions ranging from probation to program dismissal. A sanction assigned by a faculty member and/or an academic department or program is an academic, not a disciplinary sanction.
- B. If the matter is resolved satisfactorily between the student and the faculty member, and the faculty member decides not to refer the student for university disciplinary action, the faculty member may still report the incident to the Office of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards will maintain a record of the reported incident and may elect to pursue university disciplinary action against a student who is reported to that office for a subsequent act of academic dishonesty.
- C. If the faculty member decides that a stronger sanction is needed instead of or in addition to any academic sanctions assigned by that faculty member, the incident may be referred to the Office of Student Conduct and Community Standards for review and possible university disciplinary action. Once the referral is made to the Office of Student Conduct and Community Standards, the incident will be handled in the same manner as would any other allegation under the Student Conduct Code.
- D. In cases where the student denies the allegation of academic dishonesty, the faculty member may elect to postpone assigning any academic sanctions until after the student has gone through the university disciplinary process. If at the end of that process, the charge of academic dishonesty is upheld, the faculty member may then assign an academic sanction. The academic sanction is independent of any disciplinary actions taken against the student by the University.
- E. Academic sanctions assigned by the faculty member in agreement with the student or assigned by the faculty member after the charge of academic dishonesty has been validated through the University disciplinary system cannot be grieved under the University's Grade Grievance Procedure.

**SECTION XI: SPECIAL PROVISIONS GOVERNING THE UNIVERSITY RECOGNITION
AND CONDUCT OF GREEK LETTER SOCIAL ORGANIZATIONS**

- A. Because of the importance of the Greek social system and because of the unique circumstances under which it operates, the following conditions have been established between the University and the Greek social organizations. These provisions set out the requirements for maintaining University recognition and good standing and delineate specific violations that may be handled through the Greek system's own judicial process rather than under the University's Student Conduct Code.
- B. The University reserves the right to retain jurisdiction over cases in which the conduct violates both these provisions and the University's Student Conduct Code AND the University determines that the misconduct is of such severe nature as to impair, obstruct, interfere with or adversely affect the mission, processes or functions of the University.
- C. The University may take action against an individual member of a student organization for misconduct that is both a violation of this provision and of the Student Conduct Code, regardless of any separate disciplinary action taken against the student organization.
- D. This section of the Student Conduct Code applies only to the relationship between the University and the Greek social organizations and has no bearing on relations between chapters and national and/or alumni agreements.
- E. Good standing must be maintained in order for Greek social organizations to participate in Greek sponsored activities. Failure to do any of the following will constitute a violation of these provisions of the Student Conduct Code and will subject the Greek social organization to disciplinary action, including possible loss of good standing, as described within these provisions under sub-sections F and G:
1. Registering annually as a recognized student organization with Campus Life;
 2. Participating in the appropriate Greek governing bodies (The National Pan-Hellenic Council (NPHC), The Interfraternity Council (IFC), or The College Panhellenic Council (CPC);
 3. Submitting roster and grade release forms for active members and pledges/associates during the first month of the semester;

4. Following all rules and guidelines for New Member Recruitment Process, and the Greek Social Policy; and
5. Abiding by all terms and conditions of the alcohol and controlled substance guidelines below:
 - a. The possession, use and/or consumption of alcoholic beverages while on chapter premises during an official event or in any situation sponsored or endorsed by the chapter or organization must be in compliance with any and all applicable laws and University rules and policies.
 - b. No chapter or organization members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to anyone under the legal drinking age.
 - c. The possession, sale, and/or use of any illegal or controlled substance at any chapter, organization or University sponsored event are strictly prohibited.
 - d. Alcohol or controlled substances will be prohibited at any and all recruitment activities.
 - e. Open parties where alcohol is provided by the host chapter, meaning those with unrestricted access by non-members of the organization, without specific invitation, will be prohibited.
 - f. All organizations must provide, at no charge, an alternative non-alcoholic beverage and food at any event where alcohol is provided.
 - g. There will be no solicitation or encouragement of alcohol consumption by contest or promotion at any chapter event where alcoholic beverages are present.

F. Greek organizations whose members are in violation of this policy, regardless of whether the individuals are identified, will be subject to one or more of the sanctions listed in the Student Conduct Code, Section VI.B: Sanctions for Student Organizations.

G. The following process will be utilized in any incident alleging a violation of these policy provisions by a Greek Social organization:

1. The incident will be referred to the respective Greek Judicial Board for hearing and original adjudication (i.e. cases involving members of the Panhellenic Council and Interfraternity Council will be heard by the Greek Judicial Board and cases involving members of the NPHC will be heard by its own council). Each Greek Council will establish its own judicial board and its own set of hearing procedures for handling the incident. The chair of the respective Greek Judicial Board will immediately inform the Office of Student Conduct and Community Standards about any incident referred to it.

2. A decision rendered by the respective Greek Judicial Board may be appealed by either the party alleging the violation or by the Greek social organization being accused of a violation. The appeal will be made in accordance to policies governing each of the governing councils..
3. The Office of Student Conduct and Community Standards will receive written transcripts of all final judicial decisions, from the Greek Judicial Board. The Office of Student Conduct and Community Standards will review the decision and may accept or reject the proposed sanctions.
4. In the event the Office of Student Conduct and Community Standards rejects the final decision, the Director will provide a written explanation of the rejection and a recommended alternative.
5. In the event that the Office of Student Conduct and Community Standards and the Greek board rendering the final decision cannot reach an agreement, the case will be referred to the Eastern Michigan University Judicial Appeals Board as outlined in the Eastern Michigan University Student Conduct Code. In this instance the Office of Student Conduct and Community Standards will notify the national or international headquarters of the organization involved. In the case of local organizations, the Alumni Association will be notified.

SECTION XII: INTERIM SUSPENSIONS AND OTHER INTERIM SANCTIONS

- A. For alleged violations of this Code, interim sanctions, including but not limited to, interim suspension, reassignment to alternate housing, limitation of access to designated University housing facilities and/or campus facilities by time and location, and limitation of privilege to engage in specified University activities may be imposed by the President or his/her designee. Such interim sanctions are to be utilized only when there is reason to believe that the student(s)/student organization's conduct poses a substantial threat of harm to oneself or others, threatens or endangers University property, or disrupts the stability and continuance of normal University operations and functions.
- B. FOR INTERIM SUSPENSIONS ONLY, a student will be denied access to the residence halls, and/or to the campus (including classes), and to all other University activities or events, which the student might otherwise be eligible to participate in or attend. A student organization will lose its University student organization status and will be denied access to any University activities or events which the student organization might otherwise be eligible to participate in or attend.

- C. A student/student organization will be notified of an interim sanction or interim suspension, orally, by written notice served on the student/student organization, or by written notice sent to the last address on record. The interim sanctions or interim suspension takes effect the day it is issued by the President or his/her designee.
- D. A student/student organization issued an interim suspension or interim sanctions will be given an opportunity to appear before the Vice President of Student Affairs and Enrollment Management or a designee within three (3) working days in order to discuss the following issues only:
1. the reliability of the information concerning the student/student organization's alleged misconduct.
 2. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to himself/herself, to others, or to property.
- E. The Vice President for Student Affairs and Enrollment Management or his/her designee may affirm or alter the interim sanctions or interim suspension based on the discussion with the student/student organization. If the decision is affirmed, the Vice President or his/her designee will inform the student/student organization of that decision at the conclusion of the discussion. Regardless of whether the interim sanctions or interim suspension is affirmed or altered, the Vice President or his/her designee will direct that a formal hearing before the University Judicial Board take place within ten (10) days. If the University fails to schedule the formal hearing within the ten (10) day period, the interim sanctions or interim suspension will cease although the original charges will not be dropped and will still be handled through the University's disciplinary process.

SECTION XIII: EMERGENCY POWERS OF THE PRESIDENT

- A. The President, as Chief Executive Officer of the University, is charged with the maintenance of that degree of order and safety necessary to the successful continuation of the University's lawful mission, and he/she is further charged with the authority to protect the members of the University community and University property.
- B. When faced with mass disruptions, activity of a violent and destructive nature, or other dangerous violations of University rules of a serious enough nature to threaten the University, the President, after consultation with and approval of the Board of Regents, may declare a "state of emergency" and do any of the following:
1. Impose and have enforced a curfew on all or portions of the University campus.

2. Curtail or suspend services.
3. Close the University or portions of the University entirely for the period of emergency.
4. Issue an emergency suspension and forbid the presence on campus of any student(s)/student organization(s) if they have been sufficiently identified to him/her as participants in activities which violated University policy and led to the conditions described above. Suspensions issued under this section of the code are effective immediately upon notice to the student(s)/student organization(s).
5. Appoint a Special Hearing Board on an ad hoc or extraordinary basis to make a recommendation as to whether any emergency suspensions issued should be continued. The Special Hearing Board will convene and make its recommendations to the President within seven (7) calendar days from the effective date of the emergency suspension. Regardless of the recommendation to the President as to the continuation of the emergency suspension, the President will direct Student Conduct and Community Standards to convene a formal hearing before the University Judicial Board within ten (10) days of the date of the Special Hearing Board's recommendation to the President in order to rule on the original charges brought against the student(s)/student organization(s).
6. Take other actions that may be explicitly stated in or implied by any laws governing the authority of the University and/or the President in emergency situations.

NOTES: Due to the unique circumstances and severe conditions that would lead the President to exercise any of his/her emergency powers, an emergency suspension issued under this section of the Code is to be considered different from an interim suspension issued under the conditions stated in Section XIII. The issuance and review of an emergency suspension will be handled in accordance with the procedures outlined above in sub-sections 4 and 5.

- C. The Board of Regents, regardless of granting any emergency powers to the President, in no way restricts its own powers and prerogative to carry out its obligations and duties as imposed by the Constitution and laws of the State of Michigan.

SECTION XIV: STUDENT DISCIPLINARY FILES AND RECORDS

- A. Student Conduct and Community Standards will establish a student disciplinary file whenever a case is referred for investigation of a possible conduct code violation. A student or student organization's file will be destroyed if the investigation indicates that no violation occurred. The file of a student/student organization found to have violated the conduct code will be retained for four (4) years from the date of the sanction or until the student's graduation from the University, whichever

comes first. Student conduct records may be retained longer or permanently if the student was suspended or permanently dismissed or if there is reason to believe the case could result in future litigation.

- B. A notation will be made on the student's official University transcript if the student was suspended, permanently dismissed or given an "E" grade in a course as a result of academic dishonesty.
- C. The release of student disciplinary records will be governed by applicable federal and state laws governing the privacy of educational records.

SECTION XV: REVIEW OF THE STUDENT JUDICIAL SYSTEM

- A. The Office of Student Conduct and Community Standards will convene a Student Judicial System Review Committee at least every four (4) years that will be responsible for carrying out the following tasks:
 - 1. Reviewing the goals and effectiveness of the University's disciplinary system;
 - 2. Reviewing the effectiveness of the types of sanctions issued;
 - 3. Recommending changes to the Student Conduct Code;
 - 4. Recommending changes in the judicial processes and procedures established and followed by the Office of Student Conduct and Community Standards; and
 - 5. Recommending training sessions and publications on topics related to the mission of the Office of Student Conduct and Community Standards to educate the campus community about student conduct and the campus judicial processes.
- B. The Committee will be appointed and chaired by the Director of Student Conduct and Community Standards and will include one representative from the following areas: Office of the Ombudsman; Legal Affairs; Housing; Health Services; Counseling Services; Student Government; Faculty Council; Department of Public Safety; Campus Life; a Chairperson of the University Judicial Board; and a Chairperson of the Judicial Appeals Board.
- C. Amendments to the Student Conduct Code that receive the support of the Review Committee will be forwarded, in accordance with University procedures, to the Board of Regents for approval. The

Board may approve amendments absent consideration by the Review Committee when necessary for compliance with applicable federal or state law or other University procedure.

RESPONSIBILITY FOR IMPLEMENTATION

The President, as Chief Executive Officer of the University, has overall responsibility for implementation of the Student Conduct Code and the student disciplinary process and has delegated its overall management to the Vice President for Student Affairs and Enrollment Management and the Director of the Office of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards is directly responsible for the daily administration of the University's student judicial system.

SCOPE OF POLICY COVERAGE

This policy applies to all students, student groups, and student organizations as defined in Section IV of the Student Conduct Code.

Authority for Creation and Revision

Minutes of the Board of Regents, September 17, 1969, para. .816M.
Minutes of the Board of Regents, August 19, 1970, para. .921M.
Minutes of the Board of Regents, March 27, 1991, para. .4356M.
Minutes of the Board of Regents, December 1, 1992, para. .4630M.
Minutes of the Board of Regents, January 17, 2006, para. .6103M.
Minutes of the Board of Regents, February 24, 2009.
Minutes of the Board of Regents, September 18, 2012

Board Policy Manual

8.1. Student Conduct Code and Judicial Structure

Effective Date: 1-17-06

Revision Date: 2-24-09

UNIVERSITY POLICY STATEMENT

It is the policy of Eastern Michigan University to establish a student conduct code, to be administered by the Office of Student Conduct and Community Standards, for the purpose of maintaining a campus environment that is conducive to learning, protects the university's educational purposes, maintains reasonable order on campus, and protects the rights of all members of the University community. The Eastern Michigan University Student Conduct Code and the accompanying student disciplinary processes are intended to foster ethical development, personal accountability and civility toward others.

UNIVERSITY PRACTICE

The Student Conduct Code, below, outlines the practices to be utilized in administering the student disciplinary system at Eastern Michigan University.

SECTION I: PURPOSE

In support of the overall goals of Eastern Michigan University, the purpose of the Student Conduct Code, administered by the Office of Student Conduct and Community Standards, is to maintain a campus environment that is conducive to learning, protects the university's educational purposes, maintains reasonable order on campus, and protects the rights of all members of the University community. The Student Conduct Code and the accompanying student disciplinary processes are intended to foster ethical development, personal accountability and civility toward others.

The Code embraces several core philosophies: preservation of the rights of free speech and peaceable assembly; respect for freedom of inquiry and constructive criticism; a conviction that honesty and integrity are key values to the University community; and the belief that all members of the University should be part of a campus environment that respects differences of culture, gender, religion, race, age, lifestyle, or ability.

SECTION II: RESPONSIBILITY FOR IMPLEMENTATION

The President, as Chief Executive Officer of the University, has overall responsibility for implementation of the Student Conduct Code and the student disciplinary process and has delegated its overall management to the Vice President for Student Affairs and Enrollment Management and the Director of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards is directly responsible for the daily administration of the University's student judicial system.

SECTION III: JURISDICTION

The University will have jurisdiction over 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.

A student committing a criminal offense, off-campus that is also a violation of the Student Conduct Code may be subject to University discipline.

The University may pursue disciplinary action against a student at the same time the student is facing criminal charges for the same offense, even if the criminal prosecution is pending, has been dismissed or the charges have been reduced.

SECTION IV: DEFINITIONS

A. For purposes of the Student Conduct Code only, the following definitions apply:

1. *FACULTY MEMBER* means any person hired by the University to conduct classes.

1. *INSTITUTION or UNIVERSITY* means Eastern Michigan University.

1. *MEMBER OF THE UNIVERSITY COMMUNITY* includes any person who is a student, faculty member, University official or any other person employed by the University.

1. *STUDENT* includes all persons enrolled for courses through or at EMU, both full-time and part-time, and those who attend educational institutions other than EMU but who reside in EMU residence halls. Persons who are not officially enrolled for a particular term but whose EMU record indicates a continuing relationship with the University are considered “students”. Persons who have been accepted into EMU but have not yet enrolled for courses are considered “students”.

1. *STUDENT GROUP* means a number of students who are associated with each other and have not complied with University requirements for registration as an organization.

1. *STUDENT IN GOOD STANDING* means a student who is in good academic standing AND who is not presently under any University disciplinary sanctions.

1. *STUDENT ORGANIZATION* means a number of students who have complied with University requirements for registration and/or recognition.

1. *UNIVERSITY PREMISES* includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University.

1. *UNIVERSITY SPONSORED ACTIVITY* means any activity on or off campus, which is initiated, aided, authorized or supervised by the University.

