Iowa College Student Aid Commission

Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

This is the application form for all schools that are required to register under Iowa Code Chapter 261B.

All items must be completed. If there is insufficient space on the form to provide all requested information, use additional, separate attachments as required, numbering them to correspond to the application item. Other documents or materials may be attached separately in lieu of providing the information on the form. In such cases, the material or document should be referenced on the form, for example, "see attachment #xx."

Submit the completed and electronically-signed PDF of the application and any separate electronic attachments via email to Carolyn.Small@iowa.gov, or store on external media (i.e.: thumb drive, CD, etc.) and mail to:

Postsecondary Registration Coordinator
Iowa College Student Aid Commission
430 E. Grand Ave., FL 3
Des Moines, Iowa 50309

A school must submit a $1,000 application fee with the application. Please make the check payable to the Iowa College Student Aid Commission and mail to:

Iowa College Student Aid Commission
P.O. Box 310348
Des Moines, IA 50331-0348

The information you provide will be open to public inspection under Iowa Code Chapter 22.11, and posted to the Iowa College Student Aid Commission (the Commission) website under Iowa Code Section 261.2., subsection 7(b).

Exception: A private non-profit or for-profit corporation may submit financial statements associated with its most recent independent auditor's report to the Commission and request that they be treated as confidential. For more information, see application item #31.

For assistance or questions regarding the application, contact the Postsecondary Registration Coordinator at:

Carolyn.small@iowa.gov
(515) 725-3413

(1) Provide the name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141: [(261B.4(2))] and [(261B.4(1))]

Name of School: Western Illinois University

Street: 1 University Circle

Suite:

City: Macomb

State: IL

Zip: 61265

Country: USA

Telephone Number for the school's primary state authorization contact (including country or area code):

309-762-8090

E-mail address for the school's primary authorization contact:

J-Rives@wiu.edu

(2) Type of school: ☐ For-profit ☐ Non-profit ☑ Public

(3) If applicable, provide the address of all physical locations in Iowa where instruction will occur. For a school that is applying for registration to offer distance education programs and that has established, or plans to establish, a permanent Iowa site(s) at which students will participate in a structured field experience, the school may record below the location of that Iowa field experience site(s).

Street: 225 West 2nd Street

Suite:

City: Davenport

State: IA

Zip: 52801

Telephone:

563-326-7804

(4) Provide the **total** estimated tuition charges, fees and other costs payable to the school by a student over the course of each entire program [(261B.4(3))]. If the school is applying to offer both residential programs that require some face-to-face interaction between student and faculty at an Iowa location in addition to programs that are offered fully "at a distance," please separately list distance education programs, as illustrated below:

	Residential Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Estimated **Total** Program Charges
Add Row Delete Row	Post Baccalaureate Certificate in Museum Studies (18 Hours)	$5,825.52	$1,622.16			$7,447.68
Add Row Delete Row	Master of Arts in Museum Studies (34 Hours)	11,003.76	3,064.08			14,067.84
Add Row Delete Row	Integrated Degree Programs: Anthropology or Art with Museum Studies (151 Hours) *Only the Museum Studies component is offered in Iowa.	45,252.84	10,814.40			56,067.24

Add Row Delete Row	Integrated Degree Program: Fine Arts or Recreation, Park and Tourism Administration with Museum Studies (149 Hours) *Only the Museum Studies component is offered in Iowa.	44,605.56	13,427.88			58,033.44

	Distance Education Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Estimated **Total** Program Charges
Add Row Delete Row	Undergraduate Certificates: (1) Fire Administration and Management, (2) Fire Prevention Technology (Both 30 Hours)	8,805.00	2,703.60			11,508.60
Add Row Delete Row	Undergraduate Degree Program: RN-BSN Completion (125 Hours)	36,687.50	11,265.00			47,952.50
Add Row Delete Row	Undergraduate Degree Program: Bachelors of General Studies (BGS) (120 Hours)	35,220.00	10,814.40			46,034.40
Add Row Delete Row	Post Baccalaureate Certificate in Business Administration (12 Hours)	3,883.68	1,081.44			4,965.12
Add Row Delete Row	Post Baccalaureate Certificates in Instructional Design and Technology: (1) Online and Distance Learning Development and (2) Technology Integration in Education (15 Hours)	4,854.60	1,351.80			6,206.40
Add Row Delete Row	Post Baccalaureate Certificate in Instructional Design and Technology: Educational Technology Specialist (24 Hours)	7,767.36	2,162.88			9,930.24
Add Row Delete Row	Post Baccalaureate Certificate in Supply Chain Management (12 Hours)	3,883.68	1,081.44			4,965.12

Add Row Delete Row	Masters in Business Administration: Online or Hybrid Format (33 Hours)	10,680.12	2,973.96			13,654.08
Add Row Delete Row	Integrated Degree Program: Accountancy, Computer Science, with Business Administration (150 Hours)	44,929.20	13,518.00			58,447.20
Add Row Delete Row	Integrated Degree Program: Economics with Business Administration (143 Hours)	42,663.72	12,887.16			55,550.88
Add Row Delete Row	Integrated Degree Program: Finance, Human Resource Management, Management, Marketing, or Supply Chain Management with Business Administration (162 Hours)	49,136.52	14,689.56			63,826.09
Add Row Delete Row	Integrated Degree Program: Law Enforcement and Justice Administration with Business Administration (151 Hours)	45,252.84	13,608.12			58,860.96
Add Row Delete Row	Masters in Curriculum and Instruction (31 Hours)	10,032.84	2,793.72			12,826.56
Add Row Delete Row	Masters in Instructional Design and Technology (35 Hours)	11,327.40	3,154.20			14,481.60
Add Row Delete Row	Integrated Degree Program: Instructional Design and Technology (146 Hours)	43,634.64	13,157,52			56,792.16
Add Row Delete Row	Hybrid Masters Degree in College Student Personnel (42 Hours)	13,592.88	3,785.04			17,377.92

Add Row Delete Row	End of Western Illinois University Listing					

(5) Please list all distance education programs that include a structured field experience that the school will permit an Iowa resident to participate in at an Iowa location. For each program that includes a field experience, please separately attach documentation that describes the expectations of the student, school faculty and a site supervisor during the field experience.

The RN-BSN, BGS, MBA, Master's in Curriculum and Instruction, College Student Personnel,and Instructional Design and Technology. Additional information is in Attachment 1 and Appendices A&B.

(6) Provide the name of all other State of Iowa agencies required to approve the applicant school in Iowa and the school's contact person at that Iowa agency. Separately, attach documentation of the school's approval.

State of Iowa Agency Name:

None. Please see Attachment #2 for additional response to Questions 6 and 7.

Contact Person: Telephone Number:

E-mail address:

(7) Does the school plan to offer a program in Iowa that prepares a student for first-time, licensed professional employment?

☑ No ☐ Yes

List the program and the Iowa professional licensure board that licenses persons to practice the profession for which the school's program prepares a student. For each program, attach documentation demonstrating that the school's program either meets the requirements of a programmatic accrediting agency approved by the Iowa professional licensure board, or that the school's program meets the Iowa professional licensure board's curriculum requirements such that a student who successfully completes the school's program is not required to complete additional coursework or practicum hours.

N/A.

(8) Provide a link to the school's website, or a description of the school's refund policy for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))]. For a for-profit school with at least one program of more than four months in length that leads to a recognized educational credential, the school's tuition refund policy must comply with Iowa Code Section 714.23. For more information about Iowa Code Section 714.23, contact the Postsecondary Registration Coordinator or see the "Postsecondary Registration" tab on the Commission's main web page at www.iowacollegeaid.gov.

Western Illinois University's Withdrawal from Courses or University Policy is available at www.wiu.edu/vpas/policies/withdraw.php. The University's Refund and Credit Policy is available at www.wiu.edu/vpas/policies/refcred.php. Please see Attachment #3 for additional information on these policies.

(9) Provide the name, business address and telephone number of the school's chief executive officer [(261B.4(7))]:

Name:	Street:	Suite:
Dr. Jack Thomas, President	1 University Circle	

City:	State:	Zip:	Country:	Telephone Number:
Macomb	IL	61455	USA	309-298-1824

(10) Provide a link(s) to the school's website, or describe below the means by which the school provides the following disclosure to students. (If the school provides this information in one or more web-based documents, please provide both the link to the document and the page number within the document where the disclosure(s) is located.

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of their fundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course, or the fact of completion of the course, is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States Department of Education or its successor agency which has accredited the school.

The Western Illinois University website is available at www.wiu.edu.

Please see Attachment #4 for requested information on items 1-6 (above).

(11) Provide the name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]. If the school is applying for distance education and has elected to register with the Iowa Secretary of State as a corporation transacting business in Iowa, please list the corporation's Iowa resident agent. If a distance education provider chooses not to register with the Iowa Secretary of State, the response to this question may be "not applicable - distance education provider."

Name:
Pamela J. White, JD, Ph.D.

Street:
427 Pershing Ave.

Suite:
108

City:
Davenport

State:
IA

Zip:
52801

Telephone Number (including country or area code):
319-310-8647

(12) Provide the name, address, and title of the other officers and members of the legal governing body of the school [(261B.4(6))]:

	Officer Name	Address	Telephone Number
Add Row Delete Row	Mr. Roger Clawson Chairperson, Western Illinois University Board of Trustees	800 36th Ave. Moline, IL 61265	309-736-0606
Add Row Delete Row	Ms. Yvonne Savala Vice-Chairperson, Western Illinois University Board of Trustees	3653 Kennedy Drive East Moline, IL 61244	309-230-5622
Add Row Delete Row	Mr. Phil Hare Secretary, Western Illinois University Board of Trustees	3805 44th Street Rock Island, IL 61201	309-781-1492

Add Row Delete Row	Mr. Lyneir Cole Member, Western Illinois University Board of Trustees	9736 S. Nashville Oaklawn, IL 60453	312-307-4839
Add Row Delete Row	Ms. Cathy Early Member, Western Illinois University Board of Trustees	1221 W. Jackson Street Macomb, IL 61455	309-837-1200
Add Row Delete Row	Mrs. Carolyn J. Ehlert Fuller Member, Western Illinois University Board of Trustees	11211 31st Street Drive West Milan, IL 61264	309-781-1003
Add Row Delete Row	Mr. William Epperly Member, Western Illinois University Board of Trustees	747 N Washbash #1801 Chicago, IL 60611	312-852-1348
Add Row Delete Row	Mr. Michael Quigley Student Member, Western Illinois University Board of Trustees	330 Wigwam Hollow Rd. Apartment 11 Macomb, IL 61455	309-398-3234

(13) For a for-profit institution, provide the names and business addresses of persons owning more than 10% of the school [(261B.4(6))]:

	Name	Address	Telephone Number
Add Row Delete Row	Not Applicable (NA)	NA	NA

(14) Name all agencies accrediting the institution and programs **offered in Iowa that are recognized by the U.S. Department of Education** [(261B.4(9))]. Separately attach a copy of the school's accreditation status for each agency. Provide all documentation in the school's records about any pending or final accrediting agency sanction.

If the school is applying to initiate in-person instruction at an Iowa location and the school's accrediting agency has not approved the Iowa location, provide either: 1) documentation from the accrediting agency that its approval is not required, or 2) documentation that the accrediting agency will not consider the school's approval request until the Commission approves the school to operate in Iowa.

Accrediting Agency 1
Name: Street:

Please see Attachment #5.

Suite: City: State: Zip:

Country: Telephone Number (including country or area code):

Contact Person:

Accrediting Agency 2
Name: Street:

Suite: City: State: Zip:

Country: Telephone Number (including country or area code):

Contact Person:

Accrediting Agency 3
Name:

Street:

Suite :

City:

State:

Zip:

Country:

Telephone Number (including country or area code):

Contact Person:

(15) Describe the procedures followed by the school for safeguarding (e.g., storage, security and back-up processes) and preservation of student records [(261B.4(12))]:

Please see Attachment #6.

(16) Provide the contact information to be used by students and graduates who seek to obtain transcript information:

Name:

Office of the Registrar

Street

1 University Circle

Suite

Sherman Hall 110

City:

Macomb

State:

IL

Zip:

61455

Country:

USA

Telephone Number (including country or area code):

309-298-2787

E-mail address and/or website:

www.wiu.edu/registrar/transcripts.php

(17) List the states and licensure/authorization agencies for all states that require the school to obtain authorization to operate, maintain a presence or offer distance education in that state. Attach documentation of the school's licensure/authorization status in each state. Do not list states in which the school's status is "exempt."

	State	Agency Name
Add Row Delete Row	Illinois	Illinois Board of Higher Education
Add Row Delete Row	Iowa	The Iowa College Student Aid Commission
Add Row Delete Row	Distance learning states are exemptions, and not listed per the instructions. Western Illinois University is applying for National Council for State Authorization Reciprocity Agreements membership at the time of submitting this Application.	Appendix D provides copies of documentation of Western Illinois University's registration in Iowa and the Illinois Statutes establishing the Western Illinois State Normal School in 1899 that was renamed Western Illinois University in 1957.

(18) Has a state ever revoked the school's approval to operate in that state?

☑ No ☐ Yes. If yes, attach documentation from the state of its revocation action.

(19) Has a state sanctioned the school within the year prior to the date of this application?

☑ No ☐ Yes. If yes, attach documentation from the state of its sanction action.

(20) Is the school presently under investigation by or bound to the terms of a judgment issued by a state's attorney general or other enforcement authority?

☑ No ☐ Yes. If yes, attach documentation of the investigation or judgment from the enforcement authority.

(21) Will the school certify that it will immediately notify the Commission of any pending or final sanction issued by the school's accrediting agency, another state agency that registers or licenses the school, or a state attorney general's office or other enforcement authority?

☑ Yes ☐ No

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

Please see Attachment #7. Please also see Appendix E for the information requested in Question #23.

(23) Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

☐ Yes ☑ No

Please separately attach a copy of the school's current Federal Student Aid Program Participation Agreement with the U.S. Department of Education.

(24) Do you currently:

Enroll students in Iowa? ☐ No ☑ Yes. How many? 814

Employ Iowa faculty? ☐ No ☑ Yes. How many full-time? 481 How many part-time? 333

(25) Do you compensate Iowa residents to perform other operational activities for the school besides teaching (e.g., program or Iowa site coordinator, call-taker or admissions representative)?

☐ No ☑ Yes 16 How many full-time? 16 How many part-time? 0

(26) If are you applying to offer face-to-face instruction at one or more fixed locations in Iowa, provide the name, title, business contact information and a brief curriculum vitae summary for the Iowa resident(s) who is employed as a full-time faculty member or program coordinator devoted to Iowa students.

Pamela J. White, Ph.D., J.D., is a resident of Iowa, employed full time at the University as Director and Associate Professor of Museum Studies. Her contact information is presented in Question #11, and her CV is presented in Appendix F. For Question #27, all materials are provided in Appendix G.

(27) Of the total number of faculty (including those that may not be Iowa residents) who will provide instruction in programs offered to Iowa residents, how many are full-time? 146 How many are part-time? 6

Separately attach resumes, other documentation or links to your website that describe 1) the educational and experiential qualifications of **all** faculty or instructors who teach the courses offered to Iowans, and 2) the general subject matter in which they teach.

(28) How will your school comply with Iowa Code section 261B.7, which requires the school to disclose 1) that it is registered by the Commission, and 2) the Commission's contact information for student questions or complaints?

Please see Attachment #8.
For Question #29 (below), please see Attachment #9 for details and Appendices H and I for referenced Western Illinois University materials.

(29) Will your school comply with the requirements of Iowa Code Section 261.9(1)"e" to "h?"

☑ Yes ☐ No

Note: Schools that apply for registration to offer distance education programs and who have no compensated parties working remotely for the school from an Iowa location are not required to comply with Iowa Code Section 261.9(1)"h." For more information about Iowa Code Section 261.9(1), please contact the Postsecondary Registration Coordinator or see the "Postsecondary Registration" tab on the Commission's main web page at www.iowacollegeaid.gov .

You must attach policies that are ready for implementation upon registration approval and that comply with these requirements.

(30) Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities? (Note: At this time, the Commission does not require annual reports for out-of-state distance education program providers.)

☑ Yes ☐ No

(31) Attach a copy of the applicant school's most recent independent audit report prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

Note: A school may submit financial statements associated with an independent audit to the Commission in a separate electronic file that is marked "confidential." In that case, the Commission will not disclose the school's financial statements to the public.

The Western Illinois University Financial Audit for the Year Ended June 30, 2014 was completed by E.C. Ortiz & Co., LLP and released on December 18, 2014. It is displayed in Appendix J.

(32) Describe how your school provides students with learning resources, including appropriate library and other support services requisite for the school's programs.

Please see Attachment #10.

(33) Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Please see Attachment #11 and Appendix K.

(34) If applicable, please provide evidence that the school has adequate physical facilities appropriate for the program(s) and students services to be offered and are located in the state. For a school that applies for registration to operate a fixed instructional site, include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease.

Courses are held at the Western Illinois University-Quad Cities Riverfront Campus located in Moline, Illinois, and the Figge Art Museum located in Davenport, Iowa. Please see Attachment #12 for additional facilities details. Appendix L provides the facilities agreement between the University and Figge.

(35) For a for-profit institution, provide an organizational plan that shows the physical address and contact information for all educational, administrative and service locations operated by the applicant and any parent organization.

Not Applicable.

(36) Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Student and graduate comments and complaints are addressed separately for discrimination, ethics, police conduct, and/or all other institutional issues. University policy, procedure, and contact information for each type of compliant is described below in Attachment #13 and Appendix M.

(37) Provide the most recent official Stafford loan cohort default rate that the U.S. Department of Education reports for the school. If the school has multiple campuses and is applying for distance education programs, report the cohort default rate for the campus that supports the school's online programs.

The most recent official Stafford loan cohort default rate that the U.S. Department of Education reported for Western Illinois University is 5.5%, which is the Fiscal Year 2012 Official 3 Year Default Rate. Copy of this correspondence is available in Appendix N.

(38) Provide the average loan debt upon graduation of individuals completing programs at the school.

The average loan debt of May 2015 graduates at Western Illinois University was $25,900.

(39) Provide the graduation rate for each branch location that the school reports to the U. S. Department of Education National Center for Education Statistics. If the school has multiple campuses for which it reports a graduation rate and is applying for distance education programs, report the graduation rate for the campus that supports the school's online programs.

This 2009 new freshman cohort graduation rate was 52.8%.

SIGNATURE

Applicant School Chief Executive Officer

Jack Thomas, President	President
Name	Title
Jack Thomas Digitally signed by Jack Thomas Date: 2015.11.02 11:42:13 -06'00'	November 2, 2015
Signature	Date

See link below for video instructions to set up a digital signature (start video at 2:57 for relevant information)

http://tv.adobe.com/watch/acrobat-x/how-to-digitally-sign-a-document-with-adobe-reader/

By my signature above, I commit to the delivery of programs my school offers in Iowa, and agree to provide alternatives for students to complete programs at my school or at another school(s) if my school closes a program, or my school closes before students have completed their courses of study.

Additional Instructions:

- If any information in this application changes before the Commission considers the application the school should inform the Postsecondary Registration Coordinator via email.
- A registration fee of $1000 is due and payable to the Iowa College Student Aid Commission upon registration approval.
- Registrations must be renewed every two years. During a registration term, a school must submit a written request for amendment via email and remit an additional $1000 amendment fee upon any substantive change in program offerings, location, or accreditation.
- During a registration term, other changes that occur to the information provided in this application must be submitted in writing (e-mail is acceptable) to the Postsecondary Registration Coordinator within 90 days of the change (e.g., a new program that does not require the approval of an agency of the state of Iowa).

Attachment 1
Response to Question #5
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(5) Please list all distance education programs that include a structured field experience that the school will permit an Iowa resident to participate in at an Iowa location. For each program that includes a field experience, please separately attach documentation that describes the expectations of the student, school faculty and a site supervisor during the field experience.

Background
Western Illinois University's responses to Question #4 included the on campus undergraduate programs delivered in Illinois that are part of the University's integrated programs. Information on baccalaureate and master's degree components were provided so Iowa residents could make informed cost decisions in determining whether to attend Western Illinois University.

However, the remaining Western Illinois University responses are limited to only those programs that will be delivered in Iowa (Museum Studies) and to those programs that will be offered to Iowa residents through distance education. Undergraduate programs only delivered on campus in Illinois will not be reported in the remainder of this *Application.*

Summary
The RN-BSN, Bachelors of General Studies, and Masters degrees in Business Administration, College Student Personnel, Curriculum and Instruction, and Instructional Design and Technology provide opportunity for simulated experiences or structured field experience(s). Individual syllabi and/or supporting materials given to students for these courses with simulated experiences or structured field experience(s) are provided in Appendix A.

Following Western Illinois University's *Course Syllabus Policy* (available at www.wiu.edu/vpas/policies/syllabus.php and in Appendix B), all Western Illinois University course syllabi include course expectations for students, and faculty roles and responsibilities.

Site supervisors monitor student performance and provide student performance feedback to the instructor of record for the course. Only Western Illinois University faculty members assign grades earned in Western Illinois University courses.

	Type of Structured Field Experience(s)	Structured Field Experience Course Number
Undergraduate Certificates		
1A. Fire Administration and Management	--	--
1B. Fire Prevention Technology	--	--
Undergraduate Degrees		
2. RN-BSN Completion	Required Course	Nursing 405
	Elective Course	Nursing 430
	Elective Course	Nursing 431
	Elective Course	Nursing 433
3. Bachelors of General Studies	Internship	University 490
Post Baccalaureate Certificates		
4. Business Administration	--	--
5. Instructional Design and Technology		--

Attachment 1
Response to Question #5
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

5A. Educational Technology Specialist	--	--
5B. Technology Integration in Education	--	--
5C. Online and Distance Learning Development	--	--
6. Supply Chain Management	--	--
Master's Degrees		
7. Business Administration	Study Abroad	Business and Technology 600
	Internship	Business Law 620
	Internship	Decision Science 620
	Internship	Finance 620
	Internship	Human Resource Management 620
	Internship	Information Systems 620
	Internship	Management 620
	Internship	Marketing 620
	Internship	Operations Management 620
	Internship	Supply Chain Management 620
8. College Student Personnel	Internship	College Student Personnel 597
	Internship	College Student Personnel 598
9. Curriculum and Instruction		
9A. Elementary Curriculum	Exit Option	Mathematics 607
	Exit Option	Science Education 602
9B. Literacy Education	Exit Option	Mathematics 607
	Exit Option	Science Education 602
10. Instructional Design and Technology		
10A. General Instructional Design and Technology Emphasis	Independent Study	Instructional Design and Technology 591
	Internship	Instructional Design and Technology 620
	Exit Option	Instructional Design and Technology 600
10B. Technology Specialist	Internship	Instructional Design and Technology 620
	Exit Option	Instructional Design and Technology 600

Detailed Response

1) Undergraduate Certificates
   A. Fire Administration and Management
   B. Fire Prevention Technology

   There are no structured field requirements in these certificate programs. Both certificates meet *National Fire Service and Training Standards* established by the U.S. Fire Administration's National Fire Academy and the Department of Homeland Security.

2) RN to BSN Completion
   All students are required to successfully complete Nursing 405, Nursing and the Community, which has simulated experiences. Students also have the option to complete nursing 430, 431, and/or 433, which also have simulated components.

Attachment 1
Response to Question #5
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

3) Bachelors of Arts in General Studies (BGS)
Internships are elective for students in this program. BGS students choosing to complete an internship enroll in University 490. This course can be registered for two to twelve credit hours, and is repeatable for up to 12 credit hours. The course provides students with supervised practical work experience in a career related setting. Prerequisites for the course are junior/senior standing, 2.00 GPA, and permission of instructor. It is graded as Satisfactory/Unsatisfactory only.

4) Post Baccalaureate Certificate in Business Administration
There are no structured field requirements in this certificate program. The program prepares students for career advancement in business by providing a background of courses in strategic business skill areas of accounting, finance, management and marketing.

5) Post Baccalaureate Certificates in Instructional Design and Technology:
   A. Educational Technology Specialist.
   B. Technology Integration in Education.
   C. Online and Distance Learning Development.

There are no structured field experiences in any of these three PBC options. Students tailor coursework to specific career goals. Each program provides an opportunity to master specialized technology and skills needed for students to adapt and excel in an increasingly complex and technological work environment.

6) Post Baccalaureate Certificate in Supply Chain Management
There are no structured field requirements in this certificate program that prepares students for employment and advancement within the supply chain management field. The certificate provides a solid foundation of course work in logistics, transportation, and warehousing, with an opportunity to choose electives that meet the specific career interests of the student.

7) Masters in Business Administration (MBA)
There are optional structured field requirements in this degree program Students in the MBA program complete 18 hours of core (required courses), three hours in a directed elective, nine hours in concentration courses determined by the department, and three hours in an integrative course (Strategic Management, Management 590).

MBA students select concentrations to prepare them for a specific business specialty or career path. The concentrations are tailored to student needs and drawn from College of Business and Technology departments (Agriculture, Accounting and Finance, Computer Science, Economics and Decision Sciences, Engineering, Engineering Technology, and Management and Marketing) and related areas in consultation with the MBA Advisor and the MBA Programming Committee.

Student concentrations may include participation in Business and Technology 600, Global Study and/or discipline-specific internships. A student can earn up to six hours in Global Study. This course integrates the study of international business and/or technology with international travel for graduate students. It focuses on preparing students for the global environment of the twenty-first century. Course enrollment requires instructor permission.

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Response to Question #5
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

Course descriptions for MBA internship courses are provided below. Analytic reports of work accomplished by each student are presented to the instructor of record at the end of the semester.

Business Law 620, Business Law Internship can be registered for one to six credit hours. The course integrates legal theory with application to actual practice of law. Students are exposed to a variety of positions within the law office during the semester. The course is graded as Satisfactory/Unsatisfactory only, and participation requires written permission from the Department Chairperson.

Decision Sciences, 620 Decision Sciences Internship can be registered for one to six credit hours, and is not repeatable. The course integrates decision sciences theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six hours of decision sciences courses and written permission of the Department Chairperson.

Finance 620, Finance Internship can be registered for one to six credit hours, and is not repeatable. The course integrates finance theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires six semester hours of graduate course work in finance and written approval of the Department Chairperson.

Human Resource Management 620, Human Resource Management Internship can be registered for one to six credit hours. The course integrates human resource management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six hours of human resource management courses and written permission of the Department Chairperson.

Information Systems 620, Information Management Internship can be registered for one to six credit hours, and is not repeatable. The course integrates management information systems theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six hours of information management courses and written permission of the Department Chairperson.

Management 620, Management Internship can be registered for one to six credit hours. The course integrates management theories with application to actual business practice. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six hours of management courses and written permission of the Department Chairperson.

Marketing 620, Marketing Internship can be registered for one to six credit hours, and is not repeatable. The course integrates marketing theories with application to actual

business practices. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six semester hours of graduate course work in marketing and written approval of the Department Chairperson.

Operations Management 620, Operations Management Internship can be registered for one to six credit hours. The course integrates Operations Management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six credit hours in graduate Operations Management courses and permission of the Department Chairperson.

Supply Chain Management 620, Supply Chain Management Internship can be registered for one to six credit hours. The course integrates supply chain management theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. The course is graded as Satisfactory/Unsatisfactory only. Participation requires completion of six credit hours in graduate Supply Chain Management coursework and permission of the Department Chairperson.

8) Masters in College Student Personnel (CSP)
Western Illinois University offers the Higher Education Leadership in CSP through hybrid format. This track requires include six credit hours of exit options. Students either complete a thesis or two internships. The latter are described below.

College Student Personnel 597, Internship: This three credit hour course provides students with an Intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying the knowledge gained in didactic courses to a field of specialization. Course enrollment is limited to College Student Personnel majors.

College Student Personnel 598, Internship II: This three credit hour course is a continuation of CSP 597. It provides students with intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying knowledge gained in didactic courses to a field of specialization. Specific topical focus varies. Course enrollment requires successful completion of CSP 597.

9) Masters in Curriculum and Instruction (C&I)
   A. Elementary Curriculum specialization
   B. Literacy Education specialization

The Department of Curriculum and Instruction offers coursework leading to a Master of Science in Education with a major in elementary education. In both specialization areas (listed above) students must successfully complete an exit option: Graduate Seminar, Research in Early Childhood Education, Leadership in Education, Practicum in

Mathematics Education (Mathematics 607), or Practicum in Science Education (Science Education 602). The latter two courses are field-based experiences.

Mathematics 607, Practicum in Mathematics Education provides students with direct internship experience for action research in mathematics education (K-8) under guidance of qualified faculty. Course prerequisites are successful completion of Mathematics 500 (Teaching of Elementary Mathematics) or Mathematics 505 (The Teaching of Mathematics in Middle Grades and Junior High), approval of a degree plan, and completion of over half of candidate's course work, including Educational Studies 500 (Methods of Research). Modifications to the above requirements are subject to the approval of the student's advisor.

Science Education 602, Practicum in Science Education provides students with direct internship experience in a science education program at the local district level under the guidance of a qualified field representative. Enrollment is by permission only. Course prerequisites are 24 semester hours in graduate work, including successful completion of Educational Studies 500 (Methods of Research), Curriculum and Instruction 574 (Assessment and Differentiation of Instruction) and Elementary Education 566 (Recent Trends and Research in Elementary Education); and permission of the Graduate Coordinator.

10) <u>Masters in Instructional Design and Technology (IDT)</u>
   A. General Instructional Design and Technology Emphasis
   B. Technology Specialist Emphasis

Students may choose to complete Instructional Design and Technology 591, 620, and/or 600 in the General Instructional Design and Technology Emphasis.

Instructional Design and Technology 591, Independent Study offers an investigation of issues related to the student's major area, not specifically covered in other courses. A substantial written report, as well as an informal oral report is required. Course enrollment requires successful completion of 15 hours of IDT classes, filing of degree plan, graduate committee formed, and permission of the department chair.

Instructional Design and Technology 620, IDT Internship integrates instructional technology theories and practical skills with application in a real-life environment. Students are exposed to a variety of positions in that environment during the semester. During the internship, the student will demonstrate his/her ability to integrate, organize and manage a project. The course is graded as Satisfactory/Unsatisfactory. Course prerequisites include successful completion of 15 hours of approved IDT course work and permission of the department chair.

Instructional Design and Technology 600, Applied Project represents advanced level fieldwork in a setting appropriate to the student's professional goals. The result of the applied project will be presented to the student's Graduate Committee. The course is

graded as Satisfactory/Unsatisfactory, and course enrollment permission of the department chair.

Students may choose to complete Instructional Design and Technology 620 and/or 600 in the Technology Specialist Emphasis.

Attachment 2
Response to Questions #6 and 7
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(6) Provide the name of all other State of Iowa agencies required to approve the applicant school in Iowa and the school's contact person at that Iowa agency. Separately, attach documentation of the school's approval.

(7) Does the school plan to offer a program in Iowa that prepares a student for first-time, licensed professional employment?

Western Illinois University's Museum Studies and Distance Education programs do not require any other State of Iowa agency approvals. The programs offered in or to Iowa residents do not prepare students for licensed employment as a teacher, school principal, school psychologist, or school pathologist. Nor does the University offer a post-licensure nursing program.

Attachment 3
Response to Question #8
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(8) Provide a link to the school's website, or a description of the school's refund policy for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))].

Western Illinois University's *Withdrawal from Courses or University Policy* is available at www.wiu.edu/vpas/policies/withdraw.php. Western's *Refund and Credit Policy* is available at www.wiu.edu/vpas/policies/refcred.php.

When requesting course or total university withdrawal, students are given a grace period to receive full reimbursement of tuition and fees (e.g., fall and spring 10th day). After the grace period, students receive a pro-rated reimbursement based on amount of time elapsed from the semester at the time of course or total university withdrawal. These timelines are applied for fall/spring semesters, summer session, and irregularly scheduled classes (i.e., classes that do not meet the regular scheduled class definition). Students may drop courses through the 10th week of class or its equivalent. After the 10th week, individual courses may not be dropped.

It is the student's responsibility to initiate formal withdrawal procedures within the proper refund/credit dates to avoid charges. The University provides instructions on withdrawal procedures at www.wiu.edu/registrar/refunds.php. Western Illinois University will refund/credit tuition and fees for extreme hardship, student death, institutional error, or what is in the best interest of the University as described in the *Refund and Credit Policy.*

Attachment 4
Response to Question #10
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(10) Provide a link(s) to the school's website, or describe below the means by which the school provides the following disclosure to students. (If the school provides this information in one or more web-based documents, please provide both the link to the document and the page number within the document where the disclosure(s) is located.

1. *The name or title of the course.*
2. *A brief description of the subject matter of the course.*
3. *The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.*
4. *The refund policy of the school for the return of their fundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.*
5. *Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course, or the fact of completion of the course, is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.*
6. *The name of the accrediting agency recognized by the United States Department of Education or its successor agency which has accredited the school.*

Items 1, 2, and 5

Course title, description, and degree and certification information is provided below. This information is also available in Western Illinois University's *2015-2016 Undergraduate* and *Graduate Catalogs*. These Catalogs are available at www.wiu.edu/catalog/ and http://www.wiu.edu/graduate_studies/catalog/, respectively.

Programs to be Offered in Iowa

Museum Studies

Course titles, descriptions, and degree or certificate requirements can be found in the *2015-2016 Graduate Catalog.*

- Pages 298-299 for the Post Baccalaureate Certificate in Museum Studies.
- Pages 180-181 for the Masters of Arts degree in Museum Studies. Additional course titles and descriptions for directed electives can be found on:
  - Pages 209-210 for Recreation, Park and Tourism Administration (RPTA).
  - Page 314 for Art (ARTE and ARTH).
- Page 262 lists the course tiles and degree requirements for the five-year Bachelor of Arts in Anthropology/Masters of Arts in Museum Studies integrated degree program. Additionally:
  - Page 180-181 display course descriptions for core (required) courses in Museum Studies (MST).

- Course description information for directed electives is cross-referenced on pages 209-210 for Recreation, Park and Tourism Administration (RPTA), and Page 314 for Art (ARTE and ARTH).
- Pages 353 and 356-357 of the 2015-2016 *Undergraduate Catalog* displays course titles, descriptions, and degree requirements for the Bachelor of Arts in Anthropology. Students in this undergraduate major may take two designated courses from Educational Studies (EIS 458 and EIS 440). These course titles and descriptions are on pages 190-191 of the *Undergraduate Catalog.*

- Page 263 of the *2015-2016 Graduate Catalog* lists the course tiles and degree requirements for the five-year Bachelor of Arts in Art/Masters of Arts in Museum Studies integrated degree program. Additionally:
  - Pages 180-181 display course descriptions for core (required) courses in Museum Studies (MST).
  - Course description information for directed electives is cross-referenced on pages 209-210 for Recreation, Park and Tourism Administration (RPTA), and Page 314 for Art (ARTE and ARTH).
  - Pages 123 and 124-127 of the *2015-2016 Undergraduate Catalog* displays course titles, descriptions, and degree requirements for the Bachelor of Arts in Art. The degree has three options of study. Two of these (discussed below) are eligible for the integrated degree. The University does not offer an art teacher education-museum studies integrated degree.
    - The Art-Studio option degree requirements are described on page 123. In this program, students are required to complete a minor in another discipline and 19 credit hours of open electives. Pages 11-15 displays a listing of academic minors offered by Western Illinois University. Information of minors, course titles and descriptions in the *Undergraduate Catalog* is organized by the department in which the minor and courses are offered.
    - The Art-Graphic Design option degree requirements are described on page 123. In this program, students are required to complete a minor in another discipline and 10 credit hours of open electives.

- Page 264 of the *2015-2016 Graduate Catalog* lists the course tiles and degree requirements for the five-year Bachelor of Arts in Fine Arts/Masters of Arts in Museum Studies integrated degree program. Additionally:
  - Pages 180-181 display course descriptions for core (required) courses in Museum Studies (MST).
  - Course description information for directed electives is cross referenced on pages 209-210 for Recreation, Park and Tourism Administration (RPTA), and Page 314 for Art (ARTE and ARTH).
  - Pages 122 and 124-127 of the *2015-2016 Undergraduate Catalog* displays course titles, descriptions, and degree requirements for the Bachelor of Arts in Fine Arts. The degree has two options of study (Art or Graphic Design). Students

choose one option for their plan of study, and both options do not have major requirements outside the department.

- Page 265 of the *2015-2016 Graduate Catalog* lists the course tiles and degree requirements for the five-year Bachelor of Science in Recreation, Park and Tourism Administration/Masters of Arts in Museum Studies integrated degree program. Additionally:
  - Page 180-181 display course descriptions for core (required) courses in Museum Studies (MST).
  - Course description information for directed electives is cross-referenced on pages 209-210 for Recreation, Park and Tourism Administration (RPTA), and Page 314 for Art (ARTE and ARTH).
  - Pages 347-350 of the *2015-2016 Undergraduate Catalog* displays course titles, descriptions, and degree requirements for the Bachelor of Science in Recreation, Park and Tourism Administration (RPTA).
  - The B.S. in RPTA degree requirements include successful completion of 16-20 hours of directed electives or a university minor. The student identifies the directed electives that are approved by a department advisor.
  - The B.S. in RPTA degree requirements also include successful completion of 8-12 hours of open electives.

Program information is also available from the Museum Studies website, www.wiu.edu/cofac/qc/museumstudies/.

Distance Education Programs Offered to Iowa Residents

1) Undergraduate Certificates
   A. Fire Administration and Management
   B. Fire Prevention Technology

Pages 221-222 of the *Undergraduate Catalog* provide course titles and certificate requirements for Fire Administration and Management Certificate. Information on course descriptions can found on:

- Page 236 for Emergency Management (EM) 477 and 478.
- Pages 274-275 for Fire Service (FS) 443, 481, 482, 483.

Page 222 of the *Undergraduate Catalog* provides course titles and certificate requirements for Fire Prevention Technology. Information on course descriptions can found on:

- Pages 274-275 for Fire Sciences (FS) 443, 444, 481-486, and 488 (cross-listed with psychology).
- Page 236 for Sociology (SOC) 488.

Certificate information is available from the University's Distance Learning website, www.wiu.edu/distance_learning/bachelor_of_arts_in_general_studies/.

Attachment 4
Response to Question #10
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

2) RN to BSN Completion (RN-BSN)
Pages 318-320 of the *2015-2016 Undergraduate Catalog* provide course tiles, degree requirements, and course descriptions for the RN-BSN Completion program. Program information is also available from the School of Nursing website, www.wiu.edu/cas/nursing/.

3) Bachelors of General Studies (BGS)
Western Illinois University's Bachelor of Arts in General Studies (BGS) degree program provides students with the opportunity to earn a regionally accredited undergraduate non-majored degree that complements their educational needs and lifestyles. The BGS degree program requires successful completion of 120 semester hours, with a minimum of 30 credit hours earned from Western, and 40 credit hours at the upper-division (junior/senior) level.

There are no specific BGS courses. The student creates and academic advisor approves the individual BGS degree plans using existing Western Illinois University courses. Academic minors are not required but may be feasible within BGS degree requirements. The *2015-2016 Undergraduate Catalog* provides all Western Illinois University course titles and descriptions used in students individualized programs of study. Degree requirements can be found in the *2015-2016 Undergraduate Catalog, http://www.wiu.edu/catalog/.*

4) Post Baccalaureate Certificate in Business Administration
Pages 278-279 of the *2015-2016 Graduate Catalog* provide course tiles, certificate requirements, and course descriptions for the Post Baccalaureate Certificate in Business Administration. Certificate information is available from the program's website, www.wiu.edu/cbt/mba/index.php.

5) Post Baccalaureate Certificates (PBC) in Instructional Design and Technology
   A. Educational Technology Specialist.
   B. Technology Integration in Education.
   C. Online and Distance Learning Development.

- Page 295 of the *2015-2016 Graduate Catalog* provides course titles and certificate requirements for the PBC in Instructional Design and Technology: Online and Distance Learning Development. Page 297 provides course descriptions[1].
- Page 296 of the *2015-2016 Graduate Catalog* provides course titles and certificate requirements for the PBC in Instructional Design and Technology: Educational Technology Specialist. Page 297 provides course descriptions. Students in this program are also required to complete Educational Studies (EIS) 500. Page 118 provides the course title and description.
- Page 296 of the *2015-2016 Graduate Catalog* provides the course titles and certificate requirements for the PBC in Instructional Design and Technology: Technology Integration in Education. Page 297 provides course descriptions.

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[1] *A course description of IDT 560 will also appear in the 2016-2017 Graduate Catalog in both the Master's degree section and the PBC section. It is currently located in the former.*

Certificate information is also available from the Department of Instructional Design and Technology website, http://www.wiu.edu/coehs/idt/.

6) Post Baccalaureate Certificate (PBC) in Supply Chain Management
Pages 305-306 of the *2015-2016 Graduate Catalog* provide course tiles, certificate requirements, and course descriptions for the Post Baccalaureate Certificate in Supply Chain Management. Certificate information is available from the program's website, www.wiu.edu/academics/majors/business_and_technology/supply_chain_management.php.

7) Masters in Business Administration (MBA)
Pages 77-82 of the *2015-2016 Graduate Catalog* provide course tiles, degree requirements, and course descriptions for the Master of Business Administration degree program. Please see page 66 for the course tile and description of Accountancy (ACCT) 547 and page 111 for the same information on Economics (ECON) 538. MBA information is also available from the program website www.wiu.edu/cbt/mba/index.php.

8) Masters in College Student Personnel (CSP)
Pages 88-90 of the *2015-2016 Graduate Catalog* provide the degree requirements, course titles and descriptions for Masters in College Student Personnel, Higher Education Leadership option. Additionally:

- Page 118 displays the course title and description for Educational Studies (EIS) 500.
- Page 125 displays the course title and description for Educational Leadership (EDL) 600.

CSP information is also available from the program's website, www.wiu.edu/coehs/csp/.

9) Masters in Curriculum and Instruction (C&I)
   A. Elementary Curriculum specialization
   B. Literacy Education specialization

Pages 127-128 of the *2015-2016 Graduate Catalog* provide the degree and specialization requirements, course titles and descriptions. Additionally:

- Page 118 displays the course title and description for Educational Studies (EIS) 500.
- Page 177 displays the course title and description for Mathematics (MATH) 607.

C&I information is also available from the program's website, www.wiu.edu/coehs/curriculum_and_instruction/.

10) Masters in Instructional Design and Technology (IDT)
   A. General Instructional Design and Technology emphasis
   B. Technology Specialist emphasis

Pages 127-128 of the *2015-2016 Graduate Catalog* provide the degree and emphasis requirements, course titles and descriptions. Additionally, page 118 provides the course title and description for Educational Studies (EIS) 500. IDT information is alos available from the program's website, www.wiu.edu/coehs/idt/.

Attachment 4
Response to Question #10
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

Items 3, 4, and 6

Item 3

Western Illinois University charges tuition and fees on a per credit hour basis. Page 34 of the *2015-2016 Undergraduate Catalog* displays these rates, with a break down of campus-based fees. Page 52 of the *2015-2016 Graduate Catalog* also includes this information. Tuition and fee information is also available at www.wiu.edu/vpas/business_services/tuition.

Page 35 of the *2015-2016 Undergraduate Catalog* and Page 53 of the *2015-2016 Graduate Catalog* displays room and board rates. Room and Board rates only apply to the Macomb Campus. The Quad Cities Campus is a commuter campus. Room and board rate information is also available at www.wiu.edu/student_services/housing/living_on_campus/rates.php.

Page 35-36 of the *2015-2016 Undergraduate Catalog* displays estimated expenses for a full-time, in-state, new undergraduate student could expect to incur during the 2015-2016 academic year. Western Illinois University offers Illinois in-state tuition to all Illinois, Iowa, Indiana, Missouri, and Wisconsin residents. The University also guarantees that students will pay the same tuition, fees, room and board rates for four years, provided that the student maintain continuous fall/spring enrollment.

A cost estimator that allows students obtain cost estimates based on student choices is available from the Billing and Receivable Office at www.wiu.edu/billing or www.wiu.edu/vpas/business_services/billing/costestimate.php.

Item 4

Pages 37-38 of the *2015-2016 Undergraduate Catalog* displays the *University Credit/Refund Policy*. Pages 54-55 of the *Catalog* also display that the *University Credit/Refund Policy*. This *Policy* can also be viewed at www.wiu.edu/vpas/policies/refcred.php.

Item 6

Page 8 of the *2015-2016 Undergraduate Catalog* and Page 9 of the *2015-2016 Graduate Catalog* include the sentence, "Western Illinois University is accredited by the Higher Learning Commission and is a member of the North Central Association." The University was first accredited as a teacher's college in 1913, and accreditation has been continuous since that time. Confirmation of the University's accreditation status is available from www.wiu.edu/university_planning/accreditation.php.

Attachment 5
Response to Question #14
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(14) Name all agencies accrediting the institution and programs offered in Iowa that are recognized by the U.S. Department of Education [(261B.4(9))]. Separately attach a copy of the school's accreditation status for each agency. Provide all documentation in the school's records about any pending or final accrediting agency sanction.

If the school is applying to initiate in-person instruction at an Iowa location and the school's accrediting agency has not approved the Iowa location, provide either: 1) documentation from the accrediting agency that its approval is not required, or 2) documentation that the accrediting agency will not consider the school's approval request until the Commission approves the school to operate in Iowa.

The Higher Learning Commission-North Central Association of Colleges and Schools accredits Western Illinois University. The University's academic programs maintain accreditation from 16 discipline-specific agencies (displayed below) recognized by the United States Department of Education. The University's *Accreditation Schedule* displayed in Appendix C and at www.wiu.edu/provost/accredit.php.

Appendix C also provides copies of the University's current accreditation status with each agency. Western Illinois University does not have any pending or final accrediting agency sanction. In reviewing the University's supporting accreditation materials, please note the following:

1. Per ABET policy, the University's affirmation of accreditation letter is confidential and is not to be shared with the external public.

2. ABET policy also prohibits public disclosure of the period for which a program is accredited.

3. Information from AACSB includes page 1 of the draft team report given to Western Illinois University to check for errors of fact. Also included is an email and supporting certificates that extended Western Illinois University's accreditation in April 2015 after a successful on-site visit. The Certificates given to the University affirm that the recommendation of the Peer Review Team was ratified by the Board of Directors and that the accreditation of the undergraduate and master's degree programs in business and accounting offered by the College of Business & Technology will be extended with the next accreditation review scheduled for 2019-2020.

4. The B.S. in Engineering Technology and B.S. in Construction Management just underwent the ATMAE accreditation process. Documentation is attached to show that the University expects the formal notification letter of accreditation status later in November.

Western Illinois University is not applying to initiate in-person instruction at the Figge Art Museum. It has done so since first applying to the State of Iowa in 2012. The National Association of Schools of Art and Design have accredited the program and its facilities in Iowa and Illinois.

Attachment 5
Response to Question #14
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

The specific agencies accrediting Western Illinois University and its academic programs are:

(1) The Higher Learning Commission-North Central Association of Colleges and Schools
Suite: 7-500
Street: 230 South LaSalle Street
City: Chicago
State: IL
Zip: 60604
Country: USA
Telephone Number (including country or area code): 800-621-7440 x106
Contact Person: Stephanie Brzuzy, Vice President, Accreditation Relations

(2) Council for the Accreditation of Educator Preparation (formerly the National Council for Accreditation of Teacher Education)
Suite: 1400
Street: 1140 19th Street
City: Washington
State: DC
Zip: 20036
Country: USA
Telephone Number (including country or area code): 202-223-0077
Contact Person: James G Cibulka, President

(3) ABET: Engineering Accreditation Commission of ABET
Suite:
Street: 415 North Charles Street
City: Baltimore
State: MD
Zip: 21202
Country: USA
Telephone Number (including country or area code): 410-347-7700
Contact Person: Michael Milligan, Executive Director

(4) Academy of Nutrition and Dietetics/Accreditation Council for Education in Nutrition and Dietetics
Suite: 2000
Street: 120 South Riverside Plaza
City: Chicago
State: IL
Zip: 60806
Country: USA
Telephone Number (including country or area code): 312-899-0040
Contact Person: Mary B. Gregoire, Executive Director, Accreditation and Education Programs

Attachment 5
Response to Question #14
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(5) Accrediting Council for Collegiate Graphic Communications, Inc.
Street: 1034 West 15th Street
City: Cedar Falls
State: IA
Zip: 50613
Country: USA
Telephone Number (including country or area code): 319-266-8423
Contact Person: Dr. Ervin A. Dennis, ACCGC

(6) American Speech-Language-Hearing Association/Council on Academic Accreditation
Suite: 322
Street: 2200 Research Boulevard
City: Rockville
State: MD
Zip: 20850
Country: USA
Telephone Number (including country or area code): 301-296-5700
Contact Person: Judith L. Page, President

(7) AACSB International-The Association to Advance Collegiate Schools of Business
Suite: 750
Street: 777 South Harbour Island Boulevard
City: Tampa
State: FL
Zip: 33602
Country: USA
Telephone Number (including country or area code): 813-769-6500
Contact Person: Tom R. Robinson, President and Chief Executive Officer

(8) The Association of Technology, Management, and Applied Engineering
Suite: 401
Street: 275 N. York Street
City: Elmhurst
State: IL
Zip: 60126
Country: USA
Telephone Number (including country or area code): 630-433-4514
Contact Person: John Hausoul, Executive Director

(9) Commission on Accreditation of Athletic Training Education
Suite: 100
Street: 6850 Austin Center Blvd
City: Austin
State: TX
Zip: 78731
Country: USA
Telephone Number (including country or area code): 512-733-9700
Contact Person: Micki Cuppett, President

Attachment 5
Response to Question #14
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(10) Commission on Collegiate Nursing Education
Suite: 530
Street: One Dupont Circle, NW
City: Washington
State: DC
Zip: 20036
Country: USA
Telephone Number (including country or area code): 202-887-6791
Contact Person: Deborah Trautman, Chief Executive Officer

(11) Council for Accreditation of Counseling & Related Educational Programs
Suite: 510
Street: 1001 North Fairfax Street
City: Alexandria
State: VA
Zip: 22314
Country: USA
Telephone Number (including country or area code): 703-535-5990
Contact Person: Jeffrey Parsons, Chair, Board of Directors

(12) Council on Social Work Education/Commission on Accreditation
Suite: 200
Street: 1701 Duke Street
City: Alexandria
State: VA
Zip: 22314
Country: USA
Telephone Number (including country or area code): 703-683-8080
Contact Person: Darla Spence Coffey, President and Chief Executive Officer

(13) National Association of Schools of Art and Design
Suite: 21
Street: 11250 Roger Bacon Drive
City: Reston
State: VA
Zip: 20190
Country: USA
Telephone Number (including country or area code): 703-437-0700
Contact Person: Karen P. Moynahan, Executive Director

(14) National Association of Schools of Music
Suite: 21
Street: 11250 Roger Bacon Drive
City: Reston
State: VA
Zip: 20190
Country: USA

Telephone Number (including country or area code): 703-437-0700
Contact Person: Karen P. Moynahan, Executive Director

(15) National Association of Schools of Theatre
Suite: 21
Street: 11250 Roger Bacon Drive
City: Reston
State: VA
Zip: 20190
Country: USA
Telephone Number (including country or area code): 703-437-0700
Contact Person: Karen P. Moynahan, Executive Director

(16) National Recreation and Park Association/Council on Accreditation
Suite:
Street: 22377 Belmont Ridge Road
City: Ashburn
State: VA
Zip: 20148
Country: USA
Telephone Number (including country or area code): 800-626-6772
Contact Person: Barbara Tulipane, President and Chief Executive Officer

(17) Commission on English Language Program Accreditation
Suite: 402A
Street: 801 North Fairfax Street
City: Alexandria
State: VA
Zip: 22314
Country: USA
Telephone Number (including country or area code): 703-665-3400
Contact Person: Mary Reeves, Executive Director

Attachment 6
Response to Question #15
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(15) Describe the procedures followed by the school for safeguarding (e.g., storage, security and back-up processes) and preservation of student records [(261B.4(12))]:

The Office of the Registrar maintains student academic records. Any release of information must be approved by the Registrar and demonstrate full compliance with the *Family Educational Rights and Privacy Act.* Information provided under Freedom of Information requests must demonstrate full compliance with the *Freedom of Information Act* and are facilitated by the University's Freedom of Information Officer.

Western Illinois University's *Record Management Policy* is available at www.wiu.edu/vpas/policies/records.php and displays the record retention schedule for all departmental records as defined by the State Records Commission and mandated by the *State Records Act of Illinois (5 ILCS 160 et seq.).* Records of Western Illinois University include documentation of all business transactions of the University as defined by the *Illinois State Records Act (5 ILCS 160/2, Ch. 116, par. 43.5) Sec. 2.*

Departmental records are the property of the University and must be maintained and disposed according to University protocol. Records within their retention period are defined by the *Records Retention Schedule* (available at www.wiu.edu/libraries/archives/retention schedules/index.php) and must be maintained by the originating office until the retention period has passed.

Western Illinois University Archives coordinates with offices and departments across the University to ensure proper retention and disposition of records, as mandated by the *State Records Act of Illinois (5 ILCS 160 et seq.)* The *Records Retention Schedule* lists the records series kept by each University office, the length of time these records are to be maintained, and their final disposition.

Attachment 7
Response to Question #22
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

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

Programs Offered in Iowa

The museum studies program is based on classroom instruction and applied experiences. It will not use distance education modalities. In addition to the credit hours reported below, all students in Integrated Degree Programs with Museum Studies and all Master's of Art in Museum Studies students are required to complete Museum Studies 601, Workshops in Museum Studies. The not for credit class, graded as Satisfactory/Unsatisfactory, requires students to attend at least five workshops run through the Figge Art Museum or other workshops approved by the program director.

Museum Studies Credit Hour Requirements and Electives
By Degree/Certificate and Instructional Modality

	Required Credit Hours			Elective Credit Hours		
	Total	Instruction	Internship/ Practicum	Instruction	Internship/ Practicum	Independent Study
Post Baccalaureate Certificate	18	6	3	6-9	--	0-3
Integrated Degrees						
Anthropology	34	18	4	3-12	0-3	0-6
Art	34	18	4	3-12	0-3	0-6
Fine Arts	34	18	4	3-12	0-3	0-6
Recreation, Park and Tourism Administration	34	18	4	3-12	0-3	0-6
Master of Arts	34	18	4	3-12	0-3	0-6

Distance Education Programs Offered to Iowa Residents

The following programs are offered online. Western Illinois University does not utilize correspondence education. In reviewing the data from Table 2 (below), please note the following for:

1) The RN-BSN Completion Program

   a. Serves working nurses who have either an Associates degree or diploma in nursing and are currently licensed to practice nursing.

   b. Required instructional hours are marked as varied. Students must complete a minimum of 125 credit hours. The exact number of credit hours earned at Western Illinois University is contingent on the credit hours transferred in by individual students.

   c. Students also are required to successfully complete their choice two of nine courses. Three of these courses have simulated experiences.

   d. All students are also required to transfer 29 credit hours from Associate's degree or Diploma in nursing courses.

   e. For additional information about Western Illinois University's Nursing program, please see 314-320 of the *2015-2016 Undergraduate Catalog* or www.wiu.edu/cas/nursing/rn-bsn/.

Attachment 7
Response to Question #22
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

2) The General Studies Program (BGS)

   a. Credit Hours for the BGS as marked as varies. The program is a highly flexible approach to undergraduate education without a traditional major. The fully online degree program permits maximum transfer of credit, as well as credit earned for individually selected courses, prior learning portfolios, and proficiency examinations.

   b. The BGS program is the only degree or certificate program at Western Illinois University that accepts credit for prior learning.

   c. Students seeking credit for prior learning complete University 099, Prior Learning Portfolio Tutorial, as an online introduction to the development of a Prior Learning Portfolio. This is a required tutorial that must be completed before submitting a Prior Learning Portfolio. This no credit hour course is graded as Satisfactory/Unsatisfactory only.

   d. A maximum of 30 credit hours for portfolio assessment may be accepted toward credit for graduation. University faculty members evaluate and recommend credit for the prior learning. Upon approval of the department chair and college dean, the academic credit awarded as a result of a portfolio evaluation will be entered on the WIU transcript.

   e. Because degree plans are individualized to the student, it is not possible to report the number of required or elective instruction, internship/practicum, or independent study hours. Academically qualified students are eligible to participate in courses and experiential opportunities, provided that course prerequisites and/or co-requisites are satisfied.

   f. For additional information on the BGS program, please see 219-222 of the 2015-2016 Undergraduate Catalog or www.wiu.edu/catalog/2015 - 2016/programs/general.php

3) Integrated degrees with Business Administration and Instructional Design and Technology are not included in the table below. The Master's degree components for integrated degrees and traditional master's degrees are the same. The only difference is in the amount of time that the student can complete the master's degree (one year for integrated programs and two years for traditional programs).

4) The Master's in Business Administration

   a. The 21 hours of required courses include the successful completion of:

      i. Business and Technology 611, MBA Outcomes. This not for credit course requires each MBA student to demonstrate their performance on selected learning goals for the MBA program. The course is completed near the end of the MBA program, is graded as Satisfactory/Unsatisfactory, and requires completion of 24 credit hours of graduate level business courses.

      ii. Management 590, Strategic Management. The three credit hour capstone business course is designed to develop students' skills which emphasize the integration of the various business areas toward managing the firm as a total unit. Topics include environmental analysis, competition pressures, global market considerations, diversification, decision-making, organizational linkages, corporate culture, and formulation and implementation of strategy. The approach taken is that of general management whose primary responsibilities encompass the development, operation, and maintenance of the entire firm. Course enrollment is limited to MBA students

near the end of MBA program, and those students enrolled with the permission of the MBA Program Director.

b. The 12 hours of elective courses are variable. A student's three hour directed elective and nine hours in concentration courses, which are determined by the academic departments, may include internship and/or independent research hours.

5) Master's in Curriculum and Instruction
   a. In satisfying elective hour requirements, students in Literacy Education may select from any of the courses offered at the graduate level by the Department of Curriculum and Instruction. Graduate-level courses in other departments at Western may also be used as electives with advisor approval. This may include internship/practicum and/or independent study/research courses that receive advisor approval, and where the student meets course pre- and/or co-requisites.

6) Master's of College Student Personnel
   a. Students complete 37 hours of required instruction. The Higher Education Leadership track consists of 42 semester hours of credit including a specialization core of 36 hours, six hours of application through hands-on student affairs work, a thesis or a mixture of one of these experiences with electives from the behavioral sciences, counseling, and other related areas that are selected in consultation with their advisor.

Museum Studies Credit Hour Requirements and Electives
By Degree/Certificate and Instructional Modality

	Required Credit Hours			Elective Credit Hours			
	Total Hours	Instruction	Internship/ Practicum	Instruction	Internship/ Practicum	Independent Study/Research	Portfolio
Undergraduate Certificates							
1A. Fire Administration and Management	30	30	--	--	--	--	--
1B. Fire Prevention Technology	30	30	--	--	--	--	--
Undergraduate Degrees							
2. RN-BSN Completion	125	Varies:	--	--	--	--	--
3. Bachelors of General Studies	120	Varies	Varies	Varies	0-12	Varies	0-30
Post Baccalaureate Certificates							
4. Business Administration	12	12	0	--	--	--	--
5. Instructional Design and Technology							
5A. Educational Technology Specialist	24	24	0	--	--	--	--
5B. Technology Integration in Education	15	15	0	--	--	--	--
5C. Online/Distance Learning Devo.	15	15	0	--	--	--	--
6. Supply Chain Management	12	6	0	6	--	--	--
Master's Degrees							--
7. Business Administration	33	21		3-12	0-6	0-3	--
8. College Student Personnel	43	37-43	0-6	--	--	--	--
9. Curriculum and Instruction							--
9A. Elementary Curriculum	30	24	--	6	--	--	
9B. Literacy Education	30	24	--	0-6	0-6	0-6	
10. Instructional Design and Technology							
10A. General Instructional Design and Technology Emphasis	32	11	--	18-21	0-3	0-3	--
10B. Technology Specialist	35	11	0	18-24	0-6	0-6	--

Attachment 8
Response to Question #28
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(28) How will your school comply with Iowa Code section 261B.7, which requires the school to disclose that it is registered by the Commission, and 2) the Commission's contact information for student questions or complaints?

