

SECTION: 14

DATE:

June 13, 2019

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

EDUCATIONAL POLICIES COMMITTEE: APPROVAL OF AGENDA AND MINUTES

ACTION REQUESTED

It is requested that the Educational Policies Committee agenda for June 13, 2019 and minutes of the April 23, 2019 meeting be received and placed on file.

STAFF SUMMARY

The primary items for the June 13, 2019 Educational Policies Committee meeting include:

Approval of the agenda and minutes; emeritus faculty recommendations; academic affairs administrative/professional appointments/transfers; academic retirement/separations; faculty appointments; faculty reappointments; faculty promotions; faculty tenure appointments; lecturer promotions; visiting faculty appointment; appointment of charter school board members; 2019-2020 sabbatical leave awards; 2019-2020 faculty research and creative activity fellowships; winter 2019 and summer 2019 undergraduate research stimulus awards; academic program phase-outs (11); launch of College of Engineering and Technology; and a discussion on retention and graduation activities.

FISCAL IMPLICATIONS

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

ADMINISTRATIVE RECOMMENDATION

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


University Executive Officer
Rhonda Longworth, Ph.D.

5/22/19
Date

EASTERN MICHIGAN UNIVERSITY

Board of Regents Educational Policies Committee

June 13, 2019
10:00 a.m. 205 Welch Hall

AGENDA

- 10:00 Section 14:** Agenda and Minutes (*Regent Jeffries, Chair*)
- 10:01 Section 5:** Emeritus Faculty Recommendations (*Rhonda Longworth*)
- 10:05 Section 6:** Academic Affairs Administrative/Professional Appointments/Transfers (*Rhonda Longworth*)
- Section 7:** Academic Retirement/Separations (*Brian Pappas*)
- Section 8:** Faculty Appointments (*Brian Pappas*)
- Section 9:** Faculty Reappointments (*Brian Pappas*)
- Section 10:** Faculty Promotions (*Brian Pappas*)
- Section 11:** Faculty Tenure Appointments (*Brian Pappas*)
- Section 12:** Lecturer Promotions (*Brian Pappas*)
- Section 13:** Visiting Faculty Appointment (*Brian Pappas*)
- 10:15 Section 15:** Appointment/Reappointment of Charter School Board Members (*Malverne Winborne*)
- 10:20 Section 16:** 2019-2020 Sabbatical Leave Awards (*Wade Tornquist*)
- 10:22 Section 17:** 2019-2020 Faculty Research and Creative Activity Fellowships (*Wade Tornquist*)
- 10:24 Section 18:** Winter 2019 and Summer 2019 Undergraduate Research Stimulus Awards (*Wade Tornquist*)
- 10:26 Section 19:** Academic Program Phase-Outs (11) (*Rhonda Longworth*)
- 10:28 Section 20:** Launch College of Engineering and Technology (*Rhonda Longworth*)

- 10:30 Discussion Item:**
Retention and Graduation Activities (*Michael Tew*)

EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS

EDUCATIONAL POLICIES COMMITTEE MINUTES

April 23, 2019
10:00 a.m.
205 Welch Hall

Attendees: (seated at tables) J. Carroll, D. Clearwater, A. Ducher, Regent Jeffries (Chair), R. Longworth, C. Shell, M. Tew, W. Tornquist M. Winborne and Dave Woike.

Guests: (as signed in): S. Chawla, D. Fields, E. Finley, W. Kraft, K. Karpiak, S. Kersey Otto, L. London, L. Langdon, C. McFarland, M. Moore, M. Nair, B. Pappas, R. Reynolds, M. Sayler, K. Stacey, D. Willis and R. Woody.

Regent Jeffries convened the meeting at 10:00 a.m.

Report and Minutes (Section 8)

Regent Jeffries requested that the Educational Policies Committee Agenda for April 23, 2019 and Minutes of the February 7, 2019 meeting be received and placed on file.

Emeritus Faculty (Section 5)

Dr. Rhonda Longworth, Provost and Executive Vice President Academic and Student Affairs, recommended that the Board of Regents grant Emeritus Faculty Status to two (2) former Faculty Members. Michael Paciorek, School of Health Promotion & Human Performance from 1981 to 2019 who retired after 37 years; and Glenn K. Walker, Department of Biology from 1976 to 2018 who retired after 42 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 nominations for these individuals have received the support of the Department Head or School Director, the Dean of the College, and the Provost and Executive Vice President for Academic and Student Affairs.