SECTION V: VIOLATIONS

The following behavior is subject to disciplinary action under this Code. An individual, a group of individuals or a student organization may be charged with any of the violations. In cases where a violation is committed by an individual member of a student organization, the entire organization may be held responsible, in addition to the individual member, when those members not directly involved participate in the activity by encouraging, witnessing or condoning the act in any manner.

A. Academic Dishonesty

Engaging in academic dishonesty in any form with respect to examinations, course assignments, research projects, grades, and/or academic records, including, but not limited to the following:

1. **Cheating** - using or attempting to use unauthorized materials, information or study aids in any academic assignment. Examples of cheating are: looking on someone else's paper; using any kind of "cheat" sheet or other enhancement during a test; allowing someone else to take an exam in your place; submitting the same work more than once for credit; using someone else's homework or lab assignments; collaborating with another student on any assignment or take-home test if told that collaboration was not allowed; assisting another student in committing an act of academic dishonesty by allowing another student to copy homework or an exam; taking an exam for someone else; or giving test information to students in other sections of the same class.
2. **Falsification** - intentional and unauthorized falsification or invention of any information or citation in an academic assignment. Examples of falsification are: making up data on an assignment; making up a source to cite in a paper; altering then resubmitting returned academic work; giving false information to a faculty or staff member to increase one's grade; or attempting to change, actually changing, altering grades or any other unauthorized tampering with grades.
3. **Plagiarism** - deliberate and knowing use of someone else's work or ideas as one's own. Examples of plagiarism are: quoting a source verbatim, or paraphrasing text from a given source, without properly citing the source; turning in a research paper that was written by someone else; or in any other way passing off someone else's work as one's own; or failing to give credit for ideas or materials taken from someone else.

B. Alcohol Violations

1. Possession or consumption of alcoholic beverages by persons under the legal drinking age in violation of Michigan law.
2. Dispensing, selling or supplying alcoholic beverages to a person under the legal drinking age as defined by Michigan law.
3. Possession or consumption of alcoholic beverages in violation of federal, state and local laws.

NOTES:

1. Transportation in sealed containers to and from an authorized area or place is permissible if the person in possession is of legal age to possess alcoholic beverages as allowed by Michigan law.
2. Use of alcohol and controlled substances by Greek Organizations is covered under Student Conduct Code Section XI: Special Provisions Governing the University Recognition and Conduct of Greek Letter Social Organizations". Those provisions should be used to address alcohol violations committed by a Greek organization.

C. Computer Misuse

1. Unauthorized access, entry or use of a computer, computer system, network, software, password, account or data.
2. Unauthorized alteration or tampering with computer equipment, software, network, or data.
3. Unauthorized copying or distribution of computer software or data.
4. Use of computing facilities or equipment to send obscene, harassing, threatening or abusive messages.
5. Use of computers to falsify records, tamper with records or commit any act of academic dishonesty.
6. Any other act in violation of law and/or University policies and guidelines regulating computer-related use.

D. Discrimination by Student Organizations

Selecting its membership upon the basis of restrictive clauses involving race, religion, color, national origin, gender, age, sexual orientation or disability unless any given student organization's membership restriction is shown to be specifically allowed by law.

E. Disruptive Conduct

1. Actions that impair, interfere with, or obstruct the normal operations of the University and/or interfere with the rights of other members of the University community or visitors. This includes intentional occupation of or blocking the entry or exit of University facilities, including but not limited to, buildings, classrooms, offices, hallways, entryways, conference rooms and campus grounds.
2. Actions that impair, interfere with, or obstruct the orderly conduct, processes and functions within any classroom or other instructional setting. This includes interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his/her class.
3. Participating in, leading or inciting others to disrupt scheduled and/or normal campus activities, events and programs.
4. Intentional obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
5. Disturbance of any member of the University community or visitor.

6. Solicitation on campus without prior approval from appropriate University officials. This includes, but is not limited to, the disbursement of any forms of promotional/informational material on University property or on items (e.g. motor vehicles) on University property, requests for donations, or the selling or vending of any merchandise or services.

F. Drugs

1. Possession or use of narcotics, prescription drugs or other controlled substances in violation of local, state or federal drug or narcotic laws.
2. Distribution, delivery or sale of narcotics, prescription drugs or other controlled substances in violation of local, state or federal drug or narcotic laws.
3. Possession or use of drug paraphernalia.

G. Failure to Comply

1. Failure to comply with a lawful order of a University official, including a campus police officer, in the performance of his/her duty.
2. Failure to comply with the sanctions rendered during the student judicial process.
3. Failure to comply with a request to be interviewed by a University judicial officer during the investigation of a conduct code violation. (Students may choose not to appear and present testimony at a student judicial proceeding after meeting with the judicial officer.)

H. Falsification/Fraud/False Testimony

1. Furnishing false information to the University, including false reporting of emergencies, knowingly making false accusations or giving false testimony during the disciplinary process.
2. Misuse, reproduction, alteration or forgery of any University related documents, records, identification, keys, access codes or property.
3. Providing a worthless check or money order in payment to the University or to a member of the university community.

I. Fire and Safety

1. Damage to, removal of or tampering with any fire safety systems, firefighting equipment or other emergency warning equipment.
2. Intentional or reckless burning or setting fire to any building or piece of property owned or controlled by the University.

J. Gambling

Gambling or participation in games of chance on campus for money or other things of value except as provided by law.

K. Guests

Students are responsible for informing their guests about campus regulations and may be held accountable for the behavior of their guests.

L. Harassment/Stalking

1. Conduct (not of a sexual nature) that creates an intimidating, hostile, or offensive campus, educational or work environment for another person or group.
2. Conduct (not of a sexual nature) that threatens, intimidates, humiliates, or otherwise harms another person or group.
3. Stalking, defined as following or otherwise contacting, via any means, another person repeatedly for no legitimate purpose, so as to put that person in fear for his/her life or personal safety, or to cause that person substantial emotional distress. Stalking includes:
 - a. Repeatedly following or harassing another person.
 - b. Contacting a person after being asked or ordered not to contact the person.
 - c. Violating any provision of the Michigan Stalking Law.
4. Harassment or stalking behavior that is of a sexual nature is covered by the University's *Sexual Misconduct and Interpersonal Violence Policy* and not the Student Conduct Code.

M. Hazing

1. Any action or activity committed by either active members, associate members or pledges of an organization which inflicts or intends to cause physical or mental harm or anxieties; which may demean, degrade, or disgrace any person, regardless of location, intent or consent of participants. Hazing includes, but is not limited to:
 - a. Interference with a student's academic or work performance.
 - b. Forced consumption of any food, alcohol, other drugs, or any other substance.
 - c. Forced physical activity.
 - d. Deprivation of food or sleep.

- e. Physical acts such as branding and paddling
 - f. Requiring participation in any activity that violates University policies or any local, state or federal law.
 - g. Other violations as outlined in the Interfraternity Council (IFC), College Panhellenic Council (CPC) or National Pan-Hellenic Council (NPHC) Constitutions.
2. Any action or situation, which intentionally or unintentionally endangers a student who is attempting admission into or affiliation with any student organization.

NOTES:

- 1. In cases where the activity is performed by an individual member of a student organization, the total organization may be held responsible, when those members not directly involved participate in said activity by encouraging, witnessing, or condoning the act in any manner.
- 2. Any individual and/or organization found guilty of hazing will be subject to a minimum penalty of suspension.

N. Physical Abuse and Endangerment

- 1. Physical violence or attempted physical violence toward another person or group.
- 2. Threat of physical violence against another person or group.
- 3. Any action that endangers the health, safety or welfare of a person or group.
- 4. Attempt to harm, or actual harm, to oneself.
- 5. Physical Abuse and Endangerment behavior that is of a sexual nature is covered by the University's *Sexual Misconduct and Interpersonal Violence Policy* and not the Student Conduct Code.

O. Property/Facilities/Services

- 1. Theft of University property or property of a member of the University or visitor.
- 2. Damage, destruction, or defacement of University property or property of a member of the University or visitor, including littering.
- 3. Wrongful appropriation of University property or property of a member of the University or visitor.
- 4. Public posting, selling of, or in any other way, distribution of notes of class lectures, course handouts and outlines, and/or any other University-supplied materials without the express written permission of the instructor.
- 5. Unauthorized possession and/or use of University property or property of a member of the University or visitor, including knowingly being in possession of stolen goods. This includes unauthorized use of vehicles, equipment, services, the University name and logo.

6. Unauthorized entry into University facilities, including but not limited to buildings, classrooms, hallways, entryways, conference rooms, and campus grounds.
7. Bringing animals and/or pets into University buildings, except where properly authorized. Use or operation of rollerblades, skates, skateboards, bicycles, and similar items inside University facilities, unless expressly permitted.
8. Violation of any policy or guidelines pertaining to specific usage of a University facility.

P. Sexual Misconduct and Interpersonal Violence

All Forms of Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment and Retaliation are prohibited. Conduct of this nature, including definitions, investigative procedures, interim measures, sanctions, and all other matters related to sexual misconduct and interpersonal violence are governed by the *Sexual Misconduct and Interpersonal Violence Policy* and not by the Student Conduct Code.

Q. Weapons/Firearms/Explosives

1. Possession, storage or use of firearms and other weapons, including non-lethal weapons. Examples of such weapons may include, but are not limited to pellet guns, air-soft guns and paintball guns.
2. Possession, storage or use of firecrackers, gunpowder, ammunition, explosives or incendiary devices, or other articles or substances which could endanger health or safety.

R. Other Violations

1. Violation of any other published or posted University regulations not specifically mentioned in this Section, including, but not limited to, the EMU Policy Manual(s); EMU's Alcohol and Other Drug Policy; Residence Hall Contract and the Guide to Campus Living; Campus Life Council regulations and guidelines for organizations; Student Government monetary allocation guidelines; EMU published undergraduate and graduate catalogs; EMU'S Athletics Alcohol and Other Drug Education and Testing Policy; ORD Research Guidelines; and Greek Social Policy.
1. Aiding and abetting another in any violation of laws and/or University policies.
2. Attempt or intent to commit any violation outlined in the Student Conduct Code.
3. OffCampus Conduct as described in the Student Conduct Code, Section III: Jurisdiction.

SECTION VI: SANCTIONS FOR MISCONDUCT

The purpose of University discipline is to be corrective and educational as well as punitive. The disciplinary experience is intended to make clear to students the limits of acceptable behavior and to give students who violate the rules an opportunity to more fully understand the rules and incorporate the experience into his/her overall development. Assigned discipline may include a combination of sanctions for a particular incident. The sanctions which may be incurred include, but are not limited to, the following:

A. Sanctions for Students and/or Student Groups

1. *Verbal Warning*: notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
2. *Formal Reprimand*: An official written statement of the University's disapproval of a student's actions and a warning that any future violation(s) will be dealt with more severely.
3. *Disciplinary Probation*: An official notice that the student's conduct is in violation of the Student Conduct Code but does not warrant suspension or permanent dismissal. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student commits another conduct code violation during the probationary period. During the Probation period, a student will be considered "not in good standing" and may be excluded from some programs and curricular or extra-curricular activities, including running for and/or holding office in any student organization.
4. *Suspension*: An involuntary separation of the student from the University for a definite period of time and/or until certain conditions for readmission are met. The student is not guaranteed readmission at the end of such period of time, but is guaranteed a review of the case and a decision regarding eligibility for readmission. (Suspension requires administrative review and approval by the President or his/her designee.)
5. *Deferred Suspension*: The sanction of Suspension may be placed in deferred status provided that the student completes other assigned sanctions by the specified deadline dates. Failure to complete all sanctions and provide proof of completion by the deadline date(s) will result in the automatic enactment of the suspension without charges or hearing. If a student is found responsible for another violation of the Student Conduct Code during the period of deferred suspension, the student may be permanently dismissed from the University.
6. *Permanent Dismissal*: An involuntary permanent separation from the University. (Permanent dismissal requires administrative review and approval by the President or his/her designee.)
7. *Delay and/or Denial of Degree Award*: During the period disciplinary charges are pending against a student, the University may deny and/or delay issuance of a degree. Further, the University may refuse to issue a degree to a student who is serving a suspension or has been permanently dismissed from the University.
8. *Revocation of degree*: An awarded degree may be revoked for violations of the Student Conduct Code, which occur prior to the award of the degree but are discovered after the degree has been awarded, where the violation is sufficient to justify the suspension or permanent dismissal of the

student. (Revocation of a degree requires administrative review and approval by the President or his/her designee.)

9. *Other Secondary Sanctions* may be imposed instead of or in addition to those specified above. Secondary sanctions include, but are not limited to:

1.
 - a. *Restitution* (compensation for loss, damage or injury)
 - b. *Fines* (for alcohol or drug violations)

First Offense = \$100; Second Offense = \$200; Third Offense = \$300

1.
 - a. *Community Service*
 - b. *Educational activities* such as a reflective writing assignment or attendance at an event directly related to the violation committed. (e.g. alcohol/drug workshop; diversity awareness training; ethics workshop)
 - c. *Restrictions* (temporary or permanent loss of privileges or the use of a University facility or service)

B. Sanctions for Student Organizations

1. *Verbal Warning*: Notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
2. *Formal Reprimand*: An official written statement of the University's disapproval of a student organization's actions and a warning that any future violation(s) will be dealt with more severely.
3. *Disciplinary Probation*: An official notice that the student organization's conduct is in violation of the Student Conduct Code but does not warrant suspension of or permanent termination of the organization's University status. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student organization commits another conduct code violation during the probationary period. During the Probationary period, a student organization may also be excluded from campus activities, forfeit student monetary allocations, and lose Campus Life status.
4. *Suspension*: An involuntary withdrawal of student organization status from the University for a definite period of time and/or until certain conditions for renewal of recognition are met. During this time, the University will not in any way recognize nor support the continued operation of said student organization. The Student organization must re-apply to the University for renewed recognition following any period of suspension. The suspension shall be reported to said organization's national office, if applicable. (Suspension requires administrative review and approval by the President or his/her official designee.)
5. *Deferred Suspension*: The sanction of Suspension may be placed in deferred status provided that the student organization completes other assigned sanctions by the specified deadline dates. Failure to complete all sanctions and provide proof of completion by the deadline date(s) will result in the automatic enactment of the suspension without charges or hearing. If a student organization is found responsible for another violation of the Student Conduct Code during the period of deferred suspension, the student organization may have its University status permanently terminated.

6. *Permanent Termination of University Status:* An involuntary permanent withdrawal of student organization status from the University. The University will not in any way recognize nor support the continued operation of said student organization. The permanent termination shall be reported to said organization's national office, if applicable. (Permanent termination requires administrative review and approval by the President or his/her official designee.)
7. *Other Secondary Sanctions* may be imposed instead of or in addition to those specified above. Secondary sanctions include, but are not limited to:

- a. *Restitution* (compensation for loss, damage or injury)
- b. *Fines* (for alcohol or drug violations)

First Offense = \$100; Second Offense = \$200; Third Offense = \$300

- c. *Community Service*
- d. *Educational activities* such as a reflective writing assignment or attendance at an event directly related to the violation committed. (e.g. alcohol/drug workshop, diversity awareness training; ethics workshop)
- e. *Restrictions* (temporary or permanent loss of privileges or the use of a University facility or service)

C. Enhanced Sanctions

Any violation of the Student Conduct Code against any individual, group or student organization which is shown to be motivated by the individual's, group's or student organization's racial identity, religion or religious beliefs, disability, national origin, gender, sexual orientation or other personal characteristic will subject a student/student organization to a more severe sanction than would ordinarily accompany that violation.

D. Counseling Assessments and Counseling

In addition to any sanctions assigned, a student may also be required to undergo a mandated counseling assessment. Participation in counseling may be recommended. Issuance of sanctions may be postponed pending the results of the counseling assessment.