Page 8 of the *2015-2016 Undergraduate Catalog* and page 10 of the *2015-2016 Graduate Catalog* includes the statement, "Western Illinois University is certified by the State of Iowa to provide educational certificates and degree programs in Museum Studies and distance education in Iowa. In serving students from Iowa, the Iowa College Student Aid Commission maintains a system form, available at iowacollegeaid.gov/constituentrequest.asp to document concerns, questions, and complaints related to post-secondary educational institutions."

Western Illinois University is aware that the URL mentioned above has changed to https://www.iowacollegeaid.gov/content/forms-and-applications. The 2016-2017 Undergraduate and Graduate Catalog text will be modified to reflect that URL change. The University's Accreditation Schedule website (http://www.wiu.edu/provost/accredit.php) has been modified. When the end user clicks on the Iowa College Student Aid Commission they are directed to the following website: https://www.iowacollegeaid.gov/content/forms-and-applications.

Attachment 9
Response to Question #29
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

Documented compliance with the requirements of Iowa Code Section 261.9(1)"e" to "h."

261.9(1)e "Adopts a policy that prohibits unlawful possession, use, or distribution of controlled substances by students and employees on property owned or leased by the institution or in conjunction with activities sponsored by the institution. Each institution shall provide information about the policy to all students and employees. The policy shall include a clear statement of sanctions for violation of the policy and information about available drug or alcohol counseling and rehabilitation programs. In carrying out this policy, an institution shall provide substance abuse prevention programs for students and employees."

Western Illinois University's *Policy on Drug and Alcohol Abuse* www.wiu.edu/policies/drugalcohol.php, *Drug-Free Work Place Policy Statement* www.wiu.edu/policies/drugfree.php, and *Student Right-to-Know and Campus Security Act, and Drug-Free School and Communities Act Information* www.wiu.edu/policies/rtknow.php prohibit unlawful possession, use, or distribution of controlled substances by students and employees on property owned or leased by the institution or in conjunction with activities sponsored by the institution.

The University provides information about the aforementioned policies to all students and employees through publication and dissemination of the *Student Code of Conduct* www.wiu.edu/student_services/student_judicial_programs/codeofconduct.php, *Administrative Procedures Handbook* www.wiu.edu/vpas/administrative_procedures_handbook, *Western Illinois University Board of Trustees Regulations* www.wiu.edu/board_of_trustees/regulations, *Civil Service Handbook* www.wiu.edu/hr/handbook, *Faculty Policy Manual* www.wiu.edu/provost/facultypolicies.php, and the *University Policy Manual* www.wiu.edu/policies.

All of the aforementioned policies also include a clear statement of sanctions for violation of the policy and information about available drug or alcohol counseling and rehabilitation programs. In carrying out these policies, Western Illinois University provides substance abuse prevention programs for students and employees through such efforts as the Employee Assistance Program, the University Counseling Center, and Beu Health Center, as well as referrals to local and regional agencies and treatment centers.

261.9(1)f "Develops and implements a written policy, which is disseminated during student registration or orientation, addressing the following four areas relating to sexual abuse:(1) Counseling. (2) Campus security. (3) Education, including prevention, protection, and the rights and duties of students and employees of the institution. (4) Facilitating the accurate and prompt reporting of sexual abuse to the duly constituted law enforcement authorities.

As part of student orientation, all students are made aware of the programs and services available from the Student Development and Orientation Office, the Office of Public Safety, Quad Cities Security, and other information relevant to Iowa Code *261.9(1)f.*

Attachment 9
Response to Question #29
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

Counseling

All students receive information on counseling services (www.wiu.edu/student_services/student_development_office/current/index.php#2). Free, confidential counseling services are provided to currently enrolled students who are faced with personal, academic, or career decision-making concerns. Licensed and certified professional counselors provide these services. The International Association for Counseling Services accredits the University Counseling Center. Students also have access to local referrals within Unity Point for confidential counseling services to address personal, emotional, and psychological issues.

Education

The *Code of Conduct Student* is available at www.wiu.edu/student_services/student_judicial_programs/codeofconduct.php, and outlines the standards of behavior expected of every student at Western Illinois University.

For both education and prevention, the *Student Code of Conduct* includes *Policy Statements on Sexual Assault; Hazing; Campus Disruption; Explosives, Firearms, and other Hazardous or Dangerous Weapons; Appropriate [Computer] Use; Cannabis and Other Controlled Substances; University Alcohol Regulations;* and *Misuse of Electronic Devices.*

In compliance with the *Clery Act*, Western Illinois University completes reporting by campus www.wiu.edu/clery/index.php. Historical data for the Quad Cities Campus is available at www.wiu.edu/clery/report_qc.php.

For both protection and prevention, the Office of Public Safety promotes and enforces safety and security by responding to inquiries, conducting patrols, assisting motorists, staffing campus events, offering various safety classes, and answering medical calls for assistance. Additionally, University Relations (UR) provides timely warning messages and updates to the campus and external communities, and UR and the Office of the Vice President for Administrative Services provide announcements on Western's Emergency Alert System.

The rights and duties of students and employees are described in the following policies: *Code of Student Conduct, Western Illinois University Board of Trustees Statement on Disruption, Policy on Discrimination Complaint Procedures (www.wiu.edu/policies/discrim.php), Drug and Alcohol Abuse Policy (www.wiu.edu/policies/drugalcohol.php), Policy on Access to and Release of Student Information* (www.wiu.edu/policies/arstinf.php), *Grades and Class Attendance Policy (www.wiu.edu/policies/grdclatt.php), Grade Appeal Policy (www.wiu.edu/policies/gradeapp.php),* and *Student Academic Integrity Policy* (www.wiu.edu/policies/acintegrity.php).

Additional information on university policies and procedures is available at www.wiu.edu/policies. This Website also displays additional information on student and employee expectations through links to the *Administrative Procedures Handbook www.wiu.edu/vpas/administrative_procedures_handbook, Western Illinois University Board of Trustees Regulations* www.wiu.edu/board_of_trustees/regulations, *Civil Service Handbook* www.wiu.edu/hr/handbook, and the *Faculty Policy Manual* www.wiu.edu/provost/facultypolicies.php.

Attachment 9
Response to Question #29
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

Reporting

Students are advised to complete accurate and prompt reporting of sexual abuse to the duly constituted law enforcement authorities as described in the University's *Statement on Sexual Assault* (wiu.edu/vpas/policies/sexualaslt.php). Preventative measures are also reinforced through the University's *Governing Board Statement on Disruption* and *Anti-Harassment Policy, www.wiu.edu/policies/harassment.php.*

261.9(1)g "Adopts a policy to offer not less than the following options to a student who is a member of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

1. *Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.*
2. *Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.*
3. *Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded."*

Western Illinois University's *Policy on Military Service* www.wiu.edu/policies/military.php allows for the conditions identified above. The intent of the University's *Policy* to permit students to select the option(s) that fit best with their particular circumstance(s).

Section 261.9(1) "h" (added by statutory revision effective July 1, 2012)

Develops and implements a consistent written policy for an employee who in the scope of the person's employment responsibilities examines, attends, counsels or treats a child to report suspected physical or sexual abuse. The policy shall include an employee's reporting responsibilities. The reporting responsibilities shall designate the time, circumstances, and method for reporting suspected child abuse to the accredited private institution's administration and reporting to law enforcement. Nothing in the policy shall prohibit an employee from reporting suspected child abuse in good faith to law enforcement.

Western Illinois University has a *Statement on Sexual Assault* www.wiu.edu/vpas/policies/sexualaslt.php and *Policy on Workplace Violence* www.wiu.edu/vpas/policies/workviol.php to prevent and prosecute such actions. The *Illinois Abused and Neglected Child Reporting Act [325 ILCS 5/4]* requires all state employees, including all university employees, to report or cause a report to be made to the Illinois Department of Children and Family Services child abuse hotline (1-800-25A-BUSE) when there

is reasonable cause to believe that a child known to the faculty/staff member in there professional or official capacity may be abused or neglected. The Hotline operates 24-hours per day, 7 days per week, 365 days per year. There is nothing in Illinois state statute or Western Illinois University policy that prohibits an employee from reporting suspected child abuse in good faith to law enforcement.

To help all employees learn and understand their role as a mandated reporter, the Illinois Department of Children and Family Services provides an online training module at www.dcfstraining.org/manrep/index.jsp. All employees must annually acknowledge that they understand their mandated reporter status and responsibilities. Sample of the annual Illinois Department of Children & Family Services' *Acknowledgement of Mandated Reporter Status* form sent to all Western Illinois University employees by the Office of Equal Opportunity and Access.

The Vice President for Quad Cities and Planning also sends an annual letter to all Western Illinois University faculty and staff with regard to information reporting of suspected child abuse of Iowa children. The letter and institutional policies and procedures are displayed in Appendix I, were based on benchmarking of materials from the Iowa Regents Universities, and was last sent to the Western Illinois University community on November 2, 2015.

Attachment 10
Response to Question #32
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(32) Describe how your school provides students with learning resources, including appropriate library and other support services requisite for the school's programs.

Programs Offered in Iowa

Western Illinois University-Quad Cities provides a comprehensive array of on-campus learning resources and support services. Information on academic advisement, career development center, childcare resources in the Quad Cities area, computer laboratories, disability resource center, financial aid, health and safety, knowledgebase, library, on-line bookstore, parking and shuttle service, registrar services, scholarships, study abroad, testing center, U.S. Bank Writing Center, and veterans resources is available at www.wiu.edu/qc/student life/student services.

Western Illinois University Libraries hold more than one million cataloged volumes of monographs and periodicals and offer online access to the full texts of hundreds of academic journals and other publications. Items may be borrowed from 75 Illinois academic libraries through the I-Share network or obtained through interlibrary loan from libraries across the nation. The Libraries provide research assistance, instruction in library use, and public access to computers, printers, wireless Internet, and photocopiers.

The Western Illinois University Quad Cities and Macomb campuses share extensive online library services. The Quad Cities Library provides online access to more than 100 searchable online databases. These databases cover professional and popular periodicals, books, reports, conference papers, newspapers, etc. in all subjects taught at the Quad Cities Campus. One librarian and two professional staff operate the Quad Cities library.

Museum Studies students also have additional access to discipline-specific materials through the Figge Art Museum Library, which consists of of 8,500+ volumes, 26 periodical titles, and 300 educational videos. Figge art collections include more than 3,500 paintings, sculptures, and works on paper from the 16th century to present.

Academic advisement is available from faculty and professional academic advisors. Graduate faculty provide discipline-specific advisement to students regarding pre-program planning, specific departmental degree requirements, and filing a *Graduate Degree Plan* at the departmental level prior to the completion of 15 semester hours of course work. Professional staff advisors help students with logistics of University policies, procedures, and paperwork, in addition to helping students acquire career and internship information.

Distance Education Programs Offered to Iowa Residents

University Libraries follows the Association of College and Research Libraries' *Standards for Distance Education Library Services* and ensures access to library services and resources regardless of location:

- Library service provides links of interest to Distance Education students. Reference service is available via a toll-free telephone number, e-mail, and live chat.
- Extensive online databases (over 100 databases representing 55,000 journals) and off-campus access is available through a proxy server.
- Western's participation in the Consortium of Academic and Research Libraries in Illinois provides access to holdings and services shared by 75 Illinois institutions of higher education.

- Special interlibrary loan services provide electronic posting of requested articles and mailing of materials when needed.

University Technology provides end-user support and maintains the University's technological infrastructure. The WIU Bookstore provides textbooks and other merchandise, ordered online or via phone. Disability Support Services coordinates accommodations and additional services (such as alternative formats or assistance obtaining lecture notes). Academic Advisement, Admissions, Departments and Schools, Financial Aid, the Scholarship Office, the Student Assistance and Parent Service Center, and the Office of the Registrar all provide services to distance education students that are customarily offered to on-campus students via the Web, e-mail, surface mail, and telephone.

Support to All Students

The Financial Aid Office administers a variety of student assistance programs, including grants, student employment, tuition waivers, and low interest loan funds. More than 75 percent of Western Illinois University students receive financial aid from private, federal, state, or University sources. Additional information about financial assistance and applications is available at www.wiu.edu/student_services/financial_aid and www.wiu.edu/qc/admissions/fin_aid.php.

Through the generosity of alumni, faculty and staff, friends, parents, corporations, and foundations, Western Illinois University awards more than 1,700 scholarships annually. The majority of scholarships reward high academic potential and achievement, while others consider hometown, academic interest, or financial need. Additional information about the University's scholarship program is available at www.wiu.edu/student_services/scholarship.

The Department of Military Science (ROTC) has two-, three-, and four-year federal scholarships that pay all tuition and most fees, plus $1,200 annually for books and between a $3,000 to $5,000 annual stipend. Additional information is available at www.wiu.edu/coehs/military_science/scholarships/index.php. Veterans Resource Center certifies students who are eligible to receive educational benefits under the *G.I. Bill*. Programs and services offered by this office are available at www.wiu.edu/student_services/veterans.

Talent grants and tuition waivers are awarded to students based on demonstrated talent in music, art, theatre, dance, and skills such as leadership or academic achievement. Awards based on leadership and academic achievement are usually given after students have generated a grade point average at Western, and/or become involved with various campus organizations.

Graduate students can apply for graduate assistantships, which are academic, merit-based award programs that provide students with work opportunities in a job closely related to their academic field of study. Students with full-time assistantships are required to work up to 20 hours per week or teach up to six semester hours per semester, and receive a monthly stipend and waiver of tuition. Graduate students are eligible for opportunities discussed below. Additional information regarding the graduate assistantship program is available at www.wiu.edu/graduate_studies/prospective_students/gainfo.php.

Special Opportunities for Minority Graduate Students

Financial assistance programs are available to students who are members of ethnic groups that have been traditionally underrepresented in higher education. These programs include the President's Minority Graduate Access Program (PMGAP) and Diversifying Higher Education Faculty in Illinois (DFI). The PMGAP award provides a stipend of $2,000 per semester for tuition, fees, and other

educational expenses. The DFI awards provide up to $20,000 annually. This program is designed to increase the number of minority faculty and staff at Illinois colleges and universities.

Loans and Part-Time Employment
The University participates in the Federal Perkins Loan Program, the Federal Work-Study Program, and the Federal Family Education Loan Programs, as an institutional lender for graduate students.

Western Commitment Scholarships

- Western Illinois University supports dual enrollment of academically qualified high school seniors who meet Western Illinois University admissions standards by lowering published University tuition and fee rates to one-third the normal rate for students during their senior high school year.

- Western Illinois University provides four-year, annually renewable Western Commitment Scholarships for new freshmen who meet the ACT and Grade Point Average described at www.wiu.edu/student_services/undergraduate_admissions/western_commitment/index.php/. This website shows that need awards complement the merit award component. New freshmen who submit all application materials for admission to the University are automatically considered for Western Commitment Scholarships. No separate scholarship application is required to be considered for a Western Commitment Scholarship.

- Western Illinois University also provides Transfer Commitment Scholarships. New transfer students who finish any associates degree (including applied degrees) from an accredited institution and enroll full-time at the University receive a one-time $400 award to purchase books at the University Bookstore. New transfer students who complete the associate degree with a minimum 3.50 GPA and enroll full-time will receive a one-time $1,000 scholarship.

Departmental Scholarships
A listing of departmental scholarships is available at www.wiu.edu/student_services/scholarship/departmentScholarships.php.

Employee Tuition Waivers
The Western Illinois University Board of Trustees established the Tuition Reduction and Educational Assistance Plan as a means to provide educational opportunities to employees. Additionally, natural children, step-children, and adopted children of employees are eligible for a waiver of one-half of the tuition at Western Illinois University, subject to minimum qualifications specified in Illinois statute.

Attachment 11
Response to Question #33
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(33) Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Summary

All Faculty are resident to an academic department and are responsible for curriculum development and delivery, administration of course evaluations at the end of every semester, annual assessment of student learning outcomes reported to the Provost's Office, scheduled general education and academic program reviews, and discipline-based accreditation (where appropriate to the discipline). Western Illinois University engages in shared governance, and uses a traditional department chair/school director, dean, provost, and president academic administrative structure.

Detailed Response

Program Establishment

All new academic certificates and degree programs begin with a school of department completing a feasibility study that is approved by the Provost and Academic Vice President. *Development Process for New Degree, Option, Concentration or Certificate* forms are available in Appendix K and at www.wiu.edu/provost/curriculum/.

Formation of a curriculum includes new and/or existing courses. Faculty members are responsible for developing new course proposals that must be approved within Academic Affairs and through shared governance processes. *Request for New [Undergraduate] Course, Request for a 400-G Level Course,* and *Request for a New Graduate (500 or 600-level) Course* are available in Appendix K and at www.wiu.edu/provost/curriculum/.

Next, the department chair/school director submits the *Request for New [Undergraduate] Major* and/or *Request for a New Graduate Program,* and/or a *Request for New Post-Baccalaureate Degree Certificate(s)* following *Guidelines for Post-Baccalaureate Certificate Program.* These requests, shown www.wiu.edu/provost/curriculum/ and available in Appendix K, require approvals within Academic Affairs, shared governance groups, the President, Western Illinois University Board of Trustees, and the Illinois Board of Higher Education.

The processes described above apply to all academic approvals, regardless of instructional modality. Using Museum Studies as an example, curricular development was a collaborative effort led by the Museum Studies Advisory Board. The Board consisted of five full-time Western Illinois University faculty members (from the disciplines noted below), three practicing museum professionals with adjunct faculty status, and six academic administrators including department chairs and deans. The Board developed a curriculum based on careful inclusion of existing Art and Recreation, Park and Tourism Administration graduate courses, and new courses.

Programs to be Offered in Iowa

Appendix K shows that:

1) The Western Illinois University Board of Trustees approved the M.A. in Museum Studies' *Request For a New Unit of Instruction* in November 2007 and the Illinois Board of Higher Education approved the new degree in June 2008.

2) The Post-Baccalaureate Certificate in Museum Studies received internal approvals in February 2009 and Illinois Board of Higher Education approval in May 2009. Because the post-baccalaureate certificate used existing courses, Western Illinois University Board of Trustees approval was not required.

3) Internal approvals for the integrated degree program in Recreation, Park and Tourism Administration and Museum Studies were received in May 2012. Because this is a combination of degree programs already approved, no additional approvals from the Western Illinois University Board of Trustees or the Illinois Board of Higher Education were necessary.

4) Internal approvals for the integrated degree program in Anthropology and Museum Studies were received in February 2015.

5) Internal approvals for the integrated degree program in Art and Museum Studies were received in April 2015.

6) Internal approvals for the integrated degree program in Fine Arts and Museum Studies were received in April 2015.

Distance Education Programs Offered to Iowa Residents

Materials in Attachment K provide the highest level of approval required for the following distance programs to be offered to Iowa Residents.

1) The Illinois Board of Higher Education (IBHE) approved the Undergraduate Certificate in Fire Administration and Management in March 2008.

2) The IBHE approved the Undergraduate Certificate in Fire Administration and Management in March 2008.

3) The IBHE approved the RN-BSN in November 2007.

4) The IBHE approved the Board of Trustees/Bachelors of Arts Degree in 1972. It was renamed the Bachelors of Arts in General Studies in 2010.

5) The Provost and Academic Vice President approved the Post Baccalaureate Certificate (PBC) in Business Administration in March 2013. Because the PBC is only 12 credit hours, Illinois Board of Higher Education approval is not required.

6) The IBHE approved two of Instructional Design and Technology's Post-Baccalaureate Certificates in January 1999, and the third was approved by the in 2008.

7) The Provost and Academic Vice President approved the Post Baccalaureate Certificate in Supply Chain Management in March 2013.

8) The IBHE approved the Master's in Business Administration (MBA) in 1968. Evidence of prior approval is the IBHE program inventory shown in Attachment I under the MBA program.

9) The Provost approved the integrated degree program in Accountancy and MBA in May 2012.

Attachment 11
Response to Question #33
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

10) The Provost approved the integrated degree program in Computer Science and MBA in May 2012.

11) The Provost approved the integrated degree program in Economics and MBA in May 2012.

12) The Provost approved the integrated degree program in Finance and MBA in May 2012.

13) The Provost approved the integrated degree program in Human Resource Management and MBA in May 2012.

14) The Provost approved the integrated degree program in Management and MBA in May 2012.

15) The Provost approved the integrated degree program in Marketing and MBA in May 2012.

16) The Provost approved the integrated degree program in Supply Chain Management and MBA in May 2012.

17) The Provost approved the integrated degree program in Law Enforcement and Justice Administration and MBA in March 2012.

18) The Master's in College Student Personnel was approved by the IBHE in 1969. Evidence of prior approval is the IBHE program inventory shown in Attachment I under the MBA program.

19) The M.S. Ed. in Elementary Education was established in 1943. Evidence of this approval is documented in the Western Illinois State Teachers College Bulletin included in Attachment I.

20) The Illinois Board of Higher Education approved the M.S. in Instructional Technology and Telecommunications in January 1996. The Provost retitled the program and degrees Instructional Design and Technology (IDT) in January 2006.

21) The Provost approved the integrated program in Instructional Design and Technology in April 2013.

Attachment 12
Response to Question #34
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(34) If applicable, please provide evidence that the school has adequate physical facilities appropriate for the program(s) and students services to be offered and are located in the state. For a school that applies for registration to operate a fixed instructional site, include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease.

Museum Studies courses are held at the Western Illinois University-Quad Cities Riverfront Campus, located on 20 acres of land at 3300 River Drive in Moline, Illinois. Opened in January 2012 Riverfront Campus features:

- 155,000 Gross Square Feet
- 29 state-of-the art classrooms, all equipped with high-end technology.
- Five computing laboratories
- Discipline specific areas (including six engineering laboratories, five scientific laboratories with two preparation areas, and Counselor Education Clinic)
- 132 Offices
- Library with five group study rooms
- Vending and catered food service areas
- Formal and informal student gathering spaces.

Courses are also held the Figge Art Museum in Davenport. The Figge is an internationally renowned museum that serves as a dynamic laboratory. Students benefit from access to the resources of the oldest museum in the State of Iowa. This includes collections with more than 3,500 paintings, sculpture, and works on paper from the 16th century to present and an Art Museum Library with over 8,500 volumes, 26 periodical titles, and 300 educational videos. Partnerships with the Figge enhance the academic excellence and educational opportunities for students, in a practical environment that could not be readily simulated on a college or university campus.

Appendix L provides annual institutional membership payment information from Western Illinois University to the Figge Art Museum that enables the University to use the Figge auditorium and studios for instruction. The University is currently using these facilities and is awaiting its requested invoice from the Figge Art Museum for Academic Year 2015-2016.

Attachment 13
Response to Question #34
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(36) Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Student and graduate comments and complaints are addressed separately for discrimination, ethics, police conduct, and/or all other institutional issues. University policy, procedure, and contact information for each type of compliant are described below.

Complaint Type	Contact Information	Telephone Number	Fax Number	E-Mail Address
Discrimination	Andrea Henderson Director, Equal Opportunity and Access 1 University Circle 203 Sherman	309-298-1977	309-298-3455	AD-Henderson@wiu.edu
Ethics	Rica Calhoun Ethics Officer/ General Counsel Attorney 1University Circle Sherman Hall 203 Macomb, IL 61455	309-298-3070	309-298-3455	RH-Calhoun@wiu.edu
Police Conduct	Scott Harris Director, Office of Public Safety 1 University Circle Mowbray Hall Macomb IL, 61455	563-326-7804	309-298-2884	SD-Harris2@wiu.edu
Student Services-Macomb	Jessica Butcher Assistant to the Vice President/ Director, Community Relations 1 University Circle Sherman Hall 321 Macomb, IL 61455	309-298-1814	309-298-2558	JJ-Butcher@wiu.edu
All Other-Macomb	Nancy Parsons Interim Associate Provost, Undergraduate and Graduate Studies 1 University Circle Sherman Hall 211 Macomb, IL 61455	309-298-1066	309-298-2021	NP-Parsons@wiu.edu
Quad Cities	Joseph Rives Vice President, Quad Cities and Planning 3300 River Drive Moline, IL 61265	309-762-9481	309-764-7172	J-Rives@wiu.edu

Western Illinois University's Policy on Discrimination Complaint Procedures (available at www.wiu.edu/policies/discrim.php and Appendix M) upholds the University's commitment to non-discrimination on the basis of age, sex, race, marital status, sexual orientation, national origin, gender identity, gender expression, religion, disability, or status as a veteran. Complaints are made to the Office of Equal Opportunity and Access.

Attachment 13
Response to Question #34
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

In conjunction with Illinois State statute and the University's Complaints Policy (www.wiu.edu/vpas/ethics_training/complaints.php and Appendix M), directs complaints regarding allegations of State employee misconduct, fraud, waste, etc., are made to the State of Illinois Office of Executive Inspector General. Any student, faculty, or staff member who believes they have witnessed a violation of the State Officials and Employees Ethics Act should immediately report the violation to the University's Ethics Officer/Legal Counsel.

The Western Illinois University Police Department Complaint/Allegation Form (available at www.wiu.edu/vpas/public_safety/documents/complaintform.pdf and Appendix M) is used to report allegations of police employee misconduct. Complaints regarding Western Illinois University Police Department policies and procedures should be made in writing to Scott Harris, Director, Office of Public Safety.

To ensure accountability and timely response to all other formal, written student complaints and grievances related to the University, the Associate Provost/Associate Vice President for Academic Affairs and the Assistant to the Vice President for Student Services/Director of Community Relations maintain student complaint and resolution logs on the Macomb campus, which indicate the date of student complaint, actions taken, and resolution. The Vice President for the Quad Cities and Planning maintains similar logs for the Quad Cities campus.

Western Illinois University's compliant procedures and resolutions are reported to the Higher Learning Commission-North Central Association of College and Schools. Institutional response to Question #28 demonstrated the University's compliance with Iowa Code Section 261B.7 that requires the University to disclose that it is registered by the Commission, and to provide the Commission's contact information for student questions or complaints. A similar process exists for Illinois residents, and is available at http://complaints.ibhe.org/.

Appendices

- Appendix A: Western Illinois University Course Syllabi and/or Supporting Material Given to Students in Distance Education Programs Offered to Iowa Residents with Structured Field Experiences
- Appendix B: Western Illinois University Course Syllabus Policy
- Appendix C: Western Illinois University Accreditation Scheduled and Current Accreditation Status Letters from External Accrediting Agencies
- Appendix D: Western Illinois University's Iowa Registration and State Statutes Establishing and Permitting a Name Change to Western Illinois University.
- Appendix E: Western Illinois University Program Participation Agreement
- Appendix F: Curricular Vita, Dr. Pam White, Iowa Resident, Full-Time Faculty Member, and Director of Museum Studies.
- Appendix G: Western Illinois University Faculty Qualifications
- Appendix H: Western Illinois University Policies Demonstrating Compliance with Iowa Code Section 261.9(1) "e" to "h."
- Appendix I: Memorandum Sent to All Western Illinois University Faculty and Staff Regarding Information Reporting of Suspected Child Abuse of Iowa Children
- Appendix J: Western Illinois University Financial Audit for the Year Ended June 30, 2014
- Appendix K: Western Illinois University Curricular Forms and Approvals
- Appendix L: Western Illinois University Facilities Agreement with the Figge Art Museum
- Appendix M: Western Illinois University Compliant Policies
- Appendix N: Western Illinois University's Fiscal Year 2012 Official Three Year Cohort Default Rate

Appendix A

Western Illinois University Course Syllabi and/or Supporting Material Given to Students In Distance Education Programs Offered to Iowa Residents with Structured Field Experience(s)

1) *Nursing 405 Course Syllabus:* Nursing and the Community
2) *Nursing 430 Course Syllabus:* Gerontological Nursing
3) *Nursing 431 Course Syllabus:* Rural Nursing
4) *Nursing 433 Course Syllabus:* Community Mental Health
5) *University 490 Course Syllabus:* Career Internship, Bachelor of Arts in General Studies
6) A current course syllabus for Business and Technology 600 (Global Study) is not available. The College has not had sufficient enrollment for this course in the last five years. Hence, a current syllabus has not been developed.
7) *Accounting 620 Course Syllabus:* Accounting Internship
8) *Department of Management and Marketing Common Course Syllabus* for Business Law 620 (Business Law Internship), Marketing 620 (Marketing Internship), Management 620 (Management Internship), Operations Management 620 (Operations Management Internship), Human Resource Management 620 (Human Resource Management Internship), and Supply Chain Management 620 (Supply Chain Management Internship)
9) *Decision Science 620 Course Syllabus:* Decision Science Internship
10) *Economics 599 Course Syllabus:* Economics Internship
11) *Finance 620 Course Syllabus:* Finance Internship
12) *Information Sciences 620 Course Syllabus:* Information Management Internship
13) *College Student Personnel 597 Course Syllabus:* Internship I Seminar
14) *College Student Personnel 598 Course Syllabus:* Internship II Seminar
15) *College Student Personnel Graduate Program Internship/Assistantship and Practicum Supervision Information*
16) A current course syllabus for Mathematics 607 (Practicum in Mathematics Education) is not available. The department has not had sufficient enrollment for this course in the last five years. Hence, a current syllabus has not been developed.
17) *Science Education 602 Course Syllabus*: Practicum in Science Education
18) *Department of Instructional Technology, Request to Register IDT 591:* Independent Study. This signed and completed form for each student enrolled in the class is used in lieu of course syllabus by the department.
19) *Department of Instructional Technology, Request to Register IDT 620*: Internship. This signed and completed form for each student in the class is used in lieu of course syllabus by the department.
20) *Department of Instructional Technology, Applied Project Registration Form IDT 600:* Applied Project. This signed and completed form for each student in the class is used in lieu of course syllabus by the department.

Western Illinois University
School of Nursing
Fall 2015
COURSE: NURS 405: Nursing and the Community

Day(s): Theory 8/24/15-12/18/15

Time: on-line **Room Number:** on-line **Clinical:** Student arranged

CREDITS: 4 semester hours (3 Theory, 1 Clinical)

PREREQUISITES: NURS 408

PLACEMENT: Core Course

FACULTY: Ashley (Howard) Lynn, RN, MSN, FNP-C

Office: Online Virtual Office Hours:
Tuesday 9am-3pm,
Thursday 6pm-8pm, and by appointment. Please email to arrange

Phone Number: 309-255-7802 (personal cell; texting is okay)
E-mail: ai-howard@wiu.edu
FAX Number: 309-298-3190 (School)

COURSE DESCRIPTION:

This course focuses on understanding and practicing public health and community health nursing, including epidemiology, client system, health behavior, health accommodation, stress and adaptation, and level of prevention, immunizations, home care, clinics, and community agencies. A clinical component course 60 hours.

COURSE OBJECTIVES:

The student will be able to:
1. Describe public health and community health nursing.
2. Apply epidemiology principles in health care.
3. Interpret the concepts of the client system (i.e., individual, family, group, and community), health behavior, health accommodation, stress and adaptation, and levels of prevention.
4. Use various techniques to conduct community assessment.
5. Analyze preventative techniques including immunizations, screening, and diagnostic techniques in disease prevention and health promotion.
6. Determine the role of nursing in bioterrorism, epidemics, and mass casualties in local, state, national, and international contexts.
7. Examine the effects of culture when practicing in a diverse community health nursing environment.
8. Demonstrate the ability to provide safe nursing care in a public/community health nursing environment.

TEACHING AND EVALUATION METHODS:

Discussion, case studies, simulation, web-based instruction, clinical practice.
Evaluation will be by exams, papers, and clinical practice.

REQUIRED TEXTBOOKS:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th. Ed.). Washington, DC: Author.

Eathington, P. (2010). *Prentice Hall Nursing Custom Case Studies.* Boston: Pearson.

Stanhope, M. and Lancaster, J. (2012) *Public Health Nursing* (8th Ed.) St. Louis: Mosby.

GENERAL COURSE REQUIREMENTS

Attendance and Coursework

1. Students are required to participate in all class and practicum sessions. Students unable to attend class or practicum must notify the course instructor and preceptor prior to class/lab/clinical practicum. Failure to notify the instructor before the class or practicum will automatically result in an unsatisfactory grade for the period and the student may have to drop the course as a result of the absence or lack of participation. See the WIU Nursing Student Handbook. Students who are absent are not able to participate in class discussions and activities.

2. Students who are absent the assigned orientation day of the class for the orientation session will not be allowed to continue in the current course unless prior notification and negotiation has occurred with the course instructor. They must withdraw and join another course at a later date.

3. Students are required to complete all course assignments and meet designated deadlines (beginning of the class on the due date) for papers and course assignments, presentations, etc. Five points each day (including weekends and holidays) will be deducted from the final assignment grade for late assignments unless otherwise negotiated with the course instructor.

4. Clinical practicum and lab are mandatory. If missed, the student will make it up at the discretion of the instructor with the possibility of weekend hours.

5. Missed exams for excused absence – student will take exam within 24 hours of return to class. Unexcused absence – student will take exam with 24 hours of return to class but test may be a different form of the one given during class initially.

6. Students must achieve at least a grade of 80% or above to successfully pass this course. For clinical courses, the student must receive a "pass" in the clinical practicum in order to pass the course.

a. No grade less than 80% will be rounded. 79.9 will not be rounded to 80. The final exam may be weighted differently than the other course exams.

b. Students who receive an "unsatisfactory" in clinical practicum will receive a grade of "F" for the course regardless of any grades received for exams, papers, projects, participation, AT1, etc.

Written Assignments

1. All written assignments must be in APA format.
2. Students must follow all guidelines in the WIU Nursing Student Handbook.

Classroom Expectations

1. No electronic devices are allowed in class (MP3, cell phone, laptop, etc.) unless being used for a specific classroom assignment. Students are to bring their own laptop for class use.

2. Food and beverages, other than bottled water, are not permitted in any classroom or Nursing Resource Center, unless instructor permission is obtained.

3. Respectful dialogue and attention must be exercised for and during all course communication. Please refer to the Professional behavior policy in the WIU Nursing Student Handbook.

4. Students having questions or problems with the course/course assignments, etc. should make an appointment to see the course instructor as soon as possible.

5. Occasionally, student work will be copied and retained by the School of Nursing. This is for purposes related to evaluation and accreditation. If a student's paper is copied and retained, all identifying information on the paper will be obliterated

Academic Integrity

Violations of academic integrity (e.g. plagiarism, cheating) will not be tolerated. Refer to the Institutional Policy of Academic Integrity in the WIU Nursing Student Handbook and
the WIU Student handbook for policies.

GRADING CRITERIA:

GRADING CRITERIA:

1. Grading scale:

   The following grading scale is used by the School of Nursing. Final grades are calculated to the nearest hundredth, and then rounded. Grades are rounded based on the principle: If the students' course grades equal 80% rounding will occur as follows:
   if the last digit in a number is 5, 6, 7, 8, or 9 then the preceding digit is increased by one;
   if the last digit is 1, 2, 3, or 4 then the last digit is dropped and no further rounding is done. No grade less than 80% will be rounded. 79.9 will not be rounded to 80.

   100-95=A
   95-92=A-
   91-89=B+
   88-86=B
   85-83=B-
   82-80=C+
   79-77=C
   76-74=C-
   73-71=D+
   70-68=D
   67-65=D-
   64- 0=F

2. Course Specific Grading

   A. All assignments and activities will be graded according to a point scale. The final grade will be determined by tallying the total number of points earned by the total number of points possible. Each assignment has a grading rubric. Points are posted in Online Grading System.

B. Weighing/grading of each activity is follows:

1. Clinical Log with reflection of clinical objectives (final).....5%
   * Students must pass the clinical portion of the course in order to receive a passing grade regardless of the grades achieved on the other graded assignments.
2. Case Studies.....20%
3. Homework.....15%
   (HP 2020 activity, pod game, epidemiology worksheet)
4. Online Discussion 20%
5. Exams (3 exams and windshield survey).....40%

Total: 100%

C. All instructors reserve the right to administer unannounced quizzes. Point value of the unannounced quiz will be added to the total exam score at the discretion of the educator. Unannounced quizzes are not allowed to be made-up and the student will receive a zero for the corresponding quiz. Refer to Nursing Student Handbook for policy on excused absences.

WITHDRAWAL DATE:
The withdrawal date follows University policy which states that the students receive 100% tuition refund if the withdrawal is on or before the tenth day of class. After the tenth day, students may withdraw from a course and tuition and fees will be refunded on a scale documented in the *WIU Undergraduate Catalog*. Please remember that nursing students are allowed to repeat one course where a withdrawal or failure was obtained. The second withdrawal or failure will result in dismissal from the program, see *WIU Nursing Student Handbook.*

STATEMENT REGARDING REHABILITATION ACT:

Students with disabilities : In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

STATEMENT REGARDING STUDENT RIGHTS CONCERNING VIOLENCE & HARASSMENT:

"Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here http://www.wiu.edu/equal_opportunity_and_access/resources.php"

WIU Title IX Coordinator:	**Andrea Henderson (309)298-1977**
University Counseling Center	**(309)298-2453**
WIU Office of Public Safety	**(309)298-1949**
Victim Services (24 hour) Crisis Line	**(309)837-5555**
McDonough District Hospital	**(309)833-4101**

Western Illinois University
School of Nursing
Online Discussion Rubric

Criteria	4 points	3 points	2 points	1 point
Frequency of postings (exception for week 1 since it is 3 weeks long)	Students post an original statement plus a minimum of two replies to other peer's statements (and addresses peer's questions for their discussion thread) -- *comments are substantive (may need reference) thought-provoking, reflective, supportive **and advance the discussion.** *Student responds to others and displays self-initiative. First post is made within **10 days** of module start	Student post a minimum of two times per week per question. Student responds to most postings and comments further discussion but does not include a reference. Student occasionally displays initiative. First post is made by 11 days after module starts	Student posts are less than twice per week/question. Comments offer little value to discussion. Student does not respond to postings and displays limited initiative. First post is made by 12 days after module starts	Student posts less than twice per week/question; Comments are superficial and do not advance discussion. First post made after 13th day in module
Evidence of Readings	Students' posts reflect evidence of completion of required readings; references are given when appropriate; **integrates main ideas from readings** with posts.	Student posts reflect completion of most of the readings; posts are mostly substantive with slight integration of content.	Students' posts reflect completion of some of the readings, but there is no integration of content.	Posts do not reflect that student has completed the required reading
Degree of expression and engagement and etiquette	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Uses proper on-line etiqutte at all times.	Opinions and ideas are stately clearly with occasional lack of connection to topic.	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic.Complete disregard of on-line etiquette and professional behavior.
Mechanics/ Format	Consistently uses grammatically correct posts with rare misspellings 0-1 errors	Few grammatical or spelling errors are noted in posts 2-3 errors	Errors in spelling and grammar evidenced in 4-6 errors	Utilizes poor spelling and grammar in most posts; posts appear "hasty" 7+errors

Threaded Discussion:
Threaded discussion begin on Mondays 0800 and end on Sundays at 2359. Posts made after Sunday at 2359 will not be considered for grading. A grade is given for each week of discussion and is an average of the score of all discussion questions for that week. Failure to post anything for a question will result in a zero for the week. Discussion threads will be graded using the above rubric.

Not full APA is required as in a paper format. Students may cite the source in APA format within the post and/or response.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing
Case Study
Grading Rubric

Criteria	2	1	0
Each question per case study represents one point	Answers all of the questions per case study	n/a	Does not answer all of the questions per case study
Quality in responding to case study	Provided information that thoroughly answered the question using well documented, reputable sources.	Provided some information but the information was sketchy, ambiguous, common knowledge	Did not provide information that appropriately answered the questions.
Resources, APA, Mechanics	Provides resources to support answers 0-3 APA errors	Provides resources to support answers, but unable to "produce" resources (closed web link) 4-7 APA errors	Does not provide resources 8+ APA errors

*IN ORDER TO RECEIVE FULL CREDIT FOR EACH CASE STUDY, YOU MUST CITE A SOURCE FOR YOUR RATIONAL IF USED IN ANY QUESTION. Minimum of one question must utilize a source for answering. Sources should be listed in a "Reference" Sheet attached to each submission utilizing APA formatting.

*Cover sheet not required for APA format

Western Illinois University
School of Nursing
NURS 405 : Nursing in the Community

Clinical Activities Log

Purpose: The purpose of the Clinical Activities Log is to document clinical activities and progress with community project. A minimum of 60 clinical hours must be documented to complete the course.

Break down of hours:

-35 hours maximum may be used towards the class assigned activities.

-16 hours are used as simulation/case studies (8 case studies x 2 hours each).

-2 hours Healthy People 2020 activity

-3 hours Windshield Survey

-1 hour epidemiology disease worksheet

-2 hour Pod Game

- 2 hours in Plague Inc. game & paper

- 2 hours to Contact Congress about important public health issues or submit Letter to Editor on a public health topic (send me a copy of your letter and submittal or email)

-1 hour "History of Bioterrorism" video (CDC) at http://www.bt.cdc.gov/training/historyofbt/

- up to 6 hours of training at http://www.bt.cdc.gov/training/

-25 hours are to be used on the following activities. There are many activities that are not listed. Please contact your clinical instructor to get them preapproved. *10 of these hours must be completed in person (not online).*

Preapproved Activities: (At least 25 hours self arranged; 10 in person)

Support groups: AA, Bereavement groups, Parents without Partners . Identify the purpose of the group for populations and level of prevention.

Cultural Activities: goal is to provide opportunity to experience a different culture and think about implications for health care

Community Service: Race for the Cure, donate blood, T-shirt project. After the service is completed, write a brief 1 page paper that address the impact that the community service has on populations

Interview nurse or manager involved with population care: SANE nurse, Parish nurse, school nurse, occupational health nurse, WIC nurse. Provide a brief 1 page paper that describes your interaction and what you learned.

*Remember that some work activities may also qualify. Review Clinical Evaluation Tool Objectives to support that the activity meets those objectives.

Fall 2015 Calendar

Module 1 8/24-9/13 *3 weeks	Population focused health care Roles, functions, and structures of public health nursing Economics, care delivery and public health policy	-Discussion: Introduction -Discussion home-health vs public health -Case Study # 1, "Community Health Nursing Roles Within the Family." -Case Study #2, "Financing Care for the Underserved."
Module 2 9/14-9/27	Health education and integrating multilevel approaches to community health Community Assessment and Analysis	-Discussion: Widowed lady -HP 2020 activity -Case Study #3, "Community Planning in Copper City."
Module 3 9/28-10/11	Rural and Urban Environments Health promotion for Families Health promotion through the lifespan, child through older adults EXAM #1 (Exam #1 will cover content in modules 1-3)	-Exam #1 Opens Friday 9/28 at 0800- Closes Sunday 10/11 at 2359 -Discussion: Rural health -Case Study # 4, "Nursing in a Rural Setting." -Case Study #5, "A Family in Need." -Windshield Survey due 10/11 2400
Module 4 10/12-10/25	Effects of the environment on health Epidemiology	-Discussion of media and CHN -Case Study #6, "The Epidemiologic Process and Promoting Population Health" -Clinical Evaluations due 10/25 2400 -Clinical Log with hours so far in course due 10/25 2400
Module 5 10/26-11/8	Surveillance and Outbreak Investigation Infectious disease prevention and control Communicable and Infectious Disease Risks EXAM #2 (Exam #2 will cover content in modules 4- 5)	-Exam# 2 Opens Monday 10/26 at 0800- Closes Sunday 11/8 at 2359 -Epi Disease worksheet -Case Study #7, "Tuberculosis and Public Health Considerations."
Module 6 11/9-11/22	Vulnerability and vulnerable populations Poverty, homeless and migrant health issues Teen Pregnancy/Substance Abuse Violence and human abuse	-Discussion: vulnerability
Module 7 11/23-12/6 *Thanksgiving is 11/26	Public health roles and functions in community Global Health and Disaster Management	-Discussion: Disaster mgt -Discussion: CHN roles Case Study #13, "End-of-Life Palliative Care in the Home" -The Pod Game Due with Score Report
Module 8 12/7-12/18	Study guide given for EXAM # 3 (Exam #3 will be cumulative of Modules 1-7) **Exam 3 ends on a FRIDAY**	-Exam# 3 opens 12/7 at 0800- Closes **Friday** 12/18 at 2359
12/14-12/18 *Note this ends on a Friday	Finals Week!	-Completed Clinical Log Showing at 60 hours submit online by 12/18/2015 -Final Clinical Evaluations also due 12/18/15 at 2359

Western Illinois University
School of Nursing
Spring 2014

COURSE: **NURS 430: Gerontological Nursing**
Day(s): Varied **Time: Online** **Room Number: Western Online**

CREDITS: 3 sh

PREREQUISITES:

PLACEMENT: Nursing Elective

FACULTY: C. Lynn Bartlett MSN, RN
Office: 133B **Office Hours: M 9:30-11 Th 10-11 & F 10-12**
Phone Number: 309-298-2834 **FAX Number:**
E-mail: cl-bartlett2@wiu.edu Cell Phone 309-255-2668 Call anytime 8am-9pm

COURSE DESCRIPTION:
This covers issues of health policy, financial and psychosocial support for young elders, functionally able elders, and frail elders. Assessment, diagnosis, and treatment of common health problems of the elderly will be addressed.

COURSE OBJECTIVES: The student will be able to:

1. Discuss the aging process, the scope and definition of gerontological nursing including assessment, diagnosis and treatment of common health problems.
2. Analyze health policy issues of financial and psychosocial support of young elders, functionally elders, and frail elders.
3. Practice using models of care and nursing interventions related to prevention and/or care of common health problems in home, acute care and long term care facilities.

TEACHING AND EVALUATION METHODS:
Discussion
Material Review
Case Studies
AV materials
Exams
Quizzes
Projects

REQUIRED TEXTBOOKS:

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th. Ed.).* Washington, DC: Author.

Jett, K. & Touchy, T. A. (2012). *Ebersole & Hess' toward healthy aging: Human needs & Nursing Response (8th Ed.).* St. Louis: Evolve/Elsevier.

GENERAL COURSE REQUIREMENTS

Attendance and Coursework

1. Students are required to participate in all class and practicum sessions. Students unable to attend class or practicum **must** notify the course instructor and preceptor prior to class/lab/clinical practicum. Failure to notify the instructor before the class or practicum will automatically result in an unsatisfactory grade for the period and the student may have to drop the course as a result of the absence or lack of participation. See the *WIU Nursing Student Handbook.* Students who are absent are not able to participate in class discussions and activities.
2. Students who are absent the assigned orientation day of the class for the orientation session will not be allowed to continue in the current course unless prior notification and negotiation has occurred with the course instructor. They must withdraw and join another course at a later date.
3. Students are required to complete all course assignments and meet designated deadlines (beginning of the class on the due date) for papers and course assignments, presentations, etc. Five points each day (including weekends and holidays) will be deducted from the final assignment grade for late assignments unless otherwise negotiated with the course instructor.
4. Clinical practicum and lab are mandatory. If missed, the student will make it up at the discretion of the instructor with the possibility of weekend hours.
5. Missed exams for excused absence – student will take exam within 24 hours of return to class.

Unexcused absence – student will take exam with 24 hours of return to class but test may be a different form of the one given during class initially.

6. **Students must achieve at least a grade of 80% or above to successfully pass this course. For clinical courses, the student must receive a "pass" in the clinical practicum in order to pass the course.**

a. The test average for the course must be a minimum of 80.0%. No grade less than 80% will be rounded. 79.9 will not be rounded to 80. If the student has less than an 80.0% cumulative score of the exams, the cumulative score for the exams becomes the grade for the course. If an average grade of "80.0%" or better is attained on exams, the remaining course points will be included and the course grade will be based on the entire grading criteria. What this means is that if a student has a cumulative exam grade of 80.0%, the remaining points could add to the 80.0% or subtract from the 80.0%. Having a cumulative exam of 80.0% alone does not ensure a passing grade for the course. The final exam may be weighted differently than the other course exams. Each instructor will notify students at the beginning of the course if the final exam is to be passed at the 80% level.

b. Students who receive an "unsatisfactory" in clinical practicum will receive a grade of "F" for the course regardless of any grades received for exams, papers, projects, participation, ATI, etc.

Written Assignments

1. All written assignments must be in APA format.
2. Students must follow all guidelines in the *WIU Nursing Student Handbook.*

Classroom Expectations

1. No electronic devices are allowed in class (MP3, cell phone, laptop, etc.) unless being used for a specific classroom assignment. Computers are available in the classroom for student use.
2. Food and beverages, other than bottled water, are not permitted in any classroom or Nursing Resource Center, unless instructor permission is obtained.
3. Respectful dialogue and attention must be exercised for and during all course communication. Please refer to the Professional behavior policy in the *WIU Nursing Student Handbook.*
4. Students having questions or problems with the course/course assignments, etc. should make an appointment to see the course instructor as soon as possible.
5. Occasionally, student work will be copied and retained by the School of Nursing. This is for purposes related to evaluation and accreditation. If a student's paper is copied and retained, all identifying information on the paper will be obliterated

Academic Integrity

Violations of academic integrity (e.g. plagiarism, cheating) will not be tolerated. Refer to the Institutional Policy of Academic Integrity in the *WIU Nursing Student Handbook* and the *WIU Student handbook* for policies.

GRADING CRITERIA:

1. Grading scale:

The following grading scale is used by the School of Nursing. Final grades are calculated to the nearest hundredth, and then rounded. Grades are rounded based on the principle: If the students test grades equal 80% rounding will occur as follows:

if the last digit in a number is 5, 6, 7, 8, or 9 then the preceding digit is increased by one; if the last digit is 1, 2, 3, or 4 then the last digit is dropped and no further rounding is done. No grade less than 80% will be rounded. 79.9 will not be rounded to 80.

100-96=A
95-93=A-
92-89=B+
88-86=B
85-83=B-

82-80=C+
79-77=C
76-74=C-
73-71=D+
70-68=D
67-65=D-
64- 0=F

2. Course Specific Grading

A. All assignments and activities will be graded according to a point scale. The final grade will be determined by tallying the total number of points earned by the total number of points possible. Each assignment has a grading sheet located immediately following the instruction.

i.	Exams	50%
ii.	Movie Review Assignment	10%
iii.	Brown Bag Medication assessment	10%
iv.	Discussion	10%
ii.	Leading one class discussion	20%
	Total	100%

C. All instructors reserve the right to administer unannounced quizzes. Point value of the unannounced quiz will be added to the total exam score at the discretion of the educator. Unannounced quizzes are not allowed to be made-up and the student will receive a zero for the corresponding quiz. Refer to Nursing Student Handbook for policy on excused absences.

WITHDRAWAL DATE:

The withdrawal date follows University policy which states that the students receive a 100% tuition refund if the withdrawal is on or before the tenth day of class. After the tenth day, students may withdraw from a course and tuition and fees will be refunded on a scale documented in the *WIU Undergraduate Catalog*.

Please remember that nursing students are allowed to repeat one course where a withdrawal or failure was obtained. The second withdrawal or failure will result in dismissal from the program, see *WIU Nursing Student Handbook.*

STATEMENT REGARDING REHABILITATION ACT:

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services.

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing

++++++++Schedule is tentative and subject to change as needed++++++++++

Class Schedule

Class Date	**Class Topic**
1. Jan. 13	Orientation Introduction to Gerontological Nursing Chapter 1 and Health and Wellness Chapter 2 Theories of Aging Chapter 3 & Physiological Changes Chapter 4
2. Jan. 20	Culture, Gender, and Aging Chapter 5 & Communicating with Older Adults Chapter 6 Health Assessment Chapter 7 & Laboratory Values and Diagnostics Chapter 8
3. Jan. 27	**Exam 1** Geropharmacology Chapter 9 & The Use of Herbs and Supplements Chapter 10 Elimination, Sleep, Skin, and foot Care Chapter 11 & Mobility Chapter 12 **Movie review assignment due Jan 30th**
4. Feb. 3	Environmental Safety and Security Chapter 13 & Nutrition and Hydration Chapter 14 Chronic conditions Chapter I5 & Care Across the Continuum chapter 16
5. Feb. 10	**Exam 2** Pain and Comfort Chapter 17 Mental Health Chapter 18 & Cognitive Impairment Chapter 19 **Brown Bag Assessment Due Feb. 14th**
6. Feb. 17	Economic, Legal, and Ethical Issues Chapter 20 **Exam 3** Intimacy and Sexuality Chapter 21
7. Feb. 24	Relationships, Roles, and Transitions Chapter 22 & Loss, Death, and Palliative Care Self-Actualization, spirituality, and Transcendence Chapter 24
8. March 3	Field trip and time to finish up projects. **Exam 4**

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 1: Orientation/Introduction to Gerontological Nursing & Health and Wellness Theories of Aging & Physiological Changes

Objectives:

1. Understand the many factors that facilitate or hinder the aging process.
2. Recognize the great diversity of older adults.
3. Discuss strategies to prepare an adequate and competent eldercare workforce to meet the needs of the growing numbers of older people.
4. Identify several factors that have influenced the development of gerontological nursing as a specialty practice.
5. Discuss several formal geriatric organizations and their significance to nurses.
6. Compare various gerontological nursing roles and requirements.
7. Discuss nursing research studies on the care of older adults and the role of gerontological nurses in research.
8. Differentiate between the concepts of health and wellness.
9. Describe the goals of Healthy People 2020.
10. Discuss the multidimensional nature of wellness.
11. Explain wellness in the context of chronic illness.
12. Describe the role of the nurse in enhancing the health of older people.
13. Compare and contrast theories of programmed aging with error theories of aging.
14. Recommend strategies to promote healthy aging that are consistent with the state of the science of biological theories of aging.
15. Create strategies to foster the highest level of wellness in aging, based on the developmental theories of aging.
16. Explain how personality may influence the lived experience of aging.
17. Identify and discuss the normal age-related changes to the human physiological systems.
18. Begin to differentiate normal changes with aging from potentially pathological conditions.
19. Discuss the implications of the normal age-related changes on the promotion of healthy aging.
20. Identify nursing interventions that promote healthy physiological aging.

Class Preparation: Read Chapter 1, 2, 3, & 4

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 2: Culture, Gender, and Aging & Communicating with Older Adults
Health Assessment & Laboratory Values and Diagnostics

Objectives:

1. Recognize the current knowledge related to health disparities and their potential impact on older adults of color and women.
2. Compare several different ethnically based approaches to health care.
3. Describe several of the unique circumstances related to gender and aging.
4. Identify personal factors contributing to ethnic and cultural sensitivity.
5. Discuss approaches that facilitate an appreciation of diverse cultural and ethnic experiences.
6. Formulate a care plan incorporating ethnically sensitive interventions.
7. Develop gerontological nursing interventions geared toward reducing health disparities.
8. Describe the importance of communication to the lives of older adults.
9. Discuss how ageist attitudes affect communication with older adults.
10. Describe the importance of screening, health education, and treatment of eye diseases to prevent unnecessary vision loss.
11. Identify effective communication strategies for older adults with speech, language, hearing, vision, and cognitive impairment.
12. Describe interventions that facilitate communication individually and in groups.
13. Understand the significance of the life story.
14. Discuss the modalities of reminiscence and life review.
15. Understand how health literacy affects communication and learning and design interventions to enhance understanding.
16. List the essential components of the comprehensive health assessment of an older adult.
17. Discuss the advantage and disadvantage of the use of standardized tools in the gerontological assessment.
18. Describe the purpose of the inclusion of functional assessment when caring for an older adult.
19. Identify the laboratory values that increase or decrease with normal aging.
20. Understand the implications and deviations of key abnormal laboratory values in the older adult.
21. Define cautions the nurse should take when interpreting laboratory values in the older adult.
22. Discuss the key laboratory tests used to monitor common health problems.

Class Preparation: Read Chapters 5, 6, 7, & 8

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 3: **Geropharmacology & the Use of Herbs and Supplements**
Elimination, Sleep, Skin, and Foot Care & Mobility

Objectives:

1. Describe the pharmacokinetic changes that occur as a result of normal changes with aging.
2. Describe potential problems associated with drug therapy in late life.
3. Identify medications that are more commonly used in late life.
4. Describe medications and side effects of those more commonly used as psychotherapeutic agents.
5. Identify inappropriate drug use and its application in gerontological nursing.
6. Identify the early signs of adverse drug reactions and strategies to prevent these.
7. Discuss barriers to medication adherence in elders.
8. Discuss the role of the health care professional in assisting elders with adherence to medication regimens.
9. Identify the legal standards that affect herb and supplement use.
10. Describe the altered effects of herbs and supplements on the older adult.
11. Describe the effects of select commonly used herbs and supplements on the older adult.
12. Identify the important aspects of client education related to the use of herbs and supplements with the older adult.
13. Describe the effects of herbal supplements on the older adult who is experiencing altered health conditions.
14. Identify age-related changes that affect sleep, elimination, skin and foot care.
15. Use evidence-based protocols in assessment and development of interventions for sleep and promotion of bowel and bladder health.
16. Identify common foot and skin problems of older adults.
17. Identify preventive, maintenance, and restorative measures for skin and foot health.
18. Identify risk factors for pressure ulcers and design interventions for prevention and evidence-based treatment.
19. Discuss the effects of impaired mobility on general function and quality of life.
20. Describe age-related changes in bones, joints, and muscles and the risk factors for impaired mobility.
21. Describe the beneficial effects of exercise and appropriate exercise regimens for older adults.
22. Discuss factors that increase vulnerability to falls, ways to reduce falls and how to identify those at high risk of falling.
23. Describe assessment measures to determine gait and walking stability.
24. Describe the effects of restraints, and identify alternative safety interventions.

Class Preparation: Read Chapters 9, 10, 11, & 12

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 4: Environmental Safety and Security & Nutrition and Hydration
Chronic Conditions & Care across the Continuum

Objectives:

1. Identify interactions of intrapersonal, interpersonal, geographical, economic, and health factors that influence environmental safety and security for older adults.
2. Discuss the effects of declining health, reduced mobility, isolation, and unpredictable life situations on the older adult's perception of security.
3. Explain the underlying vulnerability of older adults to effects of extreme temperature, and identify actions to prevent and treat hypothermia and hyperthermia.
4. Define strategies and programs designed to prevent, detect, or alleviate crimes against older adults.
5. Consider the impact of available transportation and driving in relation to independence.
6. Discuss the use of assistive technologies to promote self-care, safety, and independence.
7. Discuss nutritional requirements and factors affecting nutrition for older adults.
8. Describe a nutritional screening and assessment.
9. Identify strategies to assist in ensuring adequate nutrition for older adults experiencing hospitalization, institutionalization, and physical and cognitive impairments.
10. Delineate risk factors for poor nutrition and malnutrition, and identify strategies for management.
11. Discuss assessment and interventions for older adults with dysphagia.
12. Discuss interventions that promote good oral hygiene for older people.
13. Identify the most common chronic disorders of late life and their sequel.
14. Develop strategies that have been used successfully to maintain maximum function and comfort in the person with a chronic disorder.
15. Compare the major features, advantage, and disadvantage of several residential options available to the older adult.
16. Assist older adults and their families in making an informed choice when relocation to a more protected setting becomes necessary.
17. Identify interventions to improve care for older adults in acute and long-term care settings.
18. Discuss interventions to improve transitions of care and outcomes for older adults moving between health care settings.