Academic Separations (Section 6)

Dr. David Woike Assistant VP for Academic Affairs, recommended that the Board of Regents approve one (1) separation for the period of January 16, 2019 through March 31, 2019.

STAFF SUMMARY

Demographics show that the one (1) separation is a Caucasian male.

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Academic Calendar for 2021/22 (Section 9)

Dr. Michael Tew, Associate Provost and AVP Academic Programs, recommended that the Board of Regents approve the Academic Calendars for 2021-2022 and 2022-2023.

STAFF SUMMARY

An Academic Calendar Committee--comprising representatives from Faculty Senate, the Colleges and Department/Schools, Academic Advising, Financial Aid, Student Business Services, the Physical Plant and Housing--works with the Provost's Office and the Registrar to develop the University Calendar.

Appointment of Charter Schools Board Members (Section 10)

Dr. Malverne Winborne, Director Charter Schools recommended that the Board of Regents appoint Larry Berg to a three-year term on the Board of Directors of the Ann Arbor Learning Community. It is also recommended that the Board of Regents appoint the following individuals to three-year terms on the Board of Directors of New School High: Samuel Barresi, Joanne Lamar and Briana Sprague; and Carey Gary and Richard McCoy to two-year terms.

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

Larry Berg is the Founder and CEO of Smart Precision Marketing in Pinckney, Michigan. He earned a Bachelor of Science Degree in Management & Communication from Western Michigan University in Kalamazoo, Michigan. This is a new appointment.

New School High

Samuel Baressi is a retired Educator and Superintendent from Frankfort-Elberta Area Schools in Frankfort, Michigan. He earned a Doctorate of Education from Western Michigan University in Kalamazoo, Michigan; a Specialist and a Master of Arts Degrees in Educational Leadership from Eastern Michigan University in Ypsilanti, Michigan; and a Bachelor of Arts Degree in History from the University of Detroit in Detroit, Michigan. He is a member of the American Association of School Administrators and United States Department of Education Elementary School Recognition Review Panel. This is a new appointment.

Carey Gary is a retired Educator from Salem High School in Canton, Michigan. She earned a Master of Science Degree in Vocational Education from the University of Michigan in Ann Arbor, Michigan; and a Bachelor of Science Degree in Teacher Education from Northern Michigan University in Marquette, Michigan. This is a new appointment.

Joanne Lamar employed as a Case Manager at the University of Michigan Health System in Ann Arbor, Michigan. She earned a Master of Public Policy Degree from Michigan State University in Lansing, Michigan; a Master of Science in Nursing Administration and Business Administration from Madonna University in Detroit, Michigan; and a Bachelor of Science in Nursing from Michigan State University in Lansing, Michigan. She is a member of Sigma Theta Tau-National Honor Society of Nursing and Gamma Pi Sorority. This is a new appointment.

Richard McCoy is a retired Educator from Plymouth-Canton Community Schools. He earned a Master of Arts in Special Education of the Emotionally Impaired from Eastern Michigan University in Ypsilanti, Michigan; and a Bachelor of Arts in Psychology from Albion College in Albion, Michigan. This is a new appointment.

Briana Sprague is the Owner and Management Consultant at Sprague Systems, LLC in Plymouth, Michigan. She earned a Master of Science Degree in Industrial Hygiene from Wayne State University in Detroit, Michigan; and a Bachelor of Science Degree in Mechanical Engineering from Penn State University in State College, Pennsylvania. She is a mentor for the New School High Robotics Team. This is a new appointment.

Reauthorization of Charter Schools (Section 11)

Dr. Malverne Winborne recommended that the Eastern Michigan University Board of Regents issue a charter for ***Commonwealth Community Development Academy*** and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024.

Dr. Malverne Winborne recommended that the Eastern Michigan University Board of Regents issue a charter for ***Dr. Joseph F. Pollack Academic Center of Excellence*** and authorize the President of the University to execute a new seven-year charter school contract which will expire June 30, 2026.