SECTION VII: ORGANIZATION OF THE UNIVERSITY JUDICIAL SYSTEM

A. University Judicial Board

1. *Composition* - The University Judicial Board will consist of ten (10) enrolled students and four (4) alternates; four (4) full-time faculty members and two (2) alternates; and four (4) full-time members of the University community and two (2) alternates. A student member must be a student in good standing in order to be selected for and remain on the University Judicial Board.
2. *Selection of board members* - In consultation with the Director of Student Conduct and Community Standards, student members will be appointed by the Student Government; faculty members will be selected by Faculty Council; and the full-time members from the University community will be selected by the President or his/her designee.
3. *Terms of Office* - Board members will be appointed for a two-year term. They may be reappointed by the person or body who appointed them. Two members serving as Chairpersons will be elected by a majority vote of all of the University Judicial Board members.
4. *Removal from office* - A board member may be removed from the board for poor attendance by a simple majority vote of the total University Judicial Board.
5. *Jurisdiction* - The University Judicial Board will serve as the panel to hear the case of any student(s)/student organization seeking resolution of the case through the formal hearing process.
6. *Procedural Considerations*
 - a. Selection of the University Judicial Board members for any given case depends on the availability of the members at the time scheduled for the hearing.
 - b. A quorum for a given hearing will exist with the presence of any five (5) members. During vacation periods or summer session, the University Judicial Board has the authority to convene a disciplinary hearing with only three (3) members, provided that at least one of those is a student.
 - c. The Chairperson will exercise control over the proceedings.

B. Judicial Appeals Board

1. *Composition* - The Judicial Appeals Board will consist of four (4) enrolled students; four (4) full-time faculty members; and four (4) full-time members of the University community. A student member must be a student in good standing in order to be selected for and remain on the Judicial Appeals Board.
2. *Selection of board members* - In consultation with the Director of Student Conduct and Community Standards, student members will be appointed by the Student Government; faculty members will be selected by Faculty Council; and the full-time members from the University community will be selected by the President or his/her designee.
3. *Terms of Office* - Board members will be appointed for a three-year term. They may be reappointed by the person or body who appointed them. Two members serving as Chairpersons will be elected by a majority vote of all of the Judicial Appeals Board members.

4. *Removal from office* - A board member who is consistently unavailable for appellate reviews may be removed from the board by a simple majority vote of the total Judicial Appeals Board.
5. *Jurisdiction* - The Judicial Appeals Board will serve as the panel to review decisions rendered by the University Judicial Board during the formal hearing process. Both the charged party and the University will have the right to appeal a University Judicial Board decision.
6. *Procedural Considerations*
 - a. Selection of the Judicial Appeals Board members for any given case depends on the availability of the members at the time scheduled for the appeal.
 - b. A quorum will exist with the presence of a Chairperson and any two (2) other Judicial Appeals Board members, EXCEPT that any three (3) Judicial Appeals Board members may hear the appeal if a Chairperson cannot be available within a reasonable time, not to exceed fourteen (14) work days from the date of receipt of the written appeal.

**SECTION VIII: RIGHTS OF CHARGED STUDENT(S)/STUDENT ORGANIZATIONS
IN DISCIPLINARY PROCEEDINGS**

- A. The following rights apply to a student conduct proceeding that has reached the level of a formal hearing, EXCEPT that Rights One (1) through Four (4) apply also to any investigative meeting held with the Office of Student Conduct and Community Standards and to the Informal Disposition Conference. Student(s)/student organizations will have the right to:
 1. Remain silent and not have that silence used against them.
 2. Have a voluntary advisor, or conduct advocate, present who may participate in the proceedings. The advisor or advocate must be a member of the university community, and if the advisor or advocate is another EMU student, she/he must be a student in good standing.
 3. Engage an attorney, at the student/student organization's own expense only when criminal prosecution is pending on charges stemming from the same incident. The attorney may appear at the proceedings with the student(s) to provide advice, but may not represent the student(s)/student organization, directly question or cross-examine witnesses, or, in any other way, participate in the proceedings.
 4. Be given a written statement of the charges against them, in accordance with the provisions of Section IX.B. of the Student Conduct Code.
 5. Adequate notice of dates set for all hearings, and related conferences and meetings.
 6. Reasonable review of the disciplinary case file maintained by the Office of Student Conduct and Community Standards prior to a formal hearing and/or appeal.

7. Question and cross-examine the complainant and all witnesses.
8. Present witnesses and submit any pertinent, supportive documentation. The hearing board, by a 2/3 vote of members present at the hearing, may limit the number of witnesses in order to avoid dilatory tactics.
9. An open or closed hearing. A hearing will be considered open if no person is excluded until the room's capacity has been reached EXCEPT that a person may be removed if his/her behavior is disruptive to the hearing process. A closed hearing will include only the charged student(s)/student organization, Student Conduct and Community Standards official(s), witnesses, and members of the particular judicial board hearing the case.
10. Challenge a judicial board member on the grounds of bias, conflict of interest or any other factor that could preclude the board member from rendering an impartial and fair decision. The board member may be disqualified upon majority vote of the remaining members of the board present at the hearing, conducted by secret ballot. If the board votes to exclude the challenged board member from that particular hearing, the hearing will continue with the remaining board members present, even if the number of board members remaining is less than the number required by the Student Conduct Code to reach a quorum for that hearing.
11. A written statement of the outcome of the proceeding, and a description of the appeal procedure.
12. Make a taped recording of the proceeding at their own expense.
13. Appeal the decision of the university judicial board, subject to the provisions of the Student Conduct Code, Section IX.E: Appeal of Formal Hearing Results.

SECTION IX: UNIVERSITY DISCIPLINARY PROCEDURES

A. Reporting

Any member of the university community may initiate a complaint against a student or student organization for an alleged violation of the Student Conduct Code through the Office of Student Conduct and Community Standards. A complainant shall submit the complaint to the Office of Student Conduct and Community Standards within a reasonable amount of time from the date he/she becomes aware of the alleged violation. For purposes of this Code, an incident report generated by the Department of Public Safety or an incident report generated by a member of the University will be considered a complaint to be reviewed by the Office of Student Conduct and Community Standards for possible Student Conduct Code violations.

B. Charges and Notice

1. The Office of Student Conduct and Community Standards will investigate each complaint, and if the circumstances surrounding the complaint indicate that a violation of the Student Conduct Code may have occurred, disciplinary charges may be issued. The student(s)/student organization will be notified of the charges in writing. Notice of the charges will be considered adequate if it is sent to the student(s)/student organization's last known address registered with the University OR to the address given by a student on either an EMU Department of Public Safety's Incident Report or on a Housing Incident Report.
2. Proper written notice to a student/student organization will include the following:
 - a. Recitation of facts surrounding the incident, in as sufficient detail as possible as to date, time, and location;
 - b. Statement of the specific conduct code provision(s) violated;
 - c. Any penalty assigned or other action taken;
 - d. Amount of time in which the student(s)/student organization has to respond to the notice;
 - e. Ramifications of not responding to the notice within the time limit; and
 - f. Copy of "Rights of Charged Students/Student Organizations in Disciplinary Proceedings".
3. The Office of Student Conduct and Community Standards may place a judicial hold on a student's academic record, and/or may go forward with disciplinary action against a student/student organization in either of the following situations:
 - a. The student or student organization fails to respond to a charge letter sent by the Office of Student Conduct and Community Standards within the applicable time limit.
 - b. The student withdraws from the University after allegedly committing a violation, whether or not the Office of Student Conduct and Community Standards has yet had the opportunity to charge the student with a conduct code violation.
 - c. The student/student organization fails to appear at his/her scheduled formal hearing or appeal hearing.

C. Disposition of Cases

A disciplinary case may be handled in one of the following two formats:

1. *Informal Disposition Conference* - The student(s)/student organization representative and a judicial officer will meet informally to discuss the alleged violation(s). If the substantive facts and sanction(s) can be agreed upon by the judicial officer and the charged student(s), a disciplinary action agreement will be prepared and signed by both sides. A signed disciplinary

action agreement will constitute a waiver of the right to a formal hearing and any appeal, and an acceptance of the finding(s) and sanction(s). The President or his/her designee must approve any suspension, permanent dismissal or permanent termination of a student organization's university status.

2. *Formal Hearing* - If, during the informal disposition conference, the student(s)/student organization disputes the findings by the Office of Student Conduct and Community Standards that a violation has occurred or if an appropriate sanction(s) cannot be agreed upon, the case will be referred for a formal hearing. In cases where the student(s)/student organization was issued a verbal warning or formal reprimand as part of the Informal Disposition Conference, a formal hearing will be offered before a judicial officer different than the one who proposed the original sanction. Procedures for this hearing will be consistent with those noted in Section IX:D. This option allows the student(s)/student organization to respond to the charges, present witnesses on his or her own behalf and question witnesses. Formal hearings are tape-recorded. The judicial officer may find the party charged not responsible for violating the Code of Conduct. If the party is found responsible the student(s)/student organization will be notified in writing. This decision of the judicial officer is final and there is no right of appeal.

In cases where sanctions other than verbal warning or formal reprimand are proposed as part of the Informal Disposition Conference, a formal hearing will be offered before the University Judicial Board. Procedures for this hearing are set forth in Section IX.D.

D. Procedures for Formal Hearings

1. *Notice of Hearing* - After the formal hearing is scheduled, the Office of Student Conduct and Community Standards will notify the student(s)/student organization involved of the date, time and place of the hearing and of the pre-conference.
2. *Pre-conference* - At least two (2) days prior to the formal hearing, a pre-hearing conference will be scheduled by the Office of Student Conduct and Community Standards for any charged student(s)/student organization. The two (2) day requirement may be modified by mutual consent of the charged student(s)/student organization and the Office of Student Conduct and Community Standards. The conference will include the presiding officer of the University Judicial Board or a designee, the Director of Student Conduct and Community Standards or a designee, any individual designated to represent the University, and the charged student(s)/student organization and their advisor.

The purpose of the pre-hearing conference will be to identify those issues and facts which will be presented at the hearing, to exchange information as to witnesses likely to be called, to answer procedural questions, and to settle those matters which may be agreeably concluded. The conference will not be used to settle the issue of whether or not the violation was committed or to challenge any recommended sanctions. Failure of the charged student(s)/student

organization or the advisor to appear will in no way affect any of their procedural rights and will not prohibit a hearing from being set and being held.

3. *Formal Hearing Premises* - The following premises will govern any formal hearing:

- a. The focus of inquiry in a University hearing will be the determination of whether a violation of University rules occurred, and such decision will be totally unrelated to any criminal or civil decisions against the student(s)/student organization arising from the same incident.
- b. Formal rules of evidence will not apply to University proceedings, nor will deviations from these prescribed procedures necessarily invalidate a decision or proceeding unless significant prejudice to the charged student(s)/student organization or the University may result.
- c. The charged student(s)/student organization will be presumed to have not violated the Student Conduct Code until it is proven otherwise.
- d. The burden of proof during a formal hearing will rest with the University. The University must prove its case by a preponderance of the evidence, meaning that the evidence, considered in its entirety, indicates that, more likely than not, the charged student(s)/student organization committed the violation(s).
- e. The judicial officer may recommend a sanction to the University Judicial Board during the formal hearing, but the University Judicial Board will have the authority to reject the recommendation and issue any sanction(s) deemed appropriate.
- f. All formal hearings will be recorded. Copies of the recording will remain the property of the University and will serve as the official record of the proceedings.

4. *Disposition of the Case*

- a. University Judicial Board decisions as to culpability of the charged student(s)/student organization and sanctions to be issued will be made by a simple majority of the University Judicial Board members present at the hearing. After hearing the case, board members will go into closed session to reach a decision.
- b. Decisions of the University Judicial Board will be in writing. The decision will state what rule was violated, the behavior constituting the violation, and any sanctions issued. Within two (2) working days, the written decision will be submitted to the Director of Student Conduct and Community Standards. If the recommended sanction is not a suspension, permanent dismissal of the student or permanent termination of University status, the Director of Student Conduct and Community Standards will mail the decision to the student(s)/student organization within two (2) working days after being submitted to that office by the University Judicial Board.
- c. If the recommended sanction is either a suspension, permanent dismissal or permanent termination of University Status, the Director of Student Conduct and Community Standards will submit the decision to the President or his/her designee for review. The President or his/her designee will either accept or reject the University Judicial Board's

decision to suspend, permanently dismiss the student, or permanently terminate the University status of a student organization. If the decision is rejected, the President or his/her designee will provide to Student Conduct and Community Standards a written rationale for the rejection of the University Judicial Board's sanction. A rejection of the University Judicial Board's sanction will constitute an automatic appeal to the Judicial Appeals Board.

- d. The President or his/her designee will have five (5) working days after submission of the University Judicial Board's decision to take action. If no action is taken during that time, the University Judicial Board's decision will be considered approved.
- e. The Office of Student Conduct and Community Standards will send the written decision to the student(s)/student organization by using the address of record. Additional copies will be sent to the student(s)/student organization by using an official university e-mail address. The communication will take place within one (1) working day following any presidential action. If the five (5) working days lapse without the President or his/her designee taking action, the Office of Student Conduct and Community Standards will mail the University Judicial Board's written decision to the student(s)/student organization on the sixth (6) working day following the submission of the decision to the President or his/her designee for review.

E. Appeal of Formal Hearing Results

1. *Right to Appeal* - Student(s)/student organizations or the University (represented by the Office of Student Conduct and Community Standards) may request that the University's Judicial Appeals Board review the decision rendered at the conclusion of the formal hearing process. Student(s)/student organization(s) may challenge the finding of the University Judicial Board that a violation occurred and/or the sanction(s) assigned. Conversely, the University may challenge the finding of the Board that no violation occurred or that the sanction(s) issued were not severe enough for the violation committed.
2. *Appeal Process for Student(s)/Student Organizations* - The following steps should be followed by student(s)/student organizations in order to file an appeal:
 - a. A written request for an appeal must be submitted to the Office of Student Conduct and Community Standards within seven (7) working days from the date of the written decision from the formal hearing. The appeal will be immediately forwarded to the Judicial Appeals Board for consideration. Unless extenuating circumstances can be shown, failure to appeal within the allotted time will render the University Judicial Board's decision final.
 - b. The written request for an appeal must state the grounds for appeal (citing the appropriate grounds from the "Grounds for Appeal" list below); a discussion of the evidence and facts in support of the appeal; and a recommended solution.
 - c. The request for an appeal must be typed and should include any supporting documentation that should be considered by the Judicial Appeals Board.

- d. *Grounds for Appeal* - The following will be considered the only grounds for an appeal:
 - 1) There were procedural errors in the case or in the interpretation of University rules and regulations serious enough to deny the student(s)/student organization a fair hearing.
 - 2) There is new evidence of a substantive nature not previously available at the time of the hearing, which would have materially affected the decision.
 - 3) The severity of the sanction is disproportionate to the violation(s) committed.
 - 4) The decision of the Board was not supported by the evidence presented at the hearing.
3. *Appeal Process for the University* - The following steps should be followed by the University in order to file an appeal:
- a. A written request for an appeal must be submitted by Student Conduct and Community Standards to the Judicial Appeals Board within seven (7) working days from the date of the written decision from the formal hearing. A copy of the appeal will also be made available to the student(s)/student organization. Unless extenuating circumstances can be shown, failure to appeal within the allotted time will render the University Judicial Board's decision final and conclusive.
 - b. The written request for an appeal must state the grounds for appeal (citing the appropriate grounds from the "Grounds for Appeal" list below); a discussion of the evidence and facts in support of the appeal; and a recommended solution.
 - c. The request for an appeal must be typed and should include any supporting documentation that should be considered by the Judicial Appeals Board.
 - d. *Grounds for Appeal* - The following will be considered the only grounds for an appeal:
 - 1) There were procedural errors in the case or in the interpretation of University rules and regulations serious enough to affect the University's chance of proving its case.
 - 2) The sanction is too lenient given the violation(s) committed.
 - 3) There is new evidence of a substantive nature not previously available at the time of the hearing, which would have materially affected the decision.
 - 4) The decision of the Board was not supported by the evidence presented at the hearing.