Class Preparation:
Read Chapters 13 & 14

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 5: **Pain and Comfort**
Mental Health & Cognitive Impairment

Objectives:

1. Define the concept of pain.
2. Identify factors that affect the elder's pain experience.
3. Identify barriers that interfere with pain assessment and treatment.
4. Describe data to include in a pain assessment.
5. Discuss pharmacological and non-pharmacological pain management therapies.
6. Discuss factors contributing to mental health and wellness in late life.
7. Discuss the effect of chronic mental health problems on individuals as they age.
8. List symptoms of anxiety and depression in older adults, and discuss assessment, treatment, and nursing responses.
9. Recognize elders who are at risk for suicide, and utilize appropriate techniques for suicide assessment and interventions.
10. Specify several indications of substance abuse in elders, and discuss appropriate nursing responses.
11. Evaluate interventions aimed at promoting mental health and wellness in older adults.
12. Discuss concepts related to cognition and memory in later life.
13. Differentiate between delirium, dementia, and depression.
14. Discuss nursing interventions for prevention and treatment of delirium.
15. Identify potential risk and modifying factors for the development of dementia.
16. Discuss the different types of dementia and appropriate diagnosis.
17. Describe nursing models of care for persons with dementia.
18. Discuss common concerns in care of persons with dementia and nursing responses.
19. Discuss strategies to enhance quality of life for caregivers of persons with dementia.

Class Preparation:

Read Chapter 17, 18 & 19

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 6: **Economic, Legal, and Ethical Issues**
Intimacy and Sexuality

Objectives:

1. Explain how health care is financed in the United States.
2. Briefly explain the history of Social Security and some of the anticipated challenges.
3. Compare the types of health care services available under Medicare.
4. Describe the differing levels of decisional capacity and their implications in gerontological nursing.
5. Differentiate the types of elder mistreatment.
6. Identify persons at risk for abuse or neglect.
7. Describe strategies that may be used to minimize the risk for elder mistreatment.
8. Identify the nurse's legal responsibility in his or her own home state when neglect or abuse is suspected.
9. Describe the role of the nurse-advocate in relation to legal, health, and economic issues of concern to the older adult.
10. Discuss touch and intimacy as integral components of sexuality.
11. Discuss the therapeutic benefits of touch for older people.
12. Discuss the physiological, social, and psychological factors that affect the older adult's sexual function.
13. Describe various approaches to sexuality assessment that may reduce nurse-client anxiety in discussing a sensitive area
14. Identify the risks to sexual integrity.
15. Discuss interventions that foster sexual integrity.

Class Preparation:

Read Chapter 20 & 21

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 7: Relationships, Roles, and Transitions & Loss, Death, and Palliative Care Self-Actualization, Spirituality, and Transcendence

Objectives:

1. Explain the issues involved in adapting to transitions and role changes in later life.
2. Discuss changes in family structure and functions in society today.
3. Examine family relationships in later life.
4. Identify the range of caregiving situations and the potential challenges and opportunities of each.
5. Discuss nursing responses with older adults experiencing caregiver roles or other transitions.
6. Compare and contrast the needs of elders in response to varying types of losses.
7. Differentiate different types of grief and the needs of the griever.
8. Discuss the attributes of the nurse that are needed to provide the highest quality of care to those experiencing loss or death.
9. Discuss the benefits and limitations of the available conceptual frameworks for dying and grieving.
10. Identify aspects of palliative care in which there is a special need to work within the cultural boundaries.
11. Develop interventions that will enhance coping and the reestablishment of equilibrium within the family.
12. Differentiate among the types of advance directives, and explain the role and responsibilities of the nurse as they relate to each of them.
13. Determine the legal status of Death with Dignity laws for the state in which the nurse practices.
14. Discuss the pros and cons of active and passive euthanasia.
15. Provide a comprehensive definition of self-actualization and identify several qualities of self-actualized elders.
16. Discuss the nursing role in relation to the self-actualization of elders.
17. Describe several evidences of transcendence as experienced by older people.
18. Specify various types of creative self-expression and their positive impact on health, illness, and quality of life among older adults.
19. Understanding the meaning of spirituality in the lives of older people and discuss nursing responses to facilitate spiritual well-being.
20. Define the concept of legacy and name several types of legacies and what the nurse can do to facilitate their expression.

Class Preparation:
Read Chapter 22, 23, & 24

Western Illinois University
School of Nursing
NURS 430: Gerontological Nursing
Class Assignment

Class 8: **Field Trip(Date to be determined)**
Review
Complete Discussions/Projects

Final exam

Western Illinois University

School of Nursing

Nursing 430 Gerontological Nursing

One week of the semester, each student will prepare a brief PowerPoint about the topic to be discussed that week and will lead the discussion. The student will need to develop a case study or a group of 3-4 questions. Each student will pick the first week of class, which week they want to be class leader. This counts 20% of your course grade.

One way to pick a topic that interests you is to review the course objectives under the different weeks and pick one of the objectives to present. The PowerPoint presentation is sent to the instructor with either a case study that applies to the covered topic or 3-4 discussion questions to share with the group.

Western Illinois University

School of Nursing

Nursing 430 Gerontological Nursing

Rubric for PowerPoint Presentation and leading the class

PowerPoint presentation is concise, engaging, and prevents the material in a logical manner.	Possible 5% Received_____
Case Study or 3-4 Questions that pertain to the topic presented.	Possible 5% Received_____
Engaged with classmates during the discussions.	Possible 5% Received_____
APA, grammer, language and spelling	Possible 5% Received_____
Total	Possible 20% Received_____

Western Illinois University

School of Nursing

Nursing 430 Gerontology Nursing

Elderly and Feature Films

Watch one of the following feature length films and write a report following the attached rubric.

Something's Gotta Give 2003

Fried Green Tomatoes 1991

Away from Her 2007

Iris 2001

The Savages 2007

Ladies in Lavender 2004

Driving Miss Daisy 1989

Divine Secrets of the Ya-Ya Sisterhood 2002

On Golden Pond 1981

Cocoon 1985

Mrs. Palfrey at the Claremont 2005

The Whales of August 1987

Avalon 1990

Harold & Maude 1971

The Best Exotic Magnolia Hotel 2012

Western Illinois University

School of Nursing

Nursing 430 Gerontology Nursing

Rubric for Movie Assignment

Write a brief overview of the film.	4 Points Received Points_____
How did the film portray the elderly?	4 Points Received Points_____
How did your views of the elderly change after watching this film?	4 Points Received Points_____
Was the main theme of the film about relationships, sexuality, aging, being active, relocation, or dementia?	4 Points Received Points_____
Did it combine multiple themes when dealing with the elderly and family?	4 Points Received Points_____
Total/Comments	Possible Points 20 Received Points_____

Western Illinois University

School of Nursing

Nursing 430 Gerontology Nursing

Rubric for Brown Bag Pharmacology Assessment

Objective	Points	Possible Points	Comments
Assessment of what the medications are used to treat.		20	
Assessment of the possible interactions		20	
Assessment of whether any of the medications appear on the Beer's Criteria		20	
Suggestions for changes to medication regimen		20	
Why might the Healthcare Provider have the client on medications that are not recommended or have black box warnings?		20	
Total Points			

Western Illinois University
School of Nursing Bachelor of Science in Nursing
NURS 430 Online Discussion Rubric

Criteria	3	2	1.5	0.5
Frequency of postings	Students post a minimum of two times per week per module. One post should be the student's initial discussion posting and the second should be a response to at least one classmate's post. Comments are substantive (thought-provoking, reflective, supportive) and advance the discussion. Student responds to others and displays self-initiative.	Student post a minimum of two times per week per module. Student responds to at least one posting and the comments further discussion. Student occasionally displays initiative.	Student posts are less than two times per module. Comments offer little value to discussion. Student does not respond to postings and displays limited initiative.	Student does not post; Does comment but comments are superficial and do not advance discussion
Evidence of Readings	Students' posts reflect evidence of completion of required readings; references are given when appropriate; integrates main ideas from readings with posts.	Student posts reflect completion of most of the readings; posts are mostly substantive with slight integration of content.	Students' posts reflect completion of some of the readings, but there is no integration of content.	Posts do not reflect that student has completed the required readings

Degree of expression and engagement and etiquette	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Uses proper on-line etiquette at all times.	Opinions and ideas are stately clearly with occasional lack of connection to topic.	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic. Complete disregard of on-line etiquette and professional behavior.
Mechanics/ Format	Consistently uses grammatically correct posts with rare misspellings 0-1 errors	Few grammatical or spelling errors are noted in posts 2-3 errors	Errors in spelling and grammar evidenced in 4-6 errors	Utilizes poor spelling and grammar in most posts; posts appear "hasty" 7+errors

Western Illinois University
School of Nursing
Spring 2012

COURSE: **NURS 431: Rural Nursing**
Day(s): 1/17/12 - 3/09/12 **Time:** On-line
Clinical Live meeting: Friday, March 2

CREDITS: 3 sh (2 sh theory, 1 sh clinical)

PREREQUISITES: NURS 301, NURS 405 or NURS 405 concurrently or permission of the program director.

PLACEMENT: Nursing Elective

FACULTY: Patricia Eathington
Office: Currens Hall 133B **Office Hours:** Mon 9:30–11:30 Thurs 9:30-11:30 and by appointment
Phone Number: 309.298.2816 **FAX Number:** 309-298.2270
E-mail: pk-eathington@wiu.edu

COURSE DESCRIPTION:
An examination of rural nursing, focusing on need, delivery, access, availability, acceptability, and types of health care in rural areas. This course contains clinical practice.

COURSE OBJECTIVES: The student will be able to:

1. Define and explain rurality, particularly as it affects health care delivery both in the United States and in other countries,
2. Identify and resolve challenges specific to participating as a nursing professional in a rural community,
3. Identify support systems available to nursing professionals in rural communities,
4. Practice health care to at-risk, rural populations.

TEACHING AND EVALUATION METHODS:

Discussion
Web based activities
Field Trip
Clinical Experience

REQUIRED TEXTBOOKS:
American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th. Ed.). Washington, DC: Author.

Stanhope, M. & Lancaster, J. (2008). *Public Health Nursing: Population-Centered Health Care in the Community* (7th Ed.). St. Louis: Mosby.

GENERAL COURSE REQUIREMENTS:

Attendance and Coursework

1. Students are required to participate in all class and practicum sessions. Students unable to attend class or practicum **must** notify the course instructor and preceptor prior to class/lab/clinical practicum. Failure to notify the instructor before the class or practicum will automatically result in an unsatisfactory grade for the period and the student may have to drop the course as a result of the absence or lack of participation. See the *WIU Nursing Student Handbook.* Students who are absent are not able to participate in class discussions and activities.
2. Students who are absent the assigned orientation day of the class for the orientation session will not be allowed to continue in the current course unless prior notification and negotiation has occurred with the course instructor. They must withdraw and join another course at a later date.
3. Students are required to complete all course assignments and meet designated deadlines (beginning of the class on the due date) for papers and course assignments, presentations, etc. Five points each day (including weekends and holidays) will be deducted from the final assignment grade for late assignments unless otherwise negotiated with the course instructor.
4. Clinical practicum and lab are mandatory. If missed, the student will make it up at the discretion of the instructor with the possibility of weekend hours.
5. Missed exams for excused absence – student will take exam within 24 hours of return to class.
   Unexcused absence – student will take exam with 24 hours of return to class but test may be a different form of the one given during class initially.
6. **Students must achieve at least a grade of 80% or above to successfully pass this course. For clinical courses, the student must receive a "pass" in the clinical practicum in order to pass the course.**
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70-68=D
67-65=D-
64- 0=F

2. Course Specific Grading

A. All assignments and activities will be graded according to a point scale. The final grade will be determined by tallying the total number of points earned by the total number of points possible. Each assignment has a grading sheet located immediately following the instruction page.

B. Weighing/grading of each activity is follows:

1. Practicum (Virtual Clinical)..... 30%
2. Homework.....15%
3. Online Discussion 30%
4. Paper 25%

100%

C. All instructors reserve the right to administer unannounced quizzes. Point value of the unannounced quiz will be added to the total exam score at the discretion of the educator. Unannounced quizzes are not allowed to be made-up and the student will receive a zero for the corresponding quiz. Refer to Nursing Student Handbook for policy on excused absences.

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"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services."

Western Illinois University
School of Nursing
NURS 431: Rural Nursing

Class Schedule

Class Date	Class Topics
1. 1/17-1/24	Defining Rurality Demographic & Economic Characteristic of Rural Communities
2. 1/22- 1/28	Rural Health Infrastructure
3. 1/29-2/4	Role of Nurse Nursing & Rural Healthcare Workforce
4. 2/5-2/11	Rural Ethics
5. 2/12-2/18	Rural Mental Health
6. 2/19-2/25	Rural Nursing in the Midwest Agricultural Safety
7. Friday 3/2	Ellisville Experience & Farm Tour Friday March 3rd 8:30-4:30
8. 3/4 – 3/10	Paper

Clinical/Field Trip

Students must participate in a field trip and activities associated with the field trip for clinical portion of the course. Students must pass the practicum portion of the course with an average score on clinical assignments of 80% or above to pass the course and to receive the full 30% in the practicum section of the course. (Clinical assignments: Discussion and participation in guest speaker 10%, agricultural safety hazards assessment 10%, windshield assessment 10%)
-perform a group windshield survey of Ellisville
-perform a safety check of an agricultural and livestock farm
-Guided discussion of rural health issues

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 1: Defining Rurality, Demographic & Economic Characteristic of Rural Communities

Objectives:
1. Define terms associated with rural health
2. Explore different types of rural environments
3. Compare the characteristics of rural health and urban health

Class Preparation:
Stanhope and Lancaster, Chapter 16, "Population-Centered Nursing in Rural and Urban Environments"

Bushy, A. (2009). A Landscape view of life and health care in rural settings. In W. Nelson (Ed.), *Handbook for Rural Health Care Ethics: A practical Guide for Professionals.* Retrieved from http://dms.dartmouth.edu/cfm/resources/ethics/chapter-02.pdf

http://www.iira.org/ Illinois Institute for Rural (Use this site throughout the course).

On-line Discussion Question(s):
1. Describe how the media may describe populations that live in the rural setting. Share with class why you agree or disagree with the media's perception? Depending on your perception, explain how you could either strengthen or change the media's perception of rural populations.

2. Share with the class some factors that affect the health status in rural settings (use references to support your statement). Compare these factors with urban populations. Share with the class your ideas to overcome these disparities.

3. There are many different types of rural environments (both in America and around the world). Rural environments are often named according to their economic base or ethnicity (grain community, logging community, tourist community, mining community, migrant, Appalachia, Indian reservation, etc.). Pick one type of rural community (first come first serve). Describe the community to the class and share health care or social needs of that specific community. (Try to complete this in 2 paragraphs).

Materials for submission and date to be submitted:
Homework:
Provide a definition for the following terms: urban, suburban, rural, frontier, farm, nonfarm residency, metropolitan, and non-metropolitan. Explain the implications that these definitions have for health care policy and for research. (10 points)

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 2: Rural Health Infrastructure

Objectives:
1. Describe disparities in health care in rural areas
2. Explore concepts of affordability, accessibility, availability, and acceptability in rural settings.
3. Discuss the challenge posed by rural environment on complex health policy problems
4. Discuss the quality of care provided in rural areas

Class Preparation:
www.ahrq.gov/research
www.rurdev.usda.gov/il
Community Health Nursing text book

On-line Discussion:
1. Do you agree or disagree that health care policy affects the health of urban and rural settings? Give examples on how policy (sometimes policy inequities) influences health in rural settings?"

2. Give an example that you have witnessed during nursing school where health care was impacted due to affordability, accessibility, availability or acceptability. (If you cannot think of an example, you should then create a scenario and describe it to class)

3. A teenager in a forested rural area has an ATV (all-terrain-vehicle) accident. Describe the process, potential difficulties in getting the teenager the needed health care. (hint: head injuries, cell phone reception, access and description to the site).

Materials for submission/Homework Assignment:

1. Give a definition of the following concepts: affordability, accessibility, availability and acceptability. Explain why the concept is a barrier in the health care delivery system in the rural setting. (8 pts)

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 3: Role of Nurse, Nursing and Rural Healthcare Workforce

Objectives:
1. Explain challenges, opportunities, and benefits of health professionals that lives and work in a rural setting.
2. Discuss clinical issues common to rural population
3. Describe the nurses' role in clinical issues in rural health
4. Discuss recruitment of health care professionals in rural environment.

Class Preparation:
Rural Nurse Organization: http://www.rno.org

On-line discussion:
1. Share with the class challenges, opportunities, and benefits of living and practicing as a nurse in the rural environment.

2. Discuss reasons why it is difficult for small rural hospitals to recruit and retain health care providers. Discuss ways that rural hospital can help recruit and retain health care providers. (health care providers include, physicians, mid-level providers, nurses, and ancillary staff)

3. An impoverished teenage mother is bringing a bottle fed child home from the hospital. The primary source of water is from a private well. What assessments and nutrition recommendations would you make? How would you assist this mother?

Materials for submission and date to be submitted:
Submit brief summary (maximum of 3 paragraphs) the following idea.

1. How might a nurse help a client or rural population overcome the barriers of accessibility and availability of the health care delivery system? And how would a nurse go about evaluating the effectiveness of nursing interventions in a rural setting?

(HINT: If you are stuck, think of the following situation: How would a nurse help a teenage pregnant girl that lives in a rural area and has no form of regular transportation? What services would you recommend, and how would the nurse help the teenager to through the pregnancy despite the many barriers that she faces?....Another situation would be to discuss how a rural elderly person is to get weekly blood draws for Coumadin and also get access for food and assistance with ADLs.)

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 4: Rural Ethics

Objectives:
1. Discuss potential legal and ethical considerations for professionals in rural practice.
2. Discuss ethical conflicts in rural communities that consists of overlapping roles.
3. Discuss ethical dilemmas in rural communities that address stigma and illness issues.

Class Preparation:
Handbook for Rural Health Care Ethics: A Practical Guide for Professionals available at http://dms.dartmouth.edu/cfm/resources/ethics/ Chapter 6 & Chapter 10

On-line Discussion:
1. "Nancy Smith is a 25-year-old woman living in a small town. She works at the local grocery store that her family owns. Several months into the relationship with a man from a neighboring community, she found out that her partner was HIV-positive. Following testing at a distant family planning center, her fear is confirmed that she is HIV-positive. She realizes that she needs treatment, and talks to her primary care physician, Dr. Russell, about the situation. Ms. Smith is hesitant about seeking care at the only primary health care clinic in her town, because the main nurse of the clinic and the lab technician are both regular customers at her store, and are also friends of her family. She fears the possible stigma and discrimination that her illness may cause, and isn't sure that her diagnosis can be kept a secret from her family or the community."

Discuss: a) How does the rural clinician can balance the patient's need for confidential care with the need for public health concerns in the community. b) How does the clinician protect the patient's dignity and privacy when "everyone knows everyone and everything?" c) How does the clinician deal with the absence of adequate health care resources, or allocate a fraction of already scarce resources to an individual who may be disliked or devalued by others in the community (who my include some of the clinician's patients, family, friends, and neighbors)?

2. "Andy Cox is a nurse in a physician's office some 30 miles from his hometown. He is also a member of his town's school board. One day Mr. Richards, a teacher from the school, visits the physician for a check-up. Mr. Cox thinks it odd that Mr. Richards has traveled so far to see the doctor, since most people in his hometown see a family physician in the town. Andy Cox says hello, but has little contact with the patient. A few days later, Nurse Cox is retrieving lab information and learns that the teacher has tested positive for several drugs, suggesting substance abuse. The nurse wonders if he could or should warn school administrators or fellow school board members about the teacher's drug use."

Discuss: What would you do in this situation? How would you appropriately balance your professional responsibility as a health care provider and a as a community leader as a school board member?

NO Materials for submission

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 5: Rural Mental Health

Objectives:
1. Describe Resources available for mental health in rural areas
2. Describe barriers to effective mental health in rural areas
3. Describe the nurses' role in mental health in rural areas

Class Preparation:
http://www.contracosta.networkofcare.org/library/Rural%20and%20Frontier%20Mental%20Health_Barriers_2006.pdf

National Association for Rural Mental health: www.narmh.org

Maine Rural Health Research Center. (2007). Substance abuse among rural youth a little meth and a lot of booze. Available at http://muskie.usm.maine.edu/Publications/rural/pb35a.pdf

Sawyer, D. & Lambert, D. Rural Frontier Mental and Behavioral Health Care: Barriers, Effective Policy Strategies, Best Practices. National Association for Rural Mental Health.

On-line Discussion:
1. As a nurse living and working in a rural community, your neighbor comes over and asks you about what can be done to help her unemployed 43 year-old brother that has been recently diagnosed with manic-depressive (bi-polar) disorder. Your neighbor is very embarrassed about the situation. What would you do? (Include resources for this situation and describe barriers)

2. A young impoverished family with 2 kids owns a run-down trailer and the well has dried up and is no longer usable. The family has looked into drilling for a new well, but the cost is $20,000 and the driller wants the money upfront because the family's credit history is poor. What options do you recommend for this family?

3. Maine Rural Health Research Center states, "Rural America's youth and young adults have a significant substance abuse problem that needs to be addressed. Developing intervention programs for youth alcohol abuse is a logical and important starting place given that alcohol use is often a gateway to, or co-occurs with, the use of illicit drugs and is correlated with poor school performance and social problems. Many such interventions have already been implemented in the schools, but, clearly, new approaches are needed." Please share with the class if you were in a DARE program and your thoughts about the effectiveness of this program. For those that did not participate in DARE, what ideas do you have to provide new interventions to decrease substance abuse among rural populations?

NO Materials for submission

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 6: Rural Nursing in the Midwest, Agriculture Safety

Objectives:
1. Discuss access to health insurance in rural areas
2. Discuss the role of the large employers and major purchasers (private insurance, Medicare, Medicaid) in obtaining care in rural areas
3. Describe the nurses' role in assisting farmers to identify and evaluate hazards in work environment
4. Discuss safety and health programs available in agricultural operations
5. Describe economic, social, and cultural factors that can impact rural lifestyle.

Class Preparation:
http://web.extension.illinois.edu/agsafety/
www.osha.gov
www.agsafetynow.com
Farm Safety 4 Just Kids: www.fs4jk.org
U.S. Department of Labor: Youth & Labor: Safety & Health:
www.dol.gov/dol/topic/youthlabor/safetyhealth.htm

On-line Discussion:

1. Discuss how farmers in the Midwest can obtain health insurance. Share ideas on how farmers can increase their health status and safety for themselves and children while still maintaining a successful business?

2. Grain farmers often do not seek health care (even for life threatening conditions) in the middle of planting or harvest season. Why do you think this is? What are some of the implications of this behavior?

3. With agricultural framing operations and ranches, children often help their parents. Do you consider this a violation of child labor law or is it apart of the farm/ranch lifestyle? Why?

Materials for submission and date to be submitted:

No assignments this week, but be prepared for the guest speaker next week at a grain & livestock farm. We will discuss farming economics, practices and how they influence health care.

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 7: Farm Tour/Clinical Experience

Clinical/Field Trip

Students must participate in a field trip and activities associated with the field trip for clinical portion of the course. Information regarding location and other materials will be posted on the course website closer to the date.

Objectives:
1. Implement and analyze a windshield survey of Ellisville
2. Conduct a farm safety check on an agricultural and livestock farm
3. Participate in a guided discussion of rural health and cultural issues

Class Preparation:
Students must pass the practicum portion of the course with an average score on clinical assignments of 80% or above to pass the course and to receive the full 30% in the practicum section of the course. (Clinical assignments: Discussion and participation in guest speaker 10%, agricultural safety hazards assessment 10%, windshield assessment 10%)

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Class Activity

Class Week 8: Paper & Conclusion

Objectives:
1. Conduct an independent community assessment with the utilization of technology
2. Utilize resources to gather information about rural communities and populations
3. Synthetize information to develop conclusions of a rural community

Class Preparation:

On-line Discussion:
1. Share a new rural concept with the class that you learned or thought was interesting during this course (this may be one of the topics that we discussed or the farm experience). Explain why this concept was important to you and to your educational experience on becoming a nurse.

Materials for submission and date to be submitted:

PAPER!!!

Students are to select one small rural community in Illinois. Utilizing community health nursing and internet databases describe the health issues, factors affecting those issues, and the availability of services in that area.

Include:
- Conduct a windshield survey of the area first so that you know your boundaries and can identify potential resources for health care. Provide photographs of the community
- Describe the economic, social and cultural factors that affect the lifestyle in the area.
- Describe the health-seeking behaviors of the residents of this area.
- Describe potential barriers that would affect affordability, accessibility, availability, and acceptability of health care resources.
- Identify the challenges, opportunities, and benefits of living and practicing as a nurse in this community.

Prepare a paper of your findings using APA format.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing
Online Discussion Rubric

Criteria	4	3	2	1
Frequency of postings	Students post a minimum of two times per week per question; comments are substantive (thought-provoking, reflective, supportive) and advance the discussion. Student responds to others and displays self-initiative. First post is made by Wednesday at midnight.	Student post a minimum of two times per week per question. Student responds to most postings and comments further discussion. Student occasionally displays initiative. First post is made by Thursday at midnight.	Student posts are less than twice per week/question. Comments offer little value to discussion. Student does not respond to postings and displays limited initiative. First post is made by Saturday at 1200.	Student posts less than twice per week/question; Comments are superficial and do not advance discussion. First post made after Saturday at 1200.
Evidence of Readings	Students' posts reflect evidence of completion of required readings; references are given when appropriate; integrates main ideas from readings with posts.	Student posts reflect completion of most of the readings; posts are mostly substantive with slight integration of content.	Students' posts reflect completion of some of the readings, but there is no integration of content.	Posts do not reflect that student has completed the required readings
Degree of expression and engagement and etiquette	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Uses proper on-line etiquette at all times.	Opinions and ideas are stately clearly with occasional lack of connection to topic.	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic. Complete disregard of on-line etiquette and professional behavior.
Mechanics/ Format	Consistently uses grammatically correct posts with rare misspellings 0-1 errors	Few grammatical or spelling errors are noted in posts 2-3 errors	Errors in spelling and grammar evidenced in 4-6 errors	Utilizes poor spelling and grammar in most posts; posts appear "hasty" 7+errors

Threaded Discussion:

Threaded discussion begin on Sunday and end on the following Sunday at 2400. Posts made after Sunday at 2400 will not be considered for grading. A grade is given for each week of discussion and is an average of the score of all discussion questions for that week. Failure to post anything for a question will result in a zero for the week. Discussion threads will be graded using the above rubric.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing
Homework
Grading Rubric

Criteria	5	2.5	0
Quality in responding to homework	Provided information that thoroughly answered the question using well documented, reputable sources.	Provided some information but the information was sketchy, ambiguous, common knowledge	Did not provide information that appropriately answered the questions.
Resources, APA, Mechanics	Provides resources to support answers 0-3 APA errors	Provides resources to support answers, but unable to "produce" resources (closed web link) 4-7 APA errors	Does not provide resources 8+ APA errors

This rubric will be used to grade all homework

Western Illinois University
School of Nursing
NURS 431: Rural Nursing
Nursing in a Rural Area Grading Form

Criteria	3	2	1	0
Windshield Survey	Describe the boundaries of the area being reported on	Provides the name of the community being reported on	Provides the length of distance of the community being reported on	Leaves the area to the imagination of the reader
Lifestyle determinates	Describes the economic, social, and cultural factors affecting lifestyle	Describes two of the three factors affecting lifestyle	Describes one of the factors affecting lifestyle	Not reported or so vague as to not be definable
Health Seeking Behaviors	Describes health seeking behaviors of residents of the community	---	---	Does not describe the health resources in the area
Potential Barriers	Describes barriers that would affect affordability, accessibility, and acceptability of resources	Describes three out of four barriers	Describes two out of four barriers	Describes on or less barrier
Nursing in Rural Community	Describes the challenges, opportunities, and benefits of nursing in a rural community	Describes two out of three nursing practice issues in a rural community	Describes one out of three nursing practice issues in a rural community	Does not address or states that there are no challenges, opportunities, and/or benefits of nursing in a rural community
APA	1-2 mistakes	3-4 mistakes	5-6 mistakes	More than 6 mistakes

Comments: **Total Score:**_____

Western Illinois University
School of Nursing

COURSE: **NURS 433: Community Mental Health**
Day(s): **Time:** **Room Number:**

CREDITS: 3 (2 theory, 1 clinical)

PREREQUISITES: NURS 423 or permission of the program director.

PLACEMENT: Nursing Elective

FACULTY:
Office: **Office Hours:**
Phone Number: **FAX Number:**
E-mail:

COURSE DESCRIPTION:
Explores population-specific mental health issues, including access, treatment modalities and follow-up, drug and alcohol abuse in the context of community health nursing. This course contains clinical practice: eight (8) hours/week for seven (7) weeks.

COURSE OBJECTIVES: The student will be able to:

1. Describe issues of mental health in the community including access, treatment modalities and follow-up, with special attention given to drug and alcohol abuse among community populations.
2. Determine how to access a specific population in the local community, identify their mental health needs, explore intervention alternatives, design and implement a health promotion activity to resolve the health issue, measure its effectiveness, and evaluate the success of the program.
3. Design specific health-promoting media, presentation, and teaching activities in conjunction with their health promotion program.

TEACHING AND EVALUATION METHODS:

Discussion
Material Review
Case Studies
AV materials
Exams
Quizzes
Projects

REQUIRED TEXTBOOKS:

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th. Ed.).* Washington, DC: Author.

Edelman, C. L. & Mandle, C.L. (2006). *Health Promotion Throughout the Life span (6th Ed.).* St. Louis: Mosby Elsevier.

Johnson, M., Bulechek, G., Butcher, H., Docterman, J.M., Maas, M., Moorehead, S., & Swanson, E. (2006). *NANDA, NOC, and NIC Linkage* (2nd Ed.). St. Louis: Mosby.

Stanhope M. & Lancaster, J. (2008). *Public Health Nursing (7th Ed.).* St. Louis: Mosby.

Townsend, M.C. (2009). *Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice (6th Ed.).* Philadelphia: F.A. Davis.

REQUIRED MATERIALS:

GENERAL COURSE REQUIREMENTS:

1. Students are required to participate in all class and practicum sessions. Students unable to attend class or practicum **must** notify the course instructor and preceptor prior to class/lab/clinical practicum. Failure to notify the instructor before the class or practicum will automatically result in an unsatisfactory grade for the period and the student may have to drop the course as a result of the absence or lack of participation. See the *WIU Nursing Student Handbook.* Students who are absent are not able to participate in class discussions and activities.
2. Students who are absent the assigned orientation day of the class for the orientation session will not be allowed to continue in the current course unless prior notification and negotiation has occurred with the course instructor. They must withdraw and join another course at a later date.
3. Students are required to complete all course assignments and meet designated deadlines (beginning of the class on the due date) for papers and course assignments, presentations, etc. Five points each day (including weekends and holidays) will be deducted from the final assignment grade for late assignments unless otherwise negotiated with the course instructor.
4. Clinical practicum and lab are mandatory. If missed, the student will make up at the discretion of the instructor with possibility of weekend hours.
5. Missed exams for excused absence – student will take exam within 24 hours of return to class. Unexcused absence – student will take exam with 24 hours of return to class but test will be a different form of the one given during class initially.
6. **Students must achieve at least a grade of 80 or above to successfully pass this course. For clinical courses the student must receive a "pass" in the clinical practicum in order to pass the course.**

7. All written assignments must be in APA format.
8. Students must follow all guidelines in the *WIU Nursing Student Handbook.*
9. No electronic devices are allowed in class (MP3, cell phone, laptop, etc.) unless being used for a specific classroom assignment. Computers are available in the classroom for student use.
10. Food and beverages, other than bottled water, are not permitted in any classroom or Nursing Resource Center, unless instructor permission is obtained.
11. Respectful dialogue and attention must be exercised for and during all course communication. Please refer to the Professional behavior policy in the *WIU Nursing Student Handbook.*
12. Students having questions or problems with the course/course assignments, etc. should make an appointment to see the course instructor as soon as possible.
13. Violations of academic integrity (e.g. plagiarism, cheating) will not be tolerated. Refer to the Institutional Policy of Academic Integrity in the *WIU Nursing Student Handbook* and the *WIU Student handbook* for policies.
14. Occasionally, student work will be copied and retained by the School of Nursing. This is for purposes related to evaluation and accreditation. If a student's paper is copied and retained, all identifying information on the paper will be obliterated

GRADING CRITERIA:

1. Grading scale:

The following grading scale is used by the School of Nursing. Final grades are calculated to the nearest hundredth, and then rounded. Grades are rounded based on the principle; if the student's test grades equal 80% rounding will occur as follows: if the last digit in a number is 5, 6, 7, 8, or 9 then the preceding digit is increased by one; if the last digit is 1 2, 3, or 4 then the last digit is dropped and no further rounding is done. No grade less than 80% will be rounded: 79.9 will not be rounded to 80.

100-96=A
95-93=A-
92-89=B+
88-86=B
85-83=B-
82-80=C+
79-77=C
76-74=C-
73-71=D+
70-68=D
67-65=D-
64- 0=F

2. Course Specific Grading

A. All assignments and activities will be graded according to a point scale. The final grade will be determined by tallying the total number of points earned by the total number of points possible. Each assignment has a grading sheet located immediately following the instruction page.

B. Weighing/grading of each activity is follows:

1. Practicum .....Pass/Fail
   Students must pass the practicum portion of the course in order to receive a passing grade regardless of the grades achieved on the other graded assignments.
2. Quizzes.....25%
3. Presentation... ..... 60%
4. Final exam.....15%

   100%

C. All instructors reserve the right to administer unannounced quizzes. Point value of the unannounced quiz will be added to the total exam score at the discretion of the educator. Unannounced quizzes are not allowed to be made-up and the student will receive a zero for the corresponding quiz. Refer to Nursing Student Handbook for policy on excused absences.

WITHDRAWAL DATE:

The withdrawal date follows University policy which states that the students receive a 100% tuition refund if the withdrawal is on or before the tenth day of class. After the tenth day, students may withdraw from a course and tuition and fees will be refunded on a scale documented in the *WIU Undergraduate Catalog*.

Please remember that nursing students are allowed to repeat one course where a withdrawal or failure was obtained. The second withdrawal or failure will result in dismissal from the program, see *WIU Nursing Student Handbook.*

STATEMENT REGARDING REHABILITATION ACT:

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s), you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire,

tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing

Class Schedule

Class Date	Class Activity
1.	Orientation: Overview of Community Mental Health Nursing
2.	Overview of Community Mental Health Nursing
3.	Milieu Therapy-Project Decision Due
4.	Quiz #1 History of Community Mental Health Care
5.	Beginning Treatment
6.	Psychiatric diagnosis
7.	Health Promotion and Prevention techniques for Mental Health Patients
8.	Quiz #2 Emerging populations and Health
9.	Health Policy
10.	Ethical Issues relevant to Health promotion in Mental health
11.	Health Promotion and the Family
12.	Health Promotion and the Community
13.	Health promotion for the Future
14.	Quiz # 3 Presentations
15.	Presentations
16.	Final

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 1 & 2: Orientation and Overview of Community Mental Health

Objectives: The student will: Orientation,

1. Review the course syllabus.
2. Review materials needed for the course.
3. Explain grading procedure for the course.
4. Discuss the changing focus of mental health care.
5. Examine the concepts of care associated with the public health model:
    i. Primary prevention
    ii. Secondary prevention
    iii. Tertiary prevention
6. Differentiate between the roles of basic level and advanced practice psychiatric/mental health registered nurses.
7. Define the concepts of case management and identify the role of case management in community mental health nursing.

Class Preparation:

Bring syllabus, text, and all class papers to first day of class.
Townsend text chapter 37

Class Activity:
Discussion

Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 3: Milieu Therapy

Objectives: The student will:

1. Define milieu therapy.
2. Explain the goal of therapeutic community therapy.
3. Identify seven basic assumptions of a therapeutic community.
4. Discuss conditions that characterize a therapeutic community.
5. Identify the various therapies that may be included within the program of therapeutic community and the health-care workers that make up the interdisciplinary treatment team.
6. Describe the role of the nurse on the interdisciplinary treatment team.

Class Preparation:

Townsend text chapter 12

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 4, 5, & 6: History of community Mental Health Care, Beginning Treatment, Psychiatric Diagnosis

Objectives: The student will:

1. Describe the history of community mental health and make predictions about the future.
2. Relate historical and epidemiological factors associated with caring for the seriously mentally ill and homeless mentally ill within the community.
3. Discuss the essential mental health services and corresponding national objectives for healthier people.
4. Discuss the status of the population that has mental illness in the United States.
5. Evaluate standards, models, concepts, and research findings for use in community mental health nursing practice.
6. Describe the role of the community mental health nurse with individuals and with groups at risk for psychiatric mental health problems.
7. Apply the nursing process in community work with clients diagnosed with psychiatric disorders, families at risk for mental health problems, and vulnerable populations.
8. Examine strategies to improve the mental health of people who are at risk in a complex society.
9. Discuss the primary, secondary, and tertiary prevention of mental illness within the community.
10. Identify treatment alternatives for care of the seriously mentally ill and homeless mentally ill within the community.

Class Preparation:

Stanhope and Lancaster text chapter 34
Review Townsend text chapter 37

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 7: Health promotion and Prevention Techniques for Mental Health Patients

Objectives: The student will:

1. Analyze the term health as it has been used historically and as it is used in current nursing.
2. Evaluate the consistency of *Healthy People 2010* goals with definitions of health.
3. Analyze the progress made in this nation from the original *Healthy People* document.
4. Differentiate among health, illness, disease, disability, and premature death.
5. Compare the roles research and the nurse's role in the research process for the promotion of health for individuals with mental health illness.

Class Preparation:

Edelman & Mandle text chapter 1

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 8: Emerging Populations and Health

Objectives: The student will:

1. Differentiate among ethnicity, ethnic group, race, and minority group.
2. Describe demographic data with emphasis on mental health for the emerging populations of:
    a. Arab Americans
    b. Black/African Americans
    c. Native Americans
    d. People with human immunodeficiency virus-acquired immunodeficiency syndrome (HIV-AIDS)
    e. Asian Americans and Pacific Islanders
    f. Latino/Hispanic Americans
    g. Homeless people
3. Discuss selected cultural factors that many have an impact on the health and well-being of emerging populations.
4. Contrast the folk caring system with the professional care system.
5. Explain strategies of the nursing profession and initiatives to address the health care concerns of the emerging populations.

Class Preparation:

Edelman & Mandle text chapter 2

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 9: Health Policy

Objectives: The student will:

1. Differentiate between private and public sector functions and responsibilities in the delivery of health care.
2. Describe the mechanisms by which health care in the US is financed in both private and public sectors.
3. Discuss the influence of health legislation on health care delivery.
4. Differentiate between the purposes, benefits, and limitations of Medicare and Medicaid programs.
5. Describe the deficiencies of health care system with regard to cost, access, and quality.
6. Discuss the nurse's role in influencing health policy.

Class Preparation:

Edelman & Mandle text chapter 3

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 10: Ethical Issues

Objectives: The student will:

1. Discuss the nature and purposes of health care ethics and how it relates to mental health nursing.
2. Describe the responsibilities of health care professionals in terms of community mental health nursing.
3. Relate the responsibilities of the nurse to health promotion.
4. Describe the tension between promoting the health of individuals and that of society.
5. Evaluate salient theoretical approaches to ethical decision problem solving.
6. Apply ethical perspectives and principles to health-promotion practice throughout the life span.
7. Analyze problems related to health promotion using an ethical decision-making framework.

Class Preparation:

Edelman & Mandle text chapter 5

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 11: Health Promotion and the Family

Objectives: The student will:

1. Describe the use of the functional health pattern framework in assessing families throughout the life span.
2. Describe examples of the clinical data to be collected in each health pattern during the family developmental phase.
3. Give examples of the behavioral changes within the health patterns of families that are functional, potentially dysfunctional, and actually dysfunctional.
4. Describe developmental and cultural characteristics of the family to consider while identifying risk factors or etiological factors of potentially or actually dysfunctional health patterns.
5. Discuss planning, implementing, and evaluating nursing interventions in health promotion for family units.

Class Preparation:

Edelman & Mandle text chapter 7

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 12: Health Promotion and the Family

Objectives: The student will:

1. Describe the use of the functional health pattern framework in assessing communities throughout the life span.
2. Describe examples of the clinical data to be collected in each health pattern for communities.
3. Identify methods of community data collection and sources of information.
4. Describe a method of planned change for the community.
5. Discuss planning, implementing, and evaluating nursing interventions in health promotion within the communities.

Class Preparation:

Edelman & Mandle text chapter 8

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
NURS 433: Community Mental Health Nursing
Class Assignment

Class Week 13: Health Promotion for the Future

Objectives: The student will:

1. Discuss global trends and directions for health promotion and disease prevention.
2. Discuss the values, goals, and targets of *Health for All in the 21st Century.*
3. Analyze major health-promotion priorities for 2000 through 2010 that influence nursing practice, research, and health care policy.
4. Evaluate activities across public and private sectors that reflect the *Healthy People 2010* objectives.

Class Preparation:

Edelman & Mandle text chapter 25

Class Activity:
Discussion
Theory Session
Case Studies

Materials for submission and date to be submitted:
NCLEX review materials from corresponding chapter in text.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing

NURS 433 Community Mental Health Project/Presentation

A pair of students will choose to do one of the following Projects:

1. Visit a local shelter or organization that offers temporary protection for persons with mental disorders. Determine services that are available or lacking for children, women, and men. Make sure to obtain permission by instructor and facility before visiting.

2. Visit with representatives of your local self-help organizations for consumers to determine their needs and the adequacy of resources for people with severe mental disorders and their caregivers; determine gaps in services. Develop a list of agencies in your community that provide direct or indirect services for those with mental illness and their families.

3. Interview a school nurse, an occupational health nurse, an emergency department nurse, or a hospice nurse in your community to discuss types of mental health problems they see with clients in their practice settings. Determine resources that are available or lacking for primary, secondary, and tertiary prevention.

4. Interview a nurse working in a local community mental health agency to discuss roles, functions, programs, and resources available or lacking for primary, secondary, tertiary prevention. Compare findings about prevention programs with information obtained from the preceding interview.

The student must;

1. Notify the instructor of the group and of the project decision by the third week of class.
2. Write a 5-10 page papers with interview findings. Make sure to include references that will support the findings found within the interview. Must follow APA guidelines.
3. Develop a pamphlet of information that could be potentially distributed throughout the community that pertains to one area that is lacking in health promotion that was discovered through the interview.
4. Present during one of the last two weeks information obtained and developed from #2 and #3. Must be a professional presentation.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing
NURS 433 Community Mental Health Presentation

Grading Form-Presentation

Students:_____

Project Discussed:_____

Content	Criteria	3	2	1	0
Preparation	Objectives	Learner focused, general, and measurable	Teacher focused, general, and measurable	Teacher focused, general, unmeasurable	Does not state objectives
	Outline	Complete yet concise	Complete, wordy	Incomplete	Vague
	Discussion Questions	Requires critical thinking, and pertinent to the topic	Requires critical thinking	Pertinent to topic	Requires no thinking and not pertinent to topic
	Bibliography pertinent to theory (model)	10=references	9-6 references	5-2 references	Less than 2 references
Concepts & relationships of project in the paper	Project presented in a clear, organized fashion, accurate with a synthesis of multiple sources and depth of presenter knowledge evident	All criteria met	3-4 criteria met	1-2 criteria met	0 criteria met

Educational Pamphlet	Pamphlet presented in a clear, organized fashion, accurate with a synthesis of multiple sources and depth of presenter knowledge evident	All criteria met	3-4 criteria met	1-2 criteria met	0 criteria met
Seminar Process	Maintained focus of discussion	Engaged participants in focused discussion	Maintained focus of discussion most of the time	Maintained focus of discussion some of the time	Did not maintain focus of discussion
	Respectfully interacted with participants using skills of effective communication	Receptive to participants & responded appropriately	Receptive to participants but did not respond appropriately	Inappropriate response to participants	Ignored participants
	Created a caring environment for learning and sharing lived experiences	All criteria met	Created caring environment	Shared lived experiences	Presented material with no experiences
	Used well constructed/appropriate professional audiovisuals	Professional quality	Non professional quality	Inappropriate audiovisuals	No audiovisuals
Totals		**(30)**	**(20)**	**(10)**	**(0)**

Student total: _____

Student grade based on 60 points: _____
(total student points X 60 points÷30= grade)

Comments:

_____ _____
Faculty Signature Date

Western Illinois University
School of Nursing
Bachelor of Science in Nursing

NURS 433 Community Mental Health Presentation
Group-Assessment

Name: _____ Date: _____

Group Members: _____ Project:_____

Rating Scale:

1 – Does not meet project/group/self-expectations
2 – Partially meets project/group/self-expectations
3 – Fully meets project/group/self-expectations
4 – Exceeds project/group/self-expectations
5 – Far exceeds project/group/self-expectations

Instructions:

Using the rating scale above, self-assess on all of the following categories pertaining to your individual seminar discussion in leadership project performance. In addition, please provide qualitative information as requested in each category. This qualitative self-assessment data along with the numerical grading in each category will provide additional information for the course instructor to use for individual evaluation and grading of this project. Please use your own paper to write your responses to the categories listed below. Enter your numerical score in the space provided on this form.

CATEGORIES	**RATING**
I. *PROJECT PREPARATION AND GROUP MEMBERSHIP* Please describe your role and pre-seminar discussion leadership preparatory tasks and responsibilities. Self-assess your ability to complete and/or carry out the assigned tasks and responsibilities as well as your accountability as a member of class project group in this preparatory stage.	( )
II. *PROJECT CONTENT* Describe and assess the "content" portion(s) of the seminar discussion you created and contributed as a group leader. Include a list of all of the references/resources used.	( )

Use the following criteria to guide your assessment:

Captured the essence of current/relevant literature and scholarly thinking on the subject.
Represented an organized and integrated use of literature

and other resources.
Contributed accurate information.
Stimulated scholarly group discussion.

III. *PROJECT PROCESS* ( )

Provide assessment feedback on your personal communication effectiveness in the following roles:

1. As a group discussion leader.
2. As a member of the seminar discussion leadership group.

In addition, use the following criteria to assess your group leadership skills:

Kept group discussion on track/focused.
Interacted and communicated respectfully to and acknowledged contributions of peers.
Responded appropriately to peer questions.
Created a caring environment for discussion, learning, and sharing.
Posed critical thinking questions to facilitate in-depth examination of discussion topic(s).
Used appropriately and professionally constructed audio-visual materials.

Total ( )

Please make 2 copies of the completed form.
Comments:

Clinical Practicum

Western Illinois University
School of Nursing
Skills Testing Form

Prior to every clinical course the student will be tested on previously learned skills in the Nursing Resource Center (NRC) Lab. This will be arranged and completed within the first week of class before going to the clinical site. The student will be tested on one of the following skills before going into clinical:

- ✓ **Physical Assessment:** Evaluation according to skills check off lists from Health Assessment NURS 302
- ✓ **A Sterile Technique Procedure:** Skills 34-4
- ✓ **Medication Administration via SQ or IM route:** Skills 35-4 and 35-5
- ✓ **NGT Insertion:** Skills 44-2
- ✓ **Straight or Foley Catheter Insertion:** Skills 35-5
- ✓ **Quiz on therapeutic Communication:** Potter and Perry Textbook chapter 24

Students are allowed to skills test 3 times. If the student receives and unsatisfactory the student is required to retest on another day. It is up to the evaluator for the course if the student will be tested on another skill besides the one that was unsatisfactory. If a satisfactory is not achieved by the third skills test the student is not allowed to go to clinical. The student will be automatically withdrawn (W) from the course. A letter will be sent to the registrar about the (W) and placed in the student's file. The student will not be allowed to register for the course again without the permission of the Director of WIU School of Nursing.

Western Illinois University
School of Nursing
Skills Testing Form

STUDENT:_____ COURSE:_____

Skill attempted:_____

Number of times this
skill attempted for this course:_____

Comments:

Satisfactory_____ Unsatisfactory_____

Evaluator's Signature:_____

Western Illinois University
School of Nursing
Clinical Evaluation Form

There are 7 weeks of clinical experience in this course: Students will attend clinical either the first seven (7) week rotation or the second (7) week rotation. Each experience will consist of an eight (8) hour day of clinical practice and one (1) hour of clinical conference. Clinical experience begins week 2 of the semester and the clinical conference is scheduled the next class day after the experience. Each student will be evaluated weekly on their ability to provide safe nursing care for clients with a variety of nursing problems. Clients will be selected by the instructor the day before the clinical experience. It is the student's responsibility to go to the agency, look over the assignment (meet client/family, review medical/nursing documentation, review medication and treatments, etc.) to be prepared to provide care for the client during the assigned clinical day. Failure to fully prepare for the clinical day will result in a "U" being given for the clinical day. The day may be 'made up' at the instructor's convenience. Any 'make up' clinical experiences must be comparable to the missed experience, e.g. a continuing education program may not be used to make up an experience where direct client care was to have been provided.

Weekly evaluation will consist of written and verbal feedback from the instructor to the student in the form of anecdotal notes. The notes should reflect behaviors from the clinical evaluation tool that the students perform. If improvement is needed, a plan is devised for student success. The formal clinical evaluation tool will be completed at midterm and end of the semester. Faculty and students must sign each entry of the anecdotal note form as well as the completed mid-term and end of semester tool. Students may add comments to both forms.

Western Illinois University
School of Nursing
Bachelor of Science in Nursing

Clinical Practicum

The clinical practicum is designed to promote the application of knowledge from the classroom to the clinical setting. Students will prepare for the clinical experience by getting information on the assigned client(s). Information may be obtained either by: faculty, or the student obtaining the information by going to the unit and reading the chart and meeting the family. In instances where specific data cannot easily be obtained, the faculty will instruct the student about what to do.

Clinical Objectives: The student will:

1. Use critical thinking when in the clinical area;
2. Demonstrate communication skills when providing care for clients;
3. Demonstrates the use of assessment techniques and analytical skills when providing care for clients;
4. Plans care that is developmentally, physically, psychologically, culturally, and spiritually appropriate for each client;
5. Implements safe care for clients;
6. Evaluates care provided for clients;
7. Demonstrates the role of the professional nurse.

Each semester hour of credit equals four (4) contact hours of clinical practice. Each clinical day will consist of eight (8) hours of supervised care provided by the student, except for NURS 310: Fundamentals of Nursing when students will engage in four (4) hours of clinical practicum/week. All other clinical practicum begin the second week of class and terminate at the end of fifteen (15) weeks for courses where there are more than one semester hour of clinical credit. Courses that have one (1) sh of clinical credit will begin on week two and terminate after week seven <u>or</u> begin on week eight and terminate after week fifteen (15).

Orientation to the clinical agency will occur during week one of the semester for all students. This time is <u>NOT</u> counted as a part of clinical practicum as no client care will occur.

Clinical conference will be one hour scheduled within 24 hours of the end of each clinical day.

Western Illinois University

School of Nursing
Bachelor of Science in Nursing

Clinical Schedule

Class Date	Clinical Activity
1.	Orientation
2.	Clinical
3.	Clinical
4..	Clinical
5.	Clinical
6.	Clinical
7.	Clinical
8.	Clinical

Western Illinois University

School of Nursing
Bachelor of Science in Nursing
Clinical Practicum

Clinical Week	Clinical Conference Topics/activities to discuss:
1.	In one (1) paragraph analyze how class readings related to your assigned client.
2.	Identify one (1) clinical practice guideline from National Guideline Clearinghouse or one (1) best practice information sheet from Joanna Briggs Institute. In Two (2) paragraphs explain how the care you provided was consistent with the guideline or best practice document or if not consistent, what would you do differently next time and why.
3.	Identify one (1) of the nursing problems (diagnoses) for your client in which there was more than one possible solution. What are different approaches you could use? Describe the advantages and disadvantages of each. Which approach do you think is best and why. Try to limit to one (1) page.
4.	Examine your clients' age, race, ethnicity, developmental level, socioeconomic background, and medical diagnosis. Examine yourself and document your assumptions, values, and biases concerning your client. You will not be penalized for honesty. What can you do, knowing your assumptions, values, and biases to interact in a positive, health promoting manner toward your client? Write up to one (1) page.
5.	Identify an ethical or legal issue that you encountered in the clinical setting and how you approached the issue and why. Describe and analyze in one (1) page.
6.	Identify one (1) intervention you provided your client. Propose an alternate one for the same problem. Analyze both options in terms of cost and benefit to the client. Limit to 1 ½ pages.
7.	Describe a problem on the unit affecting the quality of care of your client. Write a 1 page memo to the unit manager about the need for a quality improvement project to solve that problem.

Western Illinois University
School of Nursing
Clinical Preparation

Preparation to be completed before the clinical experience.

Preparation for clinical.

1. Describe client's history.

2. Able to relate pathophysiology.

3. Able to articulate each medication (+PRN)
   a. name
   b. action
   c. dose (calculation)
   d. route
   e. time
   f. evaluation method for effectiveness
   g. teaching needs of client

4. Able to articulate each lab/diagnostic/radiologic test
   a. name
   b. description of the actual procedure or lab
   c. description of what is normal
   d. analysis of reason for the exam and how it relates to the client's case
   e. analysis of the result of each test for the client

5. Able to articulate each treatment.
   a. name of procedure/treatment
   b. what it is used for
   c. time
   d. evaluation method for effectiveness
   e. teaching needs of client

6*. Care plan completed using School of Nursing form. Use as many page 2's as needed.
   a. identified <u>all</u> applicable nursing diagnosis and at least two potential nursing diagnosis
   b. identified client specific nursing outcomes for diagnosis
   c. identified client specific interventions for the outcome
   d. identified client specific evaluation measures to determine if outcomes were met

*Note: Student is to prepare three (3) complete care plans during a 15 week clinical: week 2, week 7 and week 8. For a 7 week clinical, the student will prepare two (2) complete care plans: week 2 and week 5. If the student is having difficulty in the clinical area the faculty member may require additional complete care plans. For weeks the student is not required to write a complete care plan, the student must prepare to verbalize the plan for the faculty member. The student may develop a concept map for the care plans. For the 5 week management clinical, no care is due.

Western Illinois University
School of Nursing
Clinical Care Plan

Client Initials:_____ Medical diagnosis:_____ Race:_____

Developmental stage:_____ Age:_____ Cultural/ethnic group: _____

Family/marital status:_____ Socioeconomic data:_____

Nursing Diagnosis:

Outcomes (NOC):

Interventions	NIC	Rationale
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Western Illinois University
School of Nursing
Clinical Care Plan

Nursing Diagnosis:

Outcomes (NOC):

	Interventions	NIC	Rationale
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Western Illinois University
School of Nursing
Clinical Care Plan

Nursing Diagnosis:

Outcomes (NOC):

	Interventions	NIC	Rationale
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Western Illinois University
School of Nursing
Clinical Care Plan

Nursing Diagnosis:

Outcomes (NOC):

	Interventions	NIC	Rationale
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Western Illinois University
School of Nursing
CLINICAL EVALUATION TOOL

COURSE:_____ SEMESTER:_____

STUDENT:_____ FACULTY:_____

A formal mid-term and final evaluation will be conducted by the clinical instructor with each assigned student, summarizing the student's clinical performance and discussing strengths and areas for improvement. If the student receives an Unsatisfactory for the mid-term evaluation, appropriate interventions as outlined in the Student Handbook will be initiated.

Rating Code:

3	Function independently without supporting cues.
2	Function with supervision, requiring occasional supporting cues.
1	Function with assistance, requiring frequent verb al and occasional physical directive cues.
0	Function dependently, requiring continuous verbal and physical cues.

Satisfactory: Rating of 2.0 or above in each behavior in each category by mid-clinical and final evaluation.

Unsatisfactory: Rating of less than 2.0 in any behavior in each category by mid-clinical and final evaluation.

Western Illinois University
School of Nursing
CLINICAL EVALUATION TOOL

BEHAVIOR	MID CLINICAL	FINAL	CLINICAL INSTRUCTOR COMMENTS:
1.0 **CRITICAL THINKING**			
1.1 Uses nursing and other appropriate theories and models and an appropriate ethical framework.			
1.2 Apply comprehensive knowledge of health problems and cultural awareness in performing nursing interventions.			
1.3 Uses clinical judgment and decision-making skills to solve problems.			
1.4 Engages in self reflection and collegial dialogue with instructors and others about professional practice.			
1.5 Conforms to Patient's Bill of Rights.			
2.0 **COMMUNICATION**			
2.1 Communication shows sensitivity to sociocultural needs of clients.			
2.2 Elicits and clarifies patient preferences and values.			
2.3 Communicates care, consideration, and privacy to the client at all times.			
2.4 Uses language expected of a professional when communicating with other professionals.			
2.5 Uses therapeutic communication strategies when communicating with clients.			
2.6 Uses technology to obtain and share data.			
2.7 Adapts communication methods as appropriate to specific client situations, age, and environment.			
2.8 Maintains client confidentiality.			
2.9 Presents an idea(s) in a logical, clear, concise and accurate manner, both written and oral.			
2.10 Communicates appropriate and critical information to faculty and staff in a timely manner.			
2.11 Documents nursing assessments, interventions, and outcomes in a thorough and accurate manner.			
3.0 **ASSESSMENT AND ANALYSIS**			
3.1 Collects comprehensive data appropriate to the client (individual, family, group or population).			
3.2 Conducts thorough assessment in a professional, organized, and timely manner.			
3.3 Analyzes all assessment information to develop appropriate nursing diagnosis.			

BEHAVIOR	MID CLINIC	FINAL	CLINICAL INSTRUCTORS COMMENTS:
3.4 Prioritizes nursing diagnoses.			
3.5 Incorporates evidence-based findings and standards of care in the collection and analysis of data.			
4.0 **PLANNING**			
4.1 Uses principles, established protocols, and practice standards to plan nursing care.			
4.2 Considers developmental, physical, psychological, sociocultural, and spiritual needs of the client in nursing care.			
4.3 Plans interventions in consultation with the client.			
4.4 Plans intervention based on assessment and nursing diagnoses.			
4.5 Establishes outcome criteria that are measureable.			
5.0 **IMPLEMENTATION**			
5.1 Implements client care within a timely manner.			
5.2 Organizes time, resources, and self in the delivery of care.			
5.3 Maintains safe client environment.			
5.4 Is cost conscious while delivering care.			
5.5 Provides client with relevant and sensitive health education, information, and counseling.			
5.6 Assists client to access and interpret the meaning and validity of health information.			
5.7 Practices standard safety precautions.			
6.0 **EVALUTATION**			
6.1 Determines actual client outcomes.			
6.2 Evaluates effectiveness of nursing interventions.			
6.3 Uses scientific data and standards of care to evaluate outcomes of client care.			
6.4 Modifies plan of care based on outcomes allowing for the revision of actions and goals.			
6.5 Evaluates usefulness of integrating traditional and complementary health care practices.			
7.0 **ROLE DEVELOPMENT**			
7.1 Assumes a leadership role within one's scope of practice.			
7.2 Incorporates principles of quality management and outcome effectiveness.			
7.3 Assumes the functions of a client advocate.			
7.4 Is honest and demonstrates personal integrity.			
7.5 Prepares for clinical experience by acquiring the knowledge, skills and equipment needed for client care.			

BEHAVIOR	MID CLINICAL	FINAL	CLINICAL INSTRUCTOR COMMENTS:
7.6 Behaves and dresses professionally.			
7.7 Arrives in the clinical area on time and prepared for the day's assignment.			
7.8 Demonstrates self-motivation for professional learning.			
7.9 Articulates to the public the values of the professional as they relate to patient welfare and community health.			
7.10 Participates in professional organizations to enhance high quality health care and advancement of the profession.			
7.11 Identifies clinical care issues that are appropriate for research study.			
7.12 Practices competently, depending on level in program.			
8.0 COURSE SPECIFIC BEHAVIORS			
COMMENTS:			

Western Illinois University
School of Nursing
Anecdotal Notes

Date	Clinical Performance	Faculty/Student Signatures

Western Illinois University
School of Nursing
Anecdotal Notes

Date	Clinical Performance	Faculty/Student Signatures

Midterm and Final Evaluation
Documentation of Student Receipt of the Evaluation

Mid-clinical evaluation

Student Signature:_____ Date:_____

Clinical Faculty Signature:_____ Date:_____

Final evaluation

Student Signature:_____ Date:_____

Clinical Faculty Signature:_____ Date:_____

Career Internship
University 490 – Bachelor of Arts in General Studies (BGS) Degree Program
Syllabus

I. Introduction

The Internship provides qualified students with a supervised program of practical experience in various career fields. This syllabus contains the guidelines for the course and is intended to clarify the student's requirements. Internship credits are available only for pre-approved work experiences that serve to expand the range of the student's college level employment duties and responsibilities.