Furthermore, *Dr. Malverne Winborne* recommended that the Eastern Michigan University Board of Regents issue a charter for ***Grand Blanc Academy*** and authorize the President of the University to execute a new five-year charter school contract which will expire June 30, 2024.

STAFF SUMMARY

Commonwealth Community Development Academy

Mission Statement: Commonwealth Community Development Academy shall challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents, and students.

Commonwealth Community Development Academy (Commonwealth) was established in 1996 and is in its 23rd year of serving students. Commonwealth proudly serves a second generation of students; whose parents are alumni and have a desire for their children to have the same quality educational experience they had. The alumni are proud and grateful for their experience and partner with the school in many ways, including mentoring programs, student recruitment and fundraising efforts. Commonwealth is a K-8 school, located in the city of Detroit that enrolls 200 students.

Commonwealth students have demonstrated academic improvement each year through full implementation of its' interdisciplinary, project-based learning program. Community partnerships have been established to provide experiences to extend project-based learning activities beyond the classroom, allowing for exploration into cultural immersion(s), financial planning, physical fitness and community development. Not only do these partnerships benefit students academically, they serve to assist students with clothing, food, and school supplies.

Dr. Joseph F. Pollack Academic Center of Excellence (PACE)

Mission Statement: PACE Academy empowers student to realize their potential through meaningful educational opportunities and creates productive citizens in an ever-changing world.

Vision Statement: PACE Academy envisions our school as a safe, secure and stimulating environment where children will recognize and achieve their fullest potential, so they are empowered to make the best contributions to society.

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) opened its doors in the fall of 1999 as the Edison-Oakland Public School Academy of Ferndale, Michigan. In the fall of 2009, the school

Educational Policies Committee Meeting Minutes April 23, 2109 continued

relocated to Southfield, Michigan, and was renamed the Dr. Joseph F. Pollack Academic Center of Excellence, after Dr. Joseph F. Pollack, who served as the founding director of the Eastern Michigan University Charter Schools Office. PACE Academy is a K-8 school that serves 840 students, with more than 87% of whom reside in the city of Detroit.

PACE Academy offers a comprehensive and culturally relevant curriculum in the areas of reading, mathematics, science, history, social science and foreign language. At PACE, character development is cultivated through the implementation of Franklin Covey's "Leader in Me" program. Teachers use a student-centered approach as a foundation for teaching, learning and student development. PACE's approach blends research-based teaching methods with a warm and friendly environment that is nurturing, empowering and kind.

Grand Blanc Academy

Mission Statement: Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams.

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students, grades K-5. Currently, Grand Blanc Academy is a pre-K-8 school with an enrollment of 377 students, the great majority of whom reside in the city of Flint. Students in K-5 are offered classes in reading, language arts, mathematics, science, social studies, art and physical education. Middle school students have the opportunity to excel in reading, writing, mathematics, social studies and science. Art and physical education allow for students to develop artistic ability and interest(s) as well as healthy living habits.

The Grand Blanc Academy supports the education of the "whole" child through rigorous, differentiated instruction; the building and strengthening of meaningful relationships with students and parents; and the wrap-around services provided through community partners. Grand Blanc Academy has the feel of a neighborhood, community school with a warm, friendly atmosphere and welcoming environment. Many community partnerships have been developed to provide support in the areas of student development, mental health, mentorship, community service, social services and more. These efforts support and reinforce the academic program that has resulted in continuous improvement academically, especially in the area of reading.

2019 Summer Research Awards (Section 12)

Dr. Wade Tornquist, Interim Associate VP for Graduate Studies and Research recommended that the Board of Regents accept and place on file the Report on the 2019 Summer Research Awards.

STAFF SUMMARY

The Summer Research/Creative Activity Award (SRA) is intended to encourage and support the research, creative, artistic, and scholarly endeavors of full-time tenured or tenure-track EMU faculty during the summer months (May-August) by providing stipends of \$12,000 for outstanding proposals in lieu of summer teaching assignments. Faculty may apply in teams. Each team member is allowed to request a full award, but each benefiting member must submit a full electronic application.

Commencement Speakers and Honorary Degree Recipients (Section 13)

Dr. Rhonda Longworth, recommended that the Board of Regents approve Mr. Dave Zilco as Commencement Speaker at the April 28, 2019 commencement ceremony. In addition, it is recommended that the Board award an honorary Doctor of Commerce degree to Mr. Zilco.