4. *Scheduling an Appeal*

- a. The Judicial Appeals Board will convene an appeal hearing as soon as possible after receiving the written appeal. A quorum will exist with the presence of a Chairperson and any two other board members, EXCEPT that any three board members may handle the appeal if the a Chairperson cannot be available within a reasonable time, not to exceed fourteen (14) calendar days from the receipt of the written appeal.
 - b. After the appeal is scheduled, Student Conduct and Community Standards will notify the student(s)/student organization involved of the date, time and place of the hearing.
5. *Appeal Hearing Premises* - The following premises will govern any appeal hearing:
- a. Deviations from these prescribed procedures will not necessarily invalidate a decision or proceeding unless significant prejudice to the charged student(s)/student organization or the University may result.
 - b. On appeal, the burden of proof rests with the appellant to clearly exhibit that one of the four grounds for an appeal has been met; this is not a re-hearing of the entire case.
 - c. All appeal hearings will be recorded. Copies of the recording(s) will remain the property of the University and will serve as the official record of the proceedings.
 - d. Any sanction(s) issued by the University Judicial Board will not take effect until the appeal process is completed.
6. *Disposition of the Appeal*
- a. Prior to the appeal hearing, the Judicial Appeals Board will meet in closed session to review the written decision of the University Judicial Board, the written appeal, any supporting documentation provided by the Appellant, and the recording of the formal hearing.
 - b. After reviewing the case materials, the Judicial Appeals Board will convene the Appeal Hearing and call in both parties to the appeal. The student(s)/student organization may bring an advisor or conduct advocate to the Hearing who may speak on their behalf. The advisor or conduct advocate must be a member of the University community, and if the advisor or conduct advocate is a student, he/she must a student in good standing.
 - c. The party who filed the appeal will be allowed fifteen (15) minutes to present his/her case to the Judicial Appeals Board. The Board members may then ask questions of the appellant. The opposing side will then be given fifteen (15) minutes to present its counter-arguments, after which the Board members can ask questions of that party.
 - d. The Judicial Appeals Board will again go into closed session to reach a decision in the case, then reconvene the hearing and read its decision. The decision will be made by a simple majority of the Judicial Appeals Board members present at the hearing.
 - e. The Judicial Appeals Board may take one of the following actions:
 - 1) Uphold the decision of the University Judicial Board in its entirety.

- 2) Alter the sanctions imposed by the University Judicial Board EXCEPT that the Board cannot increase the severity of the sanctions if the appeal was filed by the student(s)/student organizations.
 - 3) Send the case back to the University Judicial Board for a new hearing only if there were errors in procedures or interpretation of University rules and regulations or there is new evidence in the case. A decision issued by the University Judicial Board in a case sent back to it by the University Appeals Board may not be appealed again and will be the final decision, pending approval by the President or his designee in accordance with *sub-section f* below.
 - 4) Dismiss the case against the student(s)/student organization.
- f. In cases where the Judicial Appeals Board, or the University Judicial Board upon a re-hearing of the case, issues a suspension, permanent dismissal of the student or permanent termination of University status of a student organization, the decision will be sent to the President or his/her designee for review. The President or his/her designee will have five (5) working days after submission of the decision to either affirm or alter the decision. This decision will be final. If no action is taken during that time, the appellate decision, or the decision from a re-hearing will be considered approved.
- g. The Office of Student Conduct and Community Standards will send the written decision to the student(s)/student organization within one (1) working day following any presidential action. If the five (5) working days lapse without the President or his/her designee taking action, the Office of Student Conduct and Community Standards will mail the written decision to the student(s)/student organization on the sixth (6) working day following the submission of the decision to the President or his/her designee for review.

SECTION X: SPECIAL DISCIPLINARY PROVISIONS

GOVERNING ACTS OF ACADEMIC DISHONESTY

- A. Academic dishonesty is both an academic matter between a student and his/her faculty member and a violation under the Student Conduct Code subject to University disciplinary action. An act of academic dishonesty may and should be handled by the faculty member, the student, and, if appropriate, the faculty member's department head and/or the dean over that particular academic department. Sanctions that can be assigned by a faculty member range from giving a reduced grade on the particular work in question to failing the student for the entire course. In addition, some academic departments and programs have their own policies for dealing with academic dishonesty and/or violations of Professional Codes of Ethics which allow the department or program to impose sanctions ranging from probation to program dismissal. A sanction assigned by a faculty member and/or an academic department or program is an academic, not a disciplinary sanction.

- B. If the matter is resolved satisfactorily between the student and the faculty member, and the faculty member decides not to refer the student for university disciplinary action, the faculty member may still report the incident to the Office of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards will maintain a record of the reported incident and may elect to pursue university disciplinary action against a student who is reported to that office for a subsequent act of academic dishonesty.

- C. If the faculty member decides that a stronger sanction is needed instead of or in addition to any academic sanctions assigned by that faculty member, the incident may be referred to the Office of Student Conduct and Community Standards for review and possible university disciplinary action. Once the referral is made to the Office of Student Conduct and Community Standards, the incident will be handled in the same manner as would any other allegation under the Student Conduct Code.

- D. In cases where the student denies the allegation of academic dishonesty, the faculty member may elect to postpone assigning any academic sanctions until after the student has gone through the university disciplinary process. If at the end of that process, the charge of academic dishonesty is upheld, the faculty member may then assign an academic sanction. The academic sanction is independent of any disciplinary actions taken against the student by the University.

- E. Academic sanctions assigned by the faculty member in agreement with the student or assigned by the faculty member after the charge of academic dishonesty has been validated through the University disciplinary system cannot be grieved under the University's Grade Grievance Procedure.

SECTION XI: SPECIAL PROVISIONS GOVERNING THE UNIVERSITY RECOGNITION AND CONDUCT OF GREEK LETTER SOCIAL ORGANIZATIONS

- A. Because of the importance of the Greek social system and because of the unique circumstances under which it operates, the following conditions have been established between the University and the Greek social organizations. These provisions set out the requirements for maintaining University recognition and good standing and delineate specific violations that may be handled through the Greek system's own judicial process rather than under the University's Student Conduct Code.

- B. The University reserves the right to retain jurisdiction over cases in which the conduct violates both these provisions and the University's Student Conduct Code AND the University determines that the misconduct is of such severe nature as to impair, obstruct, interfere with or adversely affect the mission, processes or functions of the University.
- C. The University may take action against an individual member of a student organization for misconduct that is both a violation of this provision and of the Student Conduct Code, regardless of any separate disciplinary action taken against the student organization.
- D. This section of the Student Conduct Code applies only to the relationship between the University and the Greek social organizations and has no bearing on relations between chapters and national and/or alumni agreements.
- E. Good standing must be maintained in order for Greek social organizations to participate in Greek sponsored activities. Failure to do any of the following will constitute a violation of these provisions of the Student Conduct Code and will subject the Greek social organization to disciplinary action, including possible loss of good standing, as described within these provisions under sub-sections F and G:
1. Registering annually as a recognized student organization with Campus Life;
 2. Participating in the appropriate Greek governing bodies (The National Pan-Hellenic Council (NPHC), The Interfraternity Council (IFC), or The College Panhellenic Council (CPC);
 3. Submitting roster and grade release forms for active members and pledges/associates during the first month of the semester;
 4. Following all rules and guidelines for New Member Recruitment Process, and the Greek Social Policy; and
 5. Abiding by all terms and conditions of the alcohol and controlled substance guidelines below:
 - a. The possession, use and/or consumption of alcoholic beverages while on chapter premises during an official event or in any situation sponsored or endorsed by the chapter or organization must be in compliance with any and all applicable laws and University rules and policies.
 - b. No chapter or organization members, collectively or individually, shall purchase for, serve to, or sell alcoholic beverages to anyone under the legal drinking age.
 - c. The possession, sale, and/or use of any illegal or controlled substance at any chapter, organization or University sponsored event are strictly prohibited.

- d. Alcohol or controlled substances will be prohibited at any and all recruitment activities.
 - e. Open parties where alcohol is provided by the host chapter, meaning those with unrestricted access by non-members of the organization, without specific invitation, will be prohibited.
 - f. All organizations must provide, at no charge, an alternative non-alcoholic beverage and food at any event where alcohol is provided.
 - g. There will be no solicitation or encouragement of alcohol consumption by contest or promotion at any chapter event where alcoholic beverages are present.
- F. Greek organizations whose members are in violation of this policy, regardless of whether the individuals are identified, will be subject to one or more of the sanctions listed in the Student Conduct Code, Section VI.B: Sanctions for Student Organizations.
- G. The following process will be utilized in any incident alleging a violation of these policy provisions by a Greek Social organization:
1. The incident will be referred to the respective Greek Judicial Board for hearing and original adjudication (i.e. cases involving members of the Panhellenic Council and Interfraternity Council will be heard by the Greek Judicial Board and cases involving members of the NPHC will be heard by its own council). Each Greek Council will establish its own judicial board and its own set of hearing procedures for handling the incident. The chair of the respective Greek Judicial Board will immediately inform the Office of Student Conduct and Community Standards about any incident referred to it.
 2. A decision rendered by the respective Greek Judicial Board may be appealed by either the party alleging the violation or by the Greek social organization being accused of a violation. The appeal will be made in accordance to policies governing each of the governing councils..
 3. The Office of Student Conduct and Community Standards will receive written transcripts of all final judicial decisions, from the Greek Judicial Board. The Office of Student Conduct and Community Standards will review the decision and may accept or reject the proposed sanctions.
 4. In the event the Office of Student Conduct and Community Standards rejects the final decision, the Director will provide a written explanation of the rejection and a recommended alternative.
 5. In the event that the Office of Student Conduct and Community Standards and the Greek board rendering the final decision cannot reach an agreement, the case will be referred to the Eastern Michigan University Judicial Appeals Board as outlined in the Eastern Michigan University Student Conduct Code. In this instance the Office of Student Conduct and

Community Standards will notify the national or international headquarters of the organization involved. In the case of local organizations, the Alumni Association will be notified.

SECTION XII: INTERIM SUSPENSIONS

AND OTHER INTERIM SANCTIONS

- A. For alleged violations of this Code, interim sanctions, including but not limited to, interim suspension, reassignment to alternate housing, limitation of access to designated University housing facilities and/or campus facilities by time and location, and limitation of privilege to engage in specified University activities may be imposed by the President or his/her designee. Such interim sanctions are to be utilized only when there is reason to believe that the student(s)/student organization's conduct poses a substantial threat of harm to oneself or others, threatens or endangers University property, or disrupts the stability and continuance of normal University operations and functions.

- B. FOR INTERIM SUSPENSIONS ONLY, a student will be denied access to the residence halls, and/or to the campus (including classes), and to all other University activities or events, which the student might otherwise be eligible to participate in or attend. A student organization will lose its University student organization status and will be denied access to any University activities or events which the student organization might otherwise be eligible to participate in or attend.

- C. A student/student organization will be notified of an interim sanction or interim suspension, orally, by written notice served on the student/student organization, or by written notice sent to the last address on record. The interim sanctions or interim suspension takes effect the day it is issued by the President or his/her designee.

- D. A student/student organization issued an interim suspension or interim sanctions will be given an opportunity to appear before the Vice President of Student Affairs and Enrollment Management or a designee within three (3) working days in order to discuss the following issues only:
 - 1. the reliability of the information concerning the student/student organization's alleged misconduct.

 - 2. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to himself/herself, to others, or to property.

- E. The Vice President for Student Affairs and Enrollment Management or his/her designee may affirm or alter the interim sanctions or interim suspension based on the discussion with the student/student organization. If the decision is affirmed, the Vice President or his/her designee will inform the student/student organization of that decision at the conclusion of the discussion. Regardless of whether the interim sanctions or interim suspension is affirmed or altered, the Vice President or his/her designee will direct that a formal hearing before the University Judicial Board take place within ten (10) days. If the University fails to schedule the formal hearing within the ten (10) day period, the interim sanctions or interim suspension will cease although the original charges will not be dropped and will still be handled through the University's disciplinary process.

SECTION XIII: EMERGENCY POWERS OF THE PRESIDENT

- A. The President, as Chief Executive Officer of the University, is charged with the maintenance of that degree of order and safety necessary to the successful continuation of the University's lawful mission, and he/she is further charged with the authority to protect the members of the University community and University property.
- B. When faced with mass disruptions, activity of a violent and destructive nature, or other dangerous violations of University rules of a serious enough nature to threaten the University, the President, after consultation with and approval of the Board of Regents, may declare a "state of emergency" and do any of the following:
1. Impose and have enforced a curfew on all or portions of the University campus.
 2. Curtail or suspend services.
 3. Close the University or portions of the University entirely for the period of emergency.
 4. Issue an emergency suspension and forbid the presence on campus of any student(s)/student organization(s) if they have been sufficiently identified to him/her as participants in activities which violated University policy and led to the conditions described above. Suspensions issued under this section of the code are effective immediately upon notice to the student(s)/student organization(s).
 5. Appoint a Special Hearing Board on an ad hoc or extraordinary basis to make a recommendation as to whether any emergency suspensions issued should be continued. The Special Hearing Board will convene and make its recommendations to the President within seven (7) calendar days from the effective date of the emergency suspension. Regardless of the recommendation to the President as to the continuation of the emergency suspension, the President will direct Student Conduct and Community Standards to convene a formal hearing before the University Judicial Board within ten

(10) days of the date of the Special Hearing Board's recommendation to the President in order to rule on the original charges brought against the student(s)/student organization(s).

6. Take other actions that may be explicitly stated in or implied by any laws governing the authority of the University and/or the President in emergency situations.

NOTES: Due to the unique circumstances and severe conditions that would lead the President to exercise any of his/her emergency powers, an emergency suspension issued under this section of the Code is to be considered different from an interim suspension issued under the conditions stated in Section XIII. The issuance and review of an emergency suspension will be handled in accordance with the procedures outlined above in sub-sections 4 and 5.

- C. The Board of Regents, regardless of granting any emergency powers to the President, in no way restricts its own powers and prerogative to carry out its obligations and duties as imposed by the Constitution and laws of the State of Michigan.

SECTION XIV: STUDENT DISCIPLINARY FILES AND RECORDS

- A. Student Conduct and Community Standards will establish a student disciplinary file whenever a case is referred for investigation of a possible conduct code violation. A student or student organization's file will be destroyed if the investigation indicates that no violation occurred. The file of a student/student organization found to have violated the conduct code will be retained for four (4) years from the date of the sanction or until the student's graduation from the University, whichever comes first. Student conduct records may be retained longer or permanently if the student was suspended or permanently dismissed or if there is reason to believe the case could result in future litigation.
- B. A notation will be made on the student's official University transcript if the student was suspended, permanently dismissed or given an "E" grade in a course as a result of academic dishonesty.
- C. The release of student disciplinary records will be governed by applicable federal and state laws governing the privacy of educational records.

SECTION XV: REVIEW OF THE STUDENT JUDICIAL SYSTEM

- A. The Office of Student Conduct and Community Standards will convene a Student Judicial System Review Committee at least every four (4) years that will be responsible for carrying out the following tasks:
1. Reviewing the goals and effectiveness of the University's disciplinary system;
 2. Reviewing the effectiveness of the types of sanctions issued;
 3. Recommending changes to the Student Conduct Code;
 4. Recommending changes in the judicial processes and procedures established and followed by the Office of Student Conduct and Community Standards; and
 5. Recommending training sessions and publications on topics related to the mission of the Office of Student Conduct and Community Standards to educate the campus community about student conduct and the campus judicial processes.
- B. The Committee will be appointed and chaired by the Director of Student Conduct and Community Standards and will include one representative from the following areas: Office of the Ombudsman; Legal Affairs; Housing; Health Services; Counseling Services; Student Government; Faculty Council; Department of Public Safety; Campus Life; a Chairperson of the University Judicial Board; and a Chairperson of the Judicial Appeals Board.
- C. Amendments to the Student Conduct Code that receive the support of the Review Committee will be forwarded, in accordance with University procedures, to the Board of Regents for approval. The Board may approve amendments absent consideration by the Review Committee when necessary for compliance with applicable federal or state law or other University procedure.

RESPONSIBILITY FOR IMPLEMENTATION

The President, as Chief Executive Officer of the University, has overall responsibility for implementation of the Student Conduct Code and the student disciplinary process and has delegated its overall management to the Vice President for Student Affairs and Enrollment Management and the Director of the Office of Student Conduct and Community Standards. The Office of Student Conduct and Community Standards is directly responsible for the daily administration of the University's student judicial system.

SCOPE OF POLICY COVERAGE

This policy applies to all students, student groups, and student organizations as defined in Section IV of the Student Conduct Code.

Authority for Creation and Revision

Minutes of the Board of Regents, September 17, 1969, para. .816M.

Minutes of the Board of Regents, August 19, 1970, para. .921M.

Minutes of the Board of Regents, March 27, 1991, para. .4356M.

Minutes of the Board of Regents, December 1, 1992, para. .4630M.

Minutes of the Board of Regents, January 17, 2006, para. .6103M.

Minutes of the Board of Regents, February 24, 2009.