II. Objectives

An Internship is a unique educational experience and offers specific goals relative to student achievement as follows:

1. Provides the intern with relevant information about the intended career field.

2. Acquaints the intern with the physical, technical, academic, and environmental requirements of a new and possible future position.

3. Develops the intern's writing and communication skills. *It is expected that writing development, utilizing professional writing standards and expectations will be integral to a student's evaluation. This course qualifies as a BGS Writing course.*

4. Allows the intern to plan an academic program which will expand his or her learning and career options.

III. Internship Application Requirements

1. Have a minimum 2.00 GPA and Junior or Senior standing.

2. Accept the satisfactory – unsatisfactory grading basis.

3. Discuss internship requirements and application procedures with your BGS advisor (in person, phone, or email).

4. Submit to the Executive Director, Bachelor of Arts in General Studies and Interdisciplinary Studies Program, Horrabin Hall 6:
   a) University 490 Application
   b) Proposed Internship Training Schedule
   Each intern must formulate, in cooperation with the participating company, a Proposed Training Schedule that will include a detailed summary of the college

level duties and responsibilities of the intern. This Schedule should follow the UNIV 490 Internship Semester Hour Credit Ratio: one week full-time college level employment, 40 hours equals 1 semester hour credit. An internship cannot be granted for current job duties and responsibilities.

The company supervisor's approval of the Proposed Internship Training Schedule is required prior to submission of the application to the Executive Director. The Executive Director (Internship Coordinator) will review the Application and Proposed Training Schedule. The student will be notified of the status of the Application via email. Degree program staff will register the student for the number of semester hours requested for the internship (2-12 semester hours).

Please note: You will be assessed tuition plus any applicable fees and charges for this course.

IV. Requirements

The intern must complete all of the following requirements in a timely and acceptable manner. Failure to complete any of the requirements, without written permission from the Internship Coordinator will result in a grade of unsatisfactory for the course.

A. Site Duties

The intern is to perform the assigned college level duties and professional responsibilities as outlined in the Proposed Training Schedule for the appropriate number of weeks as determined in agreement with the company supervisor and Internship Coordinator.

B. Weekly Assignments

Weekly assignments will consist of two items:
1. A Weekly Activity Log (see directions below) and
2. A Weekly Report (see directions below)

1. Weekly Activity Logs

An Activity Log must be submitted each week using the form on page 9. The sample on pages 10 and 11 may be used as a guide. This form should be neatly typed. Activities should be entered daily with all columns completed as accurately as possible. Multiple entries should be made for each day, separated by type of duty. Your supervisor must approve the Activity Log before you send it to the Internship Coordinator. The approval can be in the form of an email directed to the Internship Coordinator at BGS@wiu.edu or by signature on the weekly activity log. You should submit the activity log to the Internship Coordinator through WesternOnline.

2. Weekly Reports

Each intern is responsible for completing one professional business report for each week of the internship using the format provided on page 7 and the sample on page 8. All reports must be neatly typed on company letterhead, if available. Your supervisor must sign the report before you send it to the Internship Coordinator or approval can be in the form of an email directed to the Internship Coordinator at BGS@wiu.edu. Reports must be submitted through WesternOnline no later than Wednesday following the week documented. If a report is to be submitted late, inform the Internship Coordinator by the Wednesday it is due. Indicate why it is

late and the expected date the report will be submitted. Keep copies of all reports. All weekly reports should be submitted through WesternOnline.

The Internship Coordinator will review your reports and may return them to you requesting that the reports be revised to meet professional writing standards. The revised reports are required to be resubmitted to the Internship Coordinator for appropriate credit. In addition, the Internship Coordinator will review your reports and may return them to you with comments. Incorporate these comments, as appropriate, in subsequent reports.

A. First Weekly Report

The first Weekly Report should be a description of the company/agency using the format provided on page 6. This should include such information as products and/or services provided, type of customers, and methods of operations. If the company has a general booklet covering this information, a copy should be included with the first Weekly Report.

B. Weekly Reports for the Second Week through the End of the Internship

Weekly Reports do not have to necessarily reflect the past week's work, rather the reports should reflect processes or procedures that you have experienced in your work. Reports may also cover any area within the scope of your internship company/agency. As you work, keep a list of potential topics that you may want to include in future Weekly Reports.

C. Map and Written Directions

With your first Weekly Report, submit a map and written directions to your place of employment for a possible visit from the Internship Coordinator. Here are a few pointers for drawing maps:

1. Assume the Internship Coordinator will be coming from Macomb.
2. Maps are always drawn with North at the top of the page.
3. Give approximate distances (i.e., 3 miles past McDonalds).
4. Good routes to your site without detours are appreciated.
5. Generally, the town is not hard to find, but details in town are what is needed.
6. Include written instructions to correspond with the map.

D. Final Report

The Final Report, in addition to the final Weekly Report, is to be written no later than the last week of the internship. The Final Report should be a self-analysis of the intern's experiences and knowledge gained during the internship. See page 12 for the format and questions. The Final Report must be received no later than one week following completion of the final week of the internship.

V. Coordinator Visit/Interview

Interns **may** receive a personal visit by the Internship Coordinator before the end of the internship period. There will be no unannounced visits. The intern will receive a letter or telephone call announcing the time and date of the visit and requesting a brief conference with the supervisor and any other personnel the company or intern believes the Coordinator should meet. Upon receipt of this letter/telephone call, the intern must arrange the conference with the supervisor and within two days send written confirmation of the date and time to the Coordinator. Confirmation may also be made by telephone call or email to the Coordinator. A short tour of the company facilities is expected as part of the visit. If there is a conflict with the proposed visit by the Coordinator, the intern should call the Coordinator immediately and reschedule the visit. At the request of the Coordinator, a telephone call interview, a conference call, or a video link may be scheduled in place of a personal visit.

VI. Evaluation

The intern will be graded on a satisfactory/unsatisfactory basis. The following criteria will be used in determining the intern's final grade:

1. Accuracy, quality, and promptness of the Weekly Activity Logs, Weekly Reports, and Final Report.
2. The recommendation of the company supervisor.
3. The recommendation of the Internship Coordinator.

The Internship Coordinator will provide an evaluation form to the intern's supervisor before the end of the internship.

VII. Exceptions

Any requests for exceptions to the requirements stated in this syllabus must be made in writing to the Coordinator.

VIII. Optional Text

Grammar Smart A Guide to Perfect Usage. 4th ed. New York: Random House, Inc., 2004

IX. Online Writing Resources

An online style guide is available at http://www.dianahacker.com/resdoc/ or an online writing lab is available at http://owl.english.purdue.edu/owl

(First Weekly Report)

Company Name
(use company letterhead if available)

To: *(Supervisor)*
(Supervisor's Title)

Dr. Richard W. Carter, Executive Director
Bachelor of Arts in General Studies and
Interdisciplinary Studies Degree Program
Western Illinois University

Date: *(Date of Submission)*

Re: Report #1
(Week Dates)
Company Description

From: *(Your Name)*

Provide the following information regarding your internship company:

A brief description of the company, to include at a minimum:

A. Products produced or services provided

B. Type of customers

C. Process or procedures utilized by the company

Also include a company brochure and/or promotional material.

Format for Additional Weekly Reports
(Reports must be typed on company letterhead)

To: ***(Supervisor)***
(Supervisor's Title)

Dr. Richard W. Carter, Executive Director
Bachelor of Arts in General Studies and
Interdisciplinary Studies Degree Program
Western Illinois University

Date: ***(Date of submission)***

Re: Report #
(Week Dates)
(Subject of Report)

From: ***(Your Name)***

The above heading must be used; no exceptions or variations will be accepted. In the areas enclosed with parentheses, place the appropriate names, titles or dates. See the following page for an example of a good report.

REPORTS MUST BE SUBMITTED WEEKLY

The purpose of each report is to develop your written communication skills by explaining what you have learned during the past week. Be prepared to write down ideas for your reports as events occur during the week. Include copies of any reports, charts, illustrations, etc., that will clarify your reports. You must obtain your supervisor's permission to send materials to the Coordinator. Western respects the confidentiality of some of the material that you may work with (i.e., OSHA reports, financial data, or proprietary information). Do not focus only upon details but relate principles and concepts of what you are learning. Your supervisor must initial or sign these reports before you send them to the Coordinator. **NOTE: The purpose of these reports is not to restate the information contained in the Activity Log, but to fully describe a process or procedure.**

Your supervisor should designate another person to sign reports in his or her absence. If no one is available to sign the report, contact the Coordinator to explain why your report will be late.

When writing your reports, use passive voice (write without personal pronouns: I, you, he, she, it, we, they, me, him, her, them, and us). In business report writing, the author of the report is assumed to be doing the action or making the recommendation. Therefore, sentences like "I learned that a mark sheet, which is simply a sheet of goldenrod, should be used when making a book?" should read, "A marked sheet, which is simply a sheet of goldenrod, should be used when making a book."

Top Notch Design, Inc.

123 W. Smith Street
Hatfield, IL 62323
Telephone: 309/333-3333

To: Dr. Richard W. Carter
Internship Coordinator
Western Illinois University

May 19, 2014

From: Ima Student

Re: Report #10
Human Resource Planning

Benchmarking provides organizations with an opportunity to conduct business re-engineering in a fashion which results in the identification of the practices for the core processes of the business. This helps the organization to simultaneously meet world class performance standards and determine opportunities for making a beak-through performance. Benchmarking practices go beyond the competitive analysis approach because they require the assessment of the process performance of not only direct competitors but also major companies across all industries. To successfully conduct a benchmarking process, organizations must follow six steps: identifying what to improve, pinpointing what to benchmark, creating a benchmark team, looking for benchmark partners, gathering and examining information gathered, and implementing action of improvement.

The fundamental objective of any business re-engineering effort is the creation of a profitable and substantial competitive advantage. For the business manager, this presents a basic question of operation strategy. There are three basic operating strategies for creation of competitive advantage. A business can pursue a cost strategy by being the low-cost producer with quality, or the company can embrace a value strategy by offering more value to the customer than the competition is able or willing to provide while maintaining proximity on cost. The third choice is a hybrid of the first two. Business re-engineering demands process for identifying "best practices" for the core processes of business. This requires setting world class performance targets while also identifying break-through opportunities for achieving those targets. Benchmarking is a process that will satisfy this demand. Benchmarking has been defined in a number of ways such as: a process for identifying and learning from the best practices in the world; "a search for, and application of significantly better practices that lead to superior competitive performance," and a process of comparing the business performance of one organization against another to gain information about the "best practices" which will lead to superior performance.

Benchmarking is not just a new name for the conventional analytical activities that might be gathered under the name of the competitive analysis. Benchmarking goes beyond competitive analysis leading the business to evaluate the process performance of leading-edge companies, rather than just direct competitors.

The objective of benchmarking is to accelerate the process of business re-engineering and achieve quantum performance improvements through adapting best practices of recognized organizations. In a way that leads to break through improvements in products, services, and processes; and results in total customer satisfaction and profitable competitive advantage. There are many areas that should be considered as potential candidates for application of the benchmarking process. Such as: the organization's core competencies, significant problem area, areas of customer satisfaction or dissatisfaction, and core business processes.

The purpose of benchmarking is to accelerate the process of change through adapting the best practices of recognized excellent organizations. The objective is not just to search for what is out there, but to act upon what is found and produce improved bottom line results. Benchmarking is a powerful tool for organizations looking for break-through improvements and is an essential part of the business re-engineering process.

Name: _____

Weekly Activity Log
(to be mailed with weekly report)

Week _____ starting _____ ending _____

Day of Week	Description and analysis of duties performed (new information learned, new skills, results or completion of tasks or projects)	Time spent in specific job duties
	Total Hours	

1. What challenges did you face this week? How did you handle the situation?

2. Give a description of the most interesting incident or experience you had during the week.

Name: Joe Smith

EXAMPLE
Weekly Activity Log
(to be mailed with weekly report)

Week 3 starting 6-2-13 ending 6-6-13

Day of Week	Description and analysis of duties performed (information learned, new skills, results or completion of tasks or projects)	Time Spent in Specific Job Duties
Monday	Quality control inspection of part #894578 (metal hinge) Learned use of GO-NO GO gauges. Learned how to read specification prints and procedures	4 hrs.
	Entered quality control results into shop records Learned how ABC Manufacturing records quality control data	4 hrs.
Tuesday	Quality control inspection of part #876935 (locking pins) Continued use of GO-NO Go gauges. 98.9% of parts passed.	2 hrs
	Revised drawings of part #874839 to reflect recent engineering Learned to follow ABC's drafting guidelines	3 hrs
	Assisted Chief Engineer in packing Tool Show Display material Material was shipped to Chicago as directed.	5 hrs.
Wednesday	Attended operations meeting with supervisor Learned that production in shop is three days behind schedule	2.5 hrs.
	Operated Humbart Vertical Mill. Produced 520 end plates.	7.5 hrs.
Thursday	Operated Humbart Vertical Mill. Produced 735 end plates	8 hrs
Friday	Operated Humbart Vertical Mill. Produced 200 end plates	3 hrs.
	Assisted Set-Up with job set up on spot welders. Learned how to set up spot welders for welding hinge parts.	5 hrs
	Total Hours	40

1. What challenges did you face this week? How did you handle the situation?

2. Give a description of the most interesting incident or experience you had during the week.

EXAMPLE
Weekly Activity Log
Week 3, June 2 - June 6, 2013

1. What challenges did you face this week? How did you handle the situation?

I encountered several mistakes/problems trying to alphabetize and print out an itemized version of the job bag list. Every single client had to be printed out individually; the itemized list was not printed out all at once. The reason for so many problems was because I was unfamiliar with those functions on the program. Eventually, I was able to do both, the alphabetizing aided tremendously setting up for the itemization.

For a long time, I tried to find a way to print out the entire itemized version in one shot, but I was unable to find an option to do so. Therefore, taking the only way out, I set a page break after each individual client and then printed. Furthermore, I had to use the print function before printing each page. Due to the fact the document was so large, it took quite some time to produce the itemized version.

2. Give a description of the most interesting incident or experience you had during the week.

The most interesting part of my week was producing the job bag documents. Coming to understand the necessary organizational work that takes place just to prepare jobs for disposal was incredible. Working on the documents, I became more familiar with the Microsoft Excel application, and in turn, continuing to expand my software knowledge.

Final Report

(Company name, letterhead)

To: (*Supervisor's name*)
(*Supervisor's Title*)

Dr. Richard W. Carter, Executive Director
Bachelor of Arts in General Studies and
Interdisciplinary Studies Degree Program
Western Illinois University

Date: *(date of submission)*

Re: Final Report
(Dates of entire internship)

From: (*Your Name*)

Provide a self-analysis of your internship experiences containing the following:

1. A summary of what you learned during the internship.
2. A discussion of the special highlights of your internship.
3. A discussion of any areas in which you believe you need improvement.
4. A discussion of areas of academic study that helped you in your internship.
5. Suggestions for improving the BGS internship experience.
6. Your thoughts concerning the overall strengths of the internship program.
7. Your thoughts concerning the overall strengths of the BGS degree program.
8. Any other pertinent information concerning your internship or the BGS program that you believe should be brought to the attention of the Coordinator.

Welcome to

ACCT 620 – Accounting Internship

WIU College of Business and Technology

Accredited by AACSB, The International Association for Management Education

Fall 2015

Instructor:	Dr. Gregg Woodruff, Chair, Department of Accounting and Finance
Office:	431 Stipes
Telephone:	298-1535
E-mail:	gs-woodruff@wiu.edu
Office Hours:	By appointment
Meeting Time:	Arranged
Location:	Arranged
Credits:	1-9 semester hours

CBT Mission

The College of Business and Technology provides an innovative, interactive education that fosters ethical sensitivity and prepares our graduates to thrive, contribute, and lead in the technology-driven global economy. We accomplish this through an intellectual partnership among students, faculty, and the global community.

Course Description

Integrates accounting theories with application to actual business practices. Students are exposed to a variety of positions or work in an accounting specialization within the business firm during the semester. All internships are supervised by the department's internship coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator weekly.

Prerequisites

Completion of six hours of accountancy courses at the graduate level and permission of the graduate committee.

Evaluation and grading

Course is graded S/U only.

WESTERN ILLINOIS UNIVERSITY
COLLEGE OF BUSINESS & TECHNOLOGY
DEPARTMENT OF MANAGEMENT & MARKETING
COURSE SYLLABUS

he College of Business & Technology prepares students for professional careers and life-long learning in a globalized economy. We provide an in and applied education in business and technology that fosters the highest level of academic standards, integrity and ethics among our constituent ***The College of Business & Technology is AACSB accredited.***

Dr. Craig A. Conrad Ste 414, Stipes Hall; CA-Conrad1@wiu.edu Office Phone: 298-1535	Office Hours: M-F 8:00am to 4:30pm by appointment

I. COURSE NUMBER: (MKTG 400, 620), (HRM 400,620), (MGT 400, 620), (SCM 400,620) (OM 400, 620), (BL 400,620)

II. COURSE TITLE: Internship

III. TERM: Fall 2015

IV. PREREQUISITES: Permission of the department.

V. CREDIT: Variable (1-12)

VI. COURSE DESCRIPTION:

Integrates discipline specific theories with application to actual business practice. All internships are supervised by a faculty coordinator and an executive in the business firm. In order to receive maximum credit, the student must be in a full-time position for a minimum of 16 weeks. Proportional credit will be granted for internships of shorter duration or with less working hours.

VII. COURSE TEXT AND REQUIRED MATERIAL:

None required.

VIII. COURSE OBJECTIVES:

To provide an opportunity for practical application of classroom theory in professional field work, and also to provide practical experience for students who are contemplating management, marketing, human resource management or supply chain management as their career. Specifically:

1. To provide the student with insight into the practical aspects of an organization's operation through observing and participating in day-to-day activities.
2. To acquaint the student with individuals employed in his/her prospective profession or occupation.
3. To learn and participate in functions performed in a chosen field and to assist in determining if the profession or occupation selected is compatible with the student's personal goals.
4. To provide the organization with potential employees and an opportunity for the organization
5. To determine if the student would be compatible with their firm.
6. To make academic work more meaningful for the student through observing the practical application of principles and the exchanging of information with practitioners.
7. To assist in developing an understanding and appreciation of human relations in an organization.
8. To increase the interchange of ideas between students and managers in successful business firms.

IX. OTHER REQUIREMENTS AND INFORMATION:

A. Students with Disabilities: In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she

is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

If you have a disability that requires accommodation, the instructor must have specific instructions from the Disability Resource Center (DRC) on appropriate accommodations for you. Without these instructions, the instructor cannot grant an accommodation. You are the only one who can request that Disability Support Services provide this guidance. The contact information for Disability Support Services is as follows:

200 Memorial Hall
(309) 298-2512
http://dss.wiu.edu

B. ACADEMIC DISHONESTY:

Dishonesty of any kind with respect to examinations, course assignments, alteration of records or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also avoid making it possible for others to cheat. Any student who knowingly helps another student to cheat is as guilty of cheating as the student he/she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas taken from another source for use in a course paper or project be fully acknowledged. Students are expected to submit work in each course based upon original thinking for that course. Work submitted in this course for credit should be original and not submitted in any other course for credit.

As defined above, any form of academic dishonesty will not be tolerated. Such dishonesty constitutes a significant violation of professional ethics and will be dealt with severely. At minimum, students will receive a 0 (zero) for the assignment and possibly a failing grade for the entire course. Additional information regarding the rights and responsibilities of students and academic integrity may be found at: http://wiu.edu/provost/students.php
http://www.wiu.edu/policies/acintegrity.php

C. PROFESSIONALISM AND PREPAREDNESS:

Students are expected to be prepared, attentive, alert and willing to participate fully in their internship experience. Professional dress appropriate to the student's workplace, clear professional communication, mutual respect for other members of the workplace, and attention to detail are expected.

D. GRADE DETERMINATION

The internship program in the Department of Management & Marketing is graded on an "S/U" scheme where "S" = Satisfactory and "U" = Unsatisfactory. There are two graded components in determining whether a student as satisfactorily completed their internship. These include Discussion Post Grades and Cooperating Internship Sponsor Evaluations. Each of these components must be successfully completed to earn a grade of "S" for the internship course.

Discussion Post Grades - Each student will submit for review a series of 5 discussion posts related to their internship experience. A summary of each assignment along with the suggestion completion timing follows.

Completion Timing

Topic	
Upon internship start.	Discussion #1: Your Internship Role
1/4 of internship completed.	Discussion #2: Developing Skills
1/2 of internship completed.	Discussion #3: Career Reflection
3/4 of the internship completed.	Discussion #4: Integration
Upon internship completion.	Discussion #5: Wrap-up

Please note that due dates are relative to the length of the internship experience. This is necessary as each student has slightly different start and finish dates of their internship experience. All discussion posts will be graded on a 3 point rubric where:

3 = Careful and thoughtful reflection of the topic was provided. The post fully addresses the topic and demonstrates excellent organization of thoughts. The post meets the technical requirements in terms of length, utilizes proper grammar, and punctuation.

2 = Careful and thoughtful reflection of the topic was provided. The post significantly addresses the topic and demonstrates excellent organization of thoughts. The post contains some errors in terms of the technical requirements of length, grammar, and/or punctuation.

1= Minimal reflection of the topic was provided. The post nominally addresses the topic and . The post contains significant errors in terms of the technical requirements of length, grammar, and/or punctuation.

0 = No post recorded, deadline missed, or post exhibits little or no relevant information.

Satisfactory completion of Discussion Posts requires that a total of 11 points are recorded. Point totals less than 11 will result in an unsatisfactory grade related to Discussion Posts.

Cooperating Internship sponsor evaluations

Each student will be evaluated by the Cooperating Internship Sponsor identified on their Internship agreement at both the internship midpoint and upon internship completion. To earn of Satisfactory rating, students must receive a "Satisfactory" or better rating on each element of the Midterm and Final Evaluation instrument. In addition to the satisfactory threshold level identified above, evaluation must be delivered in a timely fashion. Failure to ensure timely receipt of Midterm and Final Evaluation will result an unsatisfactory rating . Instructions will be delivered within WesternOnline that include sample communications and appropriate links to online evaluation materials

E. COMMUNICATING WITH THE INSTRUCTOR

Effective communication with the instructor is extremely important and can have at least an indirect impact upon your performance. Please consider the following guidelines when communicating with the instructor.

- E-mail is the best method of communication. When you send an email, please include your full name and your section number.
- If you do call, do not hang up when you get voice mail. Leave a message that includes your full name, your section number, your telephone number, and a brief message.
- In a valid emergency, you need to contact me or the departmental secretaries before missing a class unless your life is in danger.

Welcome to

DS 620 – Decision Sciences Internship

WIU College of Business and Technology

Accredited by AACSB, The International Association for Management Education

Fall 2015

Instructor: Dr. Tej Kaul, Chair, Department of Economics and Decision Sciences
Office: 430 Stipes
Telephone: 309-298-1153
E-mail: t-kaul@wiu.edu

Office Hours: By appointment
Meeting Time: Arranged
Location: Arranged
Credits: 1-6 semester hours

Catalog Description

620 Decision Sciences Internship. (1–6, not repeatable) Integrates decision sciences theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator. Graded S/U only. *Prerequisites: Completion of six hours of decision sciences courses and written permission of the Department Chairperson.*

CBT Mission

The College of Business and Technology provides an innovative, interactive education that fosters ethical sensitivity and prepares our graduates to thrive, contribute, and lead in the technology-driven global economy. We accomplish this through an intellectual partnership among students, faculty, and the global community.

Course Description

Integrates decision science theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator.

Prerequisites

Completion of six hours of decision sciences courses at the graduate level and written permission of the department chairperson.

Evaluation and grading

Course is graded S/U only.

Course Requirements

The student must meet with me individually (we will schedule a date and time) to discuss your plans for an internship. The student must secure department approval prior to the start of your internship in order to earn/apply the credit towards the economics major.

The standard university rule of 37.5 hours of work (40 hour work week with standard daily break) equates to 1 credit hour of coursework. Hence, a three credit hour internship requires a minimum of 112.5 hours (or 120 hours including breaks) of total employment

Introduction

An internship is a serious employment commitment that also provides the student with valuable professional experience. Since internships reflect on the Department of Economics and Decision Sciences and Western Illinois University, the guidelines provided here must be followed. They are not intended to discourage internships, indeed, the Department encourages students to engage in an internship. They are to provide protection to the firm/individual offering the internship, to the student, and to the faculty/institution.

Arranging an Internship

While the Department may have internship arrangements with particular employers, students are required to make the initial contact (if allowed under the internship agreement). Permission of the Faculty Internship Coordinator (normally the Department Chair or a designated representative) is required for any contact. The preference is that the student have the experience of seeking an internship much as they would seek regular employment. Students are free to set up their own internships but are required to receive clearance from the Department Chair or a designated representative. Upon approval of the student's request to seek an independent internship, the Chair or designated representative will provide the student with a letter for potential internship employers verifying that the student is seeking employment for the purpose of an internship.

Important Points

* An official letter from the employer is required for internship credit. The letter must dictate what job duties the student will be performing. The letter must also indicate how many hours the student will be working per week. As a general rule, for every general work week, the student may earn up to one credit hour.

* The student will submit a report on the activities undertaken during the internship to the Faculty Internship Coordinator. This report is expected to be detailed and relate the activities to the student's degree program. How frequently the student reports on internship activities during the internship is at the discretion of the Faculty Internship Supervisor. It is recommended, however, that the Supervisor request at least a mid-internship report from the student (may be verbal) and contact the internship sponsor at the beginning and at mid-internship. At the end of the internship, as a matter of professional courtesy, a letter of appreciation should be sent to the internship sponsor and/or student supervisor. THIS LETTER MAY NOT INCLUDE ANY REFERENCE TO THE STUDENT'S GRADE ON THE INTERNSHIP but general comments on performance are permitted.

* At the conclusion of the internship, it is requested that the employer (or supervisor) of the student during the internship write a short evaluation as if for any regular employee. The student will be responsible for providing a pre-addressed, stamped envelope to the supervisor. The address must be that of the Faculty Internship Supervisor or the Department Chair.

* The student will submit the report on internship activities to the Faculty Internship Supervisor and ask the internship sponsor or supervisor to email (at economics@wiu.edu) the employee (intern) evaluation. **The student's report should be sent as an attachment with an email addressed to economics@wiu.edu.**

NOTE: A very acceptable type of internship report is a research paper based on a project completed as part of the internship or a paper based on a research interest stimulated by the internship. In this case, the report on internship activities need only be a list without extensive narrative. This list should be attached as an appendix to the research paper. Prior approval should be obtained from the Faculty Internship Supervisor.

In summary, once the internship is approved, and the number of credit hours established, the student shall:

- provide a midterm report summarizing the nature of his/her work responsibilities
- provide a final summary report at the end of the internship experience detailing specific job responsibilities, type of projects he/she worked on, how the experience related to the economics curriculum where possible and the skillset required and/or fostered during the internship for successful completion of the internship (general analytical skills, data skills, communication skills, etc.)
- meet with the Internship Coordinator at the completion of the experience to discuss student expectations and outcomes (exit interview)

Welcome to

Econ 599 – Economics Internship

WIU College of Business and Technology

Accredited by AACSB, The International Association for Management Education

Fall 2015

Instructor:	Dr. Tej Kaul, Chair, Department of Economics and Decision Sciences
Office:	430 Stipes
Telephone:	309-298-1153
E-mail:	t-kaul@wiu.edu
Office Hours:	By appointment
Meeting Time:	Arranged
Location:	Arranged
Credits:	1-12 semester hours

Catalog Description

599 Internship. (1–12, repeatable to 12 hours) Only three hours per semester can be included in the degree plan. With prior approval of the graduate advisor, up to six hours can be included in the degree plan for internships covering the entire academic year. Graded S/U. *Prerequisites: Graduate standing and permission of departmental graduate advisor.*

CBT Mission

The College of Business and Technology provides an innovative, interactive education that fosters ethical sensitivity and prepares our graduates to thrive, contribute, and lead in the technology-driven global economy. We accomplish this through an intellectual partnership among students, faculty, and the global community.

Course Description

Integrates economic theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator.

Prerequisites

Graduate standing and permission of the department graduate adviser.

Evaluation and grading

Course is graded S/U only.

Course Requirements

The student must meet with me individually (we will schedule a date and time) to discuss your plans for an internship. The student must secure department approval prior to the start of your internship in order to earn/apply the credit towards the economics major.

The standard university rule of 37.5 hours of work (40 hour work week with standard daily break) equates to 1 credit hour of coursework. Hence, a three credit hour internship requires a minimum of 112.5 hours (or 120 hours including breaks) of total employment

Introduction
An internship is a serious employment commitment that also provides the student with valuable professional experience. Since internships reflect on the Department of Economics and Western Illinois University, the guidelines provided here must be followed. They are not intended to discourage internships, indeed, the Department encourages students to engage in an internship. They are to provide protection to the firm/individual offering the internship, to the student, and to the faculty/institution.

Arranging an Internship
While the Department may have internship arrangements with particular employers, students are required to make the initial contact (if allowed under the internship agreement). Permission of the Faculty Internship Coordinator (normally the Department Chair or a designated representative) is required for any contact. The preference is that the student have the experience of seeking an internship much as they would seek regular employment. Students are free to set up their own internships but are required to receive clearance from the Department Chair or a designated representative. Upon approval of the student's request to seek an independent internship, the Chair or designated representative will provide the student with a letter for potential internship employers verifying that the student is seeking employment for the purpose of an internship.

Important Points

* An official letter from the employer is required for internship credit. The letter must dictate what job duties the student will be performing. The letter must also indicate how many hours the student will be working per week. As a general rule, for every general work week, the student may earn up to one credit hour.

* The student will submit a report on the activities undertaken during the internship to the Faculty Internship Coordinator. This report is expected to be detailed and relate the activities to the student's degree program. How frequently the student reports on internship activities during the internship is at the discretion of the Faculty Internship Supervisor. It is recommended, however, that the Supervisor request at least a mid-internship report from the student (may be verbal) and contact the internship sponsor at the beginning and at mid-internship. At the end of the internship, as a matter of professional courtesy, a letter of appreciation should be sent to the internship sponsor and/or student supervisor. THIS LETTER MAY NOT INCLUDE ANY REFERENCE TO THE STUDENT'S GRADE ON THE INTERNSHIP but general comments on performance are permitted.

* At the conclusion of the internship, it is requested that the employer (or supervisor) of the student during the internship write a short evaluation as if for any regular employee. The student will be responsible for providing a pre-addressed, stamped envelope to the supervisor. The address must be that of the Faculty Internship Supervisor or the Department Chair.

* The student will submit the report on internship activities to the Faculty Internship Supervisor and ask the internship sponsor or supervisor to email (at economics@wiu.edu) the employee (intern) evaluation. **The student's report should be sent as an attachment with an email addressed to economics@wiu.edu.**

NOTE: A very acceptable type of internship report is a research paper based on a project completed as part of the internship or a paper based on a research interest stimulated by the

internship. In this case, the report on internship activities need only be a list without extensive narrative. This list should be attached as an appendix to the research paper. Prior approval should be obtained from the Faculty Internship Supervisor.

In summary, once the internship is approved, and the number of credit hours established, the student shall:

- provide a midterm report summarizing the nature of his/her work responsibilities
- provide a final summary report at the end of the internship experience detailing specific job responsibilities, type of projects he/she worked on, how the experience related to the economics curriculum where possible and the skillset required and/or fostered during the internship for successful completion of the internship (general analytical skills, data skills, communication skills, etc.)
- meet with the Internship Coordinator at the completion of the experience to discuss student expectations and outcomes (exit interview)

Welcome to

FIN 620 – Finance Internship

WIU College of Business and Technology

Accredited by AACSB, The International Association for Management Education

Fall 2015

Instructor:	Dr. Gregg Woodruff, Chair, Department of Accounting and Finance
Office:	431 Stipes
Telephone:	298-1535
E-mail:	gs-woodruff@wiu.edu
Office Hours:	By appointment
Meeting Time:	Arranged
Location:	Arranged
Credits:	1-6 semester hours

CBT Mission

The College of Business and Technology provides an innovative, interactive education that fosters ethical sensitivity and prepares our graduates to thrive, contribute, and lead in the technology-driven global economy. We accomplish this through an intellectual partnership among students, faculty, and the global community.

Course Description

Integrates finance theories with application to actual business practices. Students are exposed to a variety of positions or work in a finance specialization within the business firm during the semester. All internships are supervised by the department's internship coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator weekly.

Prerequisites

Completion of six hours of finance courses at the graduate level and written permission of the department chairperson.

Evaluation and grading

Course is graded S/U only.

Welcome to

IS 620 – Information Management Internship

WIU College of Business and Technology

Accredited by AACSB, The International Association for Management Education

Fall 2015

Instructor:	Dr. Dennis DeVolder, Director, School of Computing Sciences
Office:	447 Stipes
Telephone:	298-1452
E-mail:	d-devolder@wiu.edu
Office Hours:	By appointment
Meeting Time:	Arranged
Location:	Arranged
Credits:	1-6 semester hours

CBT Mission

The College of Business and Technology provides an innovative, interactive education that fosters ethical sensitivity and prepares our graduates to thrive, contribute, and lead in the technology-driven global economy. We accomplish this through an intellectual partnership among students, faculty, and the global community.

Course Description

Integrates management information systems theories with application to actual business practices. Students are exposed to a variety of positions within the business firm during the semester. All internships are supervised by a faculty coordinator and an executive in the business firm. Analytic reports of work accomplished by each student are presented to the coordinator.

Prerequisites

Completion of six hours of information management courses at the graduate level and written permission of the department chairperson.

Evaluation and grading

Course is graded S/U only.

CSP 597 Section 001: Internship I Seminar
Western Illinois University, Fall 2015

Monday, 1:00-3:30 p.m.	Horrabin Hall, Room 82	3 credit hours

Sarah E. Schoper
Office: 115B Horrabin Hall

Office Hours: Monday 9-10:00 a.m.; Wednesday 10-11:00 a.m.; Thursday 9:00-11:00 a.m.; & by appt.

Email: SE-Schoper@wiu.edu
Phone: 298-1597 (office)
298-2786 (fax)

Course Description: Intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying the knowledge gained in didactic courses to a field of specialization. *Prerequisite: Written permission of the instructor or program coordinator.*

Purpose: Internships are intended to provide opportunities for you to apply your academic knowledge base (i.e., student development theory, organizational theory, group dynamics concepts, counseling theory and skills, information about student characteristics, environment theory, etc.) to particular responsibilities within specific student affairs and related settings. They are also intended to familiarize you with the day-to-day operations of specific functional areas within student affairs and related areas, as well as provide valuable professional experience. A seminar accompanies the experiential component.

Seminar Goals:

1. To process internship experiences using reflection and dialogue.
2. To reinforce and articulate the importance of linking the academic and the experiential as a student affairs practitioner.
3. To develop self-reflection skills by applying academic knowledge to actual student affairs settings.
4. To provide an environment supportive of multiple perspectives within which you discuss and learn from both your own experiences as well as those of your colleagues.
5. To provide an additional method for meaning making as you participate in the internship experience.
6. To articulate the process of learning, and identify how you can bring transformational learning into your practice.

Active Participation: Active participation means you bring your insights and contribute them to the class discussion. This necessitates preparing in advance. It also means engaging actively with the thoughts of your colleagues—listening carefully, responding openly, and making connections amongst others' contributions. This course is designed for active participation, which means that full participation of every individual is necessary in discussions, readings, activities, and assignments. Each individual in the course is responsible for helping others learn, as well as for their own learning. Because every group is a diverse one, we will work to ensure that a variety of ideas within the parameters of the course are respectfully explored and discussed. Creative controversy will be encouraged and supported.

Required Texts and Readings:

Textbooks:

*Kegan, R., & Lahey, L. L. (2001). *Seven languages for transformation: How the way we talk can change the way we work.* San Francisco, CA: Jossey-Bass.

*Zull, J. E. (2002). *The art of changing the brain.* Sterling, VA: Stylus Publishing.

*=textbook is available as an e-book

Electronic Readings:

Baxter Magolda, M.B. (2004). Learning partnerships model: A framework for promoting self-authorship. In M.B. Baxter Magolda & P.M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus Publishing.

Freire, P. (2000). *Pedagogy of the oppressed.* New York, NY: Continuum. (p. 71-86)

Fried, J., & Associates. (2012). *Transformative learning through engagement: Student affairs practice as experiential pedagogy.* Sterling, VA: Stylus Publishing. (p. 13-24)

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* New York, NY: Routledge. (p. 13-22)

Magolda, P. M., & Baxter Magolda, M. B. (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue.* Sterling, VA: Stylus Publishing. (p. 201-221)

Tinto, V. (2005, July 27-30). Student retention: What next? Paper prepared for National Conference on Student Recruitment, Marketing, and Retention, Washington, DC. Retrieved from: http://www.gvsu.edu/cms3/assets/B85DAC41-B7B8-3B9F A116121D5AE29B05/Student%20Retention-What%20Next.pdf

Willingham, D. Both videos located at: https://sites.google.com/a/uwlax.edu/exploring-how-students-learn/learning-styles-don-t-exist

Optional Work Sessions:

There are two optional work sessions during the semester to offer opportunities for feedback and discussion of assignments. These two sessions are: October 27 and November 3 during class time in Horrabin Hall, Room 4.

WISPA is also holding study nights on Wednesday nights from 6-8 p.m. at Café Aroma. You are encouraged to attend.

Assignments:

Required Internship Hours:
You are expected to complete a minimum of 180 hours during the semester. These hours may include any site-related work on assigned responsibilities specified within your internship contract or work related to the course.

Supervision:
You are expected to meet regularly (at least every other week) with your site supervisor.

Internship Learning Experience:
You are expected to identify an experience your internship site offers for which you will develop learning outcomes, shape the experience (minimally in outline form), and assess the outcomes (minimally create the assessment you would use and predict the outcomes using your knowledge from other courses and experiences). It is highly recommended that you identify an initiative you are/have been already assigned. The learning experience should be developed in consultation with the site supervisor, a brief description typed up and signed by both you and your supervisor. As you write your description, please remember that Sarah is unfamiliar with your assistantship area, so it needs to be understandable to someone who does not have your assistantship. Please note it is not expected that you write learning outcomes, shape the experience, and identify ways in which you can assess your outcomes in your initial write up/brief description. You will learn how to complete each of those items throughout the semester. You are simply to type up a brief description (it must be narratively written) and have it signed by both you and your supervisor.

Attached to the write up/brief description, you must identify the day and time of your one-on-one meetings with your supervisor. Also, you are asked to have a discussion with your supervisor about expectations for the development of the internships learning experience you select, and list them on hour write up/description. Examples of what you might discussion and establish expectations about are:
- When and how often will you discuss the ILE with your supervisor?
- Will you rehearse your presentation with your supervisor?

You will use and refer to the experience you select as your Internship Learning Experience in both Internship I and Internship II courses. Both you and your supervisor will receive an email notification indicating when Sarah will be returning to you the experience you selected with her feedback so that you can discuss the feedback with your supervisor.

Internship Learning Experience Grading Criteria:
The Internship Learning Experience will be evaluated based on the identification of a learning experience, a clear description, an articulation of the day and time one-on-one meetings will be held, a bullet point list of expectations established in relation to the internship learning experience, and two signatures.
Due in class: September 10. (maximum 2 pages)

Internship Learning Partner:
You will be randomly assigned a learning partner who you will not only partner up with during some classroom activities, but is a resource for you as you work on your Internship Learning Experience. You are encouraged to set expectations with your learning partner, and use your learning partner as a resource for assistance with class assignments.

Weekly Reports:
To aid in reflecting upon your internship experiences, you are expected to complete reports using the weekly reports prompts guide. These reports are due at the beginning of class when assigned. You are required to keep your reports in a binder, as they, together with any class notes you take (there will periodically be handouts), will provide you with an outline of one way to bring learning theory into your practice, as well as insight into your own transformational learning. You will continue to add to this binder in Internship II next semester, and will be asked to reflect back to reports you wrote this semester. Please note, you are encourage to work on your report as you complete the reading for the week, and to read a bit each day. It is highly recommended that you include examples in your report to illustrate the points you are making, as well as turn the questions into headings to guide your report and to make sure you answer all of the questions.

Weekly Reports Grading Criteria:
The weekly reports demonstrate that you have completed the readings and have worked with the material to try to make it your own. It shows your involvement with the ideas, and how you have worked to apply them to your experiences. The weekly reports will be evaluated on depth and complexity (examples help! ☺) Both content and mechanics will be taken into account when assigning a grade to these papers (headings help! ☺). Each paper will receive a grade and will be averaged together. Maximum page length 14 (title page and references each count as a page)
Due at the beginning of class when assigned (see Weekly Reports Prompts handout and the Course Schedule section of this syllabus for specific dates).

Transformational Discussions:
You will be asked to engage in a midterm and final transformational discussion with your supervisor. During this discussion you are to share with your supervisor what you are learning about transformational learning, and how you will use (and have used) what you are learning to shape your practice. Your weekly report that is due on the midterm date will serve as your midterm transformational discussion. In it, you should include your reflection of your progress regarding what you have learned about transformational learning up to that point in the semester, as well as your reflections about your midterm discussion with your supervisor. Similarly, your final weekly report will serve as your final transformational discussion. The final transformational discussion reflection will articulate your thoughts about the overall progress you made learning about transformational learning, including what you have learned in this course that will become a part of your practice, and again will include your reflections about your final discussion with your supervisor. Your supervisor will also be asked to complete a brief evaluation (both midterm and final) of the progress they feel you are making. Your supervisor will be asked to share with you their thoughts about your progress prior to turning in their evaluations of you.

Transformational Discussion Grading Criteria:

You will receive one grade for both the midterm and end of the semester reflection, which will be based on the depth and authenticity of your own self-assessment regarding your learning about transformational learning, as well as your thoughts regarding the conversation you had with your supervisor. In addition, your transformational discussion evaluations will be evaluated based on the timeliness for both you and your supervisor's—this does mean that you will need to discuss with your supervisor what process you will both use to make sure that your evaluation is submitted by the set deadline.

Due Date: mid-term evaluation due in class October 8 (again, your part in this will be a part of your weekly report for that week); end-of-the-semester evaluation due in class December 10 (your part in this will also be a part of your weekly report for that week).

Presentation:

You will be randomly assigned to present (15 minutes with 5 minutes for questions after your presentation) to your classmates your Internship Learning Experience, as well as guests from Student Services. Specifically, you will be asked to share information about:

- The learning outcomes you established and how you established them.
- How you did or how you would shape the learning environment to reach the learning outcomes and how you went about making the decisions you did in shaping the environment.
- How you did or how you would assess the learning outcomes and how you decided upon the assessment that you did.

A handout must accompany your presentation, include the above information, and be distributed to those in attendance. You must also email Sarah your presentation by 5 p.m. the day before your presentation. When working to put together your presentation you are encouraged to consider what you have learned about learning, as a goal of the presentation is to help those in attendance learn about your work.

Presentation Grading Criteria:

The presentation demonstrates the work that you did over the course of the semester. It demonstrates your involvement with the idea of transformational learning as a student affairs practitioner. The presentation will be evaluated on how well you took what you have learned in class about transformative learning and applied it to your Internship Learning Experience. Both content and mechanics will be taken into account when assigning a grade to your presentation. Connections to other courses is encouraged, as is consideration of the audience and institutions needs when designing your presentation. Your peers, and others in attendance, will also be given a chance to complete a brief evaluation of your presentation; however, these evaluations will not count toward your presentation grade.

Due Dates: To Be Determined See Course Schedule

Evaluation Criteria:

All Assignments: You should complete all assignments with integrity and in a timely fashion. Any form of plagiarism will not be tolerated. All assignments sbould be printed front to back, and turned in at the beginning of class unless otherwise noted in the syllabus. If you anticipate turning in a late paper, you must contact Sarah to discuss why prior to class. Should I judge the explanation to be reasonable you will receive the same credit you would have received had it been on time. If I decide the justification is not reasonable I reserve the right to alter or eliminate credit for the assignment. I also reserve the right to alter this syllabus at any point in time. No assignment will be accepted one week after it is due without prior approval from Sarah. You are welcome to be as creative as you would like

with any of the assignments. All of the assignments will be evaluated based on the depth of reflection, exploration, synthesis, and application.

Writing: Writing should be appropriate for graduate level papers. Page numbers, citations, and reference lists are required for papers. All references and citations must be in APA style (6th edition). Papers should be free of typos and double-spaced. You are encouraged to be creative and innovative in your writing and to develop your own unique style within the parameters of the assignment.

Participation: You are expected to attend and be on time for each class unless prior permission for an absence has been obtained from Sarah. You are expected to come to class prepared to contribute to class discussions, to listen respectfully to others, and to use the helping skills that you are learning in this class in your interactions with each other. You should apply skills, knowledge, and theories from other courses whenever possible.

Class: No recordings of class discussion will be allowed without approval from Sarah.

Evaluation Ratio:

1.	Active Participation	20%
2.	Internship Learning Experience	10%
3.	Weekly Reports	____%
4.	Transformational Discussions	10%
5.	Presentation	____%
	TOTAL	100%

*You will determine the %'s not indicated through completion of a Learning Contract (**Due August 31**). No weight can be less than 10%, and all must be a multiple of 5.

Grading Scale:
The following grading scale will be used for individual assignments:

letter	range
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	65
F	0

The following grading scale will be used to determine your course grade:

letter	range
A	90-100
B	80-89

C	70-79
D	60-69
F	50-59

Individual Consultation:
You are encouraged to consult individually with Sarah regarding any concerns that you consider to be inappropriate to raise with the class as a whole, as well as regarding any other matters you would like to discuss.

Norm of Confidentiality:
You are expected to demonstrate professionalism by treating discussions within the seminar of individual issues, concerns, work sites, etc. as confidential. This expectation of confidentiality is stated in order to promote an open atmosphere conducive to both individual and group learning.

ADA Statement:
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Student Rights and Responsibilities:
The Student Rights and Responsibilities webpage may be accessed at:
http://www.wiu.edu/provost/students/

Academic Integrity Policy:
The Academic Integrity Policy webpage may be accessed at:
http://www.wiu.edu/policies/acintegrity.php
Course Schedule:

Date	Topic	Readings/Class Preparations/Due Dates
August 24	Community Meeting: Welcome, Course Information	
August 31	Labels And Viewpoints; The Sweet Edge; Where We Ought To Be	**Learning Contract; Weekly Report 1;** Fried; Zull Intro, Chapters 1 & 2; Freire
It is recommended that starting the week of September 14, you begin setting aside time to work on each section of your presentation.		
September 14	Holding a Just Balance; Our Trade and Our Art; What Do You Really Want…And What Will You Do to Keep from Getting It?; What is Learning?	**Internship Learning Experience; Weekly Report 2;** Zull Chapters 3 & 4; Kegan & Lahey Introduction & Chapter 1; Baxter Magolda
September 21	A Feeling of This Business;	**Weekly Report 3;** Zull

	What We Already Know; From the Language of Complaint to the Language of Commitment; How to Write a Learning Outcome	Chapters 5 & 6; Kegan & Lahey Chapter 2
September 28	Only Connect!; Sense Luscious; From the Language of Blame to the Language of Personal Responsibility; Shaping the Experience	**Weekly Report 4;** Zull Chapters 7 & 8; Kegan & Lahey Chapter 3
October 5	Waiting for Unity; The Courageous Leap; From the Language of New Year's Resolutions to the Language of Competing Commitments; Assessing the Learning	**Weekly Report 5;** Zull Chapters 9 & 10; Kegan & Lahey Chapter 4; Magolda & Baxter Magolda
After the week of October 5, you will have all of the materials you need to complete your presentation.		
October 12	Test By Trial; We Did This Ourselves; From the Language of Big Assumptions That Hold Us to the Language of Assumptions We Hold: Disturbing the Immunity to Change	**Weekly Report 6 & Midterm Transformational Discussion;** Willingham; Zull Chapters 11, 12, & Epilogue; Tinto; Kegan & Lahey Chapter 5
October 19	From the Language of Rules and Policies to the Language of Public Agreement; 6 Presentations	**Weekly Report 7;** Kegan & Lahey Chapter 6; hooks
October 26	OPTIONAL WORK SESSION * OPTIONAL WORK SESSION * OPTIONAL WORK SESSION	OPTIONAL WORK SESSION * OPTIONAL WORK SESSION * OPTIONAL WORK SESSION
November 2	OPTIONAL WORK SESSION * OPTIONAL WORK SESSION * OPTIONAL WORK SESSION	OPTIONAL WORK SESSION * OPTIONAL WORK SESSION * OPTIONAL WORK SESSION
November 13	ILE Conference Part 1 (Multicultural Center, Multipurpose Room)	14 Presentations from 8:30-1:15 p.m.
November 20	ILE Conference Part 2 (Multicultural Center, Multipurpose Room)	13 Presentations from 8:30-12:35 p.m.
November 30	From the Language of Constructive Criticism to the Language of Deconstructive	**Weekly Report 8;** Kegan & Lahey Chapter 7 & 8

	Criticism; Running the Internal Languages	
December 7	NO CLASS	NO CLASS
December 14	Running the Social Languages; Wrap-Up	**Weekly Report 12 & Final Transformational Discussion;** Kegan & Lahey Chapter 9

CSP 598 Section 001: Internship II Seminar
Western Illinois University, Spring 2015

Monday, 1:00-3:30 p.m.	Horrabin Hall, Room 3	3 credit hours

Sarah E. Schoper
Office: 115B Horrabin Hall

Email: SE-Schoper@wiu.edu
Phone: 298-1597 (office)
298-2786 (fax)

Office Hours: Monday 10:00-12:00 p.m.;
Tuesday 11:45-1:00 p.m.;
Wednesday 11:00-12:00 p.m. & by appt.

Course Description: Intensive professional experience, under supervision, at an internship site. The purpose of this internship is to gain practical experience in applying the knowledge gained in didactic courses to a field of specialization. *Prerequisite: Written permission of the instructor or program coordinator.*

Purpose: Internships are intended to provide opportunities for you to apply your academic knowledge base (i.e., student development theory, organizational theory, group dynamics concepts, counseling theory and skills, information about student characteristics, environment theory, etc.) to particular responsibilities within specific student affairs and related settings. They are also intended to familiarize you with the day-to-day operations of specific functional areas within student affairs and related areas, as well as provide valuable professional experience. A seminar accompanies the experiential component.

Seminar Goals:

1. To process internship experiences using reflection and dialogue.
2. To reinforce the importance of linking the academic and the experiential as a student affairs practitioner.
3. To establish and use self-reflection skills by applying academic knowledge to actual student affairs settings.
4. To provide an environment supportive of multiple perspectives within which you discuss and learn from both your own experiences as well as those of your colleagues.
5. To provide an additional method for meaning making as you participate in the internship experience.
6. To deeply articulate chaos theory and disruptive innovation theory and what they mean for your practice.
7. To synthesize knowledge and experiences gained in graduate school and articulate your philosophy based on them.

Active Participation: Active participation means you bring your insights and contribute them to the class discussion. This necessitates preparing in advance. It also means engaging actively with the thoughts of your colleagues—listening carefully, responding openly, and making connections amongst others' contributions. This course is designed for active participation, which means that full participation of every individual is necessary in discussions, readings, activities, and assignments. Each individual in the course is responsible for helping others learn, as well as for their own learning. Because every group is a diverse one, we will work to ensure that a variety of ideas within the parameters of the course are respectfully explored and discussed. Creative controversy will be encouraged and supported.

Required Texts:

Dyer, J., Gregersen, H., & Christensen, C.M. (2011). *The innovator's dna: Mastering the five skills of disruptive innovators.* Boston, MA: Harvard Business Review Press.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation.* San Francisco, CA: Jossey-Bass.

Wheatley, M.J. (2006). *Leadership and the new science: Discovering order in a chaotic world.* San Francisco, CA: Berrett-Koehler Publishers.

Optional Work Session:

There are one optional work sessions during the semester to offer opportunities for feedback and discussion of assignments. The session is: Wednesday, April 29 from 6-8 p.m. at Café Aroma.

Supervision:

You are expected to meet regularly (at least every other week) with your site supervisor.

Course Facebook Closed Group:

A course closed Facebook group called "Final Semester of Learning Together in HH" has been created. This group offers you an opportunity to post questions, insights, ideas, and comments regarding class discussions and assignments. I will use the group to share announcements so they do not take up class time, ask questions to further your thinking, and occasionally request use of the site in preparation for the next week's class discussion (for example, I might ask each member of the class to post one question they would like to discuss about the reading in class 24 hours prior to our class meeting). The site also allows us discussion opportunities beyond class. I urge you to check the group regularly for new information. I also want to draw your attention to the setting of the group. I have set it at closed intentionally, as the discussion that is had through it is intended only for those who are taking CSP 598. Please be respectful of everyone in our class by not leaving your Facebook account open for others to see, or by sharing with others what individuals have posted.

Course Facebook Closed Group Grading Criteria:

Your participation in the course Facebook group will be factored into your active participation grade for class. Please refer to the active participation paragraph above to gain a better understanding of the definition of active participation.

Due Date: 24 Hours Prior to Class Meeting When Required Posts For Class

Assignments:

Required Internship Hours and Goals:

You are expected to complete a minimum of 180 hours during the semester. You are asked to establish, with your supervisor, three goals that you will work on in your assistantship related to your responsibilities, as well as the day and time of your one-on-one meetings. You will then type up your goals and meeting information in a brief paper to turn in that both you and your supervisor have signed. You and your site supervisor will be asked to complete a brief electronic evaluation halfway through the internship experience, as well as at the end of the semester (see Transformational Discussion heading below for more details). You and your site supervisor are encouraged to discuss together each of the evaluations before they are submitted. You will note the total hours you worked on each of your evaluations.

Internship Goals: Due February 2
Midterm Evaluation: Due March 9
Final Evaluation: Due May 11

Internship Experience Goals Grading Criteria:
The Internship Experience Goals and Evaluations will be evaluated based on the identification of your goals, a clear description of those goals (it might help to remember that I don't work in your assistantship office when writing your goal descriptions), an articulation of the day and time one-on-one meetings will be held, and all required signatures.

Effective Engagement in Active Learning:
This assignment is intended to help you structure your active learning using the knowledge you gained about yourself as a learner last semester. It offers an opportunity for you to reflect on your progress and synthesize what you gained through your experience in the program so far. The assignment includes two parts:

1. Develop a few (between 3-6) important goals that will help you engage effectively in our learning environment. These should reflect the norms developed for your cohort, and discuss briefly your plan for reaching them. You may choose to continue a goal from the previous semester providing specifics ways in which you will improve upon achieving this goal. **Due February 2** (2-3 pages)
2. Write, and submit on **May 11**, a narrative that assesses your progress on the goals in part #1 over the course of the semester, as well as your plans for how you will continue to effectively engage post graduation. Speak to what you accomplished on each goal as well as what you did not accomplish and your thoughts on why. **Due May 11** (5-7 pages)

Effective Engagement in Active Learning Grading Criteria:
Each part of the Effective Engagement in Active Learning assignment demonstrates your commitment to the learning community. As a whole, it reflects what you see as your responsibility to the learning process, and your efforts to fulfill that responsibility. The Effective Engagement in Active Learning papers will be evaluated in regard to authenticity, as well as both content and mechanics. Furthermore, effort made toward fulfilling the goals established in Part #1 will be considered. Each paper will receive a grade and will be averaged together.
Part #1 Due February 2
Part #2 Due May 11

Weekly Reports:
To aid in reflecting upon your internship experiences, you are expected to complete reports using the weekly reports prompts handout. These reports are due at the beginning of class when assigned.

Weekly Reports Grading Criteria:
The weekly reports demonstrate that you have completed the readings and have worked with the material to try to make it your own. It shows your involvement with the ideas, and how you have worked to apply them to your experiences. The weekly reports will be evaluated on depth and complexity. Both content and mechanics will be taken into account when assigning a grade to these papers. Each paper will receive a grade and will be averaged together.
Due at the beginning of class when assigned (see Weekly Reports Prompts handout and the Course Schedule section of this syllabus for specific dates).

Transformational Discussions:
You will be asked to engage in a midterm and final transformational discussion with your supervisor. During this discussion you are to discuss progress you made toward your goals, as well as discuss with your supervisor the following topics: midterm—innovation; final—theory to practice. Your weekly report that is due on the midterm date will include your midterm transformational discussion. In it, you should include your reflection of your progress regarding the goals you set up to that point in the semester, as well as your reflections about your midterm discussion with your supervisor. Similarly, your final weekly report will include your final transformational discussion. Your supervisor will also be asked to complete a brief evaluation (both midterm and final) of the progress they feel you are making. You and your supervisor are asked to share your thoughts with each other about your progress prior to turning in the evaluations.

Transformational Discussion Grading Criteria:
You will receive one grade for both the midterm and end of the semester reflection, which will be based on the depth and authenticity of your own self-assessment regarding your learning, as well as your thoughts regarding the conversation you had with your supervisor. In addition, your transformational discussion evaluations will be evaluated based on the timeliness for both you and your supervisor's—this does mean that you will need to discuss with your supervisor what process you will both use to make sure that your evaluation is submitted by the set deadline.
Due Date: Midterm evaluation due in class March 9 (again this is a part of your weekly report for that week); Final evaluation due in class May 11 (this will also be a part of your weekly report for that week).

This I Believe:
Using your internship 1 experiences, in addition to those from other classes, you will create a "This I Believe" statement. The guidelines for your statement can be found at: http://thisibelieve.org/ under the educators tab. It is your choice as to whether you submit your statement to the website. The purpose of the statement is for you to identify at least one belief you hold about student affairs practice.

This I Believe Grading Criteria:
Your narrative articulates clearly, deeply, richly, and complexly your lived experience of coming to your belief. It follows the writing guidelines found on the website. Content and mechanics will also be taken into consideration.
Due May 4

Pinterest Board & Twitter:
You will create a Pinterest account and then your own Pinterest Board from which you will make pins to a community Pinterest board. The title for your board must include your name and the words "Innovating Student Affairs" and the board you are to follow is titled: "Innovating Student Affairs 2.0". Topics for pinning are found on the course schedule, and you are encouraged to promote the boards for others to follow using social media. You must make at least five pins to your own personal board and then upload at least one pin to the community board. Your pin to the community board, as well as pins to your own personal board, must be made by 9 p.m. the Sunday before the week they are due. The pin you make to the community board cannot be the same pin that someone else made. This will allow me enough time to review them and possibly incorporate their use into the lesson plan. When posting your pin, please provide a description knowing that your audience is comprised of various people from around the world who want to learn about innovating student affairs. You are also

encouraged to like and comment to the pins that your peers make on the community board. Again, please keep in mind your audience.

You will create a Twitter account and will use it to tweet two ideas for student affairs professionals to consider on the weeks in which you do not have to make Pinterest posts. For each tweet, you need to include at least one of the following hashtags: #SALearn or #WIUCSP598. It can be a quote that someone said around you that reminded you of the course material, it can be a question to ponder, a quote from the readings, etc. You are encouraged to favorite and respond to the tweets of your peers.