New U.S. Patent: Corrosion-Resistant Coatings and Methods (Section 14)

Dr. Wade Tornquist recommended that the Board of Regents accept and place on file the report on a new U.S. Patent No. 10,118,986: Corrosion Resistant Coatings and Methods using Polyepdxysilane Precursors.

STAFF SUMMARY

The report details a new U.S. Patent recently obtained by Professor Vijay Mannari.

New Academic Program: Engineering, Technology and Workforce Education; Bachelor of Science (Section 15)

Dr. Rhonda Longworth recommended that the Board of Regents approve a new academic program: Engineering, Technology, and Workforce Education (Bachelor of Science).

STAFF SUMMARY

The *Bachelor of Science in Engineering, Technology, and Workforce Education* provides students the interdisciplinary concepts required to be effective and professional educators in secondary, post-secondary, industry, government, or nonprofit organizational training and education.

PROPOSAL ELEMENTS

Rationale There is a critical and extreme shortage of secondary education teachers from this area in the United States. This shortage is a result of a combination of factors including the societal changes brought about by technology. This program intends to provide competent educators to fill the growing shortage in this field.

An article by Lori Higgins, Detroit Free Press, quotes Bill Miller, Executive Director of the Michigan Association of Intermediate School Administrators. "We're closing programs ... because we cannot staff these programs with qualified people." He states, "We are at a very critical point." The Michigan Department of Education reports that "within the last three years, four programs closed because of difficulty in finding instructors." Brian Pyles, Regional Director for Career and Technical Education for Berrien Regional Educational Service Agency and President of the Michigan Association of Career and Technical Education, reports that he has difficulty finding health science, welding, and engineering teachers.

With nearly 130,000 students in Michigan enrolled in Career and Technical Education programs, and districts are adding additional engineering and technology education programs, it is increasingly essential to provide appropriate training opportunities to prepare educators to teach these integrated concepts. State statistics indicate enrollment in these programs has increased by more than 5,000 students since 2015. This demand has increased pressure on existing programs and pressed existing schools to add these advanced integrated courses into their programmatic course offerings.

Program Distinction Two other programs are meeting the requirements for the Industrial and Technology Education teaching endorsement: Western Michigan University and Northern Michigan University. These two universities are located, three hours, and seven hours away from southeast Michigan, respectively. For professionals preparing to enter transition into teaching, these sites are neither convenient nor accessible.

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Curriculum Design Students will gain expertise in applied STEM (Science, Technology, Engineering, and Mathematics) content. The problem- and project-based curriculum teaches the foundational elements of engineering and technology, which enables graduates to teach these concepts to students.

Foundational concepts include engineering design, engineering physics, prototyping, civil engineering, construction, robotics, automation, computer programming, physical computing, and electronics. Students will learn the nature of engineering, technology, and workforce education through application, project, and problem based learning methodologies, and build a foundation of educational pedagogy, and praxis through service learning, and pre-student teaching experiences. Concentration options include robotics and machine learning, vocational education, career, and technical education, and training and development.

Projected Enrollment It is expected this program would attract an annual enrollment of between 10 and 15 students.

New Academic Program: Special Education; Master of Arts in Teaching (Section 16)

Dr. Rhonda Longworth recommended that the Board of Regents approve a new academic program: Special Education (Master of Arts in Teaching).

STAFF SUMMARY

The *Master of Art in Teaching Special Education* provides specially designed instruction to meet the unique needs of a student with a disability, including instruction conducted in various settings such as the classroom, the home, hospitals, and institutions. Special education provides three different types of interventions (preventive, remedial, and compensatory) and instruction focusing on who to involve, what to teach, how to teach, and where to teach.