Minutes of the Board of Regents, September 18, 2012

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: **B**

DATE:

June 21, 2016

**RECOMMENDATION TO APPROVE AMENDMENTS TO SEXUAL HARASSMENT
AND OTHER PROHIBITED CONDUCT POLICY**

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached amendments to Board Policy 3.1.8, *Sexual Harassment and Other Prohibited Conduct*, effective July 1, 2016.

STAFF SUMMARY

The Eastern Michigan Board of Regents approved on this date the *Sexual Misconduct and Interpersonal Violence Policy*, which defines standards of conduct and expectations for all members of the EMU community, including faculty, staff, students, vendors, and visitors with respect to sexual misconduct. It is important that the policies across the University that refer to sexual misconduct, including sexual harassment, are consistent in their message and provide clear guidance to the University community. Amendments to the Sexual Harassment and Other Prohibited Conduct Policy are therefore proposed to recognize the new policy and ensure consistency between current and new policies.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

Gloria A. Hage
General Counsel

6.21.16

Date

Board Policy Manual

3. Employment and Affirmative Action

3.1. Employment

3.1.8. Sexual Harassment and Other Prohibited Conduct

Effective Date: 8-4-2004

Revision Date:

UNIVERSITY POLICY STATEMENT

It is the policy of Eastern Michigan University to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes. Sexual harassment is prohibited at Eastern Michigan University. While sexual harassment often takes place in relationships with a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons in the absence of such a relationship.

The sexual harassment of University faculty, staff and students by non-University employees and guests doing business or providing services on campus (for example, contractors, vendors, delivery persons) is also prohibited by this policy.

It is the policy of the University that no member of the University community may harass another. Students are entitled to learn in an academic environment free of sexual harassment. However, conduct and pedagogical techniques that reasonably serve legitimate educational purposes do not constitute harassment. In the educational setting within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants. Therefore, this policy against harassment shall be applied in a manner that protects academic freedom and freedom of expression, including the expression of germane

ideas, however controversial, in the classroom setting, academic environment, university-recognized activities, or on the campus. Nothing contained in this policy shall be construed to limit the legitimate exercise of free speech, academic or artistic freedom, including but not limited to written, graphic, or verbal expression that serves legitimate educational or artistic purposes.

Sexual Harassment

Sexual harassment may take many forms - subtle and indirect, as well as blatant and overt. It may consist of repeated actions or may even arise from a single incident if sufficiently extreme. ~~The victim as well as the harasser may be a woman or man. The victim does not have to be of the opposite sex.~~

The definition and examples of Sexual Harassment applicable to this Policy are contained in Section III.E. of Board Policy titled *Sexual Misconduct and Interpersonal Violence Policy* ([live link](#)) which applies to all members of the University community.

~~Sexual harassment includes any behavior of a sexual nature where:~~

- ~~• submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, status in a course or program, or participation in an activity;~~
- ~~• submission to, or rejection of such conduct by an individual is used as the basis for a decision affecting an individual's employment, status in a course or program, or participation in an activity; or~~
- ~~• such conduct is intended to or would objectively be regarded by a reasonable person as unreasonably interfering with an individual's work, academic performance in a course or program, or participation in an activity, or of creating an intimidating, hostile or offensive working or educational environment.~~

Depending on the particular circumstances, sexual harassment may include, but is not limited to, the following:

- ~~1. Physical assaults of a sexual nature, such as rape, sexual battery, molestation, or attempts to commit these assaults; and intentional physical conduct that is sexual in nature such as touching, pinching, patting, grabbing, poking, or brushing against another individual's body.~~
- ~~2. Offering or implying an employment-related reward (such as a promotion, raise, or different work assignment) or an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.~~
- ~~3. Threatening or taking a negative employment action (such as termination, demotion, denial of an employee benefit or privilege, or change in working conditions) or negative educational action (such as giving an unfair grade, withholding a letter of~~

recommendation, or withholding assistance with any educational activity) or intentionally making the individual's job or academic work more difficult because sexual conduct is rejected.

4. The use or display in the classroom or workplace, including electronic, of pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
5. Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience. Such speech or conduct must be directed against another and either abusive or humiliating, or it must persist despite the objection of the person targeted by the speech or conduct. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational or working environment that would reasonably be perceived as hostile or abusive. A single incident involving severe misconduct may rise to the level of harassment.

Sexual harassment may occur within a variety of relationships, including classroom situations involving instruction. It may occur among peers. It may occur where no relationship exists between the parties other than the co-employee or co-student relationship. Sexual harassment often occurs where the relationship is characterized by an imbalance of power and authority, including, without limitation, faculty-student, staff-student, and supervisor-employee relationships.

Consensual Sexual Relationships:

Professor and student:

The ideal professor demonstrates respect for students as individuals and serves as students' mentor, intellectual guide, and model of honest academic conduct. The professor acts to ensure academic evaluations of students that reflect each student's true merit. He or she respects the confidential nature of the relationship between professor and student and avoids all forms of exploitation, harassment, and discriminatory treatment of students.

Sexual relations (which include contact of a sexual nature) or requests for sexual relations between students and faculty members with whom they also have a current instructional or evaluative relationship are fraught with the potential for exploitation and must be avoided, and are prohibited. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an instructional or evaluative role, make voluntary consent by the student suspect. In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias.

Supervisor and subordinate employee:

Similar considerations apply to consensual sexual relationships (which include contact of a sexual nature) between supervisors and subordinate employees. Such relationships are also fraught with the potential for exploitation and should be avoided. The power exercised by a supervisor makes voluntary consent by the employee suspect. In their relationships with employees, those in a position of authority are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias. When a consensual sexual relationship develops between adults, effective steps must be taken to ensure unbiased evaluation and supervision of the employee, and the supervisory employee has an obligation to report the relationship to the appropriate supervisor to ensure that such steps are taken. It is a violation of this policy for a supervisory employee who becomes involved in a sexual relationship with a subordinate employee to fail promptly to report the relationship to the appropriate supervisor.

Definitions

Faculty, faculty member, or professor means all who teach at the University and includes faculty members, lecturers, staff members, graduate students and teaching assistants, and other instructional personnel. The term also includes faculty, staff members, and graduate students whose duties include supervision or evaluation of a student's academic work.

Position of Authority includes situations in which one makes or is responsible for the instruction, supervision, or evaluation of a student for coursework, grades, grants, research funding, or other academic work. The term also includes situations in which one makes or is responsible for the supervision or evaluation of an employee with respect to hiring, performance, discipline, or termination.

Evaluative relationship means one in which the faculty member or supervisor exercises judgment in assessing a student's or employee's skills, qualifications, or abilities for the purpose of making such formal determinations as grades, scholarship determinations, award designations, and formal advisory recommendations.

Responses to Violations of Policies

Protection Against Retaliation

No individual involved in the complaint procedure shall suffer retaliation as a result of such participation. Retaliation exists when action is taken against a complainant or participant in the complaint process which affects his or her employment, academic, or business status which is motivated in whole or in part by his or her participation in the process. Retaliation may be found even where the underlying complaint is found to have no merit.

Disciplinary Actions for Violation of the Sexual Harassment Policy

Faculty and staff/employees, including student employees acting in an employment capacity, who violate this policy are subject to disciplinary action, up to and including discharge. Sexual harassment by students, including definitions, investigative procedures, interim measures, sanctions, and all other matters related to sexual misconduct and interpersonal violence are governed by the *Sexual Misconduct and Interpersonal Violence Policy* ([hyperlink](#)) ~~students who violate the policy are subject to disciplinary action, up to and including expulsion in accordance with the provisions of the University's Student Conduct Code.~~ Guests and other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements.

Malicious Allegations/Complaints; False Information

Any individual who knowingly files a false complaint under this policy, or who knowingly provides false information to or intentionally misleads University officials who are investigating a complaint, may be subject to disciplinary and/or corrective action.

Confidentiality

To the extent permitted by law, the confidentiality of each party involved in a sexual harassment investigation, complaint, or charge will be observed, provided it does not interfere with the University's ability to investigate the allegations or take corrective action.

UNIVERSITY PRACTICE

The University's policy on Sexual Harassment and Other Prohibited Conduct is based on shared values and collective responsibility to respect all individuals who are part of the University's community or who participate in any way in our learning environment. This policy also reflects the University's commitment to creating and maintaining an environment that values diversity and is free from conflicts of interest.

An employee, faculty member, or student who believes that he/she is the victim of sexual harassment or that the University's policy on Sexual Harassment and Other Prohibited Conduct has been violated may seek information and assistance from the Title IX Coordinator or Office of Diversity and Affirmative Action ~~or the Office of Student Judicial Services~~. If the employee, faculty member, or student wishes to file a complaint, she/he may take the following action(s):

- A. If the alleged harasser or violator of this policy is an employee, faculty member, or guest, the affected individual(s) may contact the Title IX Coordinator or the Office of Diversity and Affirmative Action.
- B. If the alleged harasser or violator of this policy is a student, the affected individual(s) may contact the Title IX Coordinator. ~~Office of Student Judicial Services~~.

The University takes seriously and will investigate all complaints made pursuant to its Sexual Harassment policy. Individuals who are accused of violating the University's Sexual Harassment and Other Prohibited Conduct policy will be provided with the opportunity to hear and respond to the charges made against them.

The University will employ generally accepted principles of progressive discipline in regards to any faculty member or other employee who, following investigation and hearing, is found by the University to have engaged in sexual harassment warranting disciplinary action. Depending on the circumstances of the particular case, disciplinary action may warrant verbal warning, written warning, suspension with or without pay, or, in the most serious cases, termination of employment.

All members of the University community and guests are responsible for knowing and understanding the University's Sexual Harassment and Other Prohibited Conduct policy. Questions about the policy may be directed to the University's Title IX Coordinator or to the Office of Diversity and Affirmative Action. ~~Employees and faculty members who do not understand the policy should contact their department head or director. Department heads or directors who need assistance in understanding, interpreting, or applying the policy should contact the Office of Diversity and Affirmative Action. Students who do not understand the policy should contact the Office of Student Judicial Services.~~

~~Copies of the policy and procedures will be posted on the web sites of the Office of Diversity and Affirmative Action, the Office of Student Judicial Services, Human Resources, and the Office of the Assistant Vice President for Academic Affairs. Written copies of this policy will be available in bulk for distribution in these offices and posted on available bulletin boards. All department heads will be supplied with written copies of this policy in bulk and shall be required to post copies on official bulletin boards.~~

RESPONSIBILITY FOR IMPLEMENTATION

The president of the University is responsible for the overall implementation of this policy. The president is authorized to adopt and implement appropriate complaint and enforcement procedures. Each vice president, dean, director, department head, and other supervisory personnel has responsibility for implementation of this policy within their areas of responsibility. The Title IX Coordinator, Director of Diversity and Affirmative Action, Associate Vice President for Student Affairs, director of student judicial services, Vice-President executive director of Human Resources and Assistant Vice President for Academic Affairs are responsible for the administration and enforcement of this policy.

SCOPE OF POLICY COVERAGE

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This policy applies to all University employees, faculty, students, and other members of the University community as well as contractors, consultants, and vendors doing business or providing services on campus.

Authority for Creation and Revision

Minutes of the Board of Regents: August 4, 2004, para. .6297M.

DRAFT

Board Policy Manual

3. Employment and Affirmative Action

3.1. Employment

3.1.8. Sexual Harassment and Other Prohibited Conduct

Effective Date: 8-4-2004

Revision Date:

UNIVERSITY POLICY STATEMENT

It is the policy of Eastern Michigan University to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes. Sexual harassment is prohibited at Eastern Michigan University. While sexual harassment often takes place in relationships with a power differential between the persons involved, the University also recognizes that sexual harassment may occur between persons in the absence of such a relationship.

The sexual harassment of University faculty, staff and students by non-University employees and guests doing business or providing services on campus (for example, contractors, vendors, delivery persons) is also prohibited by this policy.

It is the policy of the University that no member of the University community may harass another. Students are entitled to learn in an academic environment free of sexual harassment. However, conduct and pedagogical techniques that reasonably serve legitimate educational purposes do not constitute harassment. In the educational setting within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants. Therefore, this policy against harassment shall be applied in a manner that protects academic freedom and freedom of expression, including the expression of germane

ideas, however controversial, in the classroom setting, academic environment, university-recognized activities, or on the campus. Nothing contained in this policy shall be construed to limit the legitimate exercise of free speech, academic or artistic freedom, including but not limited to written, graphic, or verbal expression that serves legitimate educational or artistic purposes.

Sexual Harassment

Sexual harassment may take many forms - subtle and indirect, as well as blatant and overt. It may consist of repeated actions or may even arise from a single incident if sufficiently extreme.

The definition and examples of Sexual Harassment applicable to this Policy are contained in Section III.E. of Board Policy titled *Sexual Misconduct and Interpersonal Violence Policy* ([live link](#)) which applies to all members of the University community.

Consensual Sexual Relationships:

Professor and student:

The ideal professor demonstrates respect for students as individuals and serves as students' mentor, intellectual guide, and model of honest academic conduct. The professor acts to ensure academic evaluations of students that reflect each student's true merit. He or she respects the confidential nature of the relationship between professor and student and avoids all forms of exploitation, harassment, and discriminatory treatment of students.

Sexual relations (which include contact of a sexual nature) or requests for sexual relations between students and faculty members with whom they also have a current instructional or evaluative relationship are fraught with the potential for exploitation and must be avoided, and are prohibited. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an instructional or evaluative role, make voluntary consent by the student suspect. In their relationships with students, members of the faculty are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias.

Supervisor and subordinate employee:

Similar considerations apply to consensual sexual relationships (which include contact of a sexual nature) between supervisors and subordinate employees. Such relationships are also fraught with the potential for exploitation and should be avoided. The power exercised by a supervisor makes voluntary consent by the employee suspect. In their relationships with employees, those in a position of authority are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias. When a

consensual sexual relationship develops between adults, effective steps must be taken to ensure unbiased evaluation and supervision of the employee, and the supervisory employee has an obligation to report the relationship to the appropriate supervisor to ensure that such steps are taken. It is a violation of this policy for a supervisory employee who becomes involved in a sexual relationship with a subordinate employee to fail promptly to report the relationship to the appropriate supervisor.

Definitions

Faculty, faculty member, or professor means all who teach at the University and includes faculty members, lecturers, staff members, graduate students and teaching assistants, and other instructional personnel. The term also includes faculty, staff members, and graduate students whose duties include supervision or evaluation of a student's academic work.

Position of Authority includes situations in which one makes or is responsible for the instruction, supervision, or evaluation of a student for coursework, grades, grants, research funding, or other academic work. The term also includes situations in which one makes or is responsible for the supervision or evaluation of an employee with respect to hiring, performance, discipline, or termination.

Evaluative relationship means one in which the faculty member or supervisor exercises judgment in assessing a student's or employee's skills, qualifications, or abilities for the purpose of making such formal determinations as grades, scholarship determinations, award designations, and formal advisory recommendations.

Responses to Violations of Policies

Protection Against Retaliation

No individual involved in the complaint procedure shall suffer retaliation as a result of such participation. Retaliation exists when action is taken against a complainant or participant in the complaint process which affects his or her employment, academic, or business status which is motivated in whole or in part by his or her participation in the process. Retaliation may be found even where the underlying complaint is found to have no merit.

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Faculty and staff/employees, including student employees acting in an employment capacity, who violate this policy are subject to disciplinary action, up to and including discharge. Sexual harassment by students, including definitions, investigative procedures, interim measures, sanctions, and all other matters related to sexual misconduct and interpersonal violence are governed by the *Sexual Misconduct and Interpersonal Violence Policy* ([hyperlink](#)) Guests and

other persons who violate the policy are subject to corrective action, which may include removal from campus and termination of contractual arrangements.

Malicious Allegations/Complaints; False Information

Any individual who knowingly files a false complaint under this policy, or who knowingly provides false information to or intentionally misleads University officials who are investigating a complaint, may be subject to disciplinary and/or corrective action.

Confidentiality

To the extent permitted by law, the confidentiality of each party involved in a sexual harassment investigation, complaint, or charge will be observed, provided it does not interfere with the University's ability to investigate the allegations or take corrective action.

UNIVERSITY PRACTICE

The University's policy on Sexual Harassment and Other Prohibited Conduct is based on shared values and collective responsibility to respect all individuals who are part of the University's community or who participate in any way in our learning environment. This policy also reflects the University's commitment to creating and maintaining an environment that values diversity and is free from conflicts of interest.