Pinterest and Twitter Grading Criteria:
You will receive one grade for all of your pins and tweets, and it will be based on their adherence to the pinning criteria and topics (see above descriptions and the course schedule). Consideration of the potential it has to contribute to the field of student affairs (helping those either interested in the field or those currently in the field) will also be taken into account.
Due by 9 p.m. on the Sunday evening the week they are due *See course schedule for more specific due dates

Evaluation Criteria:
In addition to the details written regarding the grading criteria for each assignment, the following criteria will be taken into account when determining your grade:

All Assignments: You should complete all assignments with integrity and in a timely fashion. Any form of plagiarism will not be tolerated. All assignments are due at the beginning of class and in paper format unless otherwise specified. If you anticipate turning in a late paper, you must arrange to meet with Sarah to discuss why. Should I judge the explanation to be reasonable you will receive the same credit you would have received had it been on time. If I decide the justification is not reasonable I reserve the right to alter or eliminate credit for the assignment. No assignment will be accepted one week after the assigned deadline. You are welcome to be as creative as you would like with any of the assignments. All of the assignments will be evaluated based on the depth of reflection, exploration, synthesis, and application. All papers must be printed front to back.

Writing: Writing should be appropriate for graduate level papers. Page numbers, citations, and reference lists are required for papers. All references and citations must be in APA style (6th edition). Papers should be free of typos and double-spaced. You are encouraged to be creative and innovative in your writing and to develop your own unique style within the parameters of the assignment.

Participation: In addition to active participation, you are expected to attend and be on time for each class unless prior permission for an absence has been obtained from Sarah. You are expected to come to class prepared to contribute to class discussions and to listen respectfully to others. You should apply skills, knowledge, and theories from other courses whenever possible.

Evaluation Ratio:

1. Active Participation:	10 %
2. Effective Engagement in Active Learning	10 %
3. Internship Goals	5 %
4. Weekly Reports	___ %
5. Transformational Discussions	10 %
6. This I Believe	___ %

7. Pinterest & Twitter ___ %
TOTAL 100 %

*You will determine the %'s not indicated and will complete a Learning Contract (**Due February 2**). No weight can be less than 10% and each weight must be a multiple of 5. If total percentages do not total 100%, Sarah reserves the right to alter percentages as needed.

Grading Scale:
The following grading scale will be used for individual assignments:

letter	range
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	65
F	0

The following grading scale will be used to determine your course grade:

letter	range
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

Individual Consultation:
You are encouraged to consult individually with Sarah regarding any concerns that you consider to be inappropriate to raise with the class as a whole, as well as regarding any other matters you would like to discuss.

Norm of Confidentiality:
You are expected to demonstrate professionalism by treating discussions within the seminar of individual issues, concerns, work sites, etc. as confidential. This expectation of confidentiality is stated in order to promote an open atmosphere conducive to both individual and group learning.

ADA Statement:
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the

instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Student Rights and Responsibilities:
The Student Rights and Responsibilities webpage may be accessed at:
http://www.wiu.edu/provost/students/

Academic Integrity Policy:
The Academic Integrity Policy webpage may be accessed at:
http://www.wiu.edu/policies/acintegrity.php

Course Schedule:

Date	Topic	Readings/Class Preparations/Due Dates
January 26	Welcome, Course Information, Create a Pinterest Account, Create a Twitter Account	Tweet to others about following the Pinterest board
February 2	Searching for a Simpler Way to Lead Organizations; Discovering an Orderly World; Introduction; The DNA of Disruptive Innovators	Wheatley: Introduction & Chapter 1; Dyer, Gregersen, & Christensen: Introduction & Chapter 1; Effective Engagement Part 1; Internship Goals Pinterest: Pin quotes related to this week's readings
February 9	Newtonian Organizations in a Quantum Age; Space is Not Empty: Invisible Fields That Shape Behavior; Discovery Skill #1: Associating	Wheatley: Chapter 2 & 3; Dyer, Gregersen, & Christensen: Chapter 2; Weekly Report 1; Tweet Twice
February 16	The Participative Nature of the Universe; Change, Stability, and Renewal: The Paradoxes of Self-Organizing Systems; Discovery Skill #2: Questioning	Wheatley: Chapter 4 & 5; Dyer, Gregersen, & Christensen: Chapter 3; Weekly Report 2 Pinterest: Pin articles from news sites (not just personal blogs) related to this week's readings
February 23	NO CLASS – NO CLASS	CSP DAYS – CSP DAYS
March 2	The Creative Energy of the Universe—Information; Chaos and the Strange Attractor of Meaning; Discovery Skill #3: Observing	Wheatley: Chapter 6 & 7; Dyer, Gregersen, & Christensen: Chapter 4; Weekly Report 3; Tweet Twice
March 9	Change—The Capacity of Life; Discovery Skill #4: Networking	Wheatley: Chapter 8; Dyer, Gregersen, & Christensen:

		Chapter 5; Weekly Report 4 (includes the midterm evaluation) Pinterest: Pin videos related to this week's readings
March 16	NO CLASS – NO CLASS	SPRING BREAK
March 23	NO CLASS – NO CLASS	CSP DAYS – CSP DAYS
March 30	The New Scientific Management; Journeying to a New World; Discovery Skill #5: Experimenting	Wheatley: Chapter 9, 10, & Epilogue; Dyer, Gregersen, & Christensen: Chapter 5; Weekly Report 6; Tweet Twice
April 6	The DNA of the World's Most Innovative Companies; Putting the Innovator's DNA into Practice: People	Dyer, Gregersen, & Christensen: Chapter 7 & 8; Weekly Report 6 Pinterest: Pin books related to this week's readings
April 13	Putting the Innovator's DNA into Practice: Processes; Putting the Innovator's DNA into Practice: Philosophies	Dyer, Gregersen, & Christensen: Chapter 9, 10, & Conclusion; Weekly Report 7 Pinterest: Pin photos related to this week's readings
April 20	Listening to Life; Now I Become Myself; When Way Closes	Palmer Chapters 1, 2, & 3; Weekly Report 8; Tweet Twice
April 27	All the Way Down; Leading From Within	Palmer Chapters 4, 5; Weekly Report 9 Pinterest: Pin blogs related to this week's readings
April 29	OPTIONAL WORK SESSION	6-8 p.m. at Café Aroma
May 4	There is a Season	Palmer Chapter 6; This I Believe; Tweet Twice
May 11	Wrap Up	Weekly Report 10 (includes the final evaluation); Effective Engagement Part 2 Pinterest: Pin songs related to any of the course readings

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College Student Personnel Graduate Program Internship/Assistantship and Practicum Supervision Information

Contents:

Program Overview
Supervision Criteria
Supervision Guidelines
Synergistic Supervision
Giving Feedback
Practicum and Internship/Assistantship Logistics
Supervision Agreement Form

Overview
The Department of Educational Studies offers a Master of Science in College Student Personnel. This course of study is applicable for both emerging professionals through CSP: Student Affairs track (in-person classes held on the Macomb campus) and advancing professionals through CSP: Higher Education Leadership track (blend of on-line and in-person classes through the Quad Cities campus). The values of theory-to-practice, ethical action, self-authorship, social justice, and transformative learning provide the framework for the curricula which is designed to advance the understanding and application of student learning and leadership development through an exploration of development and leadership theory, group dynamics, philosophy and history of higher education, organization and administration of student affairs, multicultural competency, counseling theory and techniques, and research methods. Additionally, academic and professional growth is facilitated through student, faculty, and student affairs professional partnerships in the classroom and in practical experiences in the field of student affairs as a full-time professional or through assistantships, practicums, and summer internships.

The curriculum, including academic and hands-on experiences, for the College Student Personnel program emphasizes the ACPA/NASPA Professional Competencies, Council for the Advancement of Standards (CAS) Graduate Preparation Program guidelines. These guiding documents provide details and direction (see below) for assistantship, practicum, and summer internship experiences to ensure the continuous training, coaching, and mentorship for graduate students.

Supervision Criteria
Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty and staff members. On-site supervisors provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA: College Student Educators International, NASPA: Student Affairs Administrators in Higher Education, and other similar professional associations.

Supervision will typically include student affairs professionals possessing appropriate student affairs education and experience and typical qualifications include:

- at least a master's degree in student affairs or a related area of professional study,
- several years of successful professional experience,
- commitment to helping graduate students in their professional growth,
- and experience a WIU.

Other professionals serving as on-site supervisors and evaluators of students-in-training should be approved by Dr. Tracy Davis, Director of the College Student Personnel Program.

Supervision Guidelines
To maintain a quality educational experience, it is important for new professionals to receive quality supervision. In fact, according to Winston and Creamer (1997), supervision is the lynchpin of student affairs staffing practices; without supervision it would be nearly impossible to sustain a workforce capable of providing effective programs and services to students. In this spirit, the WIU CSP Program provides the following supervision summary guide.

Students in our graduate program typically desire to have:

- Supervision that is intentional and tailored to their unique needs
- On-going and consistent feedback via informal means (i.e. weekly or bi-weekly one-on-one meetings) and formal evaluations
- Professional development opportunities and developmental support
- Consistent attention and treatment that has a professional focus and involves guidance, teaching, and modeling appropriate behavior
- A supervisor who is both accessible and approachable and willing to engage in open and frequent communication
- Opportunities to express frustrations in a safe environment and unconditional support
- A meaningful trusting relationship with a supervisor

In fact, according to a 2006 *Report on New Professional Needs* conducted for ACPA graduate students in our field typically have the following six professional development needs:

- Receiving adequate support
- Understanding job expectations
- Fostering student learning
- Enhancing supervision skills
- Developing multicultural competencies
- Moving up in the field of student affairs

The report also uncovered four main concerns from soon-to-be-professionals:

- Making the transition from an undergraduate student to a graduate student
- Clarifying job expectations
- Establishing a relationship with a mentor
- Understanding organizational culture

Synergistic Supervision
To assist faculty, students and supervisors of WIU CSP program, the following short description of synergistic supervision is offered.

Synergistic supervision is an approach that embodies effective supervisory practices. It is a cooperative effort between the supervisor and staff members that allows the effect of their joint efforts to be greater than the sum of their individual contributions (Winston & Creamer, 1997). Synergistic supervision has the following components according to Winston and Creamer:

- Dual focus
- Joint effort
- Two-way communication
- Focus on competence
- Growth orientation
- Proactivity
- Goal-based
- Systematic and ongoing process
- Holism

The following are the definitions of each synergistic supervision component followed by action suggestions for the supervisor and student. For synergistic supervision to be effective, both the GA and the supervisor must be willing and active participants in the process.

<u>Dual Focus</u>

- The starting point of synergistic supervision is that it focuses both on working toward the goals of the institution and department and on promoting the personal and professional growth of the staff members.
- With this dual focus, it is fundamental to engage staff in the process of approaching institutional and departmental goals.
- It is vital that supervisors show concern for their staff members growth and development, which begins by establishing a relationship based upon trust, respect, openness, and mutuality.

Action Suggestions

1. Are you having conversations about how the GA job responsibilities enhance the goals of the department or university?
2. Are the GA's responsibilities of the caliber that they enhance the academic program and bring a practical application to what's learned through their coursework?
3. Do the GA's goals show a connection between their work and the department/university's goals?
4. Is the GA knowledgeable about the Division of Student/Academic Affairs and University policies (and professional expectations?) (e.g. Sexual Misconduct Policies)

<u>Joint Effort</u>

- The relationship between supervisors and staff members should be mutual and equal.

- Both parties must create clearly defined goals together and work toward meeting those goals through supervision.
- When supervisors and staff members contribute equally, supervision can become infinitely successful.

Action Suggestions

1. Are both the supervisor and GA putting forth energy and demonstrating commitment to this professional relationship?
2. Does the supervisor view the role as one of mentor or coach? Is this known to the GA?
3. Are job responsibilities and goals for the GA clearly established?

Two-Way Communication

- The essence of developing a healthy and effective supervisory relationship is open and honest communication.
- In order to create the most successful use of supervision, both supervisors and staff members must be willing to know one another on an individual level and to learn about the daily functions of each other's positions.
- Supervisors and staff members should create an environment where they can provide and receive all types of feedback.

Action Suggestions

1. Is there a professional comfort level between the supervisor and GA so the two can openly communicate?
2. Do the supervisor and GA understand the expectations each has for the other?
3. In what way is trust developing?
4. Does the supervisor ask for feedback as a means of modeling open communication?
5. Is the supervisor comfortable providing feedback? Does it occur regularly? (See addendum Effective Feedback in Supervision)

Focus on Competence

- Build knowledge and information
- Teach work-related skills
- Guide on personal and professional development skills
- Address effective professional attitudes

Action Suggestion

1. Do supervision meetings include discussion of professional topics which enhance the GA's knowledge base?
2. Is the GA clear on skills needed for the position and is there opportunity to learn or hone these skills?
3. Is the GA being coached on professional behavior and attitude?

Growth Orientation

- Focusing on personal and professional growth is a hallmark of the synergistic process. Think of student development as it applies to supervision.
- It is necessary to perform assessment through supervisions of current abilities, skills or knowledge and to explore career aspirations, current stage of development and expectation of work.

- Staff members should feel that they are more proficient at their jobs and should have a sense of accomplishment with their positions through this process.

Action Suggestions

1. Are there regular conversations on the professional and personal growth of GA?
2. Are professional development opportunities outside of the GA position discussed and encouraged?
3. Do the established goals have assessment points along the way?

Proactivity

- Identify potential performance problems early
- Pro-act to concerns rather than react
- Rule of Thumb: Nip it in the Bud
- Both participants raise concerns early (not a sign of weakness)

Action Suggestions

1. Are concerns addressed early?
2. Is the supervisor or GA comfortable giving and receiving feedback?
3. Is raising concerns early accepted by both as a growth opportunity and sign of open/constructive communication (not a sign of poor performance)?

Goal-Based

- Participants need to have clear understanding about the expectations each has of the other.
- The starting point for building expectations is through goal setting and creating statements of expectations both of which should be reviewed and evaluated frequently.
- Individual goal setting should include both short and long term personal and professional goals, which the staff member should discuss with the supervisor.
- This goal setting and goal review process should be completed outside of the performance appraisal process.

Action Suggestions

1. Are the GA's responsibilities and expectations clear? Have goals been set related to these responsibilities?
2. Do goals include both short and long term goals? Are these goals reviewed in regular supervision meetings?

Systematic, Ongoing Process

- In order for synergistic supervision to work, it must be approached methodically.
- Regular time must be set aside for one-on-one meetings
- One-on-one meetings: Examine the progress of meeting goals, discuss emerging issues, discuss priorities, exchange views, provide and receive feedback, and solicit advice.

Action Suggestions

1. Have weekly or bi-weekly supervision meetings been set between the GA and supervisor? (These are to be a one-on-one supervision.)
2. Is the format of the supervision meeting well outlined and agreed upon by both?
3. Are supervision meetings NOT canceled?

4. Are supervisory meetings more than just reporting on tasks completed? Do they include an opportunity to process experiences, discuss what is being learned, and receive feedback and skill development?

Holism

- Who one determines to a large extent the kind of job one is able to do.
- Help staff be effective in both their jobs and personal lives while assisting with career advancement.

Action Suggestions

1. Does the supervisor value the GA as a whole person, not just an employee?
2. Do the supervisor and GA have discussions about the GA's classes, personal issues, and topics unrelated to the job when appropriate?
3. Are there discussions about the GAs practicum (both 1st and 2nd year), class papers and job search (2nd year)? This should include the anxiety and emotions that can surround all of these.
4. Is the GA encouraged to reach personal goals as well as professional goals?
5. Is the supervisor discussing balance and a wellness lifestyle related to work for the GA?

Tips for Effective Feedback in Supervision

- Feedback is an essential component in the developmental process of helping an employee move from point A to point B.
- It demonstrates a commitment to the employee and the job for which they are responsible.
- It provides the content for the formal performance review process.
- It is an essential component of being an effective supervisor.

Benefits
1. Provides insight for both the employee and supervisor.
2. Provides clarity.
3. Most often will result in improved job performance.

Barriers
1. Uncomfortable giving feedback when it's negative.
2. Inexperience at giving feedback.
3. Frustration which can lead to a harsh delivery of feedback.

Components of Effective Feedback

- Deliver in a respectful manner (gelcap vs. syringe)
- Be timely. Provide feedback as close to the actual incident as possible.
- Be clear and specific. You shouldn't do that or That was good is too broad. Specifically, how was it good or not appropriate?
- Use examples to explain your observations or perceptions.
- Be objective in describing the behavior. Keep it professional; don't let it become personal.
- Describe the impact of the behavior on you and the team.
- Set behavioral outcomes if needed.
- Ask the receiver to paraphrase the feedback so that you can determine whether they understood the intended message (intention vs. perception)

Feedback Steps
1. State observations or concerns
2. State how or why this is a problem
3. Refer back to expectations
4. Listen to the receiver's perceptions
5. State what needs to change
6. Set action plan

Much of the content regarding synergistic supervision was developed from the ACPA 2013 Presentation Handout developed by Jolene A. Petroc and Judy Piercy entitled A Worthwhile Investment.

Cilente, K., Henning, G., Skinner Jackson, J., Kennedy, D., & Sloan, T. (2006). Report on the new professional needs study. Washington, D.C.: American College Personnel Association.

Winston, R.B., & Creamer, D.G. (1997). Improving staffing practices in student affairs. San Francisco, CA: Jossey-Bass Inc.

Practicum Experience
Students are expected to engage in student affairs related work an average of 4 hours per week per academic credit received. That is, 8 hours per week in the CSP 561 Practicum course for a total of 120 hours in the semester (since it is a 2 credit course) and the typical 1 credit hour CSP 562 Advanced Practicum course requires 4 hours per week.

In both classes, students establish, in cooperation with their supervisor, goals that they work on related to the responsibilities in the practicum. Goals or learning outcomes are signed by both supervisor and student and submitted during the first few weeks of the semester. About half way through the semester, as well as at the end of the semester, both students and their practicum site supervisors complete a brief electronic evaluation.
Students and their supervisors are encouraged to discuss together each of the evaluations before they are submitted.

Internship/Assistantship Experience
Students are expected to engage in student affairs related work an average of 20 hours per week during each semester.

In both classes, CSP 597 Internship I and CSP 598 Internship II, students establish, in cooperation with their supervisor, goals and projects that bridge the learning and space between the classroom and the assistantship (i.e. theory-to-practice). Goals or learning outcomes are signed by both supervisor and student, and submitted during the first few weeks of the semester. About half way through the semester, as well as at the end of the semester, both students and their assistantship site supervisors complete a brief electronic evaluation. Students and their supervisors are encouraged to discuss together each of the evaluations before they are submitted.

Supervision Commitment Statement 2015-2016

□ Practicum Experience □ Internship/Assistantship Experience

Supervisor Name:

Supervisor Signature:

Practicum or Internship/Assistantship Site:

Graduate Student Name:

- □ I have read the Practicum and Internship/Assistantship Supervision Information packet.
- □ I meet the supervision criteria.
- □ I have spoken with Tracy Davis or Jill Bisbee to clarify my questions.
- □ I agree to participate in a scheduled supervisor meeting (typically one per semester) during the semester(s) that I am supervising a CSP student.

Please share with us a list of professional development topics or resources that you believe would be beneficial to include in the scheduled supervisor meetings:

SCED 602: Practicum in Science Education
Fall 2012

INSTRUCTOR	Don Powers
CLASS TIMES	arranged
CLASS LOCATION	arranged
OFFICE	Horrabin Hall 61
PHONE	(309) 298-1258
E-MAIL	DT-Powers@wiu.edu
WEB PAGE	http://www.wiu.edu/users/sced/powers.html
OFFICE HOURS	MW 10:00-11:00 am; T 9:00-11:00 am; or by appointment, or whenever I am in my office.

Our Vision
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Our Mission
The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

Text for the Course: No textbook is required. Use the following website hosted by the Writing Center at the University of Madison: http://www.wisc.edu/writing/Handbook/index.html when you create your literature review and other course assignments. There are pages that address common writing errors, correct punctuation, correct grammar, acceptable paraphrasing, heading formats, etc. Another link on this website provides extensive information about APA style:http://www.wisc.edu/writing/Handbook/DocAPA.html. It is critical that you become knowledgeable about APA format and characteristics of effective, professional writing. IT IS YOUR RESPONSIBILITY TO THOROUGHLY REVIEW THIS INFORMATION.

DESCRIPTION OF COURSE
This capstone course provides an opportunity for the candidate to demonstrate his/her ability to impact student learning by conducting an action research project in the area of science education. The course also provides an opportunity for the candidate to reflect on the knowledge and skills acquired in the graduate program and assume a role as a leader in his/her school. *Prerequisites: 24 semester hours in graduate work to include EIS 500, ELED 560 or C&I 574, and ELED 566; and permission of the Graduate Coordinator.*

COURSE OBJECTIVES
As a result of completing this course, a candidate should be able to
1. identify his/her strengths and weaknesses as a teacher;
2. identify factors that influence student learning in the science classroom;
3. synthesize research about best practices in science education;
4. demonstrate the ability to use observations, reflections, and research on best practices to increase his/her effectiveness in promoting student learning in science;
5. conduct an action research project to analyze the effects of an instructional practice/technique on increasing student learning in the area of science education;
6. identify ways to use the knowledge and skills gained through completing the graduate program to increase student learning in his/her science classroom; and
7. serve as an instructional leader in his/her building or district.

COURSE REQUIREMENTS

1. Conduct an "**Action Research Project**" that focuses on increasing student learning in the classroom. In this project, candidates analyze their practice, identify factors that influence student learning in the classroom, research scientifically-based practices in a content area, implement a new instructional practice/technique/approach, and analyze the effects of that change on student learning. See **Appendix A** for guidelines. **Two copies** of the project are **due Wednesday, December 12, 2012.**

2. Complete the "**Leadership in Action Plan**" to demonstrate your ability to assume a leadership role in your school or district. See **Appendix B** for guidelines. **Due Monday, December 10, 2012.**

3. Complete a "**Reflective Paper**" in which you discuss diversity, teaching, and student learning. See **Appendix C** for guidelines. **Due Wednesday, December 12, 2012.**

4. All assignments, except for the final copies of the action research project, will be submitted by email attachment.

COURSE POLICIES

1. In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

2. Policies regarding students' rights and responsibilities can be found at http://www.wiu.edu/provost/facultypolicies/

3. Policies regarding academic integrity can be found at http://www.wiu.edu/policies/acintegrity.php

4. Candidates are expected to adhere to professional expectations in TPEP dispositions: Collaboration, Honesty/Integrity, Respect, Commitment to Learning, Emotional Maturity, Responsibility, Fairness, and Belief That All Students Can Learn http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf

5. Candidates are expected to complete all assignments by the dates established. Late assignments will not be accepted unless special arrangements have been made prior to the due date, and then will only be accepted as arranged up to one week past the original due date.

6. As the capstone experience in the graduate program, candidates are expected to follow directions carefully and ask for clarification prior to the task due date. Any task in the Action Research Paper can be revised once. The instructor may request a second revision when a project does not reflect a minimal level of competency. When the instructor requests additional revisions, the final version will earn 80% or less of the total points for the Task. The "Leadership in Action Plan" and the "Reflective Paper" cannot be resubmitted.

7. This is the final course for the ELED master's program, and **candidates are expected to submit work of the highest quality both in content and form. All Tasks (1-18), the Leadership in Action Plan, and the Final Reflective Paper must be submitted to receive a grade for the course.**

COURSE EVALUATION

Action Research Project:	260 pts.
Leadership in Action Plan:	20 pts.
Final Reflective Paper:	20 pts.

Grading Scale:
A = 270-300 pts. B = 240-269 pts. C = 210-239 pts. D = 180-209 pts. F = 179 or fewer pts.

ASSIGNMENT DUE DATES

Task 1 - Contextual Factors	Wed., Aug. 29 (8:00 am)	
Task 2 – Journal Entry 1	Fri., Aug. 31 (8:00 a.m.)	
Task 2 – Journal Entry 2	Thu., Sep. 6 (8:00 a.m.)	
Task 2 – Journal Entry 3	Mon., Sep. 10 (8:00 a.m.)	
Task 2 – Journal Entry 4	Thu., Sep. 13 (8:00 a.m.)	
Task 2 – Summary Journal Entry	Fri., Sep 14 (8:00 am)	
Feedback provided by the instructor for the "Statement of the Problem"		*Tue, Sep. 18*
Task 3, Task 4, Task 5, Task 6, Task 7	Fri., Oct. 5	
Feedback provided by the instructor regarding appropriateness of the Technique/Practice Strategy		*Wed., Oct 9*
Task 8, Task 9, Task 10, Task 11	Fri., Oct. 19	
Task 12	Two Days after administration of the Pre-Assessment	
Task 13, Task 14, Task 15, Task 16, Task 17	Mon., Nov. 5	
Task 18 – Introduction & first 3 pages	Fri., Nov. 9	
Feedback provided by the instructor for the first three pages of the Literature Review		*Tue., Nov. 15*

All of Task 18	Fri., Nov. 30
Final Copies of the Action Research Project	Wed., Dec. 12
Leadership Project	Mon., Dec. 10
Reflective Paper	Wed., Dec. 12

APPENDIX A: ACTION RESEARCH PROJECT

The action research project includes a discussion of contextual factors, journal entries, a review of literature, a unit of instruction, an analysis of student learning, reflections on teaching, and a discussion of the action research findings.

Task 1: CONTEXTUAL FACTORS **Due Wednesday, August 29, 2012 (8:00 a.m.)**

Compile (in paragraph form) contextual information that includes the following:

A. the name of the school district and building where you are teaching
B. the nature and size of the school district (rural, urban, suburban; small, large, typical)
C. the grade level you are teaching (If you are teaching in a departmentalized setting, include all of the classes and grade levels you are teaching.)
D. the number of sections in the grade level you are teaching
E. the specific area of science taught (general, physical, earth, life, space science, etc.)
F. the type of science taught (inquiry, hands-on, text-book driven, role of laboratory activities)
G. the number of years you have taught (including this year) at this grade level and the number of years you have taught at other grade levels.

H. the number and role of aides, assistants and/or special education teachers/reading coaches who work with you
I. initiatives or curriculum changes that are impacting your science classroom and perhaps your teaching
J. the number of students in your science class (If you are teaching in a departmentalized setting, indicate the total number of students you are teaching.)
K. the number of male and female students
L. the cultural diversity in your science classroom
M. the number of second language learners
N. the number of students with IEPs and the % of instruction that takes place in your science classroom
O. the number of other students who also need accommodations (struggling students, students with behavioral challenges, advanced students who need challenged, students with other disabilities, etc.) and how the needs of those students are served.
P. differences in the developmental levels of students in your science classroom
Q. socioeconomic factors that influence the school and community
R. the nature of the families of the students in your science classroom

S. any other information that could assist the reader in understanding the unique nature and needs of your science classroom, including your role in and/or the district's approach to RTI.

Task 2: JOURNALS (Four consecutive daily entries and summary entry) Due Friday, August 31, 2012
(You may wish to submit the first journal entry prior to February 1 to receive feedback on the content of the entry.

First and Second Journal Entry: Due Thursday, September 6, 2012
Procedures:

1. Audiotape or videotape a science lesson <u>in the area that you have selected for the focus of your action research project</u>. Listen/view the recording.
2. Collect and analyze formal/informal assessment data from the lesson.
3. Reflect on the lesson, your teaching, and student learning.

Content of the Journal Entry:

1. Describe the lesson you taught, including the objectives, procedures/activities used, and the type of assessment used to determine students' attainment of the lesson objectives.
2. What changes did you make in your plan for the lesson, if any, while teaching the lesson? What evidence indicated those changes were needed?
3. Discuss what you learned about students, student learning and your teaching from the audiotape or videotape.
4. Discuss what you learned about student achievement from the analysis of the assessment data. Be specific. Charts with assessment results <u>can</u> be used to support the explanation. (Examples of charts can be found on page 10.)
5. Which students struggled to attain the objectives? (Don't use students' names.) Why did those students struggle?

6. Which students achieved the lesson objectives easily? (Don't use students' names.) What might you have done to make the lesson more challenging for them?
7. Discuss the role your teaching skills (content knowledge, strategies used, classroom management approach, etc.) played in student learning during this lesson. Provide specific examples.

Third Journal Entry: Due Monday, September 10, 2012

Procedures:

1. Audiotape or videotape a science lesson in the area that you have selected for the focus of your action research project. Listen/view the recording.
2. Collect and analyze formal/informal assessment data from the lesson.
3. Reflect on the lesson, your teaching, and student learning.

Content of the Journal Entry:

1. Describe the lesson you taught, including the objectives, procedures/activities used, and the type of assessment used to determine students' attainment of the lesson objectives.
2. Discuss what you learned about student achievement from the analysis of the assessment data. Be specific. Charts with assessment results can be used to support the explanation.
3. Discuss what you learned about students, student learning and your teaching from the audiotape or videotape.
4. Which students struggled to attain the objectives? (Don't use students' names.) Why did those students struggle?
5. Which students achieved the lesson objectives easily? (Don't use students' names.) What might you have done to make the lesson more challenging for them?
6. Using the data from the first, second and third journal entries, identify **three** atypical students, each with different characteristics/needs. One should be a student who struggles to learn, one should be a student who learns quickly and needs to be challenged, and the third should be a student for whom English is not the first language. If you do not have an ELL student, select another student who has difficulty learning or faces challenges in the classroom. You will provide specific information about each of these three students during the project. Discuss why you selected each student as an "atypical" student. (Don't use students' names. Use "Atypical Student 1, Atypical Student 2, and Atypical Student 3.) **If you are teaching in a homogeneous setting, select three students with different characteristics/needs.**
7. Discuss the role your teaching skills (content knowledge, strategies used, classroom management approach, etc.) played in student learning during this lesson. Provide specific examples.

Fourth Journal Entry: Due Thursday, September 13, 2012

Procedures:

1. Audiotape or videotape a science lesson in the area that you have selected for the focus of your action research project. Listen/view the recording.
2. Collect and analyze formal/informal assessment data from the lesson.
3. Reflect on the lesson, your teaching, and student learning.

Content of the Journal Entry:

1. Describe the lesson you taught, including the objectives, procedures/activities used, and the type of assessment used to determine students' attainment of the lesson objectives.
2. Discuss what you learned about the first atypical student during the lesson from both your observations, the audio/videotape, and the assessment data.
3. Discuss what you learned about the second atypical student during the lesson from both your observations, the audio/videotape and the assessment data.
4. Discuss what you learned about the third atypical student during the lesson from both your observations, the audio/videotape, and the assessment data.
5. Discuss what you learned overall about students, student learning and your teaching from the audiotape or videotape.
6. Discuss what you learned overall about student achievement from the analysis of the assessment data. Be specific. Charts with assessment results can be used to support the explanation.
7. Discuss the role your teaching skills (content knowledge, strategies used, classroom management approach, etc.) played in student learning during this lesson. Provide specific examples.

Summary Journal Entry: Due Friday, September 14, 2012

Procedures:

1. Review the four journal entries you have created.
2. Access any additional information about each of the three atypical students that might be helpful.
3. Continue to reflect on your teaching.

Content of the Summary Journal Entry

1. Discuss **Atypical Student #1**
   (a) Discuss the social, emotional, cognitive, linguistic, and developmental characteristics of this student.
   (b) Discuss the strengths in science of the student you have selected for this project.
   (c) Discuss the weaknesses of the student in the content area you have selected for this project. (challenges he/she encounters during instruction in the area of science)
   (d) Describe the instructional modifications the student needs in the science area.

2. Discuss **Atypical Student #2**
   (a) Discuss the social, emotional, cognitive, linguistic, and developmental characteristics of this student.
   (b) Discuss the strengths in science of the student you have selected for this project.
   (c) Discuss the weaknesses of the student in the content area you have selected for this project. (challenges he/she encounters during instruction in the area of science)
   (d) Describe the instructional modifications the student needs in the science area.
3. Discuss **Atypical Student #3**
   (a) Discuss the social, emotional, cognitive, linguistic, and developmental characteristics of this student.
   (b) Discuss the strengths in science of the student you have selected for this project.
   (c) Discuss the weaknesses of the student in the content area you have selected for this project. (challenges he/she encounters during instruction in the area of science)
   (d) Describe the instructional modifications the student needs in the science area.
4. Discuss your **strengths** as a teacher in science.
5. Discuss your **weaknesses** as a teacher in science.
6. Identify and then describe the specific aspect of your practice in science education that you would like to change to enhance your effectiveness and **increase student learning**. This will become the **STATEMENT OF THE PROBLEM**. Discuss the specific data that led you to select this as the problem you will address in the Action Research Project. Describe how/why enhancing this aspect of your practice will **increase student learning**.

THE FOUR JOURNAL ENTRIES AND THE SUMMARY JOURNAL ENTRY ARE DUE September 14, 2012.

TASKS 3, 4, 5, 6, and 7 are due Friday, October 5, 2012 at 8:00 a.m.

Task 3: OUTLINE OF THE REVIEW OF LITERATURE

The "Review of Literature" will discuss **scientifically-based** research studies of practices, techniques, and strategies related to the **Statement of the Problem** (the area of practice you plan to improve to enhance student learning). These scientifically-based (evidence-based) research studies should describe the extent to which the practices, techniques, and strategies did or did not positively impact student learning. These are not articles that describe how to implement an activity or strategy. These are articles that describe the results of actual research studies that have been conducted. The studies should be applicable to the grade level you are teaching. For example, if you are investigating strategies that can be used to help fourth grade students comprehend expository text, research studies conducted in high school classrooms would not be applicable.

The "Review of Literature" (not the outline of the Review of Literature) is an eight to ten page paper **synthesizing** the research studies you have read. It should not appear to be a summary of individual sources.

Major topics, which will become headings, will be used to organize the paper. Subtopics will be used to organize the discussion of each major topic. Each subtopic will be discussed in one or more separate paragraphs. At least two sources should be cited in most of the paragraphs of the paper.

Create the Outline of the Review of Literature:

1. Read at least eight to ten professional research articles, books, and/or book chapters **written since 2004** that discuss **research studies** related to the **Statement of the Problem** (identified in the Summary Journal Entry). Read professional literature that describes research-based "best practices" in the specific aspect of instruction you are investigating. Do not use articles and books that simply describe the implementation of an instructional practice, strategy, or technique, although these may be useful **initially** to help you identify techniques/strategies that you will then investigate in the research literature. References must specifically discuss the nature of the **research** conducted and the findings that emerged from the investigation.

2. Take notes as you read each article/book. (Use note cards or type your notes.) Your notes should include specific information about each of the research studies, as well as the findings. It is important to record the source of each note. It may be helpful to number your sources and put the number of the source on each note.

3. Review your notes and identify major topics, which will be used to organize the paper. At least **four major topics** should be included.
4. Organize the major topics.
5. Group all of the relevant notes for each major topic. (If you typed your notes, cut them apart or use the cut/paste tools.)
6. As you review the notes for each major topic, identify the subtopics for each major topic.
7. Group all of the relevant notes for each subtopic.
8. Organize the subtopics under each major topic and the notes under each subtopic.
9. After all notes have been organized, **create an outline using brief phrases**. The outline will include the major topics (designated with Roman numerals) and subtopics for each major topic (designated with capital letters). Notes for subtopics will be indicated with numbers in your outline. Nearly all of your notes (written as brief phrases) should be included in your outline. Continually review your notes to identify the most effective organization of the content as you develop the outline.

Task 4: CONCLUSIONS

1. Review all of the information in your outline. Draw conclusions about the most effective instructional practices, strategies, and techniques (based on research evidence) in the area you have investigated. (Which instructional practices, strategies, and techniques are most likely to positively impact student learning?)
2. Write one or more paragraphs in which you describe your conclusions about the best practices, strategies, and techniques that are clearly supported by the research (scientifically-based or evidence-based practices).

Task 5: IDENTIFICATION OF THE TECHNIQUE, STRATEGY, or APPROACH

1. From the conclusions that you have drawn, **select** the new technique, strategy, or approach that you will implement in a unit of instruction to address the problem you identified in the Summary Journal Entry.
2. Develop a **rationale** supporting your selection of this technique strategy, or approach. (Explain why/how the implementation of this strategy, practice, or technique will address the problem and positively impact student learning.)

Task 6: ACTION RESEARCH HYPOTHESIS

1. Consider how the implementation of this strategy, practice, or technique will impact student learning.
2. Develop an "Action Research Hypothesis" that specifically describes how you think the use of the new technique, strategy, or practice that will **impact student learning**.

Task 7: REFERENCES

1. Develop the "References" page(s) using the APA style/format. Only include sources that will be cited in the paper. A minimum of eight sources must be cited.

TASKS 8, 9, 10, and 11 are due Friday, October 19, 2012 at 8:00 a.m.

Task 8: OVERVIEW OF THE UNIT OF INSTRUCTION

While are you waiting for feedback from the instructor for Tasks 3, 4, 5, 6 and 7, begin planning two-week unit of instruction (minimum) using the technique, approach, or strategy you selected. In this unit, students should acquire **new knowledge/ understandings and skills**. The unit/lessons must focus on a theme, topic, or one or more chapters in a text. Objectives, instruction and assessments should be clearly aligned. The unit should utilize instructional **technology** and connect with **students' experiences**. .

1. **Description of the Instructional Unit**
   A. Describe the content/skills that will be taught in the unit. (The unit must focus on a common theme, topic, novel, or one or more chapters in a text.)

   B. Explain how the new technique, strategy, or approach will be used during the unit. **This strategy/technique should be used in most, if not all, of the lessons in the unit.**

   C. Discuss how instructional technology will be used in the unit.

2. **Objectives**
   A. List the objectives for each lesson of the unit. Objectives describe the **knowledge and skills** students are expected to acquire during the unit.

   Note: The objectives must focus on student learning and be measurable in ways that show student learning/growth. The instructional technique, practice or strategy selected for the project will be used to help students achieve the unit objectives; however, the objectives must focus on **knowledge and skills** should acquire during the unit. The objectives should not focus on participating in or completing activities.

3. **Accommodations for Atypical Students**
   Identify the accommodations each atypical student will need related to the new technique, strategy, or practice that you will implement during the unit. For the student who learns quickly and easily, describe how you will make the technique, strategy, or practice more challenging.

   A. Discuss the accommodations you will make for the first atypical student related to the implementation of the new strategy, technique, or practice.
   B. Discuss the accommodations you will make for the second atypical student related to the implementation of the new strategy, technique, or practice.
   C. Discuss the accommodations you will make for the third atypical student related to the implementation of the new strategy, technique, or practice.

Task 9: Impact of New Technique

1. Discuss how you will determine the extent to which the new technique, strategy, or practice impacts student learning.

Task 10: Pre-Assessment and Rationale

1. Create the pre-assessment for the unit.

   Guidelines for creating appropriate pre-assessments, post-assessments, and formative assessments:
   A. Items/questions/tasks included in the assessment should clearly address the objectives of the unit and the content/skills that you will teach. Objectives, assessment, and instruction **must** align.

   B. The number of items /tasks for each objective should be roughly equal and/or proportional. However, there may be a few instances in which you may only have one task or question for each objective.

   C. An item analysis should be conducted (both difficulty and discrimination indexes for each item). Does the item, question, or task clearly and specifically address the objective? Is the item of an appropriate level of difficulty? It shouldn't be so easy that it doesn't indicate what the child knows or doesn't know related to the content/skill included in the objective. It should not be so difficult that it requires more knowledge/skill than you will teach in the unit. When several items/questions/tasks are used to assess one objective, those items/questions/tasks should collectively address all aspects of the objective.

2. Complete Table 1 to show how the pre-assessment aligns with your instructional objectives.

Table 1 (Example)

Pre-Assessment Analysis Instrument	**Learning Objectives** **P – Proportion of total items in the assessment**					
	Objective 1 P=20%	Objective 2 P=20%	Objective 3 P=10%	Objective 4 P=10%	Objective 5 P=20%	Objective 6 P=20%
Specific items	3, 7,11,18	1, 4,9,14	2, 5,	6, 10	8,13,16,19	12,15,17,20
# of items Total items = 20	4	4	2	2	4	4

3. Explain the qualities/characteristics of your pre-assessment that indicates it is an accurate, consistent, and fair evaluation of student learning. Information from Table 1 and the "guidelines for creating appropriate pre-assessments, post-assessments, and formative assessments" listed above can be used to develop this explanation.

4. Discuss adaptations you will make to the pre- assessment to accommodate the needs of the atypical students. What modifications or accommodations will you utilize to ensure that each student will be able to represent his/her understanding of the unit concepts/skills? Modifications of the pre-assessment are not needed for the advanced student.

5. Include the answer key if a test or worksheet is used for the pre-assessment. If an activity/task is used for the pre-assessment, include it **and** the rubric that will be used to evaluate it.

   Include the criteria you will use to determine if the students' performance for each objective (1) exceeds expectations, (2) meets expectations – adequate mastery of the objective, (3) does not meet expectations – did not achieve the objective, or (4) indicates significant weakness related to the objective. **THE SAME CRITIERA MUST BE USED FOR THE ATYPICAL STUDENTS AND THE WHOLE CLASS.**

   The following criteria could be used, but adapt as needed.
   90% or above: student exceeded expectations for the objective.
   80% to 89%: student met the objective.
   79% to 62%: student did not meet the objective.
   61% and below: student has a significant weakness in this content/skill.

Task 11: Timeline for Unit Implementation

The instructor will need at least one week to examine the unit overview and the pre-assessment. With this in mind, please indicate (a) the date you plan to conduct the pre-assessment and (b) the time period during which the unit will be implemented.

Task 12: ANALYSIS OF THE PRE-ASSESSMENT DATA (Due TWO DAYS following the administration of the Pre-Assessment)

1. After you have received feedback from your instructor on the unit and pre-assessment and at least one day prior to implementing the unit, conduct the pre-assessment. **IT IS ESSENTIAL THAT YOU ANALYZE THE PRE-ASSESSMENT DATA IMMEDIATELY AND THEN USE THAT DATA TO PLAN THE LESSONS FOR THE UNIT.** *The results of the pre-assessment should not be recorded as a grade. Do not ask students to correct/revise the pre-assessment.*

2 Provide copies of the pre-assessment(s) completed by **each** of the three atypical students. **Delete the students' names from these copies.**

3. Create a data analysis chart (see Table 2) that shows the individual results of the pre-assessment for **each** of the three atypical students. (Adapt the chart to accommodate the number of objectives you have identified for the unit.) Indicate the number of correct items/total number of items or the number of points awarded/total number of points available for the assessment of each objective. Complete this for **each** objective for **each** atypical student. **Do not include the students' names in the charts.**

Table 2 (Example)
Atypical Student #1 (Learns quickly)

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Pre-Assessment	5/5 (exceeded expectations)	6/6 (exceeded expectations)	5/5 (exceeded expectations)	2/2 (exceeded expectations)	2/2 (exceeded expectations)

The following criteria could be used, but adapt as needed.
90% or above: student exceeded expectations for the objective.
80% to 89%: student met the objective.
79% to 62%: student did not meet the objective.
61% and below: student has a significant weakness in this content/skill.

Atypical Student #2 (ELL Student)

Phase of Assessment	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5

	Include the objective.	Include the objective.	Include the objective.	Include the objective.	Include the objective.
Pre-Assessment	3/5 (significant weakness)	5/6 (met expectations)	4/5 (met expectations)	0/2 (significant weakness)	1/2 (significant weakness)

Atypical Student #3 (Struggling Student)

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Pre-Assessment	1/5 (significant weakness)	0/6 (significant weakness)	1/5 (significant weakness)	0/2 (significant weakness)	0/2 (significant weakness)

4. Discuss the specific findings and the implications of the analysis of the pre-assessment data.
   A. 1st atypical student
      (1) Discuss the findings, focusing on strengths and weaknesses as appropriate.
      (2) Discuss how you will modify the unit for this student based on the pre-assessment information.
   B. 2nd atypical student
      (1) Discuss the findings, focusing on strengths and weaknesses as appropriate.
      (2) Discuss how you will modify the unit for this student based on the pre-assessment information.
   C. 3rd atypical student
      (1) Discuss the findings, focusing on strengths and weaknesses as appropriate.
      (2) Discuss how you will modify the unit for this student based on the pre-assessment information.

5. Tally the pre-assessment scores for the whole class (including the three atypical students). Create a data analysis chart (Table.3) that shows the results of the pre-assessment for the entire class (including the three atypical students). Indicate the number of correct items/total number of items **or** the number of points awarded/total number of points available for the assessment of each objective. Complete this step for **each** unit objective.

Table 3 Whole Class Data Analysis (example)

Phase of Assessment	***Objective 1*** Include the objective.	***Objective 2*** Include the objective.	***Objective 3*** Include the objective.	***Objective 4*** Include the objective.	***Objective 5*** Include the objective.
Pre-Assessment	**4/15 or 27%** exceeded **5/15 or 33%** met **6/15 or 40%** showed significant weakness	**6/15 or 40%** exceeded **3/15 or 20%** met **6/15** or 40% showed significant weakness	**4/15 or 27%** exceeded **6/15 or 40%** met **5/15 or 33%** showed significant weakness	**10/15 or 67%** exceeded **5/15 or 33%** showed significant weakness	**7/15 or 47%** exceeded **8/15 or 53%** showed significant weakness

6. Discuss the specific findings and the implications of the analysis of the pre-assessment data for the whole class.

   A. Discuss the findings, focusing on strengths and weaknesses as appropriate.

   B. Discuss how you will modify the unit for all students based on the pre-assessment information. For example, if all or nearly all students earned 100% on an objective, you will either omit this aspect of the unit or make it more challenging. The pre-assessment data may suggest that no modifications are needed for the entire class.

Task 13: IMPLEMENTATION OF THE UNIT AND ANALYSIS OF FORMATIVE DATA (Due two weeks after the unit has been taught.)

Procedures

Once you have administered the pre-assessment, analyzed the data, and identified specific modifications of the unit for the three atypical students and rest of the class (if needed), begin teaching the unit. Include the following information for each lesson.

1. Provide an overview of each lesson of the unit. Please **date each entry** and include the following information
   List the lesson objective(s).
   List the instructional procedures used in the lesson.
   Identify the technology used in the lesson.
   Identify the specific modifications you made in the lesson for **each** of the three atypical students.

2. Provide a copy of the formative assessment completed by each of the three atypical students.

3. Add the daily formative assessment data to the data analysis chart for each atypical student. (Table 4). The Analysis of Formative Assessment Data will only appear once at the end of all of the lessons.

4. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for **each** of the three atypical students? Draw conclusions about why you think each of the atypical students was successful or may have struggled with specific objective(s).

5. Were the planned modifications for each of the atypical students effective? Why or why not?

6. Add the daily formative assessment data to the "whole class" data analysis chart (Table 5). The data analysis charts for the formative assessments will only appear once at the end of all of the lessons.

7. What does the formative assessment data from this lesson indicate about the achievement of the lesson objectives for the class as a whole? Draw conclusions about why you think the class as a whole was successful or may have struggled with specific objective(s).

8. Reflect on the effectiveness of the instructional technique, practice, or strategy you are investigating.

9. Describe changes you will make in the next lesson based on your analysis of this lesson.

Table 4
Atypical Student #1

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Formative Assessment	15/15	20/21	18/18	10/10	20/20

Atypical Student #2

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Formative Assessment	14/15	19//21	14/18	8/10	12/20

Atypical Student #3

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Formative Assessment	12/15	15/21	10/18	9/10	17/20

Table 5: Whole Class Data Analysis

Phase of Assessment	*Objective 1* Include the objective.	*Objective 2* Include the objective.	*Objective 3* Include the objective.	*Objective 4* Include the objective.	*Objective 5* Include the objective.
Formative Assessment	**8/15 or 53%** exceeded **6/15 or 40%** met **1/15 or 7%** did not meet	**14/15 or 93%** exceeded **1/15 or 7%** met	**10/15 or 67%** exceeded **1/15 or 7%** met **2/15 or 13%** did not meet **2/15 or 13%** showed significant weakness	**12/15 or 80%** exceeded **3/15 or 20%** met	**12/15 or 80%** exceeded **2/15 or 13%** met **1/15 or 7%** did not meet

Task 14: POST-ASSESSMENT

1. Create the post-assessment for the unit. In some cases, the pre- and the post-assessment may be similar. However, if the pre-assessment indicates that most students have already mastered one or more of the unit objectives, you will need to revise your objectives and revise your post-assessment.

2. Complete Table 4 to show how the post-assessment aligns with your instructional objectives.

Table 4 (Example)

Post-Assessment Analysis Instrument	**Learning Objectives** **P – Proportion of total items in the assessment**					
	Objective 1 P=20%	Objective 2 P=20%	Objective 3 P=10%	Objective 4 P=10%	Objective 5 P=20%	Objective 6 P=20%
Specific items	3, 7,11,18	1, 4,9,14	2, 5,	6, 10	8,13,16,19	12,15,17,20
# of items Total items = 20	4	4	2	2	4	4

3. Explain the qualities/characteristics of your pre-assessment that indicate it is an accurate, consistent, and fair evaluation of student learning. Information from Table 4 and the "guidelines for creating appropriate pre-assessments, post-assessments, and formative assessments" (page 7) can be used to develop this explanation

4. Discuss adaptations you will make to the post-assessment to accommodate the needs of the atypical students. What modifications or accommodations will you utilize to ensure that each student will be able to represent his/her understanding of the unit concepts/skills? Modifications of the post-assessment are not needed for the advanced student.

5. Include the answer key if a test or worksheet is used for the post-assessment. If an activity/task is used as the post-assessment, include it **and** the rubric that will be used to evaluate it.

   Include the criteria you will use to determine if the students' performance for each objective (1) exceeds expectations, (2) meets expectations – adequate mastery of the objective, (3) does not meet expectations – did not achieve the objective, or (4) indicates significant weakness related to the objective. This criteria should be the same as the criteria established for the analysis of the pre-assessment data.

Task 15: ANALYSIS OF THE POST-ASSESSMENT AND GROWTH DATA

1. Provide copies of **each** post-assessment completed by **each** atypical student.

2. Add the post-assessment data to the data analysis charts for each of the three atypical students (Table 5). (Simply add rows to the charts that already include the pre-assessment data.)

3. Calculate the growth of each atypical student by comparing the pre-assessment and post-assessment data. Record this information in the charts (Table 5). **Please note:** The pre-assessment section of each chart below was completed in Task 4.1. You can simply copy those charts and then add rows for post-assessment and growth data.

Table 5 (Examples)

Atypical Student #1

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Pre-Assessment	5/5 (exceeded expectations)	6/6 (exceeded expectations)	5/5 (exceeded expectations)	2/2 (exceeded expectations)	2/2 (exceeded expectations)
Post-Assessment	5/5 (exceeded expectations)	6/6 (exceeded expectations)	5/5 (exceeded expectations)	2/2 (exceeded expectations)	2/2 (exceeded expectations)
Growth	0%	0%	0%	0%	0%

Total Test

Pre-Assessment	20/20
Post-Assessment	20/20
Growth	0% increase

Atypical Student #2

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Pre-Assessment	3/5 (significant weakness)	5/6 (met expectations)	4/5 (met expectations)	0/2 (significant weakness)	1/2 (significant weakness)
Post-Assessment	5/5 (exceeded expectations)	5/6 (met expectations)	4/5 (met expectations)	2/2 (exceeded expectations)	1/2 (significant weakness)
Growth	40%	0%	0%	100%	0%

Total Test

Pre-Assessment	13/20
Post-Assessment	17/20
Growth	20% increase

Atypical Student #3

Phase of Assessment	Objective 1 Include the objective.	Objective 2 Include the objective.	Objective 3 Include the objective.	Objective 4 Include the objective.	Objective 5 Include the objective.
Pre-Assessment	1/5 (significant weakness)	0/6 (significant weakness)	1/5 (significant weakness)	0/2 (significant weakness)	0/2 (significant weakness)
Post-Assessment	3/5 (significant weakness)	2/6 (significant weakness)	2/5 (significant weakness)	0/2 (significant weakness)	2/2 (exceeded expectations)
Growth	40%	34%	20%	0%	100%

Total

Pre-Assessment	2/20
Post-Assessment	9/20
Growth	35% increase

4. Based on the post-assessment data, for which objective(s) was **each** of the atypical students most successful?
5. Based on the post-assessment data, for which objective(s) was **each** of the atypical students least successful?
6. Summarize and analyze the growth data for each of the three atypical students. Draw conclusions about the extent to which each of the atypical students did or did not achieve each objective? Why do you think growth was shown or not shown for each objective?
7. What modifications/adaptations were most helpful for **each** of the atypical students?
8. Tally the post-assessment scores for the whole class (including the three atypical students) and add the data to the data analysis chart for the whole class (Table 6).

Table 6 Whole Class Data Analysis (example)

Phase of Assessment	***Objective 1*** Include the objective.	***Objective 2*** Include the objective.	***Objective 3*** Include the objective.	***Objective 4*** Include the objective.	***Objective 5*** Include the objective.
Pre-Assessment	**4/15 or 27%** exceeded **5/15 or 33%** met **6/15 or 40%** showed significant weakness	**6/15 or 40%** exceeded **3/15 or 20%** met **6/15** or 40% showed significant weakness	**4/15 or 27%** exceeded **6/15 or 40%** met **5/15 or 33%** showed significant weakness	**10/15 or 67%** exceeded **5/15 or 33%** showed significant weakness	**7/15 or 47%** exceeded **8/15 or 53%** showed significant weakness
Post-Assessment	**8/15 or 53%** exceeded **3/15 or 20%** met **4/15 or 27%** still showed significant weakness	**10/15 or 67%** exceeded **2/15 or 13%** met **1/15 or 7%** did not meet **2/15 or 13%** still showed significant weakness	**10/15 or 67%** exceeded **3/15 or 20%** met **2/15 or 13%** still showed significant weakness	**12/15 or 80%** exceeded **3/15 or 20%** still showed significant weakness	**10/15 or 67%** exceeded **5/15 or 33%** still showed significant weakness
Growth (find the difference in the number of students in each category of the criteria using the pre-assessment and post-assessment data; calculate the percentage of change, and identify the change as an increase or decrease)	**4/15 or 27%** increase in the number who exceeded; **2/15 or 13%** decrease in the number who met; **2/15 or 13% decrease in the number who showed significant weakness**	**4/15 or 27%** increase in the number who exceeded; **1/15 or 7%** decrease in the number who met; **1/15 or 7%** increase in the number who did not meet; **4/15 or 27%** decrease in the number who showed significant weakness;	**6/15 or 40% increase in the number who exceeded; 3/15 or 20% decrease in the number who met; 3/15 or 20%** decrease in the number who showed significant weakness	**2/15 or 13%** increase in the number who exceeded; **2/15 or 13%** decrease in the number who showed significant weakness	**3/15 or 20% increase in the number who exceeded; the number who met; 3/15 or 20%** decrease in the number who showed significant weakness

9. Based on the post-assessment data, for which objective(s) was the class as a whole most successful?
10. Based on the post-assessment data, for which objective(s) was the class as a whole least successful?
11. Summarize and analyze the growth data for the whole class. Draw conclusions about the extent to which the whole class did or did not achieve each objective? Why do you think growth was shown or not shown for each objective?

Task 16: REFLECT ON UNIT AND TEACHING

1. Discuss examples of "research-based practices" (in addition to the new technique) used in the unit.
2. Discuss how the unit connected instruction with students' experiences.
3. Discuss how the use of technology enhanced student learning.
4. How effectively were you able to utilize your pre-assessment and formative assessment data to provide appropriate instruction and activities?
5. Discuss your strengths and weaknesses in teaching this unit.
6. Discuss what you learned about promoting student learning.

Task 17: EXAMINATION OF THE RESEARCH HYPOTHESIS

1. How did the new technique, practice, or strategy affect your instruction and student learning? Provide specific examples to support your claim.
2. To what extent was the Action Research Hypothesis confirmed? Provide data to support your conclusions.
3. Describe how you might improve or further develop your use of this technique in future lessons.

Task 18: COMPLETE THE DRAFT OF THE "REVIEW OF LITERATURE" Due on or before Friday, November 9, 2012

The "Review of Literature" must be a well-written paper that includes a strong topic sentence for each paragraph; has no errors in sentence construction; has very few grammatical, mechanical, punctuation or spelling errors; and reflects the correct use of APA in the citation of sources.

While your instructor will provide feedback on a draft of the "Review of Literature," it is expected that you will submit a well-written paper. Reading the paper aloud is often useful as you revise and edit your paper!

Procedures

1. Once you have received feedback on the "Review of Literature" outline, begin writing the paper.
2. Create an Introduction to the Chapter
3. Follow your outline closely as you develop the sections of the chapter.
4. Develop the Conclusions section (Tasks 4, 5, and 5)
5. Carefully revise and edit the paper. (Students should develop several drafts before submitting a draft to the instructor.)

PUTTING IT TOGETHER: FINAL COPY OF THE ACTION RESEARCH PROJECT Due Friday, November 30, 2012

1. After completing all revisions of previous submissions suggested by the instructor, submit **two copies** of the project. One copy should be spiral bound, which will be retained by the department.

2. Format of the Project
   - A. Cover page
   - B. Table of Contents
   - C. Overview or abstract of the project
   - D. **Chapter 1: Introduction** (no headings will be used in this chapter)
     - Introduction to the chapter (this hasn't been written previously),
     - Contextual Factors (Task 1)
     - Transition Paragraph (new)
     - Summary Journal Entry (Task 2 – only the Summary Journal Entry)
   - E. **Chapter 2: Review of Literature** (Task 18)
   - F. **Chapter 3: Implementation of the Unit and Analysis of Data**
     - Overview of the Unit (Task 8)
     - Measuring the Impact of New Technique/Strategy (Task 9)
     - Pre-Assessment and Rationale (Task 10 – Describe the pre-assessment, then add 9 #2-4)
     - Analysis of Pre-Assessment Data (Task 12 – add a couple of sentences to introduce the Pre-assessment charts/data, then include 12 #2-5)
     - Implementation of the Unit and Analysis of Formative Data (Task 13)
     - Post-Assessment (Task 14 – Describe the post-assessment, then add 13 #2-4)
     - Analysis of Post Assessment Data and Student Growth (Task -15)
   - G. **Chapter 4: Summary of Results**
     - Reflection on Unit and Teaching (Task 16)
     - Examination of Research Hypothesis (Task 17)
   - H. References
   - I. Appendices:

     Appendix A: Four Journal entries

Appendix B: Copy of the Pre-Assessment

Appendix C: Answer Key/Rubric for Pre-Assessment

Appendix D: Copies of 3 atypical students' pre-assessments

Appendix E: Copies of the 3 atypical students' formative-assessments (from each lesson)

Appendix F: Copy of the Post-Assessment

Appendix G: Answer Key/Rubric for Post-Assessment

Appendix H: Copies of the 3 atypical students post-assessments

Not included in the final copies: Task 3 (Outline of the Review of Literature), Task 11 (Timeline for Implementation of the Unit

APPENDIX B: LEADERSHIP ACTION PLAN

Due December 10, 2012

Through this project you will demonstrate the ability to assume a leadership role in the field of education. Select one of the leadership activities listed below or suggest another leadership activity that you wish to pursue. You must seek approval if you wish to complete an alternative activity.

1. Share the findings of your Action Research Project with your colleagues and provide information needed to implement the technique, practice, or strategy in their classrooms.

   Submit: (1) An outline of your presentation to your colleagues; (2) description of the audience and a summary of their responses to your presentation; and (3) what you learned from this leadership experience.

2. If you have another leadership activity that you would like to develop for this requirement, please seek approval from your professor.

APPENDIX C: REFLECTIVE PAPER

Due Wednesday, December 12, 2012

This 4-5 page typed paper (minimum) provides an opportunity for you to reflect on your teaching, the graduate program, and the impact of your coursework on your practice. Please respond to the following prompts as you develop this paper:

Diversity

1. What types of diversity are important for teachers to address in their classrooms?
2. In what ways does your teaching reflect the belief that all students can learn?
3. In what ways does your teaching reflect your commitment to meeting the educational needs of all students in a caring, non-discriminatory and equitable manner?
4. What steps have you taken to develop a classroom climate that values diversity?
5. What understandings and/or skills have you acquired through your graduate coursework that have enabled you to better meet the needs of diverse students in your classroom? (Please indicate the specific courses that contributed to your knowledge/skills.)