PROPOSAL ELEMENTS

Rationale The existing Special Education Master's with Teacher Certification (SEM-T) program requires up to 150 credits and many prospective students are discouraged by the number high number of credit hours required for completion and choose not to enroll. For those who do enroll, many complete only the certification/endorsement requirements and do not finish the master's program. Since 2011, 80 students were awarded a teaching certificate and endorsement, yet only 27 completed the additional coursework required for the master's degree. This is a 40% completion rate for students earning teacher certification/endorsement and master's degree. *With the approval of this one program, the eight existing SEM-T programs will be phased out.*

The reason the existing SEM-T programs required such a high number of credit hours was due, in part, to the lack of graduate-level courses necessary for certification/endorsement. Because students were limited in how many 400-level courses they could use toward their master's degree, they would have to take additional graduate credits to meet the minimum number of hours required for a master's degree. In recent years, many of these courses were made available at the graduate level, and students can now fulfill their special education endorsement requirements with graduate-level classes. For this reason, with the Master of Arts in Teaching (MAT) Special Education program, students can earn teacher certification, endorsement, and a master's degree in fewer credits than the current SEM-T model.

In many cases, general education teachers are responsible for educating students with disabilities in their classes. For this reason, some general education teachers wish to earn a MAT specializing in a specific disability area so that they may more effectively teach children with disabilities and thus promote more inclusive classrooms.

Current special education teachers who pursue the MAT Special Education do so not only to make them better prepared to teach students with an array of disabilities, it also can improve their marketability and lead to salary increases. It is rare for special education teachers to only have one type of disability present in their classroom. Frequently, teachers have students with multiple impairments all in one class and the MAT Special Education program is designed to support a diverse set of student needs.

Program Distinction Although other universities in Michigan offer the MAT degrees, Eastern is unique in offering the MAT in Special Education. With the approval of this program, Eastern will become the only university offering all five endorsement areas: Autism Spectrum Disorder (ASD), Cognitive Impairment (CI), Emotional Impairment (EI), Learning Disabled (LD), and Physical and Other Health Impairment (POHI). For example, Michigan State University has only ASD and LD programs; Wayne State University has CI and LD programs. Eastern is the only teacher preparation program in the area of POHI. Furthermore, Eastern would be competitive by offering the MAT Special Education endorsement in the range of 35-39 credits. A general education teacher seeking to add a special education endorsement to their existing certificate could accomplish this plus a master's degree in two years or less.

Curriculum Design The program supports inquiry, advocacy and leadership in education for a diverse and democratic society. This program aims to produce professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within an ever-changing society.

The program's curriculum is designed to meet the needs of three audiences:

- Students with a Bachelor's degree but no teacher certification, who desire teacher certification and special education endorsement (61-128 credit hours).
- Students with a general education teaching certificate (elementary or secondary) who desire a special education endorsement and master's degree (30-39 credit hours).
- Students with both a teaching certificate and initial special education endorsement who desire an additional special education endorsement (30-39 credit hours).

This program will eventually be offered entirely online.

Projected Enrollment Once fully enrolled, program faculty expect to see 20 graduates in each concentration area, per year.

Academic Program Phase Outs (Section 17)

Dr. Rhonda Longworth recommended that the Board of Regents receive and place on file this notification of the following four (4) Academic Program Phase-Outs: Composition, Master of Music;

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Music Education, Master of Music; Music Performance, Master of Music; Piano Pedagogy, Master of Music.

STAFF SUMMARY

It is the nature of graduate study music programs that each student is provided an opportunity to concentrate on the specific skills needed for their performance or teaching specialization. Since it is now possible to have official concentrations within graduate programs, the School of Music and Dance has revised the Master of Music degree into a single program with multiple concentrations. This program revision and associated phase-outs brings Eastern's Master of Music degree program in line with the recommendations from the National Association for Schools of Music (NASM), the school's accrediting body.

Discussion

Dr. Micheal Tew announced that since the last Board meeting we have applied for inclusion in the Higher Learning Commission Student Success Academy and were accepted. A committee was formed to review and better understand student success over a three year process. He then introduced Dr. Doris Fields, one of the committee members.

Dr. Fields presented on the three year process. Dr. Bin Ning presented on data and research the committee will be utilizing. Dr. Calvin McFarland reviewed initiatives that are currently in place and how those initiatives will be analyzed going forward. Policies and procedures; infrastructure and engagement at EMU will be part of the analysis as well. The rest of the committee were also in attendance. At the completion of the three year process, recommendations will be given to the Provost for a sustainable student success plan for the future.

Regent Jeffries thanked those in attendance, and adjourned the meeting at 10:45 a.m.

Respectfully submitted,



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