An employee, faculty member, or student who believes that he/she is the victim of sexual harassment or that the University's policy on Sexual Harassment and Other Prohibited Conduct has been violated may seek information and assistance from the Title IX Coordinator or Office of Diversity and Affirmative Action. If the employee, faculty member, or student wishes to file a complaint, she/he may take the following action(s):

- A. If the alleged harasser or violator of this policy is an employee, faculty member, or guest, the affected individual(s) may contact the Title IX Coordinator or the Office of Diversity and Affirmative Action.
- B. If the alleged harasser or violator of this policy is a student, the affected individual(s) may contact the Title IX Coordinator.

The University takes seriously and will investigate all complaints made pursuant to its Sexual Harassment policy. Individuals who are accused of violating the University's Sexual Harassment and Other Prohibited Conduct policy will be provided with the opportunity to hear and respond to the charges made against them.

The University will employ generally accepted principles of progressive discipline in regards to any faculty member or other employee who, following investigation and hearing, is found by the University to have engaged in sexual harassment warranting disciplinary action. Depending on the circumstances of the particular case, disciplinary action may warrant verbal warning, written

warning, suspension with or without pay, or, in the most serious cases, termination of employment.

All members of the University community and guests are responsible for knowing and understanding the University's Sexual Harassment and Other Prohibited Conduct policy. Questions about the policy may be directed to the University's Title IX Coordinator or to the Office of Diversity and Affirmative Action.

RESPONSIBILITY FOR IMPLEMENTATION

The president of the University is responsible for the overall implementation of this policy. The president is authorized to adopt and implement appropriate complaint and enforcement procedures. Each vice president, dean, director, department head, and other supervisory personnel has responsibility for implementation of this policy within their areas of responsibility. The Title IX Coordinator, Director of Diversity and Affirmative Action, Associate Vice President for Student Affairs, Vice-President of Human Resources and Assistant Vice President for Academic Affairs are responsible for the administration and enforcement of this policy.

SCOPE OF POLICY COVERAGE

This policy applies to all University employees, faculty, students, and other members of the University community as well as contractors, consultants, and vendors doing business or providing services on campus.

Authority for Creation and Revision

Minutes of the Board of Regents: August 4, 2004, para. .6297M.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

SECTION: **C**

DATE:

June 21, 2016

**RECOMMENDATION TO APPROVE SEXUAL MISCONDUCT
AND INTERPERSONAL VIOLENCE POLICY**

ACTION REQUESTED

It is recommended that the Board of Regents of Eastern Michigan University approve the attached *Sexual Misconduct and Interpersonal Violence Policy*. The Policy applies to All Forms of Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment and Retaliation. It is in furtherance of the University's commitment to a non-discriminatory and inclusive environment for all members of its community and enhances the University's compliance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1974, and Michigan's Elliott-Larsen Civil Rights Act.

The effective date of the Policy is July 1, 2016.

STAFF SUMMARY

Eastern Michigan University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and prohibits all forms of sexual misconduct and interpersonal violence, including sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender based harassment, and retaliation.

The *Sexual Misconduct and Interpersonal Violence Policy* defines standards of conduct and expectations for all members of the EMU community, including faculty, staff, students, vendors, and visitors with respect to sexual misconduct. It provides clear direction regarding how and to whom to file a complaint and explains how a complaint will be investigated. Complaints regarding students will be processed under a newly implemented set of procedures that will be published concurrent with the *Sexual Misconduct and Interpersonal Violence Policy*. Complaints regarding faculty, staff, and third parties will continue to be processed under existing collective bargaining agreements and related human resources procedures.

Importantly, the *Sexual Misconduct and Interpersonal Violence Policy* contains the expectation that all faculty and staff members, with an exception only for those persons who hold a legally mandated privilege, are required to report instances of sexual misconduct and explains the process for reporting.

All members of the EMU community are expected to take an active role in upholding this policy and promoting an environment that is free from discriminatory conduct.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

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



University Executive Officer

Gloria A. Hage
General Counsel

6.31.16

Date

Board Policy Manual

2. Administrative Organization and Authority

2.9 Sexual Misconduct and Interpersonal Violence Policy. *Applies to All Forms of Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment and Retaliation.*

Effective Date: 7-01-2016

INTRODUCTION

TITLE IX COORDINATOR CONTACT INFORMATION

The President of Eastern Michigan University has appointed a Title IX Coordinator to oversee the University's central review, investigation and resolution of reports of sexual harassment, sexual violence, intimate partner violence and stalking. The contact information for the Title IX Coordinator and Deputy Title IX Coordinators is below:

Melody A. Werner
Title IX Coordinator
734.487.3617
mwerner@emich.edu

Sharon Abraham
Deputy Title IX Coordinator
Director, Diversity and Affirmative Action
Human Resources
734.487.3430
sabrahal@emich.edu

Jeanette Zalba
Deputy Title IX Coordinator
Director, Housing and Residential Life
734.487.5372
jzalba@emich.edu

Erin Kido
Deputy Title IX Coordinator
Senior Associate Athletic Director/Senior Women's Administrator
734.487.1050
ekido@emich.edu

I. UNIVERSITY POLICY STATEMENT

Eastern Michigan University is an institution built upon honor, integrity, trust, and respect. Consistent with these values, the University is committed to providing a safe and non-discriminatory learning, living, and working environment. The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. To that end, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 ("Title IX"); Title VII of the Civil Rights Act of 1964 ("Title VII"); and Michigan's Elliott-Larsen Civil Rights Act. The University also addresses such behavior pursuant to its obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), as amended by the Violence Against Women Reauthorization Act of 2013 ("VAWA").

The University prohibits Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, and Sexual or Gender-Based Harassment, collectively referred to as "Prohibited Conduct." Retaliation against a person for the good faith reporting or participation in any investigation or proceeding under this Policy is also a form of Prohibited Conduct. These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated.

The University will take prompt and equitable action to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The University conducts ongoing prevention, awareness, and training programs for Employees and Students to facilitate the goals of this policy.

A Student or Employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Where the date of the Prohibited Conduct precedes the effective date of this policy, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this policy, however, will be used to investigate and resolve all reports made on or after the effective date of this policy, regardless of when the incident(s) occurred.

II. SCOPE OF POLICY

A. To Whom Does the Policy Apply?

This policy is applicable to Students, Employees, and Third Parties.

1. "Student" includes any person who meets any of the following criteria:
 - is enrolled in any number of courses, in any format at EMU,
 - is living in University housing, and or
 - is not officially enrolled for a particular term, but whose EMU record indicates a continuing relationship with the University. The term relationship includes, but is not limited to:
 - those eligible and/or applying for reenrollment and/or readmission;
 - those involved in an appeal or grievance process; and
 - those with unresolved business matters with EMU.
2. "Employee" includes all persons who are legally defined as employees of the University.
3. "Third Parties" includes all contractors, vendors, visitors, guests or any other third parties.
 - The University's ability to take appropriate corrective action against a Third Party will be determined by the nature of the relationship of the Third Party to the University. The Title IX Coordinator will determine the appropriate manner of resolution consistent with the University's commitment to a prompt and equitable process consistent with federal and state law, federal guidance, and this policy.
 - Where the Respondent is not a University Student or Employee, or a participant in any University related program or activity, the University's ability to take action may be limited.

B. When and Where Does This Policy Apply

This policy pertains to acts of Prohibited Conduct committed by or against Students, Employees and Third Parties when:

1. the conduct occurs on campus or other property owned or controlled by the University;
2. the conduct occurs in the context of a University employment or education program or activity, including, but not limited to, University-sponsored study abroad, research, on-line, or internship programs; or

3. the conduct occurs outside the context of a University employment or education program or activity, but has continuing adverse effects that create a hostile environment for Students, Employees or Third Parties while on campus or other property owned or controlled by the University or in any University employment or education program or activity.

C. Intersection with Other Policies

The University's Office of Diversity and Affirmative Action (D&AA) administers a separate policy that addresses forms of discrimination and harassment not covered by this Policy. Where Prohibited Conduct violates the Sexual Misconduct Policy and also violates other policies, the University's response will be governed by this Policy. Questions about which policy applies in a specific instance should be directed to the University's Title IX Coordinator. In addition, conduct may be inappropriate, but not a violation of this Policy. Such conduct will be reviewed by the Title IX Coordinator and may be addressed through other appropriate processes (e.g. administrative offices, collective bargaining agreements, student conduct proceedings).

III. PROHIBITED CONDUCT

Prohibited Conduct includes the following specifically defined forms of behavior: Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment, and Retaliation.

Conduct under this policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the Complainant or Respondent.¹ Being impaired by alcohol or other drugs does not excuse a Respondent from responsibility for committing Prohibited Conduct that violates this policy.

A. SEXUAL ASSAULT

- **Sexual Assault** is:

Sexual Contact and/or Sexual Intercourse that occurs without Consent.

- Sexual Contact includes touching of the breasts, buttocks, groin or genitals, whether clothed or unclothed, or intentionally touching another with any of these body parts, and/or making another touch you or themselves with or on any of these body parts.

¹ For purposes of this Policy, the individual who is reported to have experienced Prohibited Conduct, regardless of whether that individual makes a report or participates in the review of that report by the University, is referred to as the Complainant. The individual who is reported to have engaged in Prohibited Conduct is referred to as the Respondent.

- Sexual Intercourse includes (a) vaginal penetration by a penis, object, tongue, or finger, however slight; (b) anal penetration by a penis, object, tongue, or finger, however slight; and (c) any contact between the mouth of one person and the genitalia of another person.
- Consent is:
 - informed (knowing);
 - voluntary (freely given); and
 - clearly communicated, through the demonstration of clear words or actions a person has indicated willingness to engage in a particular form of sexual activity.

Consent cannot be gained by force or coercion. Force is the use or threat of physical violence or intimidation to overcome an individual's freedom of will to choose whether or not to participate in sexual activity. Coercion is conduct, including intimidation and express or implied threats of immediate or future physical, emotional, reputational, financial, or other harm to the Complainant or others, that would reasonably place an individual in fear and that is employed to compel someone to engage in sexual activity.

An incapacitated individual cannot consent to sexual activity.

Consent cannot be gained by taking advantage of the incapacitation of another, where the person initiating sexual activity knew or reasonably should have known that the other was incapacitated. A person who is incapacitated is unable, temporarily or permanently, to give Consent because of physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

When alcohol or other drugs are involved, it is important to understand the level of impairment that results from a person's level of consumption. The impact of alcohol and other drugs varies from person to person, and a person's level of impairment can change quickly over time. A person's level of impairment is not always demonstrated by objective signs; however, some signs of intoxication may include clumsiness, difficulty walking, poor judgment, difficulty concentrating, slurred speech, vomiting, combativeness, or emotional volatility.

Evaluating whether another individual is incapacitated requires an assessment of whether the consumption of alcohol or other drugs has rendered that individual physically helpless or substantially incapable of:

- making decisions about whether to engage in Sexual Contact or Sexual Intercourse; or
- communicating Consent to Sexual Contact or Sexual Intercourse.

In evaluating Consent where the question of incapacitation is at issue, the University asks two questions: (1) *did the person initiating sexual activity know that the other party was*

incapacitated, and if not, (2) should a sober, reasonable person, in the same situation, have known that the other party was incapacitated? If the answer to either question is yes, then there has not been consent.

One should be cautious before engaging in Sexual Contact or Sexual Intercourse when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs may create ambiguity for either party as to whether consent has been sought or given. If one has doubt about either party's ability to give consent, the safe thing to do is to forego all sexual activity.

Additional guidance about Consent and Incapacitation:

- A person who initiates a specific sexual activity is responsible for obtaining Consent for that activity.
- Consent is not to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may not be sufficient to ascertain Consent.
- Consent is not to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in any sexual activity.
- Consent to engage in one sexual activity is not Consent to engage in a different sexual activity or to engage in the same sexual activity on a later occasion.
- Consent to engage in sexual activity with one person is not Consent to engage in sexual activity with any other person.
- Consent can be withdrawn by either party at any point. Once Consent is withdrawn, the sexual activity must cease immediately.

B. SEXUAL EXPLOITATION

Sexual Exploitation is purposely or knowingly doing any of the following:

- causing the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that persons' ability to give Consent to sexual activity.
- allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., livestreaming of images) without the consent of all subjects or participants;
- engaging in voyeurism (e.g., watching private sexual activity without the consent of all participants or viewing another person's intimate parts (including genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable

expectation of privacy;

- recording or photographing private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- disseminating or posting images of private sexual activity and/or a person's intimate parts without the consent of all subjects or participants;
- prostituting another person; or
- exposing another person to a sexually transmitted infection or virus without the other's knowledge.

C. INTIMATE PARTNER VIOLENCE²

Intimate Partner Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.

Intimate Partner Violence may include any form of Prohibited Conduct under this policy, including Sexual Assault, Stalking, and Physical Assault (as defined below).

Physical Assault is attempting, threatening or causing physical harm or engaging in other conduct that threatens or endangers the health or safety of any person or group. In general, Physical Assault will be addressed under this policy if it involves Sexual or Gender-Based Harassment, Intimate Partner Violence, or is part of a course of conduct under the Stalking definition.

D. STALKING³

Stalking occurs when a person engages in a Course of Conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Course of Conduct means two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes

² Intimate Partner Violence includes "dating violence" and "domestic violence," as defined by VAWA. Consistent with VAWA, the University will evaluate the existence of an intimate relationship based upon the Complainant's statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

³ This definition is consistent with VAWA.

with another person's property.

Substantial emotional distress means significant mental suffering or anguish.

Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact.

E. SEXUAL OR GENDER-BASED HARASSMENT

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions outlined in (1) and/or (2), below, are present.

Gender-Based Harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions outlined in (1) and/or (2), below, are present.

1. Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any University programs and/or activities or is used as the basis for University decisions affecting the individual (often referred to as "quid pro quo" harassment); or
2. such conduct creates a hostile environment. A "hostile environment" exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from the University's education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective. In evaluating whether a hostile environment exists, the University will consider the totality of known circumstances, including, but not limited to:
 - The frequency, nature, severity, location, duration and context of the conduct;
 - whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single incident of Sexual Assault, for example, may be sufficiently severe to constitute a hostile environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a hostile environment.

Examples of possible Sexual Harassment include:

- Offering or implying an employment related reward (such as a promotion, raise, or different work assignment) or an education related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any educational program or activity) in exchange for sexual favors or submission to sexual conduct.
- Threatening or taking a negative employment action (such as termination, demotion, denial of an employee benefit or privilege, or change in working conditions), or negative educational action, (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity) or intentionally making the individual's job or academic work more difficult because sexual conduct is rejected.
- Excluding a person from a program, activity or facility based on sex, sexual orientation or gender identity.
- Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is unwelcome, or sexual gestures, noises, remarks, jokes, questions, or comments about a person's sexuality or sexual experience. Such conduct between peers must be sufficiently severe, persistent, or pervasive that it creates an educational or working environment that is hostile or abusive.
- Explicit sexual pictures are displayed in a professor's office or on the exterior of a residence hall door.
- The use or display in the classroom or workplace, including electronic, or pornographic or sexually harassing materials such as posters, photos, cartoons or graffiti without pedagogical justification.
- A professor engages students in her class in discussions about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. She probes for explicit details, and demands that students answer her, though they are clearly uncomfortable and hesitant.
- Male students take to calling a particular brunette student "Monica" because of her resemblance to Monica Lewinsky. Soon, everyone adopts this nickname for her, and she is the target of relentless remarks about cigars, the president, "sexual relations" and Weight Watchers.
- A student grabbed another student by the hair, then grabbed her breast and put his mouth on it. While this is sexual harassment, it is also a form of sexual violence.
- Touching oneself sexually in view of others without their consent.

F. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this policy. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in the processes contained in this policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of Prohibited Conduct. A good faith pursuit by either party of civil, criminal or other legal action, even in response to an initial report under this Policy, does not constitute retaliation.

IV. HOW TO REPORT

There are two options for reporting Prohibited Conduct – Department of Public Safety (criminal) and the Title IX Office (University Complaint). A Complainant may choose to report to one, both, or to neither. These reporting options are not exclusive. Complainants may simultaneously pursue criminal and University complaints. The University will support Complainants in understanding, assessing and pursuing these options and will assist a Complainant in notifying law enforcement and seeking medical treatment or counseling.