Teaching and Student Learning

1. Briefly discuss the most important theories about student learning that should guide instruction.
2. In what ways does your teaching reflect the use of these theories of learning?
3. Briefly discuss some of the "best practices" that you use in your classroom.
4. What are your current strengths as a teacher?
5. What aspects of your teaching might be improved?
6. What might you do to increase student learning in your classroom?

7. Discuss how your teaching has changed as a result of completing the graduate program. (Please indicate the specific courses that contributed to your knowledge/skills.)

Department of Instructional Design and Technology

Request to Register:

IDT 591 – Independent Study (1-3 sh) _____# hours (Repeatable to 3 sh)

Star #:_____

Prerequisite: 15 hours in IDT coursework

To register for the course, you must complete this form and secure the approval of the supervising faculty before obtaining the department chair's permission to enroll. (If department chair is the supervising faculty member you will only need one signature.)

Requests lacking detailed and specific plans and end products will be denied.

Student Name: _____ Student ID No:_____

# of Semester Hours in IDT: _____

Semester: Fall Spring Summer 20_____

Faculty member to supervise the study: _____

Topic(s) to be Independently Studied:

Describe Major Tasks and End Product(s) to be Completed:

(over)

Department of Instructional Design and Technology
Independent Study Form Page 2

Scheduled Meetings and Other Timelines:

Student Signature:_____ **Date:**_____

Faculty Member Signature: _____ **Date:**_____

Dept. Chair Signature:_____ **Date:**_____

Enrolled By:_____ **Date:**_____

Department of Instructional Design and Technology

Request to Register:

IDT 620 – Internship (4 sh):

Star #:_____

Prerequisite:
Completion of 15 hours of approved IDT coursework, and no Incomplete (I) grades.

To register for the course, you must complete this form and meet with the department chair for approval and signature. You must also complete the Internship Agreement Form and procure your internship supervisor/mentor's signature.

Student Name: _____

Student ID No: _____

# of Semester Hours in IDT: _____

Semester: Fall 20__ Spring 20__ Summer 20__

Attach a copy of your proposal for internship to include information about the location of the internship, site supervisor, and other pertinent information, and completed Internship Agreement. Form from the IDT Internship packet.

Student Signature: _____ **Date:** _____

Faculty Member Signature: _____ **Date:** _____

Dept. Chair Signature: _____ **Date:** _____

Enrolled By: _____ **Date:** _____

Applied Project Registration Form
IDT Special Permission Form

Request to Register:

IDT 600 Applied Project (3 sh)

**It is the student's responsibility to make sure that an approved Graduate Degree Plan is on file, the applied project graduate committee assigned, the applied project committee chair consulted, and a copy of the applied project pre-proposal to be attached.

To register for the course, complete this form and secure the approval of your major advisor, then submit it to the IDT Department for signatures.

Student Name: _____

Student ID No: _____

Course STAR Number: _____

I have an approved Graduate Degree Plan on file: Yes ☐ No ☐

Semester: Fall 20____ Summer 20___ Spring 20___

Describe major tasks, timetable, and completion date. Add attachment if necessary.

Student signature:_____ **Date:** _____

Faculty member signature: _____ **Date:** _____

Department Chair signature:_____ **Date:** _____

Enrolled by: _____ **Date:** _____

Appendix B
Western Illinois University Course Syllabus Policy

Administrative Services

WIU Home (http://www.wiu.edu/ /) > VPAS (http://www.wiu.edu/ /vpas/) > Policies (http://www.wiu.edu/ /vpas/policies/)

File Code: PRO.SYLLABUS.POL
Approval Date: 9/25/2003
Revised Date: 9/19/2011
Approved By: President and Faculty Senate

Course Syllabus Policy

Education works best when a clear understanding is established between instructor and student.

Since students need to know what is required of them in order to complete a course satisfactorily, instructors will provide each student with a course syllabus. Items that must appear in the syllabus include the following:

1. Title of the course, course number, section number, meeting days and times, nature, purpose and objectives of the course. FYE, WID, and Global Issues courses will be so identified.
2. Prerequisites, and corequisites *(Note: It is the responsibility of the student to comply with the prerequisites/corequisites for a course that he/she plans to take. Instructors who place the appropriate information on the syllabus and emphasize it during the first three class periods may exclude a student from the class who does not meet the prerequisites/corequisites by sending a note to the student with a copy to the registrar within the first two weeks of the term.)*
3. "In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional services."

4. Contact information such as instructor's name, office number, office hours, office phone number, fax number, e-mail address, personal web address (personal home page).
5. Books and/or materials required.
6. A statement indicating how the student's final grade will be determined, including any minimum requirements. Beginning in Fall 2010, WIU will utilize plus-minus grading in undergraduate courses. It is imperative that students clearly understand how their final grades will be determined.
7. Outside work required (readings, web searches, field experiences, trips, etc.), if any.
8. Additional fees or costs to be incurred by the student, if any.
9. Attendance requirements and penalties, if any.
10. This statement is required for all WID courses:

> *"This course has been designated to meet the Writing Instruction in the Disciplines (WID) graduation requirement. WID courses provide instruction in the processes and formats for the writing content and style needed to be an effective professional in a student's chosen field.*

11. This statement is required for all Bachelors of General Studies (BGS) online writing courses:

> *"This course has been designated to meet the Writing Instruction in the Disciplines (WID) graduation requirement for degree-seeking students in the BGS program. Online BGS writing courses provide instruction in the processes and formats for the writing content and style needed to be an effective professional in a student's chosen field.*

12. Web address for student rights and responsibilities (http://www.wiu.edu/provost/students.php)
13. Web address for Academic Integrity Policy (http://www.wiu.edu/policies/acintegrity.php)

Course syllabi should be distributed prior to the end of the full refund/credit period. It is the student's responsibility to obtain the syllabus after this time.

Failure to provide adequate written information about course requirements may provide

sufficient grounds to appeal to the Council on Admission, Graduation and Academic Standards for a late withdrawal for undergraduate students, and to the Graduate Council for graduate students.

Appendix C

Western Illinois University Accreditation Scheduled and Current Accreditation Status Letters from External Accrediting Agencies

1) Western Illinois University Accreditation Schedule

2) Current Accreditation Status Letters from:
   a. Higher Learning Commission-North Central Association of Colleges and Schools (August 2011)
   b. National Council for Accreditation of Teacher Education (May 2012).
   c. ABET (October 2006)
   d. Accrediting Council for Collegiate Graphic Communications, Inc. (July 2014)
   e. Council on Academic Accreditation (August 2009)
   f. Association to Advance Collegiate Schools of Business (April 2015)
   g. ATMAE (November 2011)
   h. Commission on Accreditation of Athletic Training Education (March 2010)
   i. Commission on Collegiate Nursing Education (November 2010)
   j. Council for Accreditation of Counseling and Related Educational Programs (July 2008)
   k. Council on Social Work Education (April 2014)
   l. National Association of Schools of Art and Design (May 2011)
   m. National Association of Schools of Music (June 2008)
   n. National Association of Schools of Theatre (April 2009)
   o. Council on Accreditation Parks, Recreation, Tourism and Related Professions (October 2015)
   p. Commission on English Language Program Accreditation (May 2008)

Provost & Academic Vice President

WIU Home (http://www.wiu.edu/ /) > Provost (http://www.wiu.edu/ /provost/)

Accreditation Schedule

Accrediting Body	Degree / Option	Last Date of Accreditation	Next Date of Accreditation
The Higher Learning Commission/North Central Association	All	2011	2020-2021
National Council for Accreditation of Teacher Education	All Teacher Licensure Programs	2012	2018
ABET: Engineering Accreditation Commission of ABET	B.S. in Engineering	2010	See ABET website
Academy of Nutrition and Dietetics/Accreditation Council for Education in Nutrition and Dietetics	B.S. in Family and Consumer Sciences--option in Dietetics	2006	2016
Accrediting Council for Collegiate Graphic Communications, Inc.	B.S. in Graphic Communication	2012	2018
American Speech-Language-Hearing Association/Council on Academic Accreditation	M.S. in Communication Sciences and Disorders--option in Speech-Language	2009	2017

Accrediting Body	Degree / Option	Last Date of Accreditation	Next Date of Accreditation
AACSB International-The Association to Advance Collegiate Schools of Business	Bachelor of Business (Accountancy, Economics, Finance, Human Resource Management, Management, Marketing, Supply Chain Management); M.A. in Economics; Master of Business Administration; Master of Accountancy	2010	2014-2015
The Association of Technology, Management, and Applied Engineering	B.S. in Engineering Technology, B.S. in Construction Management	2011	2015
Commission on Accreditation of Athletic Training Education	B.S. in Athletic Training	2010	2019-2020
Commission on Collegiate Nursing Education	Bachelor of Science in Nursing	2010	2015
Council for Accreditation of Counseling & Related Educational Programs	M.S.Ed. in Counseling	2008	2016

Accrediting Body	Degree / Option	Last Date of Accreditation	Next Date of Accreditation
Council on Social Work Education/Commission on Accreditation	Bachelor of Social Work	2009	2017
Iowa College Student Aid Commission	Museum Studies and Distance Education certificate and degree programs	2013	2015
National Association of Schools of Art and Design	B.A. in Art, B.F.A. in Art, M.A. in Museum Studies	2010	2015-2016
National Association of Schools of Music	B.A in Music, B.M. in Music, M.M. in Music	2008	2016-2017
National Association of Schools of Theatre	B.A. in Theatre, M.F.A. in Theatre, B.F.A. in Musical Theatre	2009	2016-2017
National Recreation and Park Association/Council for Accreditation of Parks, Recreation, Tourism and Related Professions	B.S. in Recreation, Park and Tourism Administration	2015	2021-2022
Commission on English Language Program Accreditation	WESL Institute	2008	2017

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

RECEIVED
2011 AUG 22 AM 10:
PRESIDENT'S OFFICE

August 17, 2011

President Jackie Thomas
Western Illinois University
1 University Circle 209 Sherman Hall
Macomb, IL 61455-1390

Dear President Thomas:

This letter is formal notification of the action taken concerning Western Illinois University by The Higher Learning Commission. At its meeting on August 15, 2011, the Institutional Actions Council (IAC) voted to continue the accreditation of Western Illinois University and to adopt any new items affecting the Statement of Affiliation Status.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent Annual Institutional Data Update. If the current Commission action included changes to the demographic, location, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Tuesday, September 6. If you have questions about these documents, please contact Mary B. Breslin B.V.M., your staff liaison before Friday, September 2. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation*, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Mary B. Breslin B.V.M..

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Board Chair

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

STATEMENT OF AFFILIATION STATUS

WESTERN ILLINOIS UNIVERSITY
1 University Circle
Macomb, IL 61455-1390

Affiliation Status: Candidate: Not Applicable
Accreditation: (1913- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status:	Public
Degrees Awarded:	B, M, S, D

Conditions of Affiliation:

Stipulations on Affiliation Status:	Doctoral degrees are limited to the Ed.D. in Educational Leadership.
Approval of New Additional Locations:	The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites within the state.
Approval of Distance and Correspondence Courses and Programs:	New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.
Reports Required:	None.
Other Visits Scheduled:	None.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2010 - 2011
Year for Next Comprehensive Evaluation:	2020 - 2021
Date of Last Action:	08/15/2011

Name Change:
Western Illinois State Normal School to Western Illinois State Teachers College (1921) to Western Illinois University

Academy Participation:
Participating in the Academy for Assessment of Student Learning.

May 15, 2012

Dr. Jack Thomas
President
Western Illinois University
1 University Circle
Macomb, IL 61455

Dear Dr. Thomas:

Let me begin by thanking you for your commitment to high quality educator preparation as exemplified by your participation in the NCATE national accreditation process. I am writing to inform you that at its April 21-24, 2012 meeting in San Antonio, Texas, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the College of Education & Human Services at Western Illinois University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education & Human Services at Western Illinois University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Details of the Unit Accreditation Board's findings are provided and any areas for improvement are listed in the enclosed accreditation action report. You may use the information provided in the Board of Examiners report at your discretion.

The next NCATE visit is scheduled for **Fall 2018**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. As you know, all institutions are asked to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you provide us with information on your unit's efforts to assure that you continue to meet expectations of the unit standards.

Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Accreditation," then "After the Visit," "Celebrating Accreditation," and then "Press Packet." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating

Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation. In addition, we have a sample graduation certificate with the NCATE logo that can be adopted for use as a supplement to the institutional graduation certificate.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,

James G. Cibulka

James G. Cibulka
President

Enclosures: Action Report, Policies on Dissementation of Information

cc: Dr. Sterling Saddler, College of Education & Human Services
Dr. Rori R. Carson, College of Education & Human Services
Ms. Diane Lacopo, Illinois State Board of Education
Board of Examiners Team

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The Standard of Excellence in Teacher Preparation

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Friday, October 16, 2015

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CAEP Council for the Accreditation of Educator Preparation

CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

With the July 1, 2013 *de facto* consolidation of NCATE and TEAC into CAEP as the new accrediting body for educator preparation, please visit http://caepnet.org for general information. For those engaged in legacy NCATE and TEAC accreditation visits, the more detailed information will remain on these respective sites for the time being. Look for the launch of the comprehensive new CAEP website this summer!

2014 Fall CAEP Conference

Discover what works in the field of educator preparation -- join your colleagues at the 2014 Fall CAEP Conference, September 29-October 1, in Washington, DC.

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Council for the Accreditation of Educator Preparation

CAEP Accreditation FAQs

May 29, 2014

How does an EPP change pathways for accreditation (i.e. from Continuous Improvement to Transformation Initiative)?

If you would like to change your pathway for accreditation, please inform CAEP staff as soon as possible, but at least one year prior to submitting your self-study for your next visit. There may be specific requirements that must be met depending on which pathway you would like to move into. You may inform the Accreditation staff at accreditation@caepnet.org (mailto:accreditation@caepnet.org).

Can an EPP host a dual accreditation visit using either NCATE standards and CAEP standards or TEAC Quality Principles and CAEP standards?

Dual accreditation using both the legacy and CAEP standards is no longer an option for conducting accreditation visits. You may either select NCATE/TEAC legacy standards/quality principles (if your visit is hosted before fall 2016) or CAEP standards. CAEP standards are required if your visit is hosted in fall 2016 or later.

Is it a requirement that program reports be submitted to CAEP via AIMS?

The program review options available to your EPP are determined by your state protocol. If your state requires EPPs to submit program reports to Specialized Professional Associations (SPAs) for national recognition, you will complete these reports in AIMS. If your state requires state program review, you will adhere to your state determined process for program review and upload the state findings as evidence in your self-study.

The CAEP AIMS website contains the same information as the legacy NCATE and TEAC AIMS websites. All Program Reports submitted to SPAs should be submitted in this redesigned site along with all documents related to accreditation (Annual Report, Self-study Report, etc.).

If we are currently accredited by NCATE/TEAC, should we advertise ourselves as NCATE/TEAC

accredited or CAEP accredited?

Your accreditation is dependent on which standards were used at your previous visit. If you used TEAC Quality Principles, you are TEAC accredited. If you used NCATE standards, you are currently NCATE accredited. EPPs will be granted accreditation by CAEP after hosting an accreditation visit using the CAEP standards and receiving a positive decision. After undergoing this process you may advertise that your EPP is accredited by CAEP.

What are CAEP's criteria for cooperating teachers (mentor teachers)?

According to Standard 2, Component 2.2, clinical educators, including cooperating/mentor teachers, should be high-quality clinical educators, drawn from discipline-specific, pedagogical, and P-12 professionals, who are co-selected, prepared, evaluated, supported, and retained as a result of collaborative efforts between EPPs and school personnel. High quality clinical educators meet or exceed the standards by which candidates are to be measured, including demonstrating the expected knowledge, skills, and professional dispositions, as well as a positive impact on P-12 student learning. Those serving as cooperating/mentor teachers should also demonstrate a positive impact on teacher candidates' development (via formative or summative evaluation). EPPs should work collaboratively with their partners, using "multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings". Beyond the expectation that clinical educators are high-quality, and that EPPs choices are logical and defensible, CAEP does not dictate specific criteria for cooperating/mentor teachers.

Our institution uses a nationally-normed ability/achievement test for admissions. To which group average should we compare our cohort's performance: the national average, or the institution average?

According to Standard 3, Component 3.2, if an EPP uses nationally-normed ability/achievement test results for admission, the average for the admitted cohort should be compared to the national average for the relevant assessment. EPPs are free to also compare the cohort average to the institution average.

What do you mean by "technology-based collaborations", as referenced in Component 2.1? Could you provide a couple of examples? Does this refer to EPP faculty/staff communicating or what our teacher candidates are doing in their field experiences?

As Standard 1 endorses the InTASC teacher standards in their entirety and educators must know how to use technologies to guide learning, the clinical practice provides an essential venue for candidates to develop their skills on how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. Standard 1 also states that providers are to "ensure that completers model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice." Some examples of technology-based collaborations in clinical experiences may include assessments of candidate proficiencies in technology, video analyses and reflections, technologies to support data sharing among EPPs and school partners, technologies to support training clinical educators, online communications between candidates and clinical educators, and virtual classroom settings.

Could you further clarify what is meant by clinical experiences of sufficient depth and breadth, as

ABET
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Fax: +1.410.625.2238
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accreditation@abet.org

Applied Science Accreditation Commission
Computing Accreditation Commission
Engineering Accreditation Commission
Engineering Technology Accreditation Commission

August 23, 2012

Thomas L. Erekson
Dean, College of Business & Technology
Western Illinois University
Stipes Hall 101
1 University Dr.
Macomb, IL 61455

Dear Dr. Erekson :

The Engineering Accreditation Commission (EAC) of ABET recently held its 2012 Summer Meeting to act on the program evaluations conducted during 2011-2012. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for Western Illinois University are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

Please note that appeals are allowed only in the case of Not to Accredit actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2011-2012 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

Susan E. Conry, Chair
Engineering Accreditation Commission

Enclosure: Summary of Accreditation Action
Final Statement

cc: Alvin Goldfarb, President
William F. Pratt, Director
Mohammad H. Hosni, Visit Team Chair

8/23/2012

ABET

Engineering Accreditation Commission

Summary of Accreditation Actions
for the
2011-2012 Accreditation Cycle

Western Illinois University
Macomb, IL

Engineering (B.S.)

Accredit to September 30, 2018. A request to ABET by January 31, 2017 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 01, 2017. The reaccreditation evaluation will be a comprehensive general review.

This is a newly accredited program. Please note that this accreditation action extends retroactively from October 01, 2010.

11/6/06
c: J. Magee

Commission on Accreditation for Dietetics Education
American Dietetic Association
Your link to nutrition and health. sm
120 South Riverside Plaza, Suite 2000
CHICAGO, ILLINOIS 60606-6995
312/899-0040 ext. 5400
www.eatright.org

RECEIVED
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W.I.U.
PRESIDENT'S OFFICE

October 30, 2006

Karen R. Greathouse, PhD, RD
Director, Didactic Program in Dietetics
Western Illinois University
Department of Family and Consumer Sciences
Macomb, IL 61455

Dear Dr. Greathouse:

This letter is to advise you of the action of the Commission on Accreditation for Dietetics Education board of the American Dietetic Association regarding the Didactic Program in Dietetics at Western Illinois University. During its October 12-13, 2006 meeting, the CADE board voted to grant initial Accreditation of the Program. Accreditation is granted for the Program at the baccalaureate level.

The decision was based upon a peer review of the self-study application addressing the 2002 Eligibility Requirements and Accreditation Standards, site visit report, and the Program's response. The review, however, indicates insufficient information about the following Standard. An interim report clarifying documentation of the Standard is requested. Three copies of the report must be submitted postmarked no later than **July 1, 2008.**

Standard One: Program Planning and Outcomes Assessment

The program has identified a comprehensive plan to address the first-time pass rate on the registration examination and has described the process it will use to evaluate the effectiveness of this plan. Evidence that the program continues to monitor the pass rate and the effectiveness of the plan is needed.

CADE values the commitment to the quality and continued improvement of dietetics education demonstrated by the Didactic Program in Dietetics during the accreditation process. In this spirit, the next review of the program will be in 2011, the five-year interval of the ten-year accreditation period, when the Program Assessment Report is due. The PAR documents the comprehensive evaluation of the accredited program that has occurred during the previous five years. Maintenance of the program's accreditation status is dependent on CADE's acceptance of the PAR, which reaffirms continuation of the accreditation status of the program for the next five years. Approximately one year prior to the PAR submission date, the CADE staff will notify the Program and provide further information. Subsequent to the PAR, the next self-study and site visit for continued accreditation will be scheduled for 2016.

In the meantime, if major changes occur in the Program, you must submit the changes in writing to CADE for review prior to implementation. CADE maintains the right to require an interim report, self-study, and/or site visit as a result of these changes. Guidelines for reporting major changes are on the ADA/CADE Website at www.eatright.org/cade under the Apply/Maintain Accreditation tab.

Thank you for your interest in and support of dietetics education and students. If there are any questions, please call the CADE staff at 800-877-1600 ext. 5400.

Sincerely,

Louise W. Peck

Louise W. Peck, PhD, RD
Chair
Commission on Accreditation for Dietetics Education

LWP/jj

cc: Alvin Goldfarb, PhD
Bonnie Smith, PhD
Erskine Smith, PhD, RD
Elaine F. Molaison, PhD, RD, Lead Program Reviewer
Sharon Kalvels, MS, RD, Accompanying Program Reviewer

Program Director Please Note: For tracking purposes, please email J. Johnson at jjohnson@eatright.org when you receive this letter.

ACCREDITING COUNCIL FOR COLLEGIATE GRAPHIC COMMUNICATIONS, INC.
www.accgc.org

Ervin A. Dennis, Ed.D.	1034 West 15th Street	Ph: 319-266-8432
Managing Director	Cedar Falls, IA 50613-3659	E-mail: ea.dennis@cfu.net

Tuesday, July 08, 2014

Dr. Thomas L. Erekson, Professor and Dean
College of Business & Technology
Western Illinois University
1 University Circle
Macomb, IL 61455

Dr. C. Ray Diez, Professor and Chair
Engineering Technology Department
College of Business & Technology
Western Illinois University
1 University Circle, Knoblauch 135
Macomb, IL 61455

Dear Dr. Erekson and Dr. Diez

Enclosed is a copy of the final accreditation report relating to the re-visit accreditation review of your Graphic Communication academic program. As you are aware, one person (Professor Patrick Klarecki) served as the follow-up representative for the original 3-member Site Visitation Team of the Accrediting Council for Collegiate Graphic Communications, Inc. (ACCGC). This report was written by Professor Klarecki and approved by the full 3-member ACCGC Site Visitation Team and recently approved by the 13-member ACCGC Accreditation Committee.

The "official" approval of the report will take place during the annual ACCGC Board of Directors meeting that will be held on Sunday, September 28, 2014 in Chicago. Based on the decisions thus far, the continued accreditation period is "full" accreditation (six-year period) for an additional four years. With this information in mind, your program accreditation period which began on September 1, 2012 will be in place through August 31, 2018. This assumes that the annual fee assessment of $1,500.00 for continued accreditation is paid by August 31 of each year.

You and your colleagues at Western Illinois University are to be congratulated for your efforts in completing the detailed work needed to meet the requirements of compliance for all 14 ACCGC Standards. It's obvious that considerable work and commitment have been achieved since the original Site Team Visitation in April 2012. We believe our procedures and standards are sound and meet full academic expectations. Academic and industry personnel associated with graphic communications programs accredited through ACCGC have every right to be very proud of their accomplishments. Without doubt, students involved in ACCGC accredited programs are receiving an outstanding education that will help prepare them for a long employment careers in the graphic communications industry.

During the annual ACCGC Board of Directors meeting in Chicago on September 28, 2014 the chair of the Site Visitation Team, Professor Patrick Klarecki, will request formal approval of the team report from the entire 19-member ACCGC Board of Directors. I'm confident the Board members will accept the recommendation of the Site Visitation Team and the approval of the ACCGC Accreditation Committee.

On behalf of the ACCGC Board of Directors, congratulations on achieving the support of the ACCGC Site Visitation Team and Accreditation Committee. Thank you for demonstrating your confidence in the standards and practices of the Accrediting Council for Collegiate Graphic Communications, Inc. At your request, I will provide an e-file of the ACCGC logo. We encourage you to display it on all of your graphic communications program literature and in your program website.

You and your Western Illinois University colleagues are invited and encouraged to attend the ACCGC Board of Directors meeting on September 28, 2014 to receive a plaque confirming your six-year program accreditation. The Board meeting will be held in Chicago, IL; McCormick Place, Room S-501-a (South Building, 5th floor), 1:00 to 4:00 p.m. Your accreditation presentation will be scheduled early in the meeting, thus you and your colleagues may leave the meeting after the presentation and photos if you wish.

Sincerely

Ervin A. Dennis, Ed. D.
ACCGC Managing Director

C: ACCGC Site Visitation Team Members
ACCGC Executive Committee

Enclosure:

COUNCIL ON ACADEMIC ACCREDITATION
AUDIOLOGY | SPEECH-LANGUAGE PATHOLOGY

CERTIFIED RETURN RECEIPT

August 28, 2009

Maureen G. Marx, PhD
Western Illinois University
College of Fine Arts & Communication
Division of Communication Sciences & Disorders
121 Memorial Hall, 1 University Circle
Macomb, IL 61455

CAA File #104 – Master's program in speech-language pathology

Dear Dr. Marx,

I am pleased to inform you that during its meeting on July 29 – August 1, 2009 the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) voted to re-accredit the graduate education program in **speech-language pathology** at Western Illinois University for a period of **8** years beginning **February 1, 2009** through **March 31, 2017**.

The issues provided in the attached **Accreditation Action Report** should be addressed in the program's next annual report. Your first annual report will be submitted using the on-line report format via the Higher Education System and according to the revised Annual Report submission date on **February 1, 2010.** Approximately three months prior to the due date of your reports, you will be sent a reminder that the program's next report to the CAA is due for submission.

Notification of Program Changes:
In accordance with Standard 1.5 and 1.7, notification of any change to the program director must be provided in writing to the CAA within 30 days of the change. This notification should include reporting temporary or interim replacements resulting from searches for a new program director and sabbatical leave. Notice of a change should also include a vita for the new/interim director and the program's plan for implementation of the change.

2200 Research Boulevard, Mail Stop 310
Rockville, MD 20850-3289

Congratulations to you, the faculty and staff in the program, as well as the administration, on this national distinction.

Sincerely,

Judith L. Page

Judith L. Page, PhD, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

cc: Donald Spencer, President
Susan Flesher, ASHA National Office
CAA Members

The Association to Advance Collegiate Schools of Business

AACSB ACCREDITED

AACSB INTERNATIONAL CERTIFICATE OF ACCREDITATION

Granted to

Western Illinois University

for achievement of the highest standard in management education through a commitment to quality and continuous improvement

Department of Accounting and Finance

April 26, 2015
Extension of Accounting Accreditation

Co-President and Chief Executive Officer	Co-President and Chief Executive Officer	Chair, Board of Directors

The Association to Advance Collegiate Schools of Business

AACSB ACCREDITED

AACSB INTERNATIONAL CERTIFICATE OF ACCREDITATION

Granted to

Western Illinois University

for achievement of the highest standard in management education through a commitment to quality and continuous improvement

College of Business and Technology

April 26, 2015
Extension of Business Accreditation

Co-President and Chief Executive Officer	Co-President and Chief Executive Officer	Chair, Board of Directors

CONTINUOUS IMPROVEMENT REVIEW - BUSINESS
PEER REVIEW TEAM VISIT REPORT

WESTERN ILLINOIS UNIVERSITY
COLLEGE OF BUSINESS & TECHNOLOGY

I. Team Recommendation

The team recommendation reflects the opinion of the Continuous Improvement Review Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the Continuous Improvement Review Committee chair in care of the AACSB International office.

A. Accreditation Recommendation:

Extension of Accreditation: The recommendation of the Peer Review Team is that the accreditation of the undergraduate and master's degree programs in business offered by the College of Business & Technology be extended with the next accreditation review scheduled for 2019-2020. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement. AACSB International provides a list of applicants achieving accreditation to its members and the public.

B. Team Recommendation Review Schedule: The Continuous Improvement Review Committee will meet to review the team recommendation on March 23, 2015.

II. Identification of Areas That Must Be Addressed Prior to Next Continuous Improvement Review

During the last AACSB visit in 2010, the peer review team noted one area of concern that was to be addressed before the next visit. The current team believes that the College has appropriately addressed this concern as follows:
From the 2010 report: *While the College has met standards for academic and professional qualifications of faculty in all business disciplines, all programs and in all locations, significant*

shortfalls have arisen in disciplines related to business, which may reside among business programs or in other colleges, in this case economics and business communications. Of the four faculty who are other, one will retire at the end of the Spring 2010 semester. The College, working with union representatives, has initiated a faculty development process within the context of the contract that will address the academic qualifications of the remaining three economics faculty. This is a formal process, which incorporates sanctions, if the shortfall is not addressed. The team fully anticipates the issue of faculty qualifications to be resolved by the time of the next visit.

The College reports that three of the six Economics faculty members who were not academically qualified (AQ) or professionally qualified (PQ) have left the University. Two other faculty members have worked toward meeting the AQ standards by publishing articles and presenting papers, and the College has now classified them under the 2013 AACSB standards as practice academics (PA). Also, three new Economics faculty members were hired and they are classified as scholarly academics (SA). Business Communications is a service area to the College. Although four of the five part-time and full-time faculty members in Business Communications are classified as other for faculty qualifications, these numbers do not have a significant negative impact on the College's overall totals for faculty qualifications.

Prior to the next Continuous Improvement Review, specific recommendations relative to AACSB standards that should be addressed and reported in the next CIR application and at the time of the next Continuous Improvement Review:

The team is concerned that the guidelines for maintaining practice academic (PA) status are too lenient. The College should review the guidelines and assure that individuals who are classified as PA have ongoing, sustained, and substantive professional engagement activities that support PA status. (Standard 15)

The College should create a mechanism to annually insure that faculty members continue appropriate activities to maintain faculty qualifications. (Standard 15)

III. The School's Success in Demonstrating Engagement, Innovation, and Impact Outcomes

Examples of the College's effort in engagement activities include:

- There are a number of student-sponsored events that provide for interaction with professionals.
- The College offers post-baccalaureate certificates in Business Administration and in Supply Chain Management that are designed to meet the need of individuals in mid-level management. Each certificate requires twelve hours of course work.

Examples of innovation include:

- The Flipped Classroom Project where lectures are delivered online and class time is used for projects and group work.

- The Professional Development Series with seminars that are designed to prepare upper-level and graduate students for the job interview process.
- The development of undergraduate certificates in Marketing Technologies and Integrated Marketing Communications that will be offered to non-business majors at Western Illinois.
- The designation of the Accounting and Supply Chain majors as Signature Programs for the University. These programs were selected based on a number of criteria. The designation provides them with extra funding and recognition in University promotional materials.

Examples of impact include:

- The Supply Chain Management major is one of only three undergraduate programs in Illinois. The major requires an internship. Industry demand for interns and permanent job placement is very high.
- The Finance and Economics Clubs participate in the Kiva Program that provides micro-financing support to small businesses in developing countries.
- Students in the senior-level Management 481 course are required to perform 20 hours of community service.

IV. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team's Accreditation Recommendation

A. Situational analysis:

- The University is consistently ranked as one of the top Midwestern master's level institutions.
- As with many other states, Illinois' appropriations to higher education are limited. However, the School has offset some of the impact by increasing private fundraising.
- The College continues to deal with difficult budgetary concerns with a minimal loss of positions by making adjustments in the budget and enrollment.
- The Quad Cities campus on the riverfront in Moline, IL provides opportunities for growth by the College. However, the College's facility on the Macomb campus is not as modern or current in technology.
- The College has experienced some reduced enrollment and a reduction in the academic quality of upper-level students. Note: Enrollment since 2009 is up per the Factbook.

Kathleen Neumann 2/23/15 2:08 PM
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B. Changes Impacting Eligibility Criteria:
None noted

C. Strategic Management and Innovation:

- Since the last visit, the School has updated the vision and mission statements, and has incorporated the values of engagement, innovation, and impact in the vision statement. The College's mission includes sustaining objectives of teaching,

research, and service. The research objective appropriately indicates that the emphasis for research is on applied and pedagogical.

- The College's intellectual contributions come from a cross-section of faculty. The College reported 529 intellectual contributions (IC) during the period with approximately 168 of the ICs in peer-reviewed journals. (The totals were revised slightly from the numbers that were originally reported in Table 15-3.) Approximately 59% of ICs were classified as applied scholarship and approximately 28% were classified as teaching and learning (pedagogical).
- The University reallocated travel funding from departments to the central administration in 2013-14. (This resulted in a significant reduction in the amount that was reported for the departments' operating budgets in fiscal year 2014.) Travel expenses were also paid from Foundation funds.
- The Western Illinois faculty is represented by the University Professionals of Illinois. Promotion and tenure decisions are governed by the union contract.
- The College has a full-time person who is devoted to fundraising.

D. Participants:

- Undergraduate enrollment remained almost constant from 1,202 in Fall 2009 to 1,215 in Fall 2014. The number of undergraduate students who graduated declined over the last five years from 334 to 285, with the largest declines in Accountancy and Finance majors. Graduate enrollment remained constant at 123 students; there were approximately 50 graduates per year.
- The College provides advising support for all undergraduate business majors.
- The University provides a cost guarantee so that undergraduates have tuition, fees, room, and board rates locked in for four years.
- The College offers programs on the main campus in Macomb and at the Quad Cities campus. There are 15 full-time faculty members in the Quad Cities. However, the Quad Cities individuals are members of, and tenured and promoted, in their respective departments in the College. The curriculum, admission, and graduation requirements are identical at both campuses. (One of the members of the peer review team visited the Quad Cities campus and confirmed the identical nature of the programs.)
- The College meets the requirement for faculty sufficiency (Standard 5) with approximately 95% of the faculty classified as participating. Participating faculty members are those who participate in faculty governance, service, and/or engage in significant interaction with students in extracurricular learning environments such as student organizational meetings, tutoring sessions, etc.
- The College emphasizes teaching as the primary responsibility for faculty. The standard teaching load for tenured and tenure-track faculty members is three courses (9 hours) each semester. As part of the annual retention process, faculty members receive written recommendations from the Department Personnel Committee, the chair, and the dean.
- Professional staffing is sufficient and the College has very qualified staff members. The University provides continuing education support through tuition assistance and flex time for class attendance.

E. Learning and Teaching:

- Since the last visit, the Bachelor of Business in Information Systems was eliminated and replaced by the Bachelor of Science in Information Systems and included in the new School of Computer Science with the college. The new degree does not meet the requirements to be included in business programs that are subject to review by AACSB.

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- The College's undergraduate Curriculum Committee receives recommendations from the faculty for curriculum changes. The MBA program has its own faculty curriculum committee (the MBA Committee).
- The MBA program is offered face-to-face or online. Students may use either format or a combination.
- The Assessment Committee and the Curriculum Committee recommend changes in learning goals and objectives for the business core.
- The College relies heavily on the ETS Major Field Test (MFT) for assurance of learning. MFT scores in a number of areas have not met College expectations, possibly due to lack of motivation by students. Other assessment tools include cases, writing assignments, presentations, and peer evaluations.
- Peer evaluations are used to assess the undergraduate learning goal of leadership and team building. Peer evaluations are used in the MBA program to evaluate the team building component of the leadership and team building goal.
- The key components of the undergraduate program's six learning goals are that graduates will:
  - Possess the common body of knowledge
  - Possess problem solving ability by using quantitative analysis, computer software applications, and personal financial tools
  - Understand ethical and global issues
  - Have written and oral communication skills
  - Be able to lead a diversified workforce and perform effectively in teams
  - Possess problem solving and critical thinking skills

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- The MBA program has five learning goals that are similar to the undergraduate goals, but have more emphasis on students using knowledge to solve business problems and possessing research skills. The team recommends (in section VI of this report) that the College consider revising some of the undergraduate learning goals, consider other assessment measures, and look for ways to motivate students who take the MFT.
- The College has developed an impact statement (Appendix A in the College report) to assist in evaluating engagement, impact, and innovation. This is a very good starting point for the process.

F. Academic and Professional Engagement:

- For the most recent academic year, the College placed 81 students in internships.

- The College offers some executive education programs at the Quad Cities campus, but the revenue in the latest year was insignificant at less than two percent of College revenues.
- For faculty qualifications (Standard 15), the College has developed new guidelines. The Quality Management Committee proposed guidelines that were reviewed by the external advisory board, and approved by the faculty. In order to maintain qualifications as a Scholarly Academic (SA), a faculty member must have two peer reviewed journal articles and three other intellectual contributions in five years. Practice Academics (PA) must have more than one professional activity in five years from a list of approximately 10 professional activities. Scholarly Practitioners (SP) must have one peer reviewed journal article and two other intellectual contributions <u>or</u> four other intellectual contributions. Instructional Practitioners (IP) have the same requirement as PA: more than one professional activity in five years. As indicated in Section VI of this report, the peer review team believes that the College should review and strengthen the requirements for PA faculty qualifications.
- Based on the current faculty qualification standards, the College does have sufficient deployment of qualified faculty. The College reported that 57.7% of the faculty is SA, 77.6% is SA+PA+SP, and 91.8% is SA+PA+SP+IP. The percentages are lower in Economics and the service area of Business Communications, but the overall deployment of qualified faculty appears to be appropriate.

V. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:
- The College has a strong student focus. The average class size is approximately 22 students.
- The Accounting and Supply Chain Management majors are designated by the University as "Signature Programs."
- Supply Chain Management has high demand for interns and permanent jobs for students.
- The College offers post-baccalaureate certificates in Business Administration and in Supply Chain Management that are designed to meet the needs of individuals in mid-level management. Each certificate requires twelve hours of course work.

B. Effective practices:
- The College has developed undergraduate certificates in Marketing Technologies and Integrated Marketing Communications that will be offered to non-business majors at Western Illinois.

VI. Opportunities for Continuous Improvement Relevant to the Accreditation Standards

A. Relevant to the accreditation standards:

- The College has a mature Assurance of Learning process (AOL). However, the team recommends that the College consider several improvements. The learning goals should be reviewed to determine if they can be assessed appropriately. Because the College places heavy reliance on the Major Field Test, it is important to find ways to appropriately motivate the students who take the test. The team also suggests that the College consider using other direct or indirect assessment measures. (Standard 8)
- The College has done a good job in developing policies and guidelines in compliance with the 2013 AACSB standards. The team recommends that the College continue to looks for ways to increase engagement, innovation, and impact. The College has developed a matrix providing areas of impact and impact measurements. These activities and assessments should be fully developed, refined and implemented prior to the next review. Further, activities and assessments should clearly relate to the mission of the College. (Standards 1 and 2)

B. Consultative report on matters not related to the accreditation decision:
- The team supports the need for the College to have a permanent dean as soon as possible. This will be very useful in assuring that the College continues to meet AACSB standards. The team also recognizes that the College must find someone to be the point person for AACSB accreditation standards in order to insure College policies and procedures are consistent with those standards.
- The College should add more job placement support for graduating students. For example, many students are from the Chicago-land area and the College could utilize alumni and business contacts in that area to provide internship and permanent job opportunities for students.
- The team recommends that the College aggressively pursue additional sources of funding. One possibility that many other business schools have utilized is additional (differential) tuition for graduate students. The team believes that the College should actively seek approval for differential tuition for the MBA program.
- The team recommends that the University maintain funding to the College for faculty travel. It is essential that faculty members be able to travel to professional meetings and maintain their faculty qualifications.

VII. Visit Summary

A. Descriptive Information:

Western Illinois University (WIU) was established in 1899 and began operation as Western Illinois State Normal School in 1902. The institution's name was changed to Western Illinois State College in 1947 and to Western Illinois University in 1957. WIU is a fully accredited, co-educational, state-supported university offering both undergraduate and graduate degrees. Current enrollment exceeds 12,000 and approximately 90% of the students come from Illinois, primarily from northern Illinois and the Chicago area.

The College of Business was established in 1966. The College received initial accreditation by the AACSB in 1978. In 1994, the departments of Agriculture, Computer Science, and Engineering Technology were added to the College and it was renamed as the College of Business and Technology. A new School of Engineering was established as an academic department in the CBT effective July 1, 2009. In response to budget challenges, the College was reorganized in 2010 from nine departments to seven and five business departments were reduced to three. Accountancy became Accounting and Finance; Marketing was merged with Management to become Marketing and Management; Economics added DecisionSciences. Information Systems was moved into the Schoolof Computer Science.

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In 1988, the College began offering some majors at the Quad Cities campus in a metro area approximately 80 miles north of the main campus in Macomb. Faculty members at the Quad Cities location are members of, and tenured and promoted in, their respective departments in the College.

The College has 74 full-time faculty members, including 15 at the Quad Cities campus. Approximately 1,200 undergraduate students and 120 graduate students are enrolled in the College.

B. Degree Programs

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates in 2013-14
Bachelor of Business – Major in:		
Accountancy		57
Economics		3
Finance		60
Human Resource Management		24
Information Systems (being phased out)		10
Management		64
Marketing		45
Supply Chain Management		22
Total Undergraduate		285
Master of Accountancy		10
MBA		39
Total Graduate		49

C. Comparison Groups:

Comparable Peers:
Sam Houston State University
College of Charleston
University of Central Missouri
University of Wisconsin-Whitewater
East Tennessee State University
East Carolina University

Competitive Group:
Northern Illinois University
Eastern Illinois University
Illinois State University
Southern Illinois University-Carbondale
Southern Illinois University-Edwardsville
University of Illinois at Urbana Champaign
University of Illinois at Chicago
University of Illinois at Springfield
Northern Iowa University
Truman State University

Aspirant Group:
Appalachian State University
University of North Carolina-Wilmington
Ball State University
Georgia Southern University
Grand Valley State University
James Madison University
Missouri State University

D. Visit Dates & Team Members:
February 15, 2015 – February 17, 2015

Randy Edwards (Chair)
Chief of Staff, Appalachian State University

Roger Best (Business Member)
Dean, University of Central Missouri

Accounting Team:
Donald Gribbin (Chair)
Accountancy Chair, Western Michigan University

John Williams (Accounting Member)

Director of Accounting, Missouri State University

E. Continuous Improvement Review Visit Schedule:

SUNDAY, FEBRUARY 15

Time	Event/Meetings	Location	Attendees
Afternoon	**Arrival**	**St. Louis/Macomb**	Team
4:30 p.m.	**Team meeting**	**Hampton Inn**	Team
6:15 p.m.	**Pick up for dinner**	**Hampton Inn**	Team
6:30 p.m.	**Dinner**	**WIU Art Gallery**	Team **WIU Administrators** **CBT Administrators** **CBT Advisory Council Members**

MONDAY, FEBRUARY 16

Time	**Event/Meetings**	**Location**	**Attendees**
7:30 a.m.	Pick up for breakfast with department chairs	Old Dairy	**Team** Craig Conrad-Management & Marketing Steve Rock-Economics & Decision Sciences Gregg Woodruff-Accounting & Finance
9:00 a.m.	Advising, Career Services, and Development	Stipes 101	**Edwards or Best and Accounting Team** Chris Ramsey-Advising Michelle Howe-Career Services Becky Paulsen-Development
	Curriculum Committee-Business	Stipes 501	**Edwards or Best**
9:45 a.m.	Break		
10:00 a.m.	Strategic Planning Committee-Accounting	Stipes 431C	**Accounting Team** (Gribbin and Williams)
	Strategic Planning Committee-Business	Stipes 414C	**Business Team** (Best and Edwards)

10:45 a.m.	Curriculum Committee-Accounting	Stipes431C	**Accounting Team** (Gribbin and Williams)
	Assessment Committee-Business	Stipes414C	**Business Team** (Best and Edwards)
11:30 a.m.	Quality Management Committee	Stipes430C	**Business** and **Accounting Teams**
12:15 p.m.	Lunch-Business Tenure Track Faculty	Stipes501	**Edwards**
	Lunch-Business Non-tenure Track Faculty	Stipes512	**Best**
12:15 p.m.	Lunch-Accountancy Tenure Track Faculty	Stipes 501	**Gribbin**
	Lunch-Accountancy Non-tenure Track Faculty	Stipes 519	**Williams**
1:30 p.m.	Acct. Assessment Committee	Stipes 431C	**Accounting Team** (Gribbin and Williams)
	Break		**Business Team** (Best and Edwards)
2:00 p.m.	Business Class Visit (MKTG 335)	Stipes 212	**Business Team** (Best and Edwards)
2:15 p.m.	Accounting Class Visit (ACCT 537)	Stipes 210	**Accounting Team** (Gribbin and Williams)
3:00 p.m.	MBA Committee	Stipes414C	**Business Team** (Best and Edwards)
	Acct. Graduate Coordinator & Chair	Stipes431C	**Accounting Team** (Gribbin and Williams)
3:30 p.m.	Accountancy Chair	Stipes431C	**Accounting Team** (Gribbin and
3:45 p.m.	Student Leaders	Stipes414C	**Best**
	BAP and SCIMA	Stipes431C	**Accounting Team** (Gribbin and
	CBT Dean	Stipes 101	**Edwards**
4:30 p.m.	Return to Hampton Inn		
Evening	Dinner - Team only		

TUESDAY, FEBRUARY 17

Time	**Event/Meetings**	**Location**	**Attendees**
Morning	Breakfast - Team only @ Hampton Inn		
7:45 a.m.	Pick up	Hampton	**Team**

8:00 a.m.	Findings and recommendations with CBT Administrators	Stipes 101	**Team** Kathy Neumann, Bill Polley, Jack Elfrink, and Gregg Woodruff
9:00 a.m.	Findings and recommendations with WIU and CBT Administrators	Sherman Hall 205	**Team** President Thomas, Provost Hawkinson, Kathy Neumann, Bill Polley, and Gregg Woodruff
10:00 a.m.	Return to Hampton Inn for checkout		
11:00 a.m.	Lunch (optional)		**Team** Kathy Neumann and Gregg Woodruff
12:00 p.m.	Depart		

John A Elfrink 2/23/15 7:49 AM
Deleted: Jim Patterson

John A Elfrink 2/23/15 7:49 AM
Deleted: Jim Patterson,

F. Materials Reviewed:

- 2015 Business Continuous Improvement Review Report and Appendices
- 2015 Accounting Continuous Improvement Review Report and Appendices
- Faculty Vitae
- AACSB Accreditation Materials from the 2010 visit
- College Assessment Documents for each year
- Promotional Materials

ATMAE
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The Association of Technology, Management, and Applied Engineering

RECEIVED
2011 NOV 28 AM 10: 59

November 21, 2011

Dr. Alvin Goldfarb, President
Western Illinois University
1 University Circle
Macomb, IL 61455

Western Illinois University
Initial and/or Reaccreditation

Dear: Dr. Alvin Goldfarb, President:

The ATMAE Board of Accreditation conducted hearings on accreditation requests on *11/1/2011.* Your request for initial and/or reaccreditation of your Technology program(s) was among those considered. I am pleased to notify you that your program(s) was granted Accreditation through *11/1/2015*, with a report due 45 days prior to *11/1/2013.* The report should address the standards on the enclosed "Program/Option Accreditation Status" sheet(s) that were determined to be in partial and/or noncompliance. ***Please check all of the information on the "Program/Option Accreditation Status" sheet(s) for accuracy and report any discrepancies to the ATMAE office.***

Program Status Sheets are attached for your review with a set being forwarded to Dr. C. Ray Diez, Chair along with Accreditation Certificate(s) for each program(s)/option(s).

The written progress report by the institution will be evaluated to determine if ATMAE standards have been met. If the Board determines at the end of two years that the corrective action taken was adequate to meet standards, the program(s) will be continued on Accreditation status for the final years of the reaccreditation period. If the Board determines that the corrective action taken was not adequate, the program(s) may be continued on Accreditation status with another written report or a written report and on-site visit required in two years or moved to Non-Accreditation status.

I hope the accrediting services provided by ATMAE have been beneficial to your program(s).

Sincerely,

R.G. Coscarelli

Mr. Rick Coscarelli, Executive Director
The Association of Technology, Management, and Applied Engineering

cc: Dr. C. Ray Diez, Chair
Dr. C. Ray Diez, Chair - ATMAE Board of Accreditation

G:\AMRDATA\AMR\ATMAE\Accreditation\Letter Templates\Letter - Hearing Action Reaccreditation Report.doc

Zimbra **lk-prosise@wiu.edu**

Re: ATMAE Accreditation: Recommendation to the ATMAE Board

From : Clayton R Diez <cr-diez@wiu.edu> Fri, Aug 28, 2015 06:48 PM

Subject : Re: ATMAE Accreditation: Recommendation to the ATMAE Board 1 attachment

To : Linda K Prosise <LK-Prosise@wiu.edu>

The official decision is in November after the conference in Pittsburg.

Sent from my iPhone

On Aug 28, 2015, at 3:51 PM, Linda K Prosise <LK-Prosise@wiu.edu> wrote:

Ray,

I am updating the online accreditation schedule (http://www.wiu.edu/provost/accredit.php), and Nancy forwarded this message to me. Has ATMAE sent the official letter and certificate? If so, I need that documentation before I can update the schedule. Thanks, and have a great weekend!

Linda

--

Linda Prosise
Administrative Assistant to the Provost
Western Illinois University
Macomb, IL 61455
(309) 298-2110
LK-Prosise@wiu.edu

From: "Nancy Parsons" <NP-Parsons@wiu.edu>
To: "Linda K Prosise" <lk-prosise@wiu.edu>
Sent: Friday, August 28, 2015 3:35:24 PM
Subject: Fwd: ATMAE Accreditation: Recommendation to the ATMAE Board

FYI...

~~~~~~

WESTERN ILLINOIS UNIVERSITY

Nancy Parsons, Ph.D., MPH
Associate Provost and Director of Graduate Studies
Western Illinois University
1 University Circle
Macomb, Illinois 61455
NP-Parsons@wiu.edu
@NancyParsonsWIU
Office of the Provost:
Sherman Hall 211
309-298-1066
~~~~~~

309-298-2021 (fax)
School of Graduate Studies:
Sherman Hall 116
309-298-1806
309-298-2345 (fax)

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---

From: "Clayton R Diez" <CR-Diez@wiu.edu>
To: "Andria D Potter" <ad-potter@wiu.edu>, "Brent A Payne" <ba-payne@wiu.edu>, "Brian Stone" <b-stone@wiu.edu>, "Catherine A Drinka" <ca-drinka@wiu.edu>, "Daniel H Hanson" <dh-hanson@wiu.edu>, "David Leonard" <d-leonard@wiu.edu>, "Denise D Gravitt" <dd-gravitt@wiu.edu>, "Garrett D Hunter" <gd-hunter@wiu.edu>, "Jeffrey D Rose" <jd-rose@wiu.edu>, "Joseph D Keitel" <jd-keitel@wiu.edu>, "Joyce A Runquist" <ja-runquist@wiu.edu>, "Kevin W Hall" <k-hall@wiu.edu>, "Megan A Bennett" <ma-bennett2@wiu.edu>, "P. Jones" <pe-daniel@wiu.edu>, "Pat E Dorman" <pe-dorman@wiu.edu>, "Rafael Obregon" <r-obregon@wiu.edu>, "Ralph E Dirksen" <re-dirksen@wiu.edu>, "Roger L. Runquist" <r-runquist@wiu.edu>, "Royce" <royce@thejonescorp.com>, "Scott A Coker" <sa-coker@wiu.edu>, "Seongchan Kim" <s-kim7@wiu.edu>, "Stephen H Worthington" <sh-worthington@wiu.edu>, "Suter" <t-renner@wiu.edu>, "Thomas G Bridge" <tg-bridge@wiu.edu>, "William F Suter" <wf-suter@wiu.edu>, "William E Brewer" <we-brewer@wiu.edu>, "William R Cupples" <wr-cupples@wiu.edu>, "nate johnson" <nate_johnson@ntn-bower.com>
Cc: "Jack Thomas" <j-thomas2@wiu.edu>, "Kenneth S Hawkinson" <ks-hawkinson@wiu.edu>, "Kathleen Neumann" <k-neumann@wiu.edu>, "Nancy Parsons" <np-parsons@wiu.edu>, "Rhonda K Kline" <r-kline@wiu.edu>, "AL-Wester" <al-wester@wiu.edu>, "Charles E Malone" <C-Malone@wiu.edu>, "Becky Paulsen" <b-paulsen@wiu.edu>, "Mary L Lawson" <ML-Lawson@wiu.edu>, "Angela N Lynn" <an-lynn@wiu.edu>, "Michelle C Howe" <mc-howe@wiu.edu>, "Andrew J Borst" <aj-borst@wiu.edu>, "Chad W Hankins" <cw-hankins@wiu.edu>, "Barbara J Arvin" <bj-arvin@wiu.edu>, "Stefanie J. Fenimore" <sfenimore@bentonassociates.com>, "Dan Bentz" <dan@ftiinc.org>, "Ben Van Zante" <BWVZante@Pella.com>, "Holmstrom Michael G" <holmstrommichaelg@johndeere.com>, "Lucas W Britt" <lw-britt@wiu.edu>, "Shandy M Partee" <SM-Partee@wiu.edu>, "Jeffrey D Rose" <jd-rose@wiu.edu>, "Daniel H CIV USARMY RIA-JMTC Hanson (US)" <daniel.h.hanson.civ@mail.mil>, "Grant Roon" <Grant_Roon@ntn-bower.com>, "Ste'Phan A Nolla" <sa-nolla@wiu.edu>, "Colter M Smith" <cm-smith8@wiu.edu>, "James E Galla" <je-galla@wiu.edu>, "Kevin W Terpstra" <kw-terpstra@wiu.edu>, "Clayton P Rehkemper" <cp-rehkemper@wiu.edu>, "Kelsey L Bryant" <kl-bryant@wiu.edu>, "Jacob A Smith" <ja-smith7@wiu.edu>, "Marcial L Anthony" <MLM-Anthony@wiu.edu>, "Joseph A Hoerdeman" <ja-hoerdeman@wiu.edu>, "Drew G Beeler" <dg-beeler@wiu.edu>, "Osaretin P Omofonmwan" <op-omofonmwan@wiu.edu>, "Kevin M Anderson" <km-anderson5@wiu.edu>, "Jonathan M Jacobson" <jm-jacobson@wiu.edu>, "Anthony C Tiberi" <ac-tiberi@wiu.edu>, "David N Towers" <dn-towers@wiu.edu>, "Diane K Bagley" <DK-Bagley1@wiu.edu>
Sent: Wednesday, April 29, 2015 9:50:20 AM
Subject: ATMAE Accreditation: Recommendation to the ATMAE Board

Good Morning Everyone:

First, we are to congratulate ourselves for a job well done. The ATMAE accreditation visiting

team completed their work yesterday and reported that the Construction Management and Engineering Technology programs will be recommended for "Accreditation with a 2 year report" to the ATMAE Board of Accreditation meeting at the Pittsburg Conference in November 2015. There were several minor areas that need attention, but nothing that was major. They indicated that this was usual action for programs that were moving to the new outcomes assessment standards for the first time.

Second, Thank You to all of you who met with the accreditation team to answer questions and provide input. It was greatly appreciated by the team. They commented to me several times that it was a pleasure to visit with constituencies that were so involved with WIU and our programs. The team also commented on the excellent hospitality of WIU.

Third, one team member who was on the team for our initial accreditation four years ago; told me personally that he was "very impressed" with the progress and improvements" in the programs since the last visit. That comment was very meaningful to me and we should be pleased because he is very experienced with accreditation. I hold his opinion in high esteem.

Finally, I wish to thank all the faculty and staff who contributed reports, conducted assessments, compiled surveys, gave input, wrote sections of, proofread, validated, and otherwise contributed to the development of the self-study, the appendices, and materials for the team room. It was an excellent team effort. Thank You!

Ray

--

C. Ray Diez; CSTM, DIT
Professor & Chair
Engineering Technology Department
College of Business & Technology
Western Illinois University
1 University Circle, Knoblauch 135
Macomb, IL 61455

309/298-1091 Office
309/298-1061 FAX

cr-diez@wiu.edu

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facebook.jpg
8 KB

Commission on Accreditation
of Athletic Training Education

RECEIVED
2010 MAR 22 AM 8:36
PRESIDENT'S OFFICE

2201 Double Creek Drive, Suite 5006
Round Rock, TX 78664
Phone: 512/733-9700
Fax: 512/733-9701
Email: caate@sbcglobal.net
Website: www.caate.net

March 16, 2010

Alvin Goldfarb, PhD
President
Western Illinois University
1 University Circle; Sherman hall 209
Macomb, IL 61455

Dear President Goldfarb:

Congratulations! As a result of the comprehensive evaluation of your institution's Athletic Training Education Program, including a self-study and on-site visit, the Commission on Accreditation of Athletic Training Education (CAATE) has voted to award **Continuing Accreditation** to the Athletic Training Education Program at Western Illinois University in Macomb, Illinois. Your program has met **all** of the nationally-recognized Standards for Entry-Level Athletic Training Education that were established with support of the following sponsoring organizations: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers' Association, Inc.

As a result of this award, your Athletic Training Education Program's **next comprehensive review**, including a self-study and on-site review, is scheduled to occur during the **2019 - 2020 academic year.**

The Commission on Accreditation of Athletic Training Education commends the faculty, staff, and administrators at Western Illinois University for your commitment to the advancement of quality education in Athletic Training, as well as your dedication to the preparation of highly qualified Athletic Training professionals.

Sincerely,

Greg Gardner

Greg Gardner, EdD, ATC
President, CAATE

Cc: Bernard DiGrino, PhD, Interim Dean, College of Education and Human Services
Loran Erdmann, EdD, Chair, Department of Kinesiology
Renee Polubinsky, EdD, Program Director, Athletic Training Education

Sponsoring Agencies

The American Academy of Family Physicians
The American Orthopaedic Society for Sports Medicine
The American Academy of Pediatrics
The National Athletic Trainers' Association, Inc.

November 15, 2010

Commission on Collegiate Nursing Education

Serving the Public Interest Through Quality Accreditation

P. Lea Monahan, PhD., RN, CNE
Director
School of Nursing
Western Illinois University
1 University Circle
339 Waggoner Hall
Macomb, IL 61455-1390

RECEIVED
2010 NOV 19 AM 10:34
W.I.U.
PRESIDENT'S OFFICE

One Dupont Circle, NW
Suite 530
Washington, DC
20036-1120
202-887-6791
fax 202-887-8476
www.aacn.nche.edu

Dear Dr. Monahan:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 14-16, 2010, to grant accreditation of the baccalaureate degree program in nursing at Western Illinois University for the term of 5 years, extending to December 31, 2015. The accreditation action is effective as of February 22, 2010, which was the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2015.

At its meeting, the Board determined that the program met all four accreditation standards. However, the Board additionally determined that there is a compliance concern with respect to Key Element IV-E.

As is required for all accredited programs, the Board requested that the program submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing program's continued compliance with all accreditation standards. The report should focus, in particular, on the following compliance concern for the baccalaureate program:

> Demonstrate that aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes (Key Element IV-E).

The deadline for submitting the progress report to CCNE is December 1, 2013. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the spring of 2014. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Western Illinois University. We hope that both the results of your self-study process and the accreditation report will be useful to the

continued growth and development of the nursing program. A certificate of accreditation is enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in your nursing program or of any major organizational changes that may affect the program's administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Carol Ledbetter, PhD, FNP, BC, FAAN
Chair, Board of Commissioners

cc: President Alvin Goldfarb
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Zimbra **lk-prosise@wiu.edu**

Re: Commission on Collegiate Nursing Education -- Accreditation

From : P L Monahan <PL-Monahan@wiu.edu> Fri, Aug 28, 2015 04:04 PM
Subject : Re: Commission on Collegiate Nursing Education -- Accreditation
To : Linda K Prosise <LK-Prosise@wiu.edu>
Cc : Susan Martinelli-Fernandez <martinelli-fernandez@wiu.edu>,
Nancy Parsons <np-parsons@wiu.edu>

The CCNE board meets at the end of October. They will notify us then. I probably won't have anything until mid November.

