

**AMENDMENT TO THE AMENDMENT IN THE
NATURE OF A SUBSTITUTE TO H.R. 2669
OFFERED BY MR. EHLERS OF MICHIGAN**

[Encouraging colleges and universities to “go green”]

Insert at the appropriate place the following new section:

1 **SEC. ____ . ENCOURAGING COLLEGES AND UNIVERSITIES**
2 **TO “GO GREEN”.**

3 (a) FINDINGS.—The Committee on Education and
4 Labor of the House of Representatives makes the fol-
5 lowing findings:

6 (1) A commitment to and academic programs
7 for environmental and economic sustainability are
8 essential for our Nation’s future prosperity.

9 (2) The more than 4,200 higher education in-
10 stitutions in the United States have the capacity to
11 innovatively leverage spending and change consump-
12 tion patterns by incorporating concepts of sustain-
13 ability into their academic programs and by mod-
14 eling sustainable economic and environmental prac-
15 tices for their communities.

16 (3) Many colleges and universities have inter-
17 disciplinary programs or centers focusing on equip-

1 ping students with the academic content knowledge
2 needed to understand concepts of sustainability and
3 “going green”.

4 (4) Many colleges and universities have pro-
5 grams related to the research of sustainability and
6 sustainable systems.

7 (5) Academic programs related to sustainability
8 vary in rigor since no national education content
9 standards for academic sustainability programs cur-
10 rently exist.

11 (6) Colleges and universities may partner with
12 businesses to encourage students and faculty to
13 translate academic learning and research into prac-
14 tical solutions that promote sustainability.

15 (7) Colleges and universities that make an ef-
16 fort to reduce energy consumption and promote envi-
17 ronmental sustainability not only reduce their own
18 emissions, but also motivate the leaders of the next
19 generation to action and bring technical skills and
20 resources to develop innovative solutions.

21 (8) Many colleges and universities have under-
22 taken detailed, campus-wide assessments of their
23 progress toward “going green” and sustainability or
24 have measured their progress in specific sectors,

1 such as operations, or specific parameters, such as
2 recycling, energy, and water consumption.

3 (9) No system that evaluates and compares col-
4 lege and university campuses in terms of overall sus-
5 tainability-related academic programs and practices
6 currently exists.

7 (b) SENSE OF THE COMMITTEE ON EDUCATION AND
8 LABOR.—It is the sense of the Committee on Education
9 and Labor that in order to encourage increased public
10 awareness of the need to “go green” by using sustainable
11 economic and environmental practices and rigorous sus-
12 tainability academic programs on college and university
13 campuses, the following should be encouraged:

14 (1) The development of educational standards
15 by institutions of higher education to determine the
16 necessary rigor and effectiveness of academic sus-
17 tainability programs;

18 (2) Public awareness of the need for “going
19 green” by using sustainable economic and environ-
20 mental practices;

21 (3) Non-governmental efforts to improve eco-
22 nomic and environmental sustainability efforts on
23 college and university campuses, including holding
24 national summits to share best practices;

- 1 (4) Collaborative partnerships between federal
- 2 agencies, businesses, universities and communities to
- 3 broaden sustainability practices.

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Distance education

Insert at the appropriate place the following new section:

1 **SEC. ____.** **INDEPENDENT EVALUATION OF DISTANCE**
2 **EDUCATION PROGRAMS.**

3 (a) **INDEPENDENT EVALUATION.**—The Secretary of
4 Education shall enter into an agreement with the National
5 Academy of Sciences to conduct a scientifically correct and
6 statistically valid evaluation of the quality of distance edu-
7 cation programs, as compared to campus-based education
8 programs, at institutions of higher education. Such eval-
9 uation shall include—

10 (1) identification of the elements by which the
11 quality of distance education, as compared to cam-
12 pus-based education, can be assessed, including ele-
13 ments such as subject matter, interactivity, and stu-
14 dent outcomes;

15 (2) identification of distance and campus-based
16 education program success, with respect to student

1 achievement, in relation to the mission of the insti-
2 tution of higher education; and

3 (3) identification of the types of students (in-
4 cluding classification of types of students based on
5 student age) who most benefit from distance edu-
6 cation programs, the types of students who most
7 benefit from campus-based education programs, and
8 the types of students who do not benefit from dis-
9 tance education programs, by assessing elements in-
10 cluding access to higher education, job placement
11 rates, undergraduate graduation rates, and graduate
12 and professional degree attainment rates.

13 (b) SCOPE.—The National Academy of Sciences shall
14 select for participation in the evaluation under subsection
15 (a) a diverse group of institutions of higher education with
16 respect to size, mission, and geographic distribution.

17 (c) INTERIM AND FINAL REPORTS.—The agreement
18 under subsection (a) shall require that the National Acad-
19 emy of Sciences submit to the Secretary of Education, the
20 Committee on Health, Education, Labor and Pensions of
21 the Senate, and the Committee on Education and the
22 Workforce of the House of Representatives—

23 (1) an interim report regarding the evaluation
24 under subsection (a) not later than December 31,
25 2007; and

1 (2) a final report regarding such evaluation not
2 later than December 31, 2009.

3 (d) APPROPRIATIONS.—There shall be available to
4 the Secretary, from funds not otherwise appropriated,
5 \$100,000 to carry out this section.