A. Law Enforcement – EMU Department of Public Safety (Criminal)

The Department of Public Safety is a fully deputized police department. Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders.

A report to DPS is a criminal complaint. In keeping with its commitment to taking all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the University urges Complainants to report Prohibited Conduct immediately to the Department of Public Safety at 734.487.1222. However, Complainants have the right to notify or decline to notify law enforcement. In the event of conduct that poses a threat to the health or safety of any individual, the University may initiate a report to law enforcement.

B. EMU Title IX Office (University Complaint)

The Title IX Coordinator is a University employee and is responsible for monitoring compliance with Title IX; ensuring appropriate education and training; coordinating the University’s investigation, response, and resolution of all reports under this policy; and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator is available to meet with any Student, Employee, or Third Party to discuss this policy or the accompanying procedures. The University has also designated Deputy Title IX Coordinators to assist the Title IX Coordinator in the discharge of these responsibilities.

- The University urges anyone who has experienced or knows about an incident of Prohibited Conduct to immediately contact the Title IX Coordinator.
- The University’s Title IX Coordinator or any Deputy Title IX Coordinator may be reached by telephone, email, or in person at their respective locations, email

addresses and/or phone numbers listed in the Introduction to this Policy or @emich.edu/title-nine.

- The University's website is available for online reporting @emich.edu/title-nine

Time Frame for Reporting: There is no time limit for reporting Prohibited Conduct to the University under this policy; however, the University's ability to respond may diminish over time, as evidence may erode, memories may fade, and Respondents may no longer be affiliated with the University. If the Respondent is no longer a Student or an Employee, the University will provide reasonably appropriate remedial measures, assist the Complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

Amnesty for Good Faith Reporting: The University will not pursue disciplinary action against students (Complainants or witnesses) for disclosure of personal consumption of alcohol or other drugs (underage or illegal) where the disclosure is made in connection with a good faith report or investigation of Prohibited Conduct.

Concerns about the University's application of Title IX, VAWA, Title VII, the Clery Act, or Michigan's Elliott-Larsen Civil Rights Act may be addressed to the Title IX Coordinator; the United States Department of Education, Clery Act Compliance Division (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or (800) 421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or (800) 669-4000) and/or the Michigan Department of Civil Rights (<https://www.michigan.gov/mdcr/> or 517-335-3165)

V. EMPLOYEES' RESPONSIBILITY TO REPORT PROHIBITED CONDUCT

A Responsible Employee who learns of Prohibited Conduct must report it as outlined below.

Every employee is designated as either a "Responsible Employee" or a "Confidential Employee." To assure that all Complainants are provided with equitable access to support and information about options and that the University provides a consistent response to Prohibited Conduct that allows for the tracking of patterns and climate concerns, Responsible Employees have an obligation to share information about Prohibited Conduct with the Title IX Coordinator and DPS. In contrast, Confidential Employees, who are an invaluable resource for University community members, are not permitted to share information about Prohibited Conduct, except under very limited circumstances.

A. Responsible Employee. Responsible Employees are all EMU employees except Confidential Employees (See V.B. below). A Responsible Employee is required to immediately report to the University's Title IX Coordinator and DPS all relevant details (obtained directly or indirectly) about an incident of Prohibited Conduct that involves any member of the EMU community ("students", "employees" and "third parties") as a Complainant, Respondent, and/or witness.

Responsible Employees include Resident Advisors, Graduate Assistants, and all other student-employees, when disclosures are made to any of them in their capacities as employees.

Responsible Employees are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs” or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, “Public Awareness Events”), or (2) during a student’s participation as a subject in an Institutional Review Board-approved human subjects research protocol (“IRB Research”).

B. “Confidential Employee” is (1) any Employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians’ assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in that professional role in the provision of services to a patient who is a Student or Employee (“health care providers”); and (2) any Employee providing administrative, operational and/or related support for such health care providers in their performance of such services. A Confidential Employee will not disclose information about Prohibited Conduct to the University’s Title IX Coordinator without the Student’s permission (subject to the exceptions set forth in the next paragraph).

Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Michigan law. See also Section VII.B. When information is shared by an individual with a Confidential Employee, the Confidential Employee cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

Clery Act Reporting: Pursuant to the Clery Act, the University includes statistics about certain offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the University to maintain a daily crime log and issue timely warnings to the University community about certain crimes that have been reported and may continue to pose a serious or continuing threat to Students and Employees. Consistent with the Clery Act, the University withholds the names and other personally identifying information of Complainants when issuing timely warnings to the University community.

Privacy: The University is committed to protecting the privacy of individuals engaged in the reporting and investigative process, including the identity of individuals and information involved in the investigation and resolution of a report under this policy. With the exception of Title IX reporting, Responsible Employees will maintain the privacy of information related to a report of Prohibited Conduct, and information will only be shared beyond the Title IX

Coordinator or DPS on a “need to know” basis in order to assist in the review, investigation and resolution of the report, or support of the parties.

The University is committed to providing assistance to help Students, Employees and Third Parties make informed choices. With respect to any report under this policy, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The privacy of Student education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). The privacy of an individual’s medical and related records generally are protected in the United States by the Health Insurance Portability and Accountability Act (HIPAA), excepting health records protected by FERPA. The privacy of Employee personnel records will be protected in accordance with Michigan state law.

Open Records laws may require disclosure of law enforcement records. However, victim and witness names in law enforcement records will not be disclosed, unless otherwise required by law.

VI. INVESTIGATIVE PROCEDURES

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is a **Student** is located here [add link].

The procedure for investigating and resolving complaints of Prohibited Conduct when the Respondent is an **Employee** or **Third Party** is located here.

The procedures referenced provide for prompt and equitable response to reports of Prohibited Conduct, conducted by University representatives who receive annual training on issues related to Prohibited Conduct. The procedures designate specific time frames for major stages of the process and provide for thorough and impartial investigations, which afford all parties notice and an opportunity to present witnesses and evidence and to view the information that will be used in determining whether a policy violation has occurred. The University applies the Preponderance of the Evidence standard when determining whether this policy has been violated. “Preponderance of the Evidence” means that it is more likely than not that a policy violation occurred.

VII. AVAILABLE SUPPORT

A. Remedial and Protective Measures

The University offers a wide range of resources for Students and Employees, whether as Complainants or Respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The University will offer reasonable and appropriate measures to protect a Complainant and facilitate the Complainant’s continued access to University employment or education programs and activities. These measures may be both remedial (designed to address a Complainant’s safety and well-being and

continued access to educational opportunities) or protective (involving a restrictive action against a Respondent). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, residence modifications, academic modifications and support, work schedule modifications, interim disciplinary suspension, suspension from employment, and pre-disciplinary leave (with or without pay). Remedial measures are available regardless of whether a Complainant pursues a complaint or investigation under this policy. The University will maintain the privacy of any remedial and protective measures provided under this policy to the extent practicable, and will promptly address any violation of the protective measures.

The availability of remedial and protective measures will be determined by the specific circumstances of each report. The University will consider a number of factors in determining which measures to take, including the needs of the Student or Employee seeking remedial and/or protective measures; the severity or pervasiveness of the alleged conduct; any continuing effects on the Complainant; whether the Complainant and the Respondent share the same residence hall, academic course(s), or job location(s); and whether other judicial measures have been taken to protect the Complainant (e.g., Protective Orders).

Regardless of when or where the Prohibited Conduct occurred, the University will offer resources and assistance to community members who experience and/or are affected by Prohibited Conduct. In those instances when this Policy does not apply, the University will assist a Complainant in identifying and contacting external law enforcement agencies and appropriate campus or community resources.

The University will provide reasonable remedial and protective measures to Third Parties as appropriate and available, taking into account the role of the Third Party and the nature of any contractual relationship with the University.

Complainants or others should report information concerning a violation of protective measures to the Title IX Coordinator as soon as possible, and should dial 911 in situations of immediate health or safety concern. The Title IX Coordinator has the discretion to impose and/or modify any interim measure based on all available information, and is available to meet with a Complainant or Respondent to address any concerns about the provision of interim measures.

B. Campus and Community Resources

The University offers a wide range of resources for all Students and Employees to provide support and guidance in response to any incident of Prohibited Conduct. There are a number of resources in which Students and Employees can obtain confidential, trauma informed counseling and support. These resources include:

- the Counseling and Psychological Services (CAPS)
- located in Snow Health Center 734.487.1118;
- Safe House 734.995.5444;

- the EMU Psychology Clinic located at 611 W. Cross Street, 734-487.4987;
- the EMU Counseling Clinic in 135 Porter Hall, 734.487.4410 and
- RAINN (Rape, Abuse and Incest National Network) at 1.800.656.4673.

Employees can also obtain such counseling through the Employee Assistance Program.
<http://www.emich.edu/hr/benefits/information/assistance-program.php>

VIII. PREVENTION AND AWARENESS PROGRAMS

The University is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming Students and new Employees receive primary prevention and awareness programming as part of their orientation, and returning Students and current Employees receive ongoing training and related education.

X. TRAINING

The University provides training to Students and Employees to ensure they understand this policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination.

XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION

All University community members are expected to provide truthful information in any report or proceeding under this policy. Submitting or providing false or misleading information, in bad faith or with a view to personal gain or intentional harm to another, in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under the University's Student Code and disciplinary action under the appropriate Employee disciplinary policy. This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XII. ANNUAL REVIEW

This policy is maintained by Title IX Office. The University will review and update this policy, as appropriate, by October 31 of each year. The University will evaluate, among other things, any changes in legal requirements, existing University resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

Tab D-1
June 21, 2016

**BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY**

RECOMMENDATION

**COLLECTIVE BARGAINING AGREEMENT BETWEEN EASTERN
MICHIGAN UNIVERSITY AND AFSCME LOCAL 3866**

ACTION REQUESTED

It is recommended that the Board of Regents approve the tentative collective bargaining agreement between Eastern Michigan University and the American Federal of State, County and Municipal Employees, Local 3866 and authorize the President of the University to execute the Agreement on behalf of the Board of Regents.

STAFF SUMMARY

The recommendation is based on the tentative agreement reached between Eastern Michigan University and AFSCME Local 3866. The proposed agreement covers all University employees with the FM classification and was ratified by the bargaining unit on June 13, 2016. Significant provisions of the proposed agreement include:

- Three year agreement, effective July 1, 2016 through June 30, 2019.
- Across-the board salary increase as follows:
 - 2.0% increase effective on July 1, 2016.
 - 2.0% increase effective on July 1, 2017.
 - 1.0% increase effective on July 1, 2018.

- Health care benefits include:

Effective January 1, 2017, the current University's health care insurance plans: PPO 5, HMO, and HSA/PPO with the proposed University's health care rates for 2017, 2018 and 2019, will be in effect for all members of the bargaining unit.

- Retirement benefits include:

Effective July 1, 2016, all eligible employees will receive a 5% University contribution and an additional maximum 4% University matching contribution based upon the amount of the employee contribution. The maximum total University contribution is 9%.

- Overtime hours will be calculated on a weekly basis instead of a daily basis.

FISCAL IMPLICATIONS

Yes, as described above.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Gloria Hage

Tab D 2
DATE:
June 21, 2016

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

**RECOMMENDATION
DELEGATION OF AUTHORITY TO APPROVE
COLLECTIVE BARGAINING AGREEMENT
BETWEEN EASTERN MICHIGN UNIVERSITY AND
EMU POLICE OFFICERS ASSOCIATION OF MICHIGAN**

ACTION REQUESTED

It is recommended that the Board of Regents delegate to the President of the University the authority to approve a successor collective bargaining agreement between Eastern Michigan University and the EMU Police Officers Association of Michigan (POAM) representing the police officers and detectives at Eastern Michigan University.

This delegation expires October 30, 2016.

STAFF SUMMARY

EMU has reached a tentative agreement for a successor collective bargaining agreement with the POAM. The Board of Regents has authority to approve collective bargaining agreements between EMU and the bargaining units that represent its employees. The Board of Regents next meets on November 1, 2016. If an agreement is ratified prior to the next Board of Regents meeting, the Board delegates the authority to the President to approve the agreement.

FISCAL IMPLICATIONS

Tentative at this time.

ADMINISTRATIVE RECOMMENDATION

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

University Executive Officer
Gloria A. Hage

Date

RESOLUTION

Recognition of the EMU Poetry Society

WHEREAS, the Poetry Society was founded at Eastern Michigan University in 2001 and has worked to create a campus environment where talented poets can cultivate and perfect their artistry while making positive contributions to the campus community; and,

WHEREAS, senior Darius Simpson, sophomore Darion Ervin, and freshmen Razjea Bridges and Tiraj Lucas comprised the 2016 College Union Poetry Slam Invitational team and have demonstrated an exceptional commitment to the art of slam poetry; and,

WHEREAS, the Eastern team defeated Macalester College, University of Texas-Austin, University of Central Florida, and Brown University before advancing to the competition's final round; and,

WHEREAS, the members of the Eastern Michigan University Poetry Society placed 4th in the nation out of 67 collegiate teams at the national competition.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents congratulates the Poetry Society team and their supporters for their outstanding national success and commends them for the honor that they have brought to themselves as well as to Eastern Michigan University.

June 21, 2016

RESOLUTION

Recognition of the EMU Forensics Team

WHEREAS, Eastern Michigan University's Forensics Team finished 5th in the nation out of 86 schools at the National Forensic Association's National Championship; and,

WHEREAS, 21 members of the team qualified 80 speeches/performances for the national tournament, with 11 speeches/performances advancing to the quarter finals; and,

WHEREAS, junior Sami White was named the National Champion in After Dinner Speaking, finishing first out of 234 contestants; and,

WHEREAS, since 1972, when Judy Sturgis Hill became Eastern's first national champion, to Sami White's championship in 2016, 71 Eastern students have won national championships; and,

WHEREAS, the Eastern Michigan University Forensics Team has won 11 national team championships and has each year placed in the top ten at the national tournament.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents congratulates the Forensics Team, Nick Romerhausen, Raymond Quiel, Amy Johnson and Arthur Valenzuela III for continuing the tradition of success and commends them for the honor they have brought to themselves as well as to Eastern Michigan University.

June 21, 2016

RESOLUTION

**Recognition of the Women's Indoor Track & Field Team
and MAC Coach of the Year Sue Parks**

WHEREAS, the Eastern Michigan University Women's Track and Field Team won the 2016 indoor Mid-American Conference championship for the fifth time, and second consecutive indoor title; and,

WHEREAS, Alsu Bogdanova won two events, earned first-team All-MAC honors and was named Most Valuable Performer; and,

WHEREAS, Natalie Cizmas, Sofie Gallein, Jordann McDermitt, Khadesha James, and Sydney Meyers garnered wins and earned first-team All-MAC honors; and,

WHEREAS, Jessica Harris earned second-team All-MAC honors and was named Freshman Track Performer of the Year; and,

WHEREAS, Head Coach Sue Parks was named MAC Women's Track and Field Indoor Coach of the Year for the third time at EMU, and seventh time in her career.

NOW, THEREFORE BE IT RESOLVED that the Eastern Michigan University Board of Regents congratulates the Women's Track and Field Team and Head Coach Sue Parks and commends them for the honor and distinction they have brought to themselves as well as to Eastern Michigan University.

June 21, 2016

RESOLUTION

**Recognition of the Women's Outdoor Track & Field Team
and MAC Coach of the Year Sue Parks**

WHEREAS, the Eastern Michigan University Women's Track and Field Team won the 2016 outdoor Mid-American Conference championship, its conference-leading 12th outdoor title; and,

WHEREAS, the victory marked the first time Eastern has completed the Triple Crown by winning the outdoor, indoor and cross country titles in the same season; and,

WHEREAS, Rebekah Branham, Natalie Cizmas, Jessica Harris, Jasmine Jones, Jordann McDermitt, Aaliyah McKinney, and Morgan Yeadon garnered wins and first-team All-MAC honors; and,

WHEREAS, Jessica Harris was named Track Freshman of the Year; and,

WHEREAS, Head Coach Sue Parks was named MAC Women's Track and Field Outdoor Coach of the Year for the first time at EMU, and fifth time in her career.