P. Lea Monahan, PhD, RN
Professor and Director
School of Nursing
Western Illinois University
1 University Circle
Macomb, IL 61455
309 298 2571
309 298 3190 FAX
PL-Monahan@wiu.edu

From: "Linda K Prosise" <LK-Prosise@wiu.edu>
To: "pl-monahan" <pl-monahan@wiu.edu>
Cc: "Susan Martinelli-Fernandez" <martinelli-fernandez@wiu.edu>, "Nancy Parsons" <np-parsons@wiu.edu>
Sent: Friday, August 28, 2015 3:52:01 PM
Subject: Commission on Collegiate Nursing Education -- Accreditation

Lea,

I am updating the online accreditation schedule (http://www.wiu.edu/provost/accredit.php), and I see that we are scheduled for re-accreditation by the Commission on Collegiate Nursing Education during the 2015. Has that process been completed? If so, I need the documentation from CCNE before I can update the schedule.

Linda

--
Linda Prosise
Administrative Assistant to the Provost
Western Illinois University
Macomb, IL 61455
(309) 298-2110

LK-Prosise@wiu.edu

CACREP

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA).

July 25, 2008

Dr. Alvin Goldfarb
Office of the President
Western Illinois University
1 University Circle
209 Sherman Hall
Macomb, Illinois 61455

Dear President Goldfarb:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met July 16-19, 2008, for the purpose of rendering accreditation decisions. Two programs housed in the College of Education and Human Services at Western Illinois University were reviewed under the 2001 Standards. The following decisions were made:

Community Counseling (M.S.Ed. degree)
Accredited: Eight-Year Period through October 31, 2016

School Counseling (M.S.Ed. degree)
Accredited: Eight-Year Period through October 31, 2016

The above accreditation decisions were based on the Board's extensive review of the self-study document, the addendum to the self-study, the visiting team's report, and your institution's response to the visiting team's report.

Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation will be enclosed with Dean Smith-Skripps' copy of this letter.

On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to these programs. Such support is considered vital to the process of continuous improvement of higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

Carol L. Bobby
Executive Director

cc: Dr. Bonnie Smith-Skripps, Dean, College of Education and Human Services
Dr. Frank Main, Chair, Counselor Education Department (via e-mail only)
Dr. William McFarland, CACREP Liaison (via e-mail only)

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COMMISSION ON ACCREDITATION (COA)

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Wayne State University

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CHAIR, BOARD OF DIRECTORS
Barbara W. Shank, Ph.D.
St. Catherine University & University of St. Thomas Collaborative

April 21, 2014

Debra E. Allwardt, PhD, MSW
Social Work Program Director
Horrabin Hall 8
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear Dr. Allwardt:

I am in receipt of your request to postpone the accreditation review for the baccalaureate Social Work program at Western Illinois University. Due to restructuring and recent turnover of key faculty and staff who are involved in writing the self-study for reaffirmation of accreditation, a postponement of one year is approved.

The reaffirmation decision date for the program is now scheduled for June 2017. If the program is reaffirmed at the time, the next reaffirmation cycle will come in June 2024, to keep the program on its correct eight-year cycle. A new timetable is attached for your convenience.

Sincerely,

Mary D Kurfess

Mary Deffley Kurfess, MSSW
Accreditation Associate

National
Association of
Schools of
Art and
Design

May 18, 2011

Charles A. Wright
Chair, Department of Art
Garwood Hall 32
Western Illinois University
One University Circle
Macomb, IL 61455

Dear Professor Wright:

The NASAD Commission on Accreditation, at its April 2011 meetings, took action regarding your institution. A Commission Action Report is enclosed describing this action in detail. If applicable, this Report will contain any further requests to your institution from the Commission. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASAD policies regarding strict confidentiality.

Please contact the NASAD National Office staff if you have questions or need assistance.

The Commission on Accreditation and the Association appreciate your institution's continuing efforts on behalf of the visual arts and design, and look forward to working with you to support advancement of the field.

With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:sy
Enclosure

cc: Alvin Goldfarb, President
Western Illinois University
√Jack Thomas, Provost
Western Illinois University
Paul Kreider, Dean, College of Fine Arts and Communication
Western Illinois University
Robert Milnes, President, NASAD
Raymond Allen, Chair
NASAD Commission on Accreditation

11250 Roger Bacon Drive
Suite 21
Reston, Virginia 20190
Tel. 703 437 0700
Fax 703 437 6312

National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

May 18, 2011

WESTERN ILLINOIS UNIVERSITY
Department of Art

Action:

1. The Commission voted to grant Plan Approval for the following degree:

   Bachelor of Arts – 4 years: Studio Art (Graphic Design).

   When three transcripts are available for this degree, the institution should submit an application for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications are found in *Policies and Procedures for Reviews of New Curricula*. This document may be downloaded from the NASAD Web site at http://nasad.arts-accredit.org (see "Publications," "Accreditation Procedures and Documents," and beneath that "Other Procedures Related to the Accreditation Process").

2. The Commission voted to grant Final Approval for Listing for the following degree:

   Master of Arts – 1 year: Museum Studies.

Notes:

1. In the application materials the Bachelor of Arts – 4 years: Studio Art (Graphic Design) and the Bachelor of Fine Arts – 4 years: Art (Graphic Design) degrees are referred to as Bachelor of Arts - Graphic Design and Bachelor of Fine Arts - Graphic Design. The Commission notes these are studio art degrees with emphasis areas in Graphic Design, and reminds the institution to be diligent in its publications to be sure that these degrees are listed correctly and consistently.

2. The Bachelor of Fine Arts-4 years: Art (Graphic Design) has already been approved and is included in the institution's listing.

3. Regarding the newly instituted Post-Baccalaureate Certificate Program in Museum Studies (p. 22 of the Plan Approval), the institution should submit a Plan Approval application by September 1, 2011, and if the requisite number of transcripts are available an application for Final Approval for Listing

should also be included (see NASAD *Handbook 2010-11*, Rules of Practice and Procedure, Article VI.).

4. The Commission looks forward to receipt of the institution's progress report after Associate Membership due September 1, 2011 for review at the meeting in October.

Samuel Hope
Executive Director

SH:tmr

OFFICE OF THE EXECUTIVE DIRECTOR

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190
TELEPHONE (703) 437-0700
FACSIMILE (703) 437-6312

RECEIVED
2008 JUN 30 PM 1:33
W.I.U.
PRESIDENT'S OFFICE

June 26, 2008

PROVOST OFFICE
RECEIVED
JUN 30 2008
WIU

Bart Shanklin
Director, School of Music
BR 122
Western Illinois University
1 University Circle
Macomb, IL 61455

Dear Professor Shanklin:

The NASM Commission on Accreditation, at its June 2008 meetings, voted to continue Western Illinois University in good standing. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NASM policies regarding strict confidentiality.

This action is taken upon review of Western Illinois University according to accreditation standards in effect in June of 2008. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best regards, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:rg
Enclosure

cc: √Alvin Goldfarb, President
Western Illinois University
Paul K. Kreider, Dean, College of Fine Arts and Communication
Western Illinois University
Daniel P. Sher, President, NASM
Charlotte A. Collins, Chair
NASM Commission on Accreditation
Sue Haug, Associate Chair
NASM Commission on Accreditation
Ronald D. Ross, NASM Visitor
Jamal J. Rossi, NASM Visitor

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

June 26, 2008

WESTERN ILLINOIS UNIVERSITY
School of Music

Action:

The Commission voted to accept the response and continue the institution in good standing with the degree listing indicated below.

The Commission requests a progress report addressing the issues cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NASM Degree Listing:

Bachelor of Arts in Music.
Bachelor of Arts in Music Therapy.
Bachelor of Arts with an Emphasis in Music Business.
Bachelor of Music in Composition.
Bachelor of Music in Jazz Studies.
Bachelor of Music in Music Education.
Bachelor of Music in Performance.
Master of Music in Composition.
Master of Music in Conducting.
Master of Music in Music Education.
Master of Music in Music History.
Master of Music in Performance.
Master of Music in Piano Pedagogy.

Next Full Review:

2016-2017 Academic Year

National Association of Schools of Theatre

RECEIVED
2009 APR 20 AM 8:30
W.I.U.
PRESIDENT'S OFFICE

11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190
Telephone (703) 437-0700
Facsimile (703) 437-6312

April 14, 2009

David E. Patrick
Interim Chairperson, Department of Theatre and Dance
101 Browne Hall
One University Circle
Macomb, IL 61455

Dear Professor Patrick:

The NAST Commission on Accreditation, at its March 2009 meeting, voted to grant Membership to Western Illinois University. The enclosed Commission Action Report provides the official description of this action and, if applicable, any requests for additional information. A copy of the Commission Action Report is being sent to the individuals listed below, along with a notice of NAST policies regarding strict confidentiality.

This action is taken upon review of Western Illinois University according to accreditation standards in effect in March of 2009. As a member of NAST, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in theatre current with NAST standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes for the success of your program, I remain

Sincerely yours,

Samuel Hope
Executive Director

SH:ms
Enclosure

cc: √Al Goldfarb, President
Western Illinois University
Alan MacVey, President, NAST
R. Terrell Finney, Jr., Chair
NAST Commission on Accreditation
Lee Byron, NAST Visitor
Susan Hallman, NAST Visitor

National Association of Schools of Theatre
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

April 14, 2009

WESTERN ILLINOIS UNIVERSITY
Department of Theatre and Dance

Action:

The Commission voted to accept the response and grant Membership with the degree listing indicated below.

The Commission requests a progress report addressing the issue cited below.

The Commission also took action regarding new curricula, as outlined elsewhere in this report.

NAST Degree Listing:

Master of Fine Arts – 3 years: Acting; Design; Directing.
Bachelor of Arts – 4 years: Theatre (Acting, Directing, Production/Design).
Bachelor of Fine Arts – 4 years: Musical Theatre.

Next Full Review:

2014-2015 Academic Year

Item for Progress Report:

The Commission requests a Progress Report on proposed construction of a new Performing Arts Center (see Response, pages 4-5; Visitors' Report, pages 6-7; NAST *Handbook 2009-2010*, item II.F).

Due Date for Progress Report:

February 1 for consideration at the Commission meetings of March 2010.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NAST Web site at http://nast.arts-accredit.org (see "Publications," "Accreditation Procedures," and beneath that "Other Procedures Related to the Accreditation Process").

Zimbra **lk-prosise@wiu.edu**

Re: NAST ~ Western Illinois University

From : Nancy Parsons <NP-Parsons@wiu.edu> Wed, Jul 08, 2015 03:35 PM
Subject : Re: NAST ~ Western Illinois University 1 attachment
To : Linda K Prosise <LK-Prosise@wiu.edu>

Thank you!!!

~~~~~~

WESTERN ILLINOIS UNIVERSITY

Nancy Parsons, Ph.D., MPH
Associate Provost and Director of Graduate Studies
Western Illinois University
1 University Circle
Macomb, Illinois 61455
NP-Parsons@wiu.edu
@NancyParsonsWIU
Office of the Provost:
Sherman Hall 211
309-298-1066
309-298-2021 (fax)
School of Graduate Studies:
Sherman Hall 116
309-298-1806
309-298-2345 (fax)
Find us on: facebook.

Learn more about the WIU School of Graduate Studies at wiu.edu/grad

---

From: "Linda K Prosise" <LK-Prosise@wiu.edu>
To: "Nancy Parsons" <NP-Parsons@wiu.edu>
Sent: Wednesday, July 8, 2015 3:33:03 PM
Subject: Re: NAST ~ Western Illinois University

I have updated the accreditation schedule.

--

Linda Prosise
Administrative Assistant to the Provost
Western Illinois University
Macomb, IL 61455
(309) 298-1066
LK-Prosise@wiu.edu
~~~~~~

From: "Nancy Parsons" <NP-Parsons@wiu.edu>
To: "Linda K Prosise" <lk-prosise@wiu.edu>
Sent: Wednesday, July 8, 2015 3:18:58 PM
Subject: Fwd: NAST ~ Western Illinois University

Here's info from Tammy regarding Theatre's accreditation schedule.

Nancy

~~~~~~

WESTERN ILLINOIS UNIVERSITY

Nancy Parsons, Ph.D., MPH
Associate Provost and Director of Graduate Studies
Western Illinois University
1 University Circle
Macomb, Illinois 61455
NP-Parsons@wiu.edu
@NancyParsonsWIU
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Sherman Hall 211
309-298-1066
309-298-2021 (fax)
School of Graduate Studies:
Sherman Hall 116
309-298-1806
309-298-2345 (fax)

Learn more about the WIU School of Graduate Studies at wiu.edu/grad

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From: "Tammy L Killian" <TL-Killian@wiu.edu>
To: "Nancy Parsons" <np-parsons@wiu.edu>
Sent: Wednesday, July 8, 2015 2:59:52 PM
Subject: Fwd: NAST ~ Western Illinois University

Hey Nancy,

Below is the latest email I've received from NAST. The visit will happen in Nov. 2016 the NAST Accreditation Committee will meet in Feb. 2017 to review our documents and the report from the site visit.

Thanks!

TK
~~~~~~

Tammy Killian
Chair of Theatre and Dance
Western Illinois University
101 Browne Hall
Macomb, IL 61455
TL-Killian@wiu.edu
309.298.1543

----- Forwarded Message -----
From: "Anne Curley" <acurley@arts-accredit.org>
To: "Tammy L Killian" <TL-Killian@wiu.edu>, "Kyle Dobbeck" <kdobbeck@arts-accredit.org>
Sent: Monday, March 30, 2015 11:13:27 AM
Subject: Re: NAST ~ Western Illinois University

Dear Tammy,

Thank you for your email, we're glad you found the presentation helpful. Please find a PDF of the slides attached. Western Illinois University's visit is scheduled for the Fall 2016 semester (specific dates have not been set), this is after a 2 year postponement. Invited to the visit were Robert Hansen and Monica Hayes, on our end they haven't accepted the visit, but they may have with your predecessor. You can be in touch Erin Moscony emoscony@arts-accredit.org in our office regarding the visitors. At this time there are no other forms to submit. Please let me know if you have any additional questions.

Sincerely,
Anne

Anne Curley
Accreditation Specialist
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
Telephone (703) 437-0700, ext. 128
Facsimile (703) 437-6312
acurley@arts-accredit.org
www.arts-accredit.org

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8 KB

Council on Accreditation
Parks, Recreation, Tourism and Related Professions

October 14, 2015

Dr. Jack Thomas
President
Western Illinois University
Sherman Hall
Macomb, IL 61455

Dear Dr. Thomas:

This is to report that the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT), at its meeting on September 13, 2015 in Las Vegas, NV approved continuing accreditation of the Western Illinois University Recreation, Park and Tourism Program until 2022 with the requirement of additional information and/or minor revisions.

The Council approved the following commendations:

- Western Illinois University's commitment to academic excellence as evidenced by over 37 years of COAPRT accreditation.
- The program has exemplary teaching and learning facilities. (Standard 6.04)
- The Library provides students with excellent learning resources. (Standard 6.07)
- The programs offer excellent IT services. (Standard 6.08)

Additionally, the Council requires the following information and/or minor revisions to be sent electronically to COAPRT@nrpa.org by August 1, 2016.

- Submit a strategic plan for the department. (Standard 2.01.02)
- Provide evidence of continued development and use of the assessment plan to inform curricular improvement (Standards 2.05.03 and 2.05.04)
- Submit evidence of practitioner input in departmental policy and procedure (Standard 5.01)
- Submit evidence of student input in departmental policy and procedure. (Standard 5.03)

Your institution's accreditation by the COAPRT is valid until the program's next review in the fall of 2022. Prior to the fall of 2022 the program will submit an updated self-study for review by Council. If deemed in accordance with COAPRT Accreditation Standards, the program can expect an accreditation visit between the months of September 2021 and February 2022.

The Council is pleased to maintain the Western Illinois University Recreation, Park and Tourism Program on the list of accredited institutions. Congratulations!

Sincerely,

Brenda

Brenda B. Beales
Awards and Accreditation Manager

cc: Dr. Daniel Yoder

22377 Belmont Ridge Road | Ashburn, Virginia | 20148 | www.nrpa.org/coaprt
703.858.0874 | Fax 703.858.0794

Council on Accreditation

Parks, Recreation, Tourism and Related Professions

Let it be known that

Western Illinois University Recreation, Park and Tourism Administration

has demonstrated its commitment to the park, recreation, tourism and related professions by complying with a body of standards deemed essential to a quality curriculum and learning environment, and having met or exceeded stated criteria of educational quality is hereby, upon recommendation by the members of the Council on Accreditation for Park, Recreation, Tourism and Related Professions, conferred

Academic Accreditation

effective on this 14th of September, 2015
and recognized as an accredited park, recreation, tourism and related professions program
contingent upon continued compliance with standards.

Commission on
English Language Program
Accreditation

1725 Duke Street, Suite 500 • Alexandria, VA 22314-3457

May 1, 2008

Murali Venugopalan, Director
WESL Institute
Western Illinois University
CJS 210 Seal Hall
Macomb, IL 61455

Dear Dr. Venogopalan:

At its April 2008 meeting, the Commission on English Language Program Accreditation reviewed the one-year re-accreditation of the WESL Institute at Western Illinois University. I am pleased to inform you that the Commission has granted 9-year continued accreditation to the program for the period April 2008 to April 2017. The enclosed Certificate of Accreditation signifies the program's achievement in meeting the *CEA Standards for English Language Programs and Institutions.*

In reviewing a program or institution, the Commission seeks to determine that the mission and educational objectives are being communicated and met; that the program or institution is organized so that its mission and educational objectives are supported by adequate human and fiscal resources; and that there is evidence of sufficient financial stability for the site to carry out its educational objectives.

In addition, for a review of one-year accreditation, the Commission thoroughly evaluates the response to the provisions of the one-year accreditation. The WESL Institute submitted responses to the following requirements:

1. Submit a document showing curricular objectives which are stated in terms of academic readiness or practical application and which are both observable and measurable. (Curriculum Standard 2)

2. Submit evidence that the program has a consistent and reliable means for assessing student success relative to the stated learning objectives. (Student Achievement Standard 2)

3. Submit a proficiency scale that indicates expected student outcomes for each course or level and is clear and useful to outside parties. (Student Achievement Standard 3)

4. Provide copies of relevant pages in a revised *Teachers Policy and Procedure Manual* that show that the manual has been updated to accurately reflect current copyright law and document steps taken to ensure compliance of all personnel with copyright laws. (Curriculum Standard 3)

5. Submit a revised written plan for development and modification of the curriculum that specifies completely the specific evaluation tasks to be performed, the processes whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken. (Curriculum Standard 4)

6. Submit a revised written plan for program development that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Administrative and Fiscal capacity Standard 9)

7. Submit a revised written plan for regular review and revision of student services policies and activities that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Student Services Standard 9)

8. Submit a revised written plan for review and modification of assessment and reporting practices that specifies more completely the specific evaluation tasks to be performed, the process whereby the information is gathered, the responsible parties for each task, timelines for gathering information and analyzing results, and the systems for the recording and documentation of issues raised and actions taken.
   (Student Achievement Standard 5)

Future reporting requirements

All requested reporting requirements were adequately responded to by the site, indicating that the site is currently in compliance with the CEA standards. Thus, the Commission has granted 9-year continued accreditation to the WESL Institute with no annual reporting requirements.

Public Announcement

Within 30 days following the decision by the Commission, CEA will make the accreditation status public through distribution to various professional groups. The program will continue to be listed on the CEA web site with a link to your web site. CEA encourages you to display your accredited status on your web site and in promotional materials as a way to not only promote your program, but also to promote CEA accreditation and the quality it exemplifies. At the time of initial accreditation, CEA sent you a linked logo. Please update the logo with the current period of accreditation. Also, you may announce your accredited status in promotional or informational literature using the following wording:

The WESL Institute at Western Illinois University is accredited by the Commission on English Language Program Accreditation (CEA) for the period April 2008 – April 2017 and agrees to uphold the CEA Standards for English Language Programs. CEA is recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1725 Duke St., Suite 500, Alexandria, VA 22314 (703.519.2070), www.cea-accredit.org).

Constituent Council

As a member of the Constituent Council, you have a number of obligations to CEA:

- to maintain the *CEA Standards* (available on the CEA web site)
- to adhere to CEA policies and procedures (available on the CEA web site)
- to post the *CEA Standards* in a public place, along with the document "Filing a Complaint Against an Accredited Program," (copy enclosed)
- to report any proposed substantive changes (as described in the *Policies and Procedures*)
- to submit an annual report each year of accreditation
- to submit an interim report in place of the annual report in the 5th year of a 10-year accreditation period

The 2008 annual meeting of the Constituent Council will be at the CEA office in Alexandria VA on Tuesday, May 27, from 12:30 – 2:30 during the NAFSA conference in Washington D.C. You will receive specific information about the meeting soon. We hope someone from the program will be able to attend.

Annual reports and the interim report

Annual reports and annual sustaining fees are due at the beginning of each calendar year of accredited status. Your next annual report will be due in February 2009. For 9-year accreditation, a longer interim report will be submitted in place of the annual report in February 2012. A copy of the Interim Report form is attached for your information.

You will receive a template and directions for completing the interim report a year prior to the due date.

Fees

Fees continue to be payable by February 15 of every year. You have paid fees for 2008, and no further fees are due at this time.

The Commission acknowledges that accreditation is an intensive process of self-evaluation and review. It cannot be successfully accomplished without the professional commitment on the part of each faculty and staff member. On behalf of the Commission, thank you for putting your confidence in the CEA accreditation review process. CEA strives to promote the maintenance of the highest standards for English language programs and institutions.

Congratulations on your achievement. Please contact Terry O'Donnell at the CEA National Office if you have questions.

Sincerely,

Deanna Hochstein

Deanna Hochstein, Chair 2008

Enclosures: Certificate of Accreditation, *CEA Standards*, Filing a Complaint against an Accredited Program, Constituent Council Governing Rules, Interim Report Form

Appendix D

1) Western Illinois University's Iowa Registration (2013-2015)

2) Laws of the State of Illinois Enacted by the Forty-First General Assembly (establishing the Western Illinois State Normal School in 1899)

3) Laws of the State of Illinois Enacted by the Seventieth General Assembly at the Regular Biennial Session (changing the name of the institution to Western Illinois University in 1957)

IowaCollegeAid.gov
Your Financial Aid Connection

November 20, 2013

Dr. Joseph Rives
Vice President, Quad Cities and Planning
Western Illinois University
Transmitted via e-mail to j-rives@wiu.edu

Dear Joe:

The Iowa College Student Aid Commission (the Commission) required Western Illinois University to apply for Iowa registration renewal in order to continue providing in-person instruction at the Figge Art Museum in Davenport, Iowa, and to acknowledge the distance education programs that it offers Iowa residents.

On November 15, 2013, the Commission approved the University's Iowa registration renewal authorization for a period of 2 years that ends on November 15, 2015.

The Commission now requests that the University remit the registration renewal fee of $2000 by check payable to the State of Iowa. Please send the check to the Iowa College Student Aid Commission at the address below, to the attention of Compliance Officer J. Carolyn Small.

Note: Effective June 3, the Commission's offices are located at a new address:

Iowa College Student Aid Commission
430 East Grand Avenue, 3rd FL
Des Moines, IA 50309

For future reference, our new location is provided on the Commission's Postsecondary Registration/Authorization page at
http://www.iowacollegeaid.gov/PostsecondaryRegistration/postsecondaryregistration.html

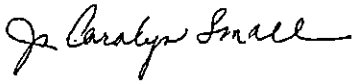
Registration in Iowa does not infer that the Commission or the State of Iowa endorses the school or approves the quality of the school's educational programs. The Commission's registration authorizes the school to operate within the State of Iowa for the purpose of offering postsecondary educational programs to Iowa residents.

Please note that Iowa law requires a registered school to renew its registration every two years, or to seek earlier approval for a registration amendment in the event of a substantive change in the school's accreditation or location, or in a case when the school wishes to add a new program that requires the approval of another agency of the State of Iowa.

It was a pleasure to work with you during the registration evaluation process. I wish the University every success in serving Iowans.

If you have any questions or need any assistance going forward, please contact me at (515) 725-3413 or by e-mail at carolyn.small@iowa.gov.

Sincerely,



J. Carolyn Small
Compliance Officer
Postsecondary Registration/Authorization

Cc: Karen Misjak, Executive Director, Iowa College Student Aid Commission

LAWS

OF THE

STATE OF ILLINOIS

ENACTED BY THE

FORTY-FIRST GENERAL ASSEMBLY

AT THE REGULAR BIENNIAL SESSION.

Begun and held at the Capitol, in the city of Springfield, on the 4th day of January A. D. 1899, and adjourned sine die on the 14th day of April A. D., 1899.

Printed by Authority of the General Assembly of the State of Illinois.

SPRINGFIELD:
PHILLIPS BROS., STATE PRINTERS.
1899.

WESTERN ILLINOIS STATE NORMAL SCHOOL.

§ 1. Creates Western Illinois State Normal School.
§ 2. Object.
§ 3. Corporate powers vested in five trustees.
§ 4. Governor to appoint trustees—term of office—vacancies.
§ 5. First meeting—president, secretary and treasurer.
§ 6. Duties of treasurer.
§ 7. Interest in contract prohibited to trustees, officer, agent or employés.
§ 8. Annual settlement of accounts with Auditor of Public Accounts.
§ 9. Board to meet quarterly.
§ 10. Location of site.
§ 11. Contracts for and erection of buildings—how constructed—appointment of superintendent of construction.
§ 12. Appointment of instructors and officers—text books, apparatus, etc.
§ 13. Each county entitled to gratuitous instruction for one pupil: how chosen.
§ 14. Appropriates $75,000 for erection of building, furniture, improving land and first year's instruction.
How drawn.
§ 15. Expenses of building, improving, etc., fuel, furniture and apparatus, salaries, etc., to be a charge upon State Treasury; all other expenses chargeable against pupils.
§ 16. Trustees to receive only traveling and personal expenses—how drawn.

AN ACT *to establish and maintain the Western Illinois State Normal School.*

SECTION 1. *Be it enacted by the People of the State of Illinois represented in the General Assembly:* That a body politic and corporate is hereby created, by the name of the Western Illinois State Normal School, to have perpetual succession, with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive by any legal mode or transfer or conveyance property of any description, and to have and hold and enjoy the same; also, to make and use a corporate seal, with power to break or change the same; to adopt by-laws, rules and regulations for the government of its members, official agents and employés: *Provided* such by-laws shall not conflict with the constitution of the United States or of this State.

§ 2. The object of the said Western Illinois State Normal School shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, and such other studies as the board of trustees may from time to time prescribe.

§ 3. The powers of the said corporation shall be vested in, and its duties performed by, a board of trustees not exceeding five in number, to be appointed as hereinafter provided.

§ 4. Upon the passage of this act the Governor shall nominate and by and with the advice of the Senate appoint, five citizens of the State as trustees of said institution, two of whom shall serve for two years, and three for four years, and until their successors are appointed and enter on duty; and successors in each class shall be appointed in like manner for four years: *Provided*, however, that in case of a vacancy by death or otherwise, the Governor shall appoint a successor for the remainder of the term vacated: *And, pro-*

vided further, that no two members of said board of trustees sha be residents of any one county. The superintendent of public i struction shall be a trustee of said school, *ex-officio*.

§ 5. The board of trustees shall hold their first meeting at——, within one month from the time this act goes into effect, which meeting they shall elect one of their body president, anoth secretary, and cause a regular record to be made and kept of all the proceedings. The board of trustees shall also appoint a treasure not a member of said board, who shall give bonds to the people c the State of Illinois in double the amount of the largest sum likel to come into his hands, the penalty to be fixed by the board of tru: tees, conditioned for the faithful discharge of his duties as treasure with two or more persons as securities.

§ 6. The treasurer shall keep an accurate account of all money received and paid out: the account for articles and supplies of ever kind purchased shall be kept and reported, so as to show the kin quantity and cost thereof.

§ 7. No member, officer or agent of the board of trustees shall b a party to or interested in any contract for materials and supplies.

§ 8. Accounts of this institution shall be stated and settled a nually with the Auditor of Public Accounts. The board of trustee shall, ten days previous to each regular session of the General A sembly, submit to the Governor a report of all their actions and pr ceedings in the execution of their trust, with a statement of a accounts connected therewith, to be by the Governor laid before th General Assembly.

§ 9. The board of trustees shall meet quarterly at such place c places as may be agreed on, and, until the building is complete as much oftener as may be necessary, but thereafter the meeting shall be at the school.

§ 10. The board of trustees shall, as soon as practicable afte their appointment, arrange to receive from the localities desiring t secure the location of said school, proposals for donation of a suitabl site and other valuable considerations, and shall locate the same i the place offering the most advantageous conditions, all things con sidered, as nearly central as possible in that portion of the Stat lying west of the fourth principal meridian, in what is known as th "military tract," with a view of obtaining a good water supply an other conveniences for the use of said institution.

§ 11. Upon the selection and securing of the land aforesaid th board of trustees shall proceed to secure plans and to contract fo the erection of a building in which to furnish educational facilitie for such number of students as hereinafter provided for; also for th improvement of the land so as to make it available for the use of th institution. The building shall be constructed upon the most ap proved plans for use, and shall be of sufficient capacity to accomme date not fewer than five hundred students, with the officers an necessary attendants. The outside walls to be of stone or brick, par

tition walls of brick, and the entire building made fire-resisting an so constructed as to be warmed in the most healthful and economic manner, with ample ventilation in all its parts. Said plans shall l accompanied by specifications and an itemized statement of tl amount required for the erection and completion of the building i accordance therewith; but no plans or specifications shall be adopte by the board of trustees until the same shall have been submitted and approved by the Governor.

The board of trustees shall appoint a competent and trustwortl superintendent of the building and improvements aforesaid, who duty it shall be to be present during the progress of the work and see that every brick, stone and piece of timber used is sound ar properly placed, and whose right it shall be to require contracto and their employés to conform to his directions in executing the contracts: *Provided*, however, that said board of trustees shall n appoint any one of its number such superintendent: *And, provide further*, that the building aforesaid may be erected and the improv ments made under the direction of the board of trustees and superi tendent without letting the same to contractors.

§ 12. The board of trustees shall appoint instructors and suc officers as may be required in said school, fix their respective salarie prescribe their several duties, and shall have power to remove any them for proper cause.

It shall prescribe the text books, apparatus and furniture to l used in said school, and provide the same, and shall make all rul and regulations necessary for its management.

§ 13. Each county in the State shall be entitled to gratuitous i. *struction for one pupil in said school, to* be chosen in the followir manner: The superintendent of schools in each county shall r ceive and register the names of all applicants for admission to sa school, and shall examine said applicants at such time and in suc manner as the board of trustees may direct, and the applicant fou to possess the highest qualifications shall be accepted as the pupil which said county is entitled. The board of trustees shall have tl power, if such pupil does not sign and file with the secretary of tl board of trustees a declaration that he or she will teach in the publ schools within this State not fewer than three years, in case that e gagements can be secured by reasonable efforts, to require said pu to provide for the payment of such fees for tuition as the board trustees may prescribe.

§ 14. To enable the board of trustees to erect said building, supply the necessary furniture for the same, to improve said lan and for the first year's instruction, the sum of seventy-five thousa dollars is hereby appropriated out of the State treasury, payable the orders of said board of trustees as required for use, in sums n to exceed ten thousand dollars per month, the first payment to l made on the first day of July, 1900, and subsequent payments sha

be accompanied by an account, sustained by vouchers, showing to satisfaction of the Auditor, and with the approval of the Goverr the expenditure of the previous payment.

§ 15. The expense of the building, improving, repairing and s plying fuel and furniture, the necessary apparatus for conduct said school, the salaries or compensation of the trustees, suporinte ents, assistants, agents and employés shall be a charge upon State treasury; all other expenses shall be chargeable against pupils of said school, and the board of trustees shall regulate charges accordingly.

§ 16. The trustees of said school shall receive only their perso and traveling expenses, and the Auditor is hereby authorized to sue warrants quarterly, upon presentation of itemized statements such accounts by said trustees, verified by affidavits, as to their act personal and traveling expenses.

APPROVED April 24, 1899.

ARBITRATION.

STATE BOARD.

§ 1. Amends section 3, act 1895, creating State Board of Arbitration.

§ 3. Application for hearing—notice to parties interested—witnesses compelled to attend.

§ 2. Inserts after section 5 sections 5a, 5b.

§ 5a. Proceedings in case of failure to abide by decision of board—penalty.

§ 5b. Duties of Board of Arbitra when application is made by tw more employers or their emplo

§ 3. Inserts after section 6 section 6a.

§ 6a. Board to be notified in case strike or lockout, actual or thr ened.

§ 4. Emergency.

AN ACT *to amend Section 3 of "An act to create a State Board Arbitration for the investigation or settlement of differences tween employers and employés, and to define the powers and ties of said board," approved August 2, 1895, and to insert said act three new sections to be known as Section 5a, Section and Section 6a.*

SECTION 1. *Be it enacted by the People of the State of Illin represented in the General Assembly:* That section 3 of "An act create a State board of arbitration for the investigation or settlem of differences between employers and their employés, and to def the powers and duties of said board," approved August 2, 1895, amended so as to read as follows:

"§ 3. Said application shall be signed by said employer or b majority of his employés in the department of the business in wh the controversy or difference exists, or by both parties, and shall c tain a concise statement of the grievances complained of, and a prom to continue on in business or at work without any lockout or str

LAWS

OF THE

STATE OF ILLINOIS

ENACTED BY THE

SEVENTIETH GENERAL ASSEMBLY

AT THE

REGULAR BIENNIAL SESSION

BEGUN AND HELD AT THE CAPITOL, IN THE CITY OF SPRINGFIELD, ON THE NINTH DAY OF JANUARY A. D., 1957, AND ADJOURNED ON THE TWENTY-NINTH DAY OF JUNE, A. D. 1957

Volume I

(Printed by authority of the General Assembly of the State of Illinois)

SCHOOLS.

WESTERN ILLINOIS UNIVERSITY—NAME CHANGE—TITLE AMENDED.

§ 1. Amends Section 2 of Act of 1899. § 2. Title Amended.
§ 2. Objects.

(SENATE BILL No. 600. APPROVED JULY 5, 1957.)

AN ACT *to amend the title and Section 2 of "An Act in relation to the Western Illinois State College at Macomb", approved April 24, 1899, as amended.*

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Section 2 of "An Act in relation to the Western Illinois State College at Macomb", approved April 24, 1899, as amended, is amended to read as follows:

§ 2. The object of Western Illinois University at Macomb shall be to qualify teachers for the common schools of this State by imparting instruction in the art of teaching in all branches of study, which pertain to a common school education, and such other studies as the Teachers College board may from time to time prescribe.

§ 2. The title of said Act is amended to read as follows:

"An Act in relation to Western Illinois University".

Passed in General Assembly June 25, 1957.

APPROVED July 5, 1957. (Ill. Rev. Stat. Vol. 2, p. 1240.)

SCHOOLS.

SCHOLARSHIPS—WESTERN ILLINOIS UNIVERSITY—NAME CHANGE.

§ 1. Amends Sections 30-1, 30-3 and 30-5 of Act of 1945.
§ 30-1. Scholarships Awarded—Rights Conferred.
§ 30-3. Certification of Names by Principal.
§ 30-5. Scholarships to Veterans.

(SENATE BILL No. 601. APPROVED JULY 5, 1957.)

AN ACT *to amend Sections 30-1, 30-3 and 30-5 of "The School Code", approved May 1, 1945, as amended.*

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Sections 30-1, 30-3 and 30-5 of "The School Code", approved May 1, 1945, as amended, are amended to read as follows:

§ 30-1. There shall be awarded annually at the end of each school year to each recognized four year public, private and parochial high school with an enrollment of fewer than 500 students, three scholarships; to each such school with an enrollment of 500 to 1,000 students,

§ 3-31. To register the names of all applicants for Illinois State Normal University, Northern Illinois State College, Eastern Illinois State College, Western Illinois University, Southern Illinois University and University of Illinois scholarships; to hold or cause to be held examinations therefor, and to perform such other duties as pertain thereto.

Passed in General Assembly June 25, 1957.

APPROVED July 5, 1957. (Ill. Rev. Stat. Vol. 2, p. 1081.)

SCHOOLS.

TEACHERS COLLEGE BOARD—WESTERN ILLINOIS UNIVERSITY—NAME CHANGE—TITLE AMENDED.

§ 1. Amends Section 1 of Act of 1951. § 2. Amends Title.
§ 1. Creation.

(SENATE BILL No. 399. APPROVED JULY 5, 1957.)

AN ACT to amend the title and Section 1 of "An Act to provide for the management, operation, control and maintenance of the Illinois State Normal University, the Eastern Illinois State College, the Northern Illinois State College and the Western Illinois State College by a Teachers College Board", approved July 2, 1951, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Section 1 of "An Act to provide for the management, operation, control and maintenance of the Illinois State Normal University, the Eastern Illinois State College, the Northern Illinois State College and the Western Illinois State College by a Teachers College Board", approved July 2, 1951, as amended, is amended to read as follows:

§ 1. The Teachers College Board, hereinafter called the Board, is created to operate, manage, control, and maintain the Illinois State Normal University at Normal, the Northern Illinois State College at DeKalb, the Eastern Illinois State College at Charleston, and Western Illinois University.

§ 2. The title of said Act is amended to read as follows:

"An Act to provide for the management, operation, control and maintenance of the Illinois State Normal University, the Eastern Illinois State College, the Northern Illinois State College and Western Illinois University by a Teachers College Board".

Passed in General Assembly June 25, 1957.

APPROVED July 5, 1957. (Ill. Rev. Stat. Vol. 2, p. 1240.)

De Kalb, the Eastern Illinois University at Charleston, and the Western Illinois State College at Macomb.

§ 2. The title of said Act is amended to read as follows:

"An Act to provide for the management, operation, control and maintenance of the Illinois State Normal University, the Eastern Illinois University, Northern Illinois State College and the Western Illinois State College by a Teachers College Board".

Passed in General Assembly June 25, 1957.

APPROVED July 5, 1957. (Ill. Rev. Stat. Vol. 2, p. 1240.)

SCHOOLS.

WESTERN ILLINOIS UNIVERSITY—NAME CHANGE—ACT REPEALED.

§ 1. Change of Name. § 2. Act Repealed.

(SENATE BILL No. 592. APPROVED JULY 5, 1957.)

AN ACT to change the name of the Western Illinois State College, and to repeal an Act herein named.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. The Western Illinois State College, located at Macomb, Illinois, shall hereafter be known as Western Illinois University and, under that name, it shall have all the rights, privileges, powers and duties which previously belonged to the Western Illinois State College.

§ 2. "An Act to change the name of the Western Illinois State Teachers College", approved July 2, 1947, is hereby repealed.

Passed in General Assembly June 25, 1957.

APPROVED July 5, 1957. (Ill. Rev. Stat. Vol. 2, p. 1240.)

SCHOOLS.

SCHOLARSHIPS—WESTERN ILLINOIS UNIVERSITY—NAME CHANGE.

§ 1. Amends Section 3-31 of Act of 1945.
§ 3-31. Scholarships — Duties Respecting.

(SENATE BILL No. 596. APPROVED JULY 5, 1957.)

AN ACT to amend Section 3-31 of "The School Code", approved May 1, 1945, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Section 3-31 of "The School Code", approved May 1, 1945, as amended, is amended to read as follows:

Appendix E
Western Illinois University Program Participation Agreement

FEDERAL STUDENT AID START HERE. GO FURTHER.

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **December 31, 2017**

Reapplication Date: **September 30, 2017**

Name of Institution: **Western Illinois University**

Address of Institution: **1 University Circle**
Macomb, IL 61455-1390

OPE ID Number: **00178000**

DUNS Number: **006328769**

Taxpayer Identification Number (TIN): **370910458**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM,** 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM,** 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM,** 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM,** 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM,** 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM,** 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.

- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS,** 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.

- **TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUATION GRANT PROGRAM,** 20 U.S.C. §§ 1070g *et seq.*; 34 C.F.R. Part 686.

- **IRAQ AND AFGHANISTAN SERVICE GRANT,** 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.
   The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2. a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
   b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).

3. The Institution agrees to comply with --
   a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
   b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
   c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;
   d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
   e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
   f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;

(2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's

immediate Title IV, HEA program needs;

(3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;

(4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--

(i) The Secretary;

(ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;

(iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;

(iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;

(6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;

(7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;

(9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.

(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's

eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple adjustments to compensation in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

(l) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

   Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

   Estimate the need of students as required under Title IV, Part F of the HEA.

   Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to

certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.

3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.

4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.

5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.

6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).

7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).

8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.

9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of

a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

  (1) The dangers of drug abuse in the workplace;

  (2) The Institution's policy of maintaining a drug-free workplace;

  (3) Any available drug counseling, rehabilitation, and employee assistance programs; and

  (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

  (1) Abide by the terms of the statement, and

  (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -

  (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or

  (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or

private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
   - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
   - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
   - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
   - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
   - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:
   - Determine its effectiveness and implement changes to the program if they are needed.
   - Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR
(Before Completing Certification, Read Instructions for This Part 3, below)

(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Lower Tier Organization	PR/Award Number or Project Name
Name of Authorized Representative	Title of Authorized Representative
Signature of Authorized Representative	Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was

entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

_____

For the Secretary: _____ Date: _____
U.S. Department of Education

Appendix F
Curricular Vita for Pamela J. White, JD, PHD

Dr. White is an Iowa Resident, Full-Time Associate Professor, and Director of Museum Studies.

Curriculum Vitae
PAMELA J. WHITE

Contact Information:
427 Pershing Avenue, #108
Davenport, Iowa 52801
Cell phone: 319-310-8647
E-mail: white.pamela4@gmail.com

EDUCATIONAL AND PROFESSIONAL HISTORY

1. Higher Education

1991 Ph.D.	University of Kansas, History of Art
1986 M.Phil.	University of Kansas, History of Art
1984 M.A.	University of Kansas, History of Art; comprehensive exam passed with Honors
1978 J.D.	University of Missouri at Kansas City; Law Review
1973 B.A.	Graceland College, Lamoni, Iowa; Summa Cum Laude, English

2. Professional and Academic Positions

August 2015 to Present	Director and Associate Professor, Museum Studies Graduate Program, Western Illnois University—Quad Cities
August 2013 to July 2015	Faculty, Museum Studies Graduate Program, Western Illinois University—Quad Cities
August 2011 to July 2013	Adjunct Assistant Professor, Western Illinois University—Quad Cities
February 1, 2012 to present	Principal, WHITE COW ART CONSULTING, LLC
April 2013—September 2013	External Reviewer for Museum Studies Graduate Program, Southern University of New Orleans
Summer 2012	Curatorial Consultant, Figge Art Museum, Davenport, Iowa
1997–present	Adjunct Assistant Professor of Law, University of Iowa
1996–present	Adjunct Assistant Professor of Art and Art History, University of Iowa
August 2011 to May 2013	Adjunct Faculty of Museum Studies Graduate Program, Western Illinois University—Quad Cities
July 2010—January 2012	Special Projects, Office of the Provost, University of Iowa
May 2008—June 2010	Interim Director, University of Iowa Museum of Art
March 2006—January 2010	Director, University of Iowa Pentacrest Museums: Museum of Natural History & Old Capitol Museum
May 2006— January 2010	Director, Museum Studies Program, University of Iowa
May 2005–March 2006	Administrative Head, University of Iowa Pentacrest Museums: Museum of Natural History & Old Capitol Museum, UI
Jan.–May 2005	Administrator, Old Capitol Museum (50%) and Curator, the University of Iowa Museum of Art (UIMA) (50%)
2002–2005	Curator of Collections, UIMA
2000–2005	Curator of Painting and Sculpture, UIMA
2000–2010	Adjunct Assistant Professor, Museum Studies, UI
1997–1999	Assistant Director and Curator of Painting and Sculpture, UIMA

1992–1997	Curator of Painting and Sculpture, UIMA
1990–1992	Curator of Exhibitions and Collections, Cedar Rapids Museum of Art (CRMA), Cedar Rapids, IA
1989–1990	Associate Curator of Exhibitions and Collections, CRMA
1988–1989	Executive Assistant to the President, Philadelphia College of Textiles and Science (now Philadelphia University)
1983–1985	Teaching Assistant, Kress Foundation Dept. of History, University of Kansas at Lawrence
1981–1985	Independent Legal Consultant to Artists, Kansas City, Missouri
1978–1981	Staff Attorney, Hallmark Legal Dept., Hallmark Cards, Kansas City, Missouri
1976–1978	Law Clerk, Hallmark Cards, and Jackson and Sherman, Kansas City, Missouri
1973–1975	High school English teacher and track coach, Harry S. Truman H.S., Independence MO

3. Fellowships, Honors, and Awards

2014	Grant from WIU School of Distance Learning, Development of MST 500 with support from CITR and CAIT
2009	UI Center for Teaching Institute: Engaged Teaching and Scholarship
2007	Getty Museum Leadership Institute
2006—2008	Editor, *Collections: A Journal for Museum and Archive Professionals,* Altamira Press
2005	Obermann Interdisciplinary Research Semester *Articulating the Animal*
2005	Selected Participant for Service Learning Faculty Workshop, Center for Teaching, Provost Office, UI
1999 and 2000	Mary Jo Small Fellowship; University of Iowa Staff Development
1999	Student, Harvard Business School, Executive Education, Strategic Perspectives in Nonprofit Management
1999	UI Research Council, Arts and Humanities Initiative for *Sir Edward John Poynter*
1994	Publication Subvention Award by UI VP for Research for *George John Pinwell: A Victorian Artist and Illustrator, 1842-1875*
1994	Travel Grant for *Victorian Fairy Painting* exhibition to London, England from UI International Studies Program
1993	Research Fellowship for *Victorian Fairy Painting* exhibition, Yale Center for British Arts, New Haven, CT
1993, 2000, 2001	Tuition Grant for conference "Legal Problems of Museum Administration," given by the American Bar Association Continuing Professional Education co-sponsored by The Smithsonian Institution in cooperation with the American Association of Museums
1989	Travel Grant to London, England, English Speaking Union, Philadelphia Branch
1988	Travel Grant to London, England, Franklin S. Murphy Travel Fund, Kress Foundation, Dept. of Art History, University of Kansas
1982–1986	Honors Fellow, Kress Foundation, Dept. of Art History, University of Kansas
1976–1978	Member, University of Missouri at Kansas City, Law Review
1970–1973	Academic Scholarship, Graceland College, Lamoni, IA

TEACHING

Classes for Western Illinois Quad Cities, Museum Studies Graduate Program

Semester		Course Name and Number(s)	Students enrolled
Fall 2015	#501	Museum Administration	17
Fall 2015	#599	Legal Issues in Museums	6
Fall 2015	#599	Grant Writing for Museums	12
Summer 2015	#599	Public Art, Monuments and the Community	10
Spring 2015	#502	Museum Exhibitions	10
Spring 2015	#599	The History and Legacy of the English Country House	10
Spring 2015	#599	Introduction to Museums—tutorial	4
Spring 2015	#180	Art Appreciation	32
Fall 2014	#500	Introduction to Museums	12
Fall 2014	#501	Museum Administration	6
Fall 2014	#599	Legal Issues in Museum	8
Spring 2014	#424	Fundraising and Volunteerism	23
Spring 2014	#180	Art Appreciation	9
Spring 2014	#502	Museum Exhibitions	13
Spring 2014	#599	Public Art/Monuments	8
Fall 2013	#485	Art History Theory and Practice	3
Fall 2013	#501	Museum Administration	21
Spring 2013	#599	Legal Issues in Museums	4
Spring 2013	#422	Fundraising and Volunteerism	17
Fall 2012	#501	Museum Administration	12
Spring 2012	#502	Museum Exhibitions	13
Fall 2011	#599	Legal Issues in Museums	8

Classes for the University of Iowa School of Art and Art History and College of Law

Semester	Course Name and Number(s)	Students Enrolled
Spring 2014	01:P185, 024:170 Grant Writing for the Arts	16
Spring 2014	01H:182 Art, Law and Ethics (014:161; 033:175; 091:192)	13
Fall 2013	01:P185, 024:170 Grant Writing for the Arts	20
Spring 2013	01H:182 Art, Law and Ethics (014:161; 033:175; 091:192)	14
Fall 2012	01:P185, 024:170 Grant Writing for the Arts	26
Spring 2012	01H:182 Art, Law and Ethics (024:161; 033:175; 091:192)	22
Fall 2011	01P:185, 024:170Grant Writing for the Arts	28
Fall 2009	024:102 Introductions to Museums (097:115; 104:112; 113:103)	63
Spring 2009	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	33

Fall 2008	024:102 Introduction to Museums (097:115; 104:112; 113:103)	66
Spring 2008	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	43
Fall 2007	024:102 Introduction to Museums (097:115; 104:112; 113:103)	72
Spring 2007	01H: 182 Art, Law, and Ethics (024:161; 033:175; 091:192)	36
Fall 2006	024:102 Introduction to Museology (097:115; 104:112; 113:103	60
Spring 2006	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	34
Spring 2005	01H:182 Art, Law, and Ethics (024:161; 033:175; 37091:192)	
Fall 2005	024:102 Introduction to Museology (097:115; 104:112; 113:103)	32
Fall 2004	024:102 Introduction to Museology (097:115; 104:112; 113:103)	30
Spring 2004	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	34
Fall 2003	024:102 Introduction to Museology (097:115; 104:112; 113:103)	33
Spring 2003	091:618 Cultural Property, College of Law	16
Fall 2002	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	30
Spring 2001	01H:182 Art, Law, and Ethics (024:161; 033:175; 091:192)	26
Fall 2000	024:102 Introduction to Museology (097:115; 104:112; 113:103)	20
Spring 2000	024:102 Introduction to Museology (097:115; 104:112; 113:103)	23
Spring 1995	01H:199 Topics in Art History: Art, Law, and Ethics (024:161; 033:175; 091:192)	24

Students Supervised:

WIU Independent Study, Internships and Practicums (MST:520, 600, 560)
2014 to present: supervised 15 students taking these in-depth hands on courses involving advanced study, 200 hours in a Museum or 150 hours in a Museum

UI Museum Internships (Course Number: 024:180:004)
From 2005—2010: supervised 80 students as interns working on museum projects involving historical research for exhibitions and other museum projects. An internship is required for attaining the Museum Studies Certificate and is a pass-fail course.

UI Museum Directed Readings (Course Number: 024:180:004)
From 2005—2010: supervised 35 students working on special projects for programs, exhibitions, gallery renovations, and other museum related topics. These projects were graded.

UI Doctoral Committees
Anna Heineman, History of Art; Mary Martin, History of Art; Karen Smith, American Studies

Other Contributions to Instructional Programs (Special Activities):

WIU, Creation of on-line version for MST #500 award from
CAIT and CITR to support project

WIU, Draft of MA Program in Art Education 2013—2014
in conjunction with Ann Rowson-Love, Charles Wright, and Ta-Teh Ku

Director, Special Art Projects, Office of the Provost
Appointed July 2010—January 2012.
Responsibilities include:

- Administration of Art in State Buildings Program
- Research and create monograph on Copyright issues for non-profits
- Development of UIMA copyright licensing program in conjunction UI College of Law and Iowa Research Foundation

Interim Director, University of Iowa Museum of Art
Appointed on May 6, 2008. My initial charge was to reorganize and reaffirm the museum's mission as an integral part of the teaching and learning mission of the University of Iowa. On June 13, 2008, the museum was closed due to flooding necessitating a radical shift in responsibilities. A brief review of my accomplishments include:

- Worked with staff to evacuate the museum's collection of more than 12,000 objects to secure art storage in Chicago
- Envisioned and wrote the collaborative collection storage/sharing agreement with the Figge Museum of Art in Davenport, Iowa
- Supervised transfer of collection from Chicago to Davenport in spring of 2009 including review of collections by major conservators in the fields of African/Ethnographic and Painting
- Contacted the Getty Museum of Art, Los Angeles for in-depth review of Jackson Pollock's *Mural,* 1943 that resulted in treatment in 2012—2014selecte
- Creation of temporary "Visual Classroom" in the Iowa Memorial Union: located space, worked with various administrative units at the UI opened space in August 2009
- Preliminary planning for major national and international tours of UIMA collection while museum site is located
- Worked with various museum constituent groups including Advisory Board, Members' Council and Volunteers. Major tasks included informing and supporting groups during this traumatic time of change for the museum
- Supervised celebration of UIMA's Fortieth Anniversary including the creation of commemorative book and play about Jackson Pollock

Director, Pentacrest Museums

Created new collaborative vision, strategic plan, and organizational structure for combined Museum of Natural History and Old Capitol Museum. Major activities included:

- Inventory of Museum of Natural History (second oldest museum west of Mississippi) collection: from known numbers of 40,000 to excess of 115,000 in preparation for accreditation process
- Transformed Old Capitol Museum from Historic Landmark Building to active museum presenting humanities themed exhibitions. These included exhibitions featuring the disciplines of law, history, journalism, the writing programs at Iowa (the Writers' Workshop, the International Writing Program, the Nonfiction Writing Program, Playwriting, among others)
- Supervised the creation of commemorative books about Old Capitol and the Natural History Museum
- Supervised the creation of a new permanent exhibition for the Natural History Museum focused the environment of Iowa

Assistant Director and Curator of Collections at UIMA

My responsibilities went beyond the focus on the collection (acquisition, research and care) to include the following broader functions:

- Revised the Museum's contracts from traveling exhibitions, as well as domestic and international loans, all in collaboration with the UI Office of General Counsel,
- Assumed primary responsibility for rewriting the Museum's Collection and Deacessioning Policies,
- Initiated, drafted, and negotiated contracts for the various exhibitions UIMA
- Organized and presented numerous exhibitions at UIMA
- Co-directed the preparation of UIMA paintings for international travel by negotiating and reviewing insurance/indemnity coverage for venues including Giverny, Paris, Madrid, Florence, Venice, London, Tokyo, Munich, Berlin, Hamburg, as well as national venues including Washington D. C., Baltimore, Md, New York, New York, and Chicago, Illinois
- Coordinated all public relations activities for the Museum in collaboration with the Director of Arts Center Relation in the creation of all press releases,
- Prepared marketing plans and strategies for selected exhibitions.

Art on Campus—Art in State Buildings:

Iowa's Art in State Buildings Program began in 1978, mandating through the Iowa Code that one-half of one percent of the cost of new construction of state buildings be spent on art. The Art on Campus Committee at the University of Iowa oversees the Art in State Buildings Program. I joined the committee in 1992, and assumed the following duties:

- Administrator, July 2010 to present—overseeing more than $4 million in projects
- Chair, May 2008 to July 2010
- Research artists appropriate for each project,
- Draft contracts with artists for their initial proposals,
- Wrote, edited, and completed final contracts,
- Supervise the progress of every project until completed,
- Write all text for web, labels, press release and other media

WHITE COW ART CONSULTING, LLC

Since February 2012, active as Principal in the Art Consulting Firm of White Cow Art Consulting. Areas of focus are Public Art, Curatorial development and Artists' Rights.

Clients:

- University of Iowa, Art in State Buildings Program
- Figge Art Museum, Curatorial Research
- City of Coralville, Curator of Iowa River Landing Sculpture Walk

SCHOLARSHIP

1. Publications

A. Books and Articles (Refereed)

Collections: A Journal for Museum and Archives Professionals, guest editor for Volume 11, Number 11, "Legal Issues", Winter 2015, Rowman and Littlefield Publishers, Inc., "Cultural Treasures or Cash Cows: Cheating Posterity and Selling Collections to Balance the Budget", with Sadie Wasmund.

Collections: A Journal for Museum and Archives Professionals, "Notes from the Field", Volume 6, Number 4, Fall, 2010, Altamira Press, a division of Roman and Littlefield Publishers, Inc.

Collections: A Journal for Museum and Archives Professionals, guest editor for Volume 2, Number 4 "Legal Issues", May 2006, Altamira Press, a division of Rowman and Littlefield Publishers, Inc.; co-author "Museums and Copyright: Is Ignorance Really Bliss?" with Blythe Burkhardt.

"An Insider's Discussion of Jackson Pollock's Mural, 1943"; "Presenting and DiscussingPietro Perugino, *Delivery of the Keys to Saint Peter*, 1481: A Suggested Approach," *Art History Workbook*, The College Board, Fall 2005.

"United Kingdom, Fine Arts." World Book Online Reference Center. 2005. World Book, Inc. http://www.worldbookonline.com/wb/Article?id+arxxxxxx (accessed on June 27, 2005).***

"George John Pinwell," *Oxford Dictionary of National Biography,* Oxford University Press, Ed. H. C. G. Matthew and Brian Harrison. Oxford: OUP, 2004. http://www.oxforddnb.com/view/article/22308 (accessed June 22, 2005).

George John Pinwell: A Victorian Artist and Illustrator, 1842—1875, New York: Peter Lang Publishing, American University Studies XX: Fine Arts: Vol. 25, 2001.

"Victorian Fairy Book Illustration," pp. 54-61. *Victorian Fairy Painting,* Royal Academy of Arts, London: Merrell-Holberton, 1997.

"Prepaid Legal Services in Missouri," Case Note, University of Missouri at Kansas City, Law Review, fall 1977.

B. Exhibition Catalogues and Miscellaneous (Non-Refereed)

Numerous news and periodical articles regarding the flood of 2008 and the attempt to sell the UIMA's iconic painting, *Mural*, by Jackson Pollock. Of special note: "Flooded Expectations", Little Village, April 2010

Joseph Patrick. [Exhibition Catalogue]. The University of Iowa Museum of Art, Iowa City, IA: 2003.

Jackson Pollock. [Narrative Text for Computer Program]. The University of Iowa Museum of Art, Iowa City, IA: 2003.

Lee Allen.[Exhibition Brochure]. The University of Iowa Museum of Art, Iowa City, IA: 2001. *Marjorie Hayek: Images of Iowa's Rural Heritage.* [Exhibition Catalogue]. The University of Iowa Museum of Art, Iowa City, IA: 1999.

Postcards from Iowa: Original Piano Compositions by Dan Knight. [Liner Notes for CD]. The University of Iowa Museum of Art, Iowa City, IA: 1999.

2. Selected Reviews of Scholarship (Refereed)

Book Review: Randall C. Griffin. *Homer, Eakins, and Anschutz: The Search for Identity in the Gilded Age. CHOICE: Current Reviews for Academic Libraries.* 2004.

Book Review: Roger Taylor and Edward Wakeling. *Lewis Caroll, Photographer. ArtBook.*2002.

Book Review: Brendan Rooney. *The Life and Works of Harry James Thadeus, 1859-1929.CHOICE: Current Reviews for Academic Libraries.* 2003.

Book Review: Nancy Spector (Editor). *Guggenheim Museum Collection A to Z.CHOICE: Current Reviews for Academic Libraries.* 2001.

3. Grants

Year	Amount	Agency	Research
2009	$30,000	National Endowment for Humanities	Emergency support for temporary gallery for UIMA

2007	$15,000	Humanities Iowa	Support for "Writing at Iowa" exhibition, Old Capitol Museum
2006	1200£	The Paul Mellon Centre for Studies in British Art	Travel grant for "Bovine Portraits: Victorian Big Beasts"
2005	$28,500	Iowa State Historical Society	Old Capitol Iowa Gallery and Discovery Center
2001	$10,000	Iowa Arts Council	Programming for *Lure of the West* (Collaborated)
2000	$40,000	Judith Rothschild Foundation	Purchase grant for Leon Polke Smith painting
2000	$110,000	Institute of Museum and Library Svcs.	Operational Support (Co-authored grant)
1998	$110,000	Institute of Museum Services	Operational Support (Collaborated on grant)
1995	$50,000	National Endowment for the Humanities	Special Exhibition Planning Grant for *Weldon Kees and the Arts at Mid-Century*
1995	$25,000	National Endowment for the Arts	Special Exhibition Grant For *Philip Guston: Working Through the Forties*
1994	$110,000	Institute of Museum Services	Operational Support (Collaborated on grant)
1994	$5,000	National Endowment for the Arts	Painting Conservation Grant
1994	$50,000	National Endowment for the Humanities	Planning Grant for *Plain Pictures: Images of the American Prairie*
1994	$7,500	State of Iowa, Iowa Sesquicentennial Fund	*Iowa Countryside,* five-acre area of art composed of corn, soybeans, pumpkins, wheat, oats, and squash, by Stan Herd
1993	$35,000	National Endowment for the Arts	Special Exhibition Grant for *Victorian Fairy Painting*

1993	$2,700	Iowa Arts Council	Programming grant for *Ocean of Painting*
1993	$3,300	Iowa Arts Council	Project Support for *Looking for Leonardo* exhibition

4. Selected Lectures and Conference Presentations

June 2015	Legal Issues in Small Museums, Campbell Center for Historic Preservation presented in Salt Lake City, Utah for the Utah Division of Arts and Museums
August 2014	Legal Issues in Small Museums, Campbell Center for Historic Preservation
April 2011	Popular Culture Association of America, "Bovine Portraits: From Victorian Big Beasts to Cows on Parade"
2009, 2010	Guest Lecturer, Denison University, "The Attempted Sale of Jackson Pollock and the Flood of 2008: The Iowa Response"
2009	"Jackson Pollock's Art Historical Roots and Significance", Elliot Society Lecture
2008	Public talks to commemorate the Museum of Natural History's 150th anniversary
2006-present	Tours and lectures on Old Capitol's history and significance to a number of constituencies after reopening the museum in May 2006
2005	Presenter, "Grant Wood in Iowa: A Case Study in Copyright," Collage as Cultural Practice Conference, The University of Iowa, March 24-26, 2005
2005	Presenter, "Fair Use for the Visual Arts," Intellectual Property: An Interdisciplinary Conversation, UI College of Law, February 25, 2005
2001	Guest Lecturer, Denison University, "Art, Law and Ethics"
2001	Guest Lecturer, Denison University, "Victorian Fairy Painting: The Making of an Exhibition"
1997	Lecturer, Royal Academy of the Arts, London, England, "Victorian Fairy Painting"
1994	Lecturer, British Museum, London, England, "George John Pinwell: A Victorian Artist and Illustrator, 1842—1875" in conjunction with the exhibition Victorian Illustrated Books, 1850–1870
1985-present	Active Lecturer at museums, universities, and community organizations throughout the nation on arts issues including: museums and their function, public art, eighteenth-through twentieth-century art, legal issues for artists, the business of art, intellectual property, provenance and World War II issues for paintings, the Native American Graves Protection Act, and other topics related to art, law, ethics, and museums

5. Exhibitions Curated

Since coming to the UI in 1992, I have curated more than fifty exhibitions at UIMA. Whether as a host curator for exhibitions organized at another museum or as principal curator for exhibitions originating at UIMA, this work has involved a variety of tasks including:

- researching the exhibition topic,

- selecting and organizing the art work for presentation,
- drafting contracts with artists, donors, and/or other museums,
- negotiating loans and shipment of art works borrowed from lenders,
- writing wall text and labels,
- preparing the exhibition to tour other venues,
- Planning and presenting programming to accompany and highlight the exhibitions.

Most notable among my exhibitions were *Victorian Fairy Painting*, which opened at the Royal Academy of Arts in London in November 1997 and traveled to the Art Gallery of Ontario, the Frick Museum in New York City, as well as UIMA. This exhibition set attendance records at UIMA that have yet to be surpassed. This exhibition took more than five years to research and organize; it was the first one on this genre of painting.

List of Selected Exhibitions Presented at the University of Iowa Museum of Art

* = Traveling exhibition, originating at another museum
** = Traveling exhibition, originating from UIMA

1992, 1994, 1998, and 2004	*School of Art and Art History Faculty Exhibition*
2001 and 2004	*Reinstallation of the Permanent Collection: European and American Painting and Sculpture*
2003	*Joseph Patrick*
2003	*James LeShay: Bequest Sale*
2003	*Celebrating the Family Farm--Rural Visions: Paintings by Marvin Cone*
2002	*William Wegman: Fashion Photographs**
2001	*Jules Kirschenbaum: The Last Paintings*
2001	*Lure of the West: Treasures from the Smithsonian American Art Museum **
2000	*Kenzo Okado: A Retrospective of the American Years*
2000	*Gretchen Caracas: Landscape and Memory*
2000	*Siah Armajani*
2000	*Circa 1900: Art at the Turn of the Century*
1999	*Paul Conrad: Drawing the Line*
1999	*Byron Burford*
1999	*Marjorie Hayek*
1998	*Weldon Kees and the Arts at Mid-century **
1998	*Watercolors*
1998	*George Walker Retrospective*
1997	*Victorian Fairy Painting ***
1997	*Gillian Ayres Paintings **
1997	*Karl Wirsum: Sports and "Just Us and What Past Before Us"*
1997	*Philip Guston: Working Through the Forties ***
1996	*Plain Pictures: Images of the American Prairie ***
1996	*Whistler, Among Others*
1995	*Robert Rahway Zakanitch: Big Bungalow Suite*
1995	*Barry Flanagan*

1994	*From the Ocean of Painting: India's Painting Tradition 1589 to the Present* **
1994	*Ellen Lanyon: The Environment and Other Matters*
1994	*Charles and Maurice Prendergast: Selections from the Permanent Collection*
1994	*James Valerio: Recent Paintings*
1993	*Adolph Gottlieb: Pictograph into Burst*

6. Works in Progress

Collections: A Journal for Museum and Archives Professionals, guest editor for forthcoming Winter 2014 issue on Legal Issues, Altamira Press, a division of Roman and Littlefield Publishers, Inc.

Collections: A Journal for Museum and Archives Professionals, co-author, "Cheating Posterity: Universities and Colleges selling their Nested Art Collections" (working title), Winter 2014 issue on Legal Issues, Altamira Press, a division of Roman and Littlefield Publishers, Inc.

SERVICE

1. The University of Iowa

2003–present	Board Member, Women's Athletic Development Committee
2996–2010	Board Member, University of Iowa Center for Human Rights
2005	Subcommittee, Gender Equity: The UI Athletics NCAA Review Committee
2004–2005	UI Athletics Merger Review Committee
2006—2007	Women's Resource and Action Committee
1997–2003	Board Member, The University of Iowa Board in Control of Athletics
2000–2003	Chair, Equity Sub-committee, The University of Iowa Board in Control of Athletics
1999–2000	Departmental Review Committee, UI Museum of Natural History
1994–1995	The University of Iowa Special Committee on Copyright Issues

2. Professional Organizations

2015	Association of Midwest Museums
2015	Iowa Museum Association
2011—2012	Popular Culture Association
2004–2005	Editor, *Art History Workbook,* The College Board
2004–2005	Content Advisor, Art History, The College Board
2004–present	Editorial Board, *Collections: A Journal for Museum and Archive Professionals,* Altamira Press
2003	Instructor, Advanced Placement Teacher Training Institute for AP Art History, UI Belin Blank Honors Center

2002–present	Reader, Table Leader, and Question Leader, Advanced Placement Art History Examinations, Educational Testing Service, The College Board
2000–2006	Board Member, Historians of British Art, College Art Affiliate
1992—present	Member, Historians of British Art, College Art Affiliate
1992-present	Organizational or Individual Member American Alliance of Museums

3. Community

2010-present	Member, Figge Art Musem
2013 to present	Member, Figge Art Museum Development Committee
2007–2010	Board Member, Peninsula Neighborhood Association
2004–2008	Luther College Parents Association
2003–2007	Board Member, Cedar Rapids Opera Theater
1998–2004	Lisbon Community Schools Parent Teacher Organization and Fine Arts Booster
1994–1998	Lisbon Historic Preservation Society
1989-present	Art Show Juror as called upon

Appendix G
Western Illinois University Faculty Qualifications

1) Faculty Teaching in Museum Studies Courses, Certificates, and Degrees

2) Faculty Teaching in Distance Learning Courses, Certificates, and Degrees

Program to be Offered in Iowa

Faculty qualifications are presented in the table below. In reviewing this data, please note: (1) The first three faculty members listed in the table below currently teach core (required) courses for Museum Studies. (2) The three other faculty members currently teach directed electives supporting Museum Studies certificates and degrees. (3) Dr. McLean teaches both core and elective courses for Museum Studies.

Additionally, please note that instructor Mohr is employed part-time at Western Illinois University. All other faculty members listed in the table below are full-time faculty members of the University. Please visit www.wiu.edu/university_technology/stars/ and click course search if interested in the specific courses taught by specific faculty members.

Western Illinois University Faculty Members Teaching Courses Supporting Museum Studies Certificates and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Mohr, Melissa	Instructor	M.A.	Museum Studies	www.wiu.edu/cofac/qc/museumstudies/faculty_and_staff/mohr.php
McLean, Don	Professor	Ph.D.	Museum Studies	www.wiu.edu/coehs/rpta/faculty_and_staff/mclean.php
White Pam	Associate Professor and Program Director	J.D. and Ph.D.	Museum Studies	
Hemingway, John	Associate Professor	Ph.D.	Recreation, Park and Tourism Administration	www.wiu.edu/coehs/rpta/faculty_and_staff/hemingway.php
Tindall, C. Jeffrey	Instructor	M.S.	Recreation, Park and Tourism Administration	www.wiu.edu/coehs/rpta/faculty_and_staff/tindall.php
Robinett, Jeremy	Assistant Professor	Ph.D.	Recreation, Park and Tourism Administration	Tourism

Distance Education Programs Offered to Iowa Residents

Faculty qualifications are presented in the table below. In reviewing this data, please note that cecause Bachelor of Art in General Studies students create approved individual degree plans, a student may enroll in any course that meets the degree plan and course pre- and/or co-requisites. Therefore, given the magnitude of possible enrollment scenarios, the table below displays all of the distance education courses currently offered at Western Illinois University. The University uses high quality distance education courses, degrees, and certificates to provide expanded educational opportunity and access.

Additionally, please note that instructors Auger, Lynn, Mathison, Snidow, and Woolley are employed part-time at Western Illinois University. All other faculty members listed in the table below are full-time faculty members of the University. Please visit www.wiu.edu/university_technology/stars/ and click course search if interested in the specific courses taught by specific faculty members.

Western Illinois University Faculty Members
Teaching Distance Education Courses, Certificates, and Degrees

Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Adkins Covert, Tawnya	Professor	Ph.D.	Sociology and Anthropology	www.wiu.edu/cas/sociology/faculty/adkins-covert.php
Albarracin, Julia	Professor	Ph.D.	Political Science	wiu.edu/cas/Political_Science/faculty/albarracin.php
Alexander, Dean	Assistant Professor	L.L.M.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/alexander.php
Allison, Marjorie	Professor	Ph.D.	English	www.wiu.edu/cas/english/faculty/faculty_pages/allison.php
Amaravadi, Chandra	Professor	Ph.D.	Computer Sciences	http://faculty.wiu.edu/C-Amaravadi/
Anderson, Christine	Associate Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/anderson_christine.php
Asare, Edmund	Assistant Professor	Ph.D.	Foreign Languages and Literature	www.wiu.edu/cas/foreign_languages_and_literatures/faculty.php
Ashwood, Barbara	Assistant Professor	M.A.	English	www.wiu.edu/cas/english/faculty/faculty_pages/ashwood.php
Auger, Julie	Instructor	M.S.	Nursing	www.wiu.edu/cas/nursing/faculty/julie.php
Averbeck, Josh	Assistant Professor	Ph.D.	Communication	www.wiu.edu/cofac/communication/directory/averbeck.php
Baker-Sperry, Lori	Professor	Ph.D.	Women's Studies	www.wiu.edu/cas/womens_studies/contactinfo.php
Bartlett Cheryl Lynn	Instructor	M.S.N.	Nursing	www.wiu.edu/cas/nursing/faculty/bartlett.php
Beck, Matthew	Instructor		Counselor Education	Clinical Counseling
Bennett, Steven	Associate Professor	Ph.D.	Geology	http://www.wiu.edu/cas/geology/faculty.php
Boukari, Safoura	Associate Professor	Ph.D.	African American Studies	www.wiu.edu/cas/african_american_studies/aas_core_faculty/Boukari.php
Brazhkin, Vitaly	Assistant Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/brazhkin.php
Brice, Lee	Instructor	Ph.D.	History	www.wiu.edu/cas/history/brice.php
Broughton, Katherine	Assistant Professor	Ph.D.	Recreation, Park and Tourism Administration	www.wiu.edu/coehs/qc/rpta/faculty.php
Calengas, Peter	Professor and Chair	Ph.D.	Geology	http://www.wiu.edu/cas/geology/faculty.php
Cangro, Richard	Professor	Ph.D.	Music	www.wiu.edu/cofac/music/faculty_staff_info/Richard_Cangro.php
Cassady, Jill	Instructor	M.S.	Dietetics, Fashion Merchandising and Hospitality	www.wiu.edu/coehs/dfmh/faculty/Cassady.php

Western Illinois University Faculty Members Teaching Distance Education Courses, Certificates, and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Catalano, Chase	Assistant Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/Catalano.php
Chakravorti, Samit	Associate Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/chakravorti.php
Chen Mai-Lei	Instructor	Ph.D.	Chemistry	www.wiu.edu/cas/chemistry/faculty/DrChen.php
Choi, Jongnam	Professor	Ph.D.	Geography	www.wiu.edu/cas/geography/people/faculty.php#choi
Clayton, Terry	Instructor	M.S.	Information Systems and Decision Sciences	www.wiu.edu/cbt/computer_science/faculty/clayton.php
Czechowski, Susan	Professor	M.F.A.	Art	www.wiu.edu/cofac/art/faculty_staff/czechowski.php
Deboeuf, David	Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/deboeuf.php
Dehkordi-Vakil, Farideh	Professor	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/dehkordi-vakil.php
Deng, Yongxin	Associate Professor	Ph.D.	Geography	http://faculty.wiu.edu/Y-Deng2/
Diehl, Kevin	Associate Professor	J.D.	Accounting	Accounting and Finance
Diehl, Virginia	Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/diehlvirginia/index.php
Dobson, Joseph	Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/dobson.php
Doh, Minsun	Associate Professor	Ph.D.	Recreation, Park and Tourism Administration	www.wiu.edu/coehs/rpta/faculty_and_staff/doh.php
Druckenmiller, Doug	Associate Professor	Ph.D.	Computer Sciences	faculty.wiu.edu/DA-Druckenmiller/
Ford, Amy	Instructor	M. Acct.	Accounting	www.wiu.edu/cbt/accounting_and_finance/faculty/ford.php
Gebrewold, Fetene	Professor	Ph.D.	Health Science and Social Work	www.wiu.edu/coehs/health_sciences/faculty/gebrewold.php
George, Binto	Professor	Ph.D.	Computer Sciences	www.wiu.edu/cbt/computer_science/faculty/george.php
Grachev, Mikhail	Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/grachev.php
Gray, Stephen	Instructor	M.B.A	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/gray.php
Hammersley, Jonathan	Assistant Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/hammersleyjonathan.php
Hasebe, Yuki	Associate Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/hasebe.php
Hemphill, Hoyet	Professor and Chair	Ph.D.	Instructional Design and Technology	www.wiu.edu/coehs/idt/faculty_and_staff/hhemphill.php
Hemphill, Leaunda	Professor	Ph.D.	Instructional Design and Technology	www.wiu.edu/coehs/idt/faculty_and_staff/lhemphill.php
Herbstrith, Julie	Assistant Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/herbstrithjulie/index.php
Hibbert, Keva	Assistant Professor	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/hibbert.php
Howard, William	Professor	M.F.A.	Print Making	www.wiu.edu/cofac/art/faculty_staff/howard.php
Hunt, Ryan	Associate Professor	J.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/hunt.php

Western Illinois University Faculty Members Teaching Distance Education Courses, Certificates, and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Hunter, Garrett	Professor	Ph.D.	Engineering Technology	www.wiu.edu/cbt/engineering_technology/faculty_staff/hunter.php
Johnson, Don	Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/johnson.php
Jones, H. Jon	Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/jones.php
Kanauss, Lori	Associate Professor	Ph.D.	Dietetics, Fashion Merchandising and Hospitality	www.wiu.edu/coehs/dfmh/faculty/kanauss.php
Kang, Ranbir	Associate Professor	Ph.D.	Geography	http://faculty.wiu.edu/RS-Kang/
Kapale, Kishor	Associate Professor	Ph.D.	Physics	www.wiu.edu/cas/physics/facultystaff/kapale.php
Kaul, Rita	Assistant Professor	M.S.	Dietetics, Fashion Merchandising and Hospitality	www.wiu.edu/coehs/dfmh/faculty/kaul.php
Kaul, Tej	Professor and Chair	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/kaul.php
Kelly, Kristine	Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/kellykristine/index.php
Kelly, Ruth Marie	Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/kellyruth/index.php
Kenny, Peppi	Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/kenny.php
Kilmer, Lloyd	Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/kilmer.php
Kim, Yeongkwun	Professor	Ph.D.	Computer Sciences	www.wiu.edu/cbt/computer_science/faculty/kim.php
Knavel, Jenny	Professor	M.F.A.	Photography	www.wiu.edu/cofac/art/faculty_staff/knavel.php
Knox, Willam	Professor	Ph.D.	English	www.wiu.edu/cas/english/faculty/faculty_pages/knox.php
Larson, Sharon	Instructor	Ph.D.	Health Sciences and Social Work	www.wiu.edu/coehs/health_sciences/faculty/larson.php
Lee, Debbie	Associate Professor	Ph.D.	Curriculum and Instruction	
Lee, Hongbok	Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/lee.php
Lee, In	Professor	Ph.D.	Computer Sciences	http://faculty.wiu.edu/I-Lee/
Lee, Jongho	Professor	Ph.D.	Political Science	wiu.edu/cas/Political_Science/faculty/lee.php
Lee, Seungmug	Assistant Professor	Ph.D.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/lee.php
Leff, Laurence	Associate Professor	Ph.D.	Computer Sciences	www.wiu.edu/cbt/computer_science/faculty/leff.php
Liang, Fuyan	Associate Professor	Ph.D.	Geography	www.wiu.edu/cas/geography/people/faculty.php#liang
Liao, Yin-Chi	Assistant Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/liao.php
Lin, Jessica	Assistant Professor	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/lin.php
Lindemann, Dana	Associate Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/lindemann-dana/index.php
Lindquist, Sherry	Assistant Professor	Ph.D.	Art History	www.wiu.edu/cofac/art/faculty_staff/lindquist.php

Western Illinois University Faculty Members Teaching Distance Education Courses, Certificates, and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Lynn, Ashley	Instructor	M.S.N.	Nursing	www.wiu.edu/cas/nursing/faculty/lynn.php
Mangalaraj, Georg	Associate Professor	Ph.D.	Computer Sciences	http://faculty.wiu.edu/G-Mangalaraj/
March, Douglas	Professor	J.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/march.php
Maroney, Sharon	Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/maroney.php
Massey, Susan	Assistant Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/massey.php
Mathison, Alicia	Instructor	M.S.	Communication	www.wiu.edu/cofac/communication/directory/mathison.php
McBride, Anthony	Assistant Professor	Ph.D.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/mcbride.php
McClure, Kimberley	Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/mcclurekimberley/index.php
McCrary, Barry	Associate Professor	Ed.D.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/mccrary.php
McEwan, Bree	Associate Professor	Ph.D.	Communication	www.wiu.edu/cofac/communication/directory/mcewan.php
McIlvaine-Newsad, Heather	Professor	Ph.D.	Sociology and Anthropology	www.wiu.edu/cas/sociology/faculty/index.php#mcilvainenewsad
Melim, Leslie	Professor	Ph.D.	Geology	http://www.wiu.edu/cas/geology/faculty.php
Melkumian, Alice	Professor	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/melkumian.php
Mitchell, Kayla	Instructor	M.A.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/mitchell.php
Moore, Susan	Associate Professor	Ph.D.	Health Sciences and Social Work	www.wiu.edu/coehs/health_sciences/faculty/moore.php
Morgan, Jo-Ann	Professor	Ph.D.	Art History	www.wiu.edu/cofac/art/faculty_staff/morgan.php
Murray, Michael	Assistant Professor	M.A.	Broadcasting and Journalism	www.wiu.edu/cofac/broadcasting/facultyandstaff/michaelmurray.php
Myers, Jill	Professor and Interim Director	J.D.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/myers.php
Nash, Sandra	Assistant Professor	Ph.D.	Nursing	www.wiu.edu/cas/nursing/faculty/nash.php
Newgent, Rebecca	Professor	Ph.D.	Counselor Education	www.wiu.edu/coehs/qc/cned/faculty_and_staff/newgent.php
Nikels, Holly	Professor		Counselor Education	www.wiu.edu/coehs/qc/cned/faculty_and_staff/nikels.php
Nozum, Gregg	Assistant Professor	J.D.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/nozum.php
O'Donnell-Brown, Kathleen	Instructor	M.A.	English	www.wiu.edu/cas/english/faculty/faculty_pages/odonnell-brown.php
Obregon, Rafael	Associate Professor	M.S.	Engineering Technology	www.wiu.edu/cbt/engineering_technology/faculty_staff/obregon.php
Olsen, James	Professor	Ph.D.	Mathematics	http://faculty.wiu.edu/JR-Olsen/wiu/
Onion, Cathy	Assistant Professor	M.S.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/onion.php
Ortmann Lisa	Assistant Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/ortmann.php

Western Illinois University Faculty Members Teaching Distance Education Courses, Certificates, and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Paciotto, Carla	Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/paciotto.php
Pendergast, Susanna	Instructor	M. Acct.	Accounting	Accounting and Finance
Perabo, Betsy	Associate Professor	Ph.D.	Philosophy and Religious Studies	www.wiu.edu/cas/philosophy_and_religious_studies/faculty/perabo.php
Pillutla, Padmaja	Associate Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/pillutla.php
Radlo, Steven	Associate Professor	Ph.D.	Kinesiology	www.wiu.edu/coehs/kinesiology/faculty_and_staff/radlo.php
Rigg, Penny	Instructor	M.A.	English	www.wiu.edu/cas/english/faculty/faculty_pages/rigg.php
Sadler, Roger	Professor	Ph.D.	Broadcasting and Journalism	www.wiu.edu/cofac/broadcasting/facultyandstaff/rogersadler.php
Sandage, Diane	Associate Professor	M.A.	Sociology and Anthropology	www.wiu.edu/cas/sociology/faculty/sandage.php
Sanders, Shane	Assistant Professor	Ph.D.	Economics and Decision Sciences	www.wiu.edu/cbt/eds/fac_staff/sanders.php
Sawhney, Rajeev	Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/sawhney.php
Schlag, Paul	Associate Professor	Ph.D.	Recreation, Park and Tourism Administration	www.wiu.edu/coehs/rpta/faculty_and_staff/schlag.php
Sellen Joanne	Assistant Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/Sellen.php
Shupe, Emily	Assistant Professor	Ph.D.	Dietetics, Fashion Merchandising and Hospitality	www.wiu.edu/coehs/dfmh/faculty/shupe.php
Singh, Abha	Associate Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/singh.php
Singh, Mandeep	Professor	D.B.A.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/singh.php
Snidow, Shawn	Instructor	M.S.	Women's Studies	www.wiu.edu/cas/womens_studies/contactinfo.php
Sotozaki, Hiroko	Associate Professor	Ph.D.	Psychology	www.wiu.edu/cas/psychology/faculty/sotozakihiroko
Stevens, Sharon	Associate Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/stevens.php
Stewart, Susan	Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/stewart.php
Stinnett Melissa	Associate Professor	Ph.D.	Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/stinnett.php
Swanson, Jeffrey	Instructor	M.S.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/swanson.php
Tarrant Iii, Cecil	Assistant Professor	M.A.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/tarrant.php
Thurman, Jacob	Instructor	M.S.	Computer Sciences	http://faculty.wiu.edu/JR-Thurman/
Thurman, Richard	Professor	Ph.D.	Instructional Design and Technology	www.wiu.edu/coehs/idt/faculty_and_staff/thurman.php
Walia, Bhavneet	Assistant Professor	Ph.D.	Economics and Decision Sciences	wiu.edu/cbt/eds/fac_staff/walia.php

Western Illinois University Faculty Members Teaching Distance Education Courses, Certificates, and Degrees				
Faculty Member	Rank	Highest Degree	Subject Area Instruction	Areas of Specialization and Other Information
Walker, H. Scott	Instructor	M.S.	Law Enforcement and Justice Administration	www.wiu.edu/coehs/leja/faculty_staff/walker.php
Walsh, Ann	Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/walsh.php
Walter, Rodney	Assistant Professor	M.B.A.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/walter.php
Wasmundt, Kristy	Instructor	M.S.	Computer Sciences	www.wiu.edu/cbt/computer_science/faculty/wasmundt.php
Wen, Mei	Assistant Professor	Ph.D.	Health Sciences and Social Work	www.wiu.edu/coehs/health_sciences/faculty/wen.php
West, James	Professor	Ed.D.	Instructional Design and Technology	www.wiu.edu/coehs/idt/faculty_and_staff/west.php
Westen, Cheryl	Instructor	MBA	Accounting	Accounting and Finance
Westerhold, Tara	Associate Professor	Ph.D.	Economics and Decision Sciences	www.wiu.edu/cbt/eds/fac_staff/westerhold.php
White, Lindsay	Instructor	M.S.N.	Nursing	www.wiu.edu/cas/nursing/faculty/White.php
Wiencek, Donna	Assistant Professor	M.B.A.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/wiencek.php
Wolff, Lora	Assistant Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/Wolff.php
Woolley, James	Instructor	M.S.	Computer Sciences	www.wiu.edu/cbt/computer_science/faculty/woolley.php
Wright, Monica	Instructor		Curriculum and Instruction	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/wright.php
Yager, Stuart	Associate Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/curriculum_and_instruction/faculty_and_staff/lee.php
Yager, Stuart	Associate Professor	Ph.D.	Educational Studies	www.wiu.edu/coehs/es/faculty/yager.php
Yan, Zhiquiang	Assistant Professor	Ph.D.	Accounting and Finance	www.wiu.edu/cbt/accounting_and_finance/faculty/yan.php
Yang, Tae Seok	Assistant Professor	Ph.D.	Management and Marketing	www.wiu.edu/cbt/management_and_marketing/faculty/yang.php
Yoon, Soon	Professor	Ph.D.	Accounting	Accounting and Finance

Appendix H
Western Illinois University Policies Demonstrating Compliance with
Iowa Code Section 261.9(1) "e" to "h."

1) *Policy on Drug and Alcohol Abuse*
2) *Drug-Free Work Place Policy Statement*
3) *Student Right-to-Know and Campus Security Act, and Drug-Free School and Communities Act Information*
4) *Student Code of Conduct 2-15-2016*
5) *Clery Act*
6) *Quad Cities Campus Crime Reports 2012-2014*
7) *Policy on Discrimination Complaint Procedures*
8) *Access to and Release of Student Information Policy*
9) *Grades and Class Attendance*
10) *Policy on Grade Appeals*
11) *Student Academic Integrity Policy*
12) *Statement on Sexual Assault*
13) *Anti-Harassment Policy*
14) *Active Military Service Policy*

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRES.DRUGALCOH.POL
Approval Date: 08/10/95
Approved By: President's Staff

Policy on Drug and Alcohol Abuse

This policy is issued in compliance with the resolution concerning drug and alcohol abuse by faculty, staff, and students adopted by the Illinois Board of Higher Education on May 5, 1987, the Drug-Free Workplace Act of 1988 (PL 100-690), and the Drug-Free Schools and Communities Act Amendments of 1989 (PL 101-226). The purpose of the policy is to inform faculty, administrative staff, Civil Service employees, and students about sources of information regarding the adverse affects of drug and alcohol abuse, to advise them of the counseling and rehabilitation services that are available, and to notify them of the disciplinary actions that may be taken by the University. Copies of this policy and related University guidelines are in the Faculty Handbook and Civil Service Handbook.

Work Environment

In compliance with the requirements of the federal Drug-Free Workplace Act of 1988 and the federal Drug-Free Schools and Communities Act Amendments of 1989, it is the policy of Western Illinois University that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (as defined in Schedules I through V of Section 202 of the Controlled Substances Act, 21 U.S.C. 812) by employees in the workplace is prohibited. Violations of this prohibition by employees may result in the application of sanctions, including possible required participation in an approved drug abuse assistance or rehabilitation program, referral for prosecution, and up to and including termination of employment under applicable Board of Trustees policies, university policies, statutes, employment contracts, or collective bargaining agreements.

The illegal use of controlled substances can seriously injure the health of employees, adversely impair the performance of their duties, and endanger the safety and well-being of fellow employees, students, and others. Any employee who appears to be under the influence of drugs and/or alcohol while on the job may be temporarily relieved of work responsibilities. When the employee returns for work, the supervisor will review and discuss with the employee the

circumstances which caused the supervisor to direct that the employee be temporarily relieved of his/her work responsibilities. Possible outcomes of this discussion and review may include a recommendation that the employee seek counseling and/or the initiation of disciplinary action in accordance with applicable University policies and procedures.

Employees directly engaged in work under a federal grant or contract are required, as a condition of employment under the grant or contract, to:

1. Abide by the terms of this policy.
2. Notify their supervisors of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction. Such convictions may result in the application of sanctions, as described above. The University will notify the granting or contracting federal agency within 10 calendar days of receiving notice of criminal drug statute conviction of any employee working on a federal grant or contract when said conviction involves a drug offense occurring in the workplace. A copy of this statement will be given to all employees assigned to work under a federal grant or contract.

Use and Possession of Alcoholic Beverages

Students and their guests who are of legal age, as defined by Illinois statute, may possess or consume alcoholic beverages on University property only in certain designated locations which have been specified in accordance with the University's Residence Hall Handbook and Student Code of Conduct. Except for those University Union staff who have been properly licensed and authorized to sell and serve alcoholic beverages as specified by University policy, University faculty, administrative staff, Civil Service employees, students, and/or their guests may not affect the commercial delivery of alcoholic beverages for sale on University property.

Alcoholic beverages may be sold, served, and consumed at activities sponsored by off-campus groups in accordance with "Policies Governing the Sale and Provision of Alcoholic Beverages".

The possession of alcoholic beverages in open containers by any person is prohibited on University-owned or University-controlled property, except as specified by University policy. The unlawful possession, use or distribution of alcoholic beverages by students and employees on institutional property or at any of its activities is prohibited.

Prohibited Drugs

Faculty, administrative staff, Civil Service employees, and/or students shall not manufacture, possess, use, deliver, sell, or distribute any substance prohibited by the Illinois Cannabis Control Act or the Illinois Controlled Substance Act, any other State statute, or any Federal

statute, except as authorized by law, the Board of Trustees policies, and the policies of Western Illinois University.

The unlawful possession, use or distribution of illicit drugs by students and employees on institutional property or at any of its activities is prohibited.

Counseling and Support Services

Consistent with its mission as a public institution of higher education, Western Illinois University is committed to providing education about the effects of drugs and alcohol and assistance for victims of drug and alcohol abuse. In each of the residence halls, the University offers educational programs on substance abuse and provides referral services for students with drug and alcohol abuse problems. The University Counseling Center and Beu Health Center offer counseling to students with drug and alcohol abuse problems and to students with alcoholic parents. Health Sciences, Counseling Center, and Beu Health Center staff members also offer educational information and programs in classroom settings, for student living units, and for other student organizations.

The University encourages employees who know or believe they have a problem with the abuse of alcoholic beverages or the illegal use of controlled substances to seek professional advice and assistance. One source of assistance is the University's Employee Assistance Program (EAP).

If job performance is adversely affected by abuse of controlled substances, an employee may be referred to the EAP. Participation in the EAP is confidential and is encouraged by the University; however, it will not preclude normal disciplinary action or relieve an employee of responsibility for performing assigned duties in a safe and efficient manner.

Disciplinary Actions

Students who violate University policies concerning drugs and alcohol will be referred to the University Judicial System for disciplinary action in accordance with the Student Code of Conduct. In addition, student employees who violate University policies concerning drugs and alcohol may be subject to termination of employment.

Faculty, administrative staff, and Civil Service employees who violate University policies concerning drugs and alcohol may be subject to disciplinary action including termination of employment.

Faculty, administrative staff, Civil Service employees, and students are advised that violators of State or Federal law are also subject to criminal prosecution by State and/or Federal

authorities.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRO.DRUGFREE.POL
Approval Date: 05/04/89
Approved By: Vice President for Academic Affairs

Drug-Free Work Place Policy Statement

In compliance with the requirements of the federal Drug-Free Workplace Act of 1988, it is the policy of Western Illinois University that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (as defined in scheduled I through V of section 202 of the Controlled Substances Act, 21 U.S.C. 812) by employees in the workplace is prohibited. Violations of this prohibition by employees may result in the application of sanctions, including possible required participation in approved drug abuse assistance or rehabilitation program, and up to and including termination of employment under applicable Board of Trustees regulations, University policies, statutes, employment contracts, or collective bargaining agreements.

The illegal use of controlled substances can seriously injure the health of employees, adversely impair the performance of their duties, and endanger the safety and well-being of fellow employees, students, and others.

Therefore, the University encourages employees who have a problem with the illegal use of controlled substances to seek professional advice and assistance. One source of assistance is the University's Employee Assistance Program (EAP). If job performance is adversely affected by abuse of controlled substances, an employee may be referred to the EAP. Participation in the EAP is confidential and is encouraged by the University; however, it will not preclude normal disciplinary action or relieve an employee of responsibility for performing assigned duties.

Employees directly engaged in the work under federal grant or contract are required, as a condition of employment under the grant or contract, to:

1. Abide by the terms of this policy, and
2. Notify their supervisors of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Such convictions may result in the application of sanctions, as described above. The University will notify the granting or contracting federal agency within ten days of receiving notice of a criminal drug statute

conviction when said conviction involves a drug offense occurring in the workplace. A copy of this statement shall be given to all employees assigned to work under a federal grant or contract.

Questions concerning the application of this policy should be addressed to the Assistant Provost and Academic Vice President for Academic Administration, who has been assigned responsibility for its interpretation and enforcement.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: STU.RTKNOW.POL
Approval Date: Prior to 1998
Approved By: President

Student Right-to-Know and Campus Security Act, and Drug-Free School and Communities Act Information

Abuse of drugs and alcohol at Western harms not only the abuser, but it is harmful for the entire University community.

Under the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, Western Illinois University must provide students with information regarding standards of conduct, legal and institutional sanctions, health risks and counseling services related to substance abuse on campus.

It is everyone's responsibility to ensure that Western is a safe and productive University that fosters learning. The following information is provided to help make sure that Western Illinois University is a "Drug-Free School".

According to Western Illinois University policy:

"Faculty, administrative staff, civil service employees and/or students shall not manufacture, possess, use, deliver, sell or distribute any substance prohibited by the Illinois Cannabis Control Act or the Illinois Controlled Substance Act, any other municipal, state or federal statute, except as authorized by law, the regulations of the Board of Trustees and the policies of Western Illinois University."

"Students and/or their guests under 21 years of age may not possess or consume alcoholic beverages on University property."

"Students and/or their guests who are 21 years of age or older may not possess or consume alcoholic beverages on University property, except in certain designated locations which have been specified in accordance with state law and University policy (consult the Residence Hall

Handbook and/or Student Activities Office for locations which have been designated as exceptions)."

In addition, any student who violates any state or federal law while on property owned or controlled or at activities being sponsored/supervised by the University shall be subject to University judicial action for said offense(s) and to sanctions prescribed by the Code of Student Conduct. The adjudication of such violations may proceed independently of any actions being taken by state or federal authorities.

A number of Illinois and federal criminal statutes provide extended definitions of what constitutes illegal possession, use and distribution of alcohol and drugs. Criminal penalties for violations of Illinois statutes include terms of imprisonment for up to sixty (60) years and fines of up to $500,000. Equally severe penalties and sanctions may be imposed for violations of federal statutes. Definitions of legal sanctions under Illinois law for the unlawful possession, use and distribution of illicit drugs and alcohol are included under Chapters 43 and 56 11/2 of the Illinois Revised Statutes 1989, copies of which are available for review by students and employees in the University library. Additional definitions of legal sanctions under federal law may also be obtained through the library.

Students who violate University policies concerning drugs and alcohol, will be referred to the University Judicial System for disciplinary action which can include expulsion in accordance with the Code of Student Conduct.

Alcohol, Traffic and False ID Offenses ILCS (Illinois Compiled Statutes)

1. Driving under the influence of alcohol and/or other drugs.
   Penalty: Class A Misdemeanor
   625 ILCS 5/11-501.
   Penalty: License suspension/counseling/revocation of license.
   Second Offense: 48 hours in jail or 10 day community service.
   Third Offense or great bodily harm: Class 4 Felony.
2. Zero Alcohol Tolerance - Driving while in Violation of the underage consumption of alcohol statute.
   Penalty: Driver's License Suspension
   625 ILCS 5/11-501.8
3. Illegal transportation or possession of alcohol in a motor vehicle.
   Penalty: Petty offense.
   625 ILCS 5/11-502.

Penalty: Possible driver's license suspension.

4. Sales to and possession of alcohol by persons under 21.
   Penalty: Class A Misdemeanor (Sales)
   Penalty: Class B Misdemeanor (Possession)
   235 ILCS 5/6-16.
5. Unlawful use, possession/selling, manufacturing, giving or furnishing false ID to individuals. (False ID Card)
   Penalty: Class A Misdemeanor
   15 ILCS 335/14.
   Penalty: Possible driver's license suspension.
6. Unlawful use of driver's license or permit. (False Driver's License)
   Penalty: Class A Misdemeanor
   625 ILCS 5/6-301.
   Penalty: Possible driver's license suspension.

Sanctions:

Class 4 Felony: Imprisonment in a State Prison 1-3 years, fine up to $10,000.
Class A Misdemeanor: $1,000 fine and/or one year in jail.
Class B Misdemeanor: $1,000 fine and/or six months in jail.
Class C Misdemeanor: $500 fine and/or 30 days in jail.
Petty Offense: $500 fine.

You Need to be Concerned If:

- Your lifestyle includes the use of illicit drugs.
- Alcoholic beverages or drugs play a significant role in your leisure activities.
- You are losing time from school due to the use of alcohol and drugs.
- Your drinking or drug use makes you careless of your friends' welfare.
- You drink or use drugs to escape worries or troubles.

Where to Get Help or Further Information:

- WIU Counseling Center, 298-2453.
- Beu Health Center, 298-1888.
- Community Mental Health Center, 833-2191.

- McDonough District Hospital, 833-4101.
- Substance Abuse Prevention Program, Beu Health Center, 298-1888.
- WIU Office of Public Safety, 298-1949.

Or contact your Resident Assistant, Residence Hall Director, your advisor, or a faculty or staff member and ask for assistance.

Student Judicial Programs

WIU Home (http://www.wiu.edu/ /) > Student Services (http://www.wiu.edu/ /student_services/) > Student Judicial Programs (http://www.wiu.edu/ /student_services /student_judicial_programs/)

Code of Student Conduct

2015-2016

Approved 9/3/15

Introduction

Western Illinois University values academic excellence, educational opportunity, social responsibility, and personal growth. The University educates students intellectually as individuals and socially as citizens of the global community. Each member of the Western Illinois University community shares responsibility for maintaining conditions which support these institutional values. The Code of Student Conduct is designed to provide basic guidelines to advance the University's mission as a community of individuals dedicated to learning that will have a profound and positive impact on our changing world through the unique interaction of instruction, research, and public service as we educate and prepare a diverse student population to thrive in and contribute to our global society.

As citizens of the larger community in which the University is located, students retain the rights and responsibilities common to all citizens; affiliation with the University does not diminish the rights and responsibilities held by a student or any other community member as a citizen of the State, the nation, or the world. Students are subject to the behavioral prescriptions promulgated by each of these entities. Therefore, the University as well as civil authorities have jurisdiction over violations of law that occur on University property.

The Code of Student Conduct outlines the standards of behavior expected of every student at Western Illinois University. The policies and procedures outlined have been designed through a representative process by students, faculty, and administrators to further the institution's educational purposes and to assist students in their pursuit of knowledge and personal development.

A student voluntarily joins the Western Illinois University community and thereby assumes the obligation of abiding by the standards prescribed in the Code of Student Conduct. The

University, through the Office of the Vice President for Student Services, maintains the exclusive authority to impose sanctions for behaviors that violate the Code of Student Conduct.

All students enrolled at Western Illinois University have access to the Code of Student Conduct. Printed copies are available through Student Judicial Programs and the Office of the Vice President for Student Services. The Code, along with other helpful information, may be accessed online at **wiu.edu/sjp**.

A. Definitions

1. The term "Board" means Board of Trustees of Western Illinois University.
2. The term "University" means Western Illinois University.
3. The term "student" includes all persons registered for and taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating the Code of Student Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the University or who have been notified of their acceptance for admission are considered "students" as are persons who are living in University residential facilities, although not enrolled in this institution.
4. The term "faculty member" means any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty.
5. The term "University official" includes any person employed by the University, performing assigned administrative or professional responsibilities.
6. The term "member of the University community" includes any person who is a student, faculty member, University official, or any other person employed by the University. For the purpose of administering this Code, a person's status in a particular situation will be determined by the Director of Student Judicial Programs.
7. The term "complainant" refers to the person(s) alleging that a student or student organization has violated the Code.
8. The term "respondent" refers to the person(s) who is accused of violating the Code.
9. The term "University premises" includes all land, buildings, facilities, or other property in the possession of or owned, used, or controlled by the University, including adjacent streets and sidewalks.
10. The term "student organization" means any number of students who have complied with the formal requirements for University recognition.

11. The term "judicial body" means any person or persons authorized by the Director of Student Judicial Programs to determine whether a student has violated the Code of Student Conduct and to recommend sanctions that may be imposed when a rules violation has been committed.
12. The term "judicial officer" means the Director of Student Judicial Programs. Other judicial officers may be authorized by the Director of Student Judicial Programs to assist in determining whether a student has violated the Code of Student Conduct and to impose sanctions.

B. Authority

1. The University has established these regulations regarding standards of conduct in order to protect its educational mission, provide for the orderly conduct of its activities, and safeguard the interests of the University community.
2. The Vice President for Student Services retains ultimate responsibility for the administration of this Code (policies, procedures, sanctions, and processes). The Vice President or designee expressly retains final authority to determine the following:
    a. jurisdiction of any judicial board/panel in any given case where ambiguity exists
    b. whether a violation of this Code will be adjudicated administratively or by a judicial board/panel.
    c. whether a violation or serious criminal act, occurring off campus, will be adjudicated by the University judicial system.
    d. the selection, training, and eligibility standards for being a judicial board/panel member, advisor, or judicial officer.
    e. the removal, for cause, of any judicial board/panel, judicial board/panel member, advisor, or judicial officer.
    f. how violations of this Code are to be adjudicated at the end of the academic year and during the summer session.

C. General Provisions

1. These regulations are set forth in writing in order to give students general notice of prohibited conduct and are not designed to define misconduct in all-inclusive terms.

2. All students, regardless of their status in the University community, will be afforded the rights and privileges of due process when accused of violations of this Code.

3. The provisions of the Code of Student Conduct are not to be regarded as a contract between the student and the University. The University reserves the right to amend any provision herein at any time in accordance with established University procedures. Communication of any changes will be made to the University community in an appropriate and timely fashion.

4. This Code of Student Conduct will apply to conduct which occurs on University property, at University sponsored activities, and to off-campus conduct that adversely affects the University community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). The Code of Student Conduct will apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

5. The actions of a student organization involved in University-related activities or University-sponsored activities that are in violation of University regulations may result in disciplinary action against the organization.

6. University disciplinary proceedings may be instituted against a student charged with conduct that potentially violates criminal law or city ordinance and this Code of Student Conduct, without regard to the pendency of civil or criminal litigation in court or arrest and prosecution. Proceedings under this Code of Student Conduct may be carried out prior to, simultaneous with, or following civil or criminal proceedings off campus. Determinations made or sanctions imposed under the Code of Student Conduct will not be subject to change because criminal charges arising out of the same facts giving rise to the violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

   When a student is charged by federal, state, or local authorities with a violation of law, the University will not request or agree to special consideration of that individual because of his or her status as a student. If the alleged offense is also being processed under the Code of Student Conduct, the University may advise off-campus authorities of the existence of the Code of Student Conduct and how such matters are typically handled within the University community. The University will attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions

do not conflict with campus rules or sanctions. Individual students and other members of the University community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

7. Any behavior which may have been influenced by a student's mental state (regardless of the ultimate evaluation) or use of drugs or alcoholic beverages will not in any way limit the responsibility of the student for the consequences of his or her actions.

D. Regulations For Student Conduct

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions, including separation from the University or a lesser sanction authorized by the Code.

1. Violating any University policy, rule, or regulation published in hard copy or available electronically on the University web site.

2. Violating any federal, state, or local law.

3. Committing acts of sexual misconduct including sexual harassment, sexual assault, sexual abuse or other unwelcomed behavior of a sexual nature committed without consent and/or by force, intimidation, coercion, or manipulation. Consent is defined as an informed, voluntary and freely given agreement between participating individuals to the sexual conduct in question. Consent to engage in mutually agreed upon sexual activity is clearly communicated in words and/or actions. Consent must be acquired prior to and contemporaneously with sexual activity. Consent cannot be given by an individual who is asleep; unconscious; intermittently conscious; under threat, duress, coercion, or force; under the age of 18; or otherwise legally unable to provide consent.[1] (Refer to **Policy Statement A** at the close of this document for the Western Illinois University policy on sexual assault.)

4. Engaging in harmful or potentially harmful behaviors, including, but not limited to, the following:

   a. acts of physical or verbal abuse.

   b. actions which intimidate, harass, threaten, coerce, or otherwise endanger the health or safety of oneself or others.

c. driving while under the influence of alcohol, cannabis, or other controlled substances.

d. stalking defined as two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device or means follows, monitors, observes, surveils, threatens, or engages in conduct that causes a reasonable person to suffer emotional distress or to fear for his/her safety.[2]

e. dating violence defined as violence committed by a person who has been in a relationship of a romantic or intimate nature with the victim. Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.[3]

f. domestic violence defined as physical, mental, or emotional abuse committed by a current or former spouse, a person sharing a child in common, or a person who is or has cohabitated with the victim as a spouse. Any person who physically abuses, harasses or interferes with the personal liberty or another family or household member is also covered under this definition.[4]

g. gender harassment defined as subjecting a person to adverse treatment based on held gender stereotypes. Adverse treatment can include verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or held gender stereotypes, but is not limited to conduct of a sexual nature.[5]

5. Engaging in disorderly conduct or fighting. For purposes of this Code, disorderly conduct is defined to include, but is not limited to, acts which breach the peace or are lewd, indecent, or obscene.
6. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. (Refer to **Policy Statement B** at the close of this document for a description of the kinds of activities covered by this Code.)
7. Disrupting or obstructing teaching, research, administration, other University activities, including its public service functions on or off campus, or of other authorized non-University activities when the conduct occurs on University premises. (Refer to **Policy Statement C** at the close of this document for the Board of Trustees' Policy on Campus Disruption).
8. Possessing, duplicating, or using keys to any University building or facility without authorization by appropriate University officials or committing an act of unauthorized

entry into or use of University buildings or facilities.

9. Engaging or participating in acts or attempted acts of unauthorized possession, use, removal, defacing, tampering, damage, or destruction of property of the University or property of a member of the University community or other personal or public property, on or off campus.

10. Posting, affixing, or otherwise attaching written or printed messages or materials (e.g., posters, signs, handbills, brochures, or pamphlets) on or in unauthorized places, including, but not limited to, trees, shrubbery, sidewalks, buildings, and lawn areas.

11. Engaging or participating in unauthorized possession or use of explosives, firearms, dangerous weapons, or other hazardous objects or substances. Weapons, explosives, and other hazardous objects or substances covered by this regulation will include, but not be limited to, the following:

    a. any device defined as a "deadly weapon" under 720 Illinois Compiled Statutes, 5/24-1. (Refer to **Policy Statement D** at the close of this document.)

    b. all handguns, rifles, and shotguns.

    c. all longbows, crossbows, and arrows.

    d. all knives having a blade length of three inches or more (with the exception of culinary knives used solely in kitchens and dining rooms in the preparation and eating of meals).

    e. all BB guns, pellet guns, air/CO2 guns, paintball guns, or blow guns.

    f. all fireworks.

    g. all explosives, laboratory chemicals, dangerous compounds, gunpowder, firearm ammunition, and flammable petroleum fuel.

    h. any martial arts weapon (e.g., nunchucks and throwing stars).

    i. any item used as a weapon in the commission of a crime.

    j. any operative animal trap or other device that is used to ensnare animals.

12. 12. Committing acts of arson, creating a fire hazard, or possessing or using, without proper authorization, inflammable materials or hazardous substances on University property.

13. Committing acts which endanger the property of the University (including, but not limited to, altering or misusing any fire-fighting equipment, safety equipment, or emergency device).

14. Making false reports of a fire, bomb threat, or other dangerous condition; failing to report a fire; or interfering with the response of University or municipal officials to emergency

calls.

15. Failing to comply with the directions of or obstructing University officials or law enforcement officers acting in performance of their duties and/or failure to positively identify oneself to these persons when requested to do so.
16. Aiding and abetting another person in committing an act that violates the Code of Student Conduct.
17. Committing acts of dishonesty, including, but not limited to, the following:
    a. engaging or participating in cheating, plagiarism, or other forms of academic dishonesty (students committing acts of academic dishonesty are also subject to academic sanctions).
    b. furnishing false information to any University official, faculty member, or office.
    c. forging, altering, or misusing any University document, record, or instrument of identification.
    d. tampering with the election of any University-recognized student organization.
    e. attempting to represent the University, any recognized student organization, or any official University group without the explicit prior consent of the officials of that group.
    f. possessing or using false identification or identification which represents the bearer to be 20 or more years of age.
18. Gambling on University property or engaging in unauthorized canvass-in or solicitation.
19. Engaging in acts of theft or abuse of computer time, including, but not limited to (refer to **Policy Statement E** at the close of this document for the Western Illinois University Appropriate Use Policy):
    a. any activity that violates the integrity or interferes with the normal operation of the University computing system.
    b. unauthorized use of another person's identification and password.
    c. unauthorized transfer of a file or files.
    d. unauthorized entry into a file to use, read or change its contents.
    e. any other activity that interferes with another user's work or which causes a significant drain upon University computing resources.
    f. any other activity that interferes with the work of another WIU student, faculty member, staff member, or University or other official.

g. unauthorized financial gain or commercial activity.

h. any obscene, harassing, or defamatory activity.

i. any activity which is illegal under federal or state law, including, but not limited to, accessing child pornography; participating in chain letters; and unauthorized reproduction or distribution of copyrighted material, including software, text, images, audio, or video.

j. unauthorized connection of computing devices or technology infrastructure equipment to the WIU computing infrastructure.

20. Using, possessing, manufacturing, or distributing cannabis (marijuana) or any State or federally controlled substance except as expressly permitted by law. (Refer to **Policy Statement F** at the close of this document for a list of substances which fall under this Code.)

21. Using, possessing, manufacturing, or distributing alcoholic beverages except as expressly permitted by law, University regulations, or residence hall policy. (Refer to **Policy Statement G** at the close of this document for applicable University alcohol regulations.)

22. Engaging or participating in abuse of the judicial system, including, but not limited to:

    a. falsifying or misrepresenting information before a judicial body.

    b. disrupting or interfering with the orderly conduct of a judicial proceeding.

    c. instituting a judicial complaint knowingly without cause.

    d. attempting to discourage an individual's proper participation in, or use of, the judicial system.

    e. attempting to influence the impartiality of a member of a judicial body prior to, during, and/or after a judicial proceeding.

    f. harassing (verbal or physical) and/or intimidating a member of a judicial body prior to, during, and/or after a judicial proceeding.

    g. failing to comply with the sanction(s) imposed under the Code of Student Conduct.

    h. influencing or attempting to influence another person to commit an abuse of the judicial system.

    i. retaliating against any student, staff, faculty member or third party for reporting an incident, investigating a judicial complaint and/or participating in the process.

23. Committing violations of rules and regulations duly established and promulgated by other University departments (e.g., University Housing & Dining Services, Parking Services, and the University Library).

24. Parading or marching on streets, roadways, or property of the University without the advance approval of the Vice President for Student Services or designee and the Director of Public Safety or designee.
25. Misusing electronic devices. (Refer to **Policy Statement I** at the close of this document for a description of the kinds of activities covered under this Code.)

E. Sanctions

1. In recommending or determining a sanction, a hearing board or judicial officer will consider all relevant factors, including the nature of the offense, the severity of any damage, injury or harm resulting from the offense, the student's current demeanor, and the student's past disciplinary record, if any.
2. Te following are sanctions which may be imposed for a violation of this Code:
   a. **Expulsion** - Permanent separation from the institution. The student will be barred from University property.
   b. **Suspension** - Separation of the student from the University for a specified period of time. The student will not participate in University-sponsored activities and will be barred from University property, unless otherwise specified by the Vice President for Student Services or designee.
   c. **Deferred Suspension** - A specified period of time during which a student's continued enrollment at the University is clearly in jeopardy. Should a University judicial board find a student in violation of the Code of Student Conduct during the period of deferred suspension, the board will automatically consider imposing a lengthy suspension or an expulsion from the University.
   d. **University Housing Removal** - Removal of the student from University housing for a specified time. Normally, a student who is found to be in violation of this Code by the appropriate hearing body or judicial officer is entitled to five calendar days to vacate his or her University housing facility.
   e. **Disciplinary Probation** - A specified period of time during which the student is removed from good disciplinary standing. The student may be precluded from representing the University in any extracurricular activity or running for or holding office in any student group or organization. A letter will be sent to the student's parents or legal guardians notifying them of the probation. This will occur unless otherwise stipulated by a judicial officer and approved by the Director of Student Judicial Programs. This will be waived for students who are financially independent of their parents/guardians or who are twenty-one years of age or older.

f. **Disciplinary Censure** - A specified period of time during which any further violation of the Code of Student Conduct will likely subject the student to more severe disciplinary action.

g. **Disciplinary Reprimand** - A written warning to the student that the cited behavior is not acceptable by University standards. The student is warned that further misconduct may result in more severe disciplinary action.

h. **Restitution** - The student is required to make payment to the University for loss of or damage to University property.

i. **Other Sanctions** - Other sanctions may be imposed instead of or in addition to those specified above, including, but not limited to, the following: community service, educational or research projects, mandated counseling or therapy, relocation to another University living area, trespass from specified University premises, loss of specified University privileges, fines for alcohol or controlled substance policy violations, or loss of institutional financial aid. The imposition of such sanctions must be related to the nature of the violation.

j. **Revocation of Admission and/or Degree** – Admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

k. **Withholding Degree** – The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the code of Student conduct, including the completion of all sanctions imposed, if any.

F. Interim Suspension

In certain circumstances the Vice President for Student Services or a designee may impose a University or residence hall suspension prior to the student judicial hearing.

1. Interim suspension may be imposed only: a) to ensure the safety and well-being of members of the University community or preservation of University property; b) to ensure the student's own physical or emotional safety and well-being; or c) if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.
2. During the interim suspension, a student will be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities for which the student might otherwise be eligible.
3. The interim suspension does not replace the regular process. It is a temporary action that

will be enforced until such time as a student judicial hearing and the resulting decision-making process has been completed. The hearing will be conducted within a reasonable length of time; unless unusual circumstances are present, the hearing will be held not later than ten calendar days from the date the interim suspension was imposed. The student should be notified in writing of this action and the reason(s) for the suspension.

G. Student Judicial Programs

1. Student Judicial Programs has been delegated the responsibility to administer the student judicial system. Responsibilities include:
   a. determining charges to be filed pursuant to the Code of Student Conduct.
   b. interviewing and advising parties involved in disciplinary proceedings.
   c. supervising the training and advising of all judicial boards.
   d. reviewing the decisions of all judicial boards.
   e. maintaining all student disciplinary records resulting from enforcement of the Code of Student Conduct.
   f. resolving disputes and contested issues that arise out of alleged cases of student misconduct.
   g. collecting and disseminating data concerning student judicial system actions.

H. Hearing Boards

1. The University will establish appropriate hearing boards which may conduct hearings concerning alleged violations of the Code of Student Conduct and recommend findings and sanctions. Such boards include:
   a. University Judicial Board - Consisting of student, faculty, and staff representatives, the University Judicial Board will be the hearing body for cases involving students and recognized student organizations charged with violations under this Code.

I. Selection and Removal of Board Members

1. Members of the various judicial boards are selected in accordance with procedures approved by the Vice President for Student Services or designee.
2. Prospective members of the University Judicial Board are subject to confirmation by the following: faculty members confirmed by the Faculty Senate, student members confirmed by the Director of Student Judicial Programs, and administrative staff confirmed by the Vice President for Student Services.

3. Prior to participating in board deliberations, new members will participate in at least one orientation session coordinated by Student Judicial Programs.
4. Student members of any judicial board who are charged with any violation of the Code of Student Conduct or with a criminal offense may be suspended from their judicial positions by the Director of Student Judicial Programs during the pendency of charges against them. Students found in violation of any charge or offense may be disqualified from further participation on judicial boards by the Director of Student Judicial Programs.

J. Procedures for Disciplinary Actions

1. Any student, faculty, or staff member may refer a student or a student group or organization suspected of violating this Code to Student Judicial Programs. Persons initiating such referrals are required to provide information in writing pertinent to the allegation and will normally be expected to appear at a judicial hearing related to the matter.
2. If an alleged violation takes place in or near a residence hall, the complaint may be filed with the residence hall director in that area. If an alleged violation occurs elsewhere, the complaint should be filed with Student Judicial Programs.
3. The University may file appropriate charges against students accused of violating the Code of Student Conduct. If a student has withdrawn or withdraws after the filing of such charges, either (1) a registration encumbrance will be initiated and the student notified that disciplinary action may be pursued upon the student's application for readmission, or (2) the University will proceed to take disciplinary action under the provisions of the Code.
4. The Director of Student Judicial Programs or a designee will review judicial complaints to determine whether alleged violations of the Code may result in removal from University housing, suspension, or expulsion. Students who might be subject to such sanctions will be accorded a hearing before a University Judicial Board. All other cases will be scheduled initially for review through a disciplinary conference.
5. Students referred to a judicial board hearing may elect instead to have their case resolved through a disciplinary conference. Sanctions authorized by this Code with the exception of suspension and expulsion may be imposed, but under such circumstances the right of appeal will no longer apply.
6. Any student charged with violating the Code of Student Conduct may request permission from either the judicial officer involved in the disciplinary conference or the Director of Student Judicial Programs for a delay in a disciplinary conference or board hearing. In a case in which criminal charges are pending against an accused student for the same incident, upon the student's request, a reasonable delay will be granted to secure the

advice of legal counsel, except in the case of interim sanctions. All other delays will be granted at the discretion of the Director of Student Judicial Programs or her/his designee.

K. Disciplinary Conferences

1. Upon the filing of charges, the University may schedule a disciplinary conference with the accused student(s) at which the nature of and the responsibility for the alleged offense is discussed. The charged student(s) will be notified in writing at least three calendar days prior to the scheduled disciplinary conference and will have the right to waive the disciplinary conference and proceed to a hearing board. The judicial officer conducting the disciplinary