NOW, THEREFORE BE IT RESOLVED that the Eastern Michigan University Board of Regents congratulates the Women's Track and Field Team and Head Coach Sue Parks and commends them for the honor and distinction they have brought to themselves as well as to Eastern Michigan University.

June 21, 2016

RESOLUTION

Recognition of Dr. Donald M. Loppnow

WHEREAS, Dr. Donald Loppnow has proudly served at Eastern Michigan University for more than 40 years in the roles of professor, administrator, mentor and friend; and,

WHEREAS, during that time, he provided distinguished leadership in the School of Social Work and unwavering service in numerous administrative leadership roles; and,

WHEREAS, while serving most recently for the third time as interim president, Dr. Loppnow has provided thoughtful and dedicated guidance during this transitional time in Eastern's history, ensuring continued momentum for this great institution; and,

WHEREAS, as a respected leader with a steady hand, focused on the well-being of talented students, outstanding faculty and staff, he has once again had immeasurable impact on Eastern, the university that has been near and dear to his heart for more than 40 years.

NOW, THEREFORE, BE IT RESOLVED, that the Eastern Michigan University Board of Regents expresses its great appreciation to Dr. Donald M. Loppnow for more than 40 years of esteemed leadership and graciousness, and thanks him and his wife Nancie for their continued commitment to the institution.

June 21, 2016

President's Report
EASTERN MICHIGAN UNIVERSITY
Board of Regents Meeting
June 21, 2016

Mr. Chairman and Distinguished Members of the Board of Regents:

The last several months have provided a series of important actions that will positively impact this wonderful institution and its students, faculty and staff for decades to come.

After seven years as Eastern's top capital outlay priority, the Michigan Legislature approved our request to completely overhaul and renovate Strong Hall. Eastern expects to receive nearly \$30 million in state funding for the \$39.5 million project, with Eastern responsible for \$9.9 million. Under the state's capital outlay provisions, the state provides funding for 75 percent of approved projects, with the university responsible for the remaining 25 percent.

State approval of the Strong Hall project marks a monumental moment in Eastern's history and represents a significant step forward in the University's deep and continued commitment to educating students in STEM disciplines. The renovation of Strong Hall will complete the Science Complex project.

A second accomplishment is the 10-year agreement with Chartwells that will transform dining operations across campus. It will bring significant and much needed new capital investment to our dining facilities that will allow us to renovate and remodel dining facilities, introduce new vendors and increase the number of dining spaces on campus.

Importantly, the agreement meets our institutional priorities of retaining all of our valued dining services employees as Eastern Michigan University employees; providing for an equal to greater number of student employment opportunities; and, providing metrics and measures to ensure the continued deliverance of high quality food services.

We also have great news from the EMU Foundation. It exceeded its fundraising target of \$10 million in the beginning of May and we are poised to exceed our highest one-year fundraising ever, \$11.5 million, by the end of the fiscal year on June 30. Congratulations to all involved, the Foundation's Board of Trustees, deans, faculty and our Foundation staff. We will certainly let everyone know if we do indeed break our all-time record.

We continue to invest in our academic mission -- 30 faculty searches have been authorized for next year with the possibility of considering authorizing an additional five-to-eight searches depending on a review of summer separations. Nine full-time lecturer searches have also been authorized.

I would like to acknowledge the distinguished service of Dean Tom Venner of the College of Arts and Sciences, who will be stepping down following an eight-year tenure as Dean. He served as head of the Art Department for 10 years prior to his appointment as Dean and received his Master of Fine Arts from Eastern in 1978. Dean Venner will return to the faculty to further pursue his passions for teaching and art.

On a somber note, the former Dean of our EMU College of Business, Dr. Earl H. Potter III, died in an automobile accident last week. Dr. Potter has been serving as President of St. Cloud State University in Minnesota for the past nine years. Earl was a valued leader and member of the EMU Community during his time as Dean and we regret his untimely death.

One of our faculty members, Margaret Crouch, professor of philosophy and history, received the Michigan ACE Network's 2016 Distinguished Woman in Higher Education Leadership Award. Professor Crouch is an outstanding Professor of Philosophy who has continuously promoted women faculty, students and staff in their academic, professional and leadership efforts. She has served as Chair of the Women's Commission, Chair of the Philosophy Section, Director of the Women's Studies Program, Chair of the College of Arts and Sciences Advisory Council, Co-Director of General Education Implementation, and Co-Director of the Global Learning Seminar.

Professors Marty Shichtman and Jeff Bernstein recently led "Becoming American: The Jewish Experience" travel program to New York, Philadelphia and Washington, D.C., that was attended by a group of alumni and friends. The successful program mirrors one they conduct with students.

We are pleased to announce two new academic programs, approved earlier at today's meeting. The Master of Athletics Training degree is consistent with national efforts requiring a more advanced degree in the field. The second is the Special Education Major K-12 Autism Spectrum Disorders Endorsement. In recent years, there has been an increased need for K-12 educators with this background and preparation.

Outstanding alumni were honored in the 55th annual Alumni Awards in May. All of the award winners are outstanding representatives of Eastern. This year's recipients include:

- Drew Minock -- an expert in developing developmentally-appropriate technology in an educational setting;
- David Behen -- who serves in dual roles for the State of Michigan as director of the Department of Technology, Management and Budget, and Chief Information Officer, where he is responsible for setting the strategic direction and timely delivery of state services in technology and administrative functions of government;
- Kathy Walsh -- founder and president of Extreme Teaching for Extreme Times, providing research-based professional development aimed at ensuring children meet and exceed proficiencies on state standards and assessments;
- John Weber -- associate professor and associate dean of Graduate Studies and Research in the School of Pharmacy at the University of Newfoundland. For 20 years Dr. Weber has conducted renowned research in the area of neurotrauma.
- Ingrid Sheldon -- Mayor of Ann Arbor from 1993-2000. She remains an active community leader who supports a number of non-profit organizations.

I have been in regular and close contact over the past many weeks with incoming President James Smith. He is very much looking forward to joining Eastern and getting to know all of you -- he will begin officially on July 1.

In conclusion, my return to campus over the past six months has been a challenging, rewarding and positive experience. Working with faculty and staff to serve our students is an enjoyable privilege. Together we have accomplished a great deal and I want to thank everyone for your hard work and support. I enthusiastically anticipate my involvement in fundraising as a member of the Board of Trustees of the EMU Foundation and look forward to interacting with you in the future.

Other accomplishments are listed in the Appendix to this report on the University website.
Thank you, Chairman Morris.

Donald M. Lopnow
Interim President

Recognition

- **Haley Moraniec**, a social work major, won the **Outstanding Community Impact award** from the Michigan Campus Compact for her work in developing the Swoop's Student Food Pantry.
- Junior **Rebecca Myers** placed first in the annual **Bach Festival Young Vocalists Competition** in Kalamazoo.
- Students from EMU competed in the annual Center for Entrepreneurship (CFE) elevator pitch competition on April 15 at the SPARK East Small Business Incubator. Student **Eugene Pulice** placed first in the competition.
- **Glori Avneet Singh**, a marketing major and president of the American Marketing Association at Eastern, received a scholarship from the **Adcraft Foundation**.
- EMU student **Brett Zeuner** won a \$50,000 federal environmental fellowship to research perception of risk from pollution in public water supplies.
- Students in the **Business Professionals of America Club** excelled at a national business skills and leadership competition held in Boston. The 10 students representing Eastern competed against 1,800 students, representing schools from 14 different states at the Business Professionals of America National Leadership Conference. **Matt Leddy** took two second places, in Human Resource Management, and Interview Skills. **Kaitlyn Boroniec, Brian Gardner, Tyler Johnson, Monica Jurczyk, Matt Leddy, and Tayler Rodgers** all earned top eight finishes in various events.
- Eastern's **Forensics Team** earned a fifth place finish at the National Forensics Association's championship. Senior **Sami White** won the national championship in After-Dinner Speaking and reached the quarterfinals in three other competitions. Senior **Casey Sabella** took sixth place in Extemporaneous Speaking and reached the quarterfinals in one other competition. Juniors **Tommy Barker** and **Jake Dailey**, and seniors **JuWan Grahamsenior, Rachel Schmidt, and Tristin Taylor** also made it to the quarterfinals.
- **Margaret Crouch**, professor of philosophy and history, received the Michigan ACE Network's 2016 Distinguished Woman in Higher Education Leadership Award.
- Eastern was named one of the Top 50 Best Schools for its extended online master's degree program in **Engineering Management**.
- Students in the **Historic Preservation** program traveled to Wheeling, West Virginia April 28-May 2 to survey and research properties in the North Wheeling Historic District. Students also participated in fieldwork at the Gov. Charles Croswell House in Adrian from May 23-28.

- Eastern's online master's program in **Human Nutrition** was ranked as one of the best programs in the country and one of only two programs in Michigan to be recognized by Affordable Colleges Online.
- The American Bar Association granted re-approval to the **Paralegal Studies** program for a period of seven years (2015-2022).
- Students enrolled in EMU's **Early College Alliance** program have a significantly higher four-year graduation rate than other students in Michigan, Washtenaw County and across the state, according to data from the Michigan's Center for Educational Performance and Improvement.
- Five faculty members and one student from Eastern participated in the **Regional I-Corps entrepreneurial training program** from March 10-April 7, aimed at fast tracking technologies to market and boosting the impact of their research.
- The **55th Annual Alumni Awards Ceremony** was held on Saturday, May 21. The Outstanding Young Alumni Award Recipient was **Drew Minock**. The Alumni Achievement Award Recipients were **David Behen, Kathy Walsh, and John Weber**. The Distinguished Alumni Award Recipient was **Ingrid Sheldon**. The Dr. John W. Porter Distinguished Service Award Recipient was **Donald Loppnow**.

Events

- EMU opened its doors for the **Graduate Open House** June 18 for undergraduate students and working professionals who are interested in exploring graduate degree options.
- The **2016 Math Facts Challenge** was held on May 23. More than 500 southeastern Michigan students from 19 different chart schools in four counties (Wayne, Washtenaw, Oakland and Genesee) participated in head-to-head competitions.
- Local high school students participated in the **School of Art Design's annual "All Day Studio" event** with workshops taught by EMU faculty.
- The department of Physics and Astronomy held an event at the Sherzer Hall Observatory on May 9 to allow viewing of the **Mercury Transit**, a rare event that typically appears once every decade.
- Students, faculty, and staff participated in the **2016 Washtenaw County Heart Walk** on May 7.
- Students from EMU's arts management program attended the **Arts Advocacy Day's annual conference** in Washington, D.C. from March 8-15 and met with federal legislators to explain the importance of arts.

Athletic Highlights

- Baseball (Men): **Augie Gallardo** and **Michael Mioduszewski** were named to the MAC All-Tournament team, and were the first Eagles making the list since 2011. **Brennan Williams** was named to the Capital One Academic All-District Baseball Team in District Five by the College Sports Information Directors of America.
- Baseball (Men): The Eagles made it to the semi-finals of the **MAC Conference Tournament** for the first time since 2011, before ending their season.
- Baseball (Men): The EMU baseball team held an “**Honor Our Heroes**” game on Saturday, April 30 to recognize and honor all veterans and military personnel. The team also held a “**Star Wars Day**” game versus the University of Michigan on Wednesday, May 4.
- Football (Men): The EMU football team held hosted its third annual “**Victory Day**” on May 26. At the event, more than 70 cognitively and physically impaired children participated in football-related activities.
- Golf (Women): The women’s golf team finished **fourth** at the **2016 MAC Championship**. **Klara Supejova** was named to the All-MAC Conference Second Team.
- Golf (Women): **Thelma Beck, Karyn Lee Ping, Kelsey Murphy** and **Lauren Stephens** were named to the Academic All-MAC Team.
- Golf (Men): The men’s golf team finished **second** at the **2016 MAC Championship**. **Kyle Rodes** garnered a second place finish, the best by an Eagle since 2008, and was named to the All-MAC Tournament Team. **Brett White** received the Earl Yestingmeier Sportsman of the Year award, as voted by the players at the tournament.
- Golf (Men): **Kyle Rodes, Nic Ross** and **Brett White** were named to the Academic All-MAC Team.
- Rowing (Women): The women’s rowing team placed **third** at the **2016 Colonial Athletic Association Championships** on May 15. The top-three finish was the highest in program history.
- Rowing (Women): The women’s rowing team captured the **Chris Swartz Cup** on May 1, and won two of three races at the event.
- Rowing (Women): The women’s rowing team captured its second consecutive **Harvey Cup** on April 17, and won four of six races at the event.
- Softball (Women): **Myranda Barnes, Abi Clark, Abby Davidson, Aoife Duffy, Haley Hostetler, Mady Hostetler, Michelle Kriegshauser, Abbie Minsker, Brandice Olmos, Angel Schilke, Trisha Trujillo,** and **Elaine Whitbeck** earned Academic All MAC honors.
- Softball (Women): **Michelle Kriegshauser** was named to the **All-MAC First Team, Aoife Duffy** to the **All-MAC Second Team**, and **Amanda Akles** was named to the MAC All-Freshman Team. Kriegshauser was garnered **National Fastpitch Coaches Association All-Region** honors.

- Tennis (Women): **Andrea Martinovska, Renu Sharma, Klara Supejova, and Anna Veleva** were named to the Academic All-MAC team.
- Track and Field (Women): The women's track and field team captured its **12th MAC title** on May 14. Winning the indoor, outdoor and cross country titles in the same year completes the **Triple Crown**. **Alsu Bogdanova, Sofie Gallein, and Jordann McDermitt** qualified for the NCAA Championships.
- Track and Field (Women): **Rebekah Branham, Natalie Cizmas, Jessica Harris, Jordann McDermitt, Jasmine Jones, and Morgan Yeadon** earned First-Team All MAC honors.
- Track and Field (Women): **Danielle Bentzley, Ellie Braidic, Rebekah Branham, Maya Carter, Natalie Cizmas, Dace Dreimane, Sofie Gallein, Amy Frauhammer, Claire Mesa, Aaliyah McKinney, Megan Pendleton, Janina Pollatz, Rebecca Quaintance, and Natalie Uhy** earned Academic All-MAC honors.
- Track and Field (Women): The U.S. Track and Field and Cross Country Coaches of America named Head Coach **Sue Parks** Great Lakes Region Women's Coach of the Year, for the second time in her career.
- Track and Field (Men): **Solomon Simmons** finished sixth in the decathlon at the NCAA Outdoor Championships and set a program record.
- Track and Field (Men): The men's track and field team finished **second** at the **2016 MAC Championship**. **Solomon Simmons** and **Willy Fink** qualified for the NCAA Championships.
- Track and Field (Men): **Tyler Brown, Willy Fink, Nick Raymond, Solomon Simons, and Derek Ziegenfuss** earned First-Team All MAC honors. **Mason Waynes, Matthew Williams, and Keither Williams** earned Second-Team All MAC honors.
- Track and Field (Men): **Kevin Bouchard, Scott Bradley, Jeff Elam, Willy Fink, John Knox, Mitch Lenneman, Quinn Levering, Zach Purcilly, Nick Raymond, Solomon Simmons, Mason Waynes, Keith Williams and Matthew Williams** earned Academic All-MAC honors.
- Track and Field (Men): **Willy Fink** was named to the Academic All-District First Team by the College Sports Information Directors of America, for the second consecutive season.
- Wrestling (Men): The men's wrestling team finished with the 10th highest GPA in the nation, according to the **National Wrestling Coaches Association**. **Nicholas Barber** earned All-Academic honors and qualified for the NCAA tournament.
- **Andrew Henry** and **Julia Lombardi** received the Medal of Excellence award on June 1 for exhibiting excellence in academics, athletics, leadership and service.
- All 21 sports teams posted multi-year **Academic Progress Rates (APR)** of 940 or above for 2014-15. The women's golf and volleyball teams posted a perfect 1000 single-year rate. The

women's golf, women's swimming & diving, and volleyball programs posted the highest scores in the MAC.

- The women's athletic program turned in a runner-up showing in the race for the **Jacoby Trophy**, and the men's athletic program finished fourth in the battle for the **Reese Trophy**.
- The men's and women's swimming and diving programs have received a \$5,000 challenge gift from **The Arm of Honor Alumni Association** to support participation by six men and two women athletes at the Olympic Trials in late June.
- Former EMU running back **Darius Jackson** was selected by the Dallas Cowboys in the sixth round of the NFL Draft on April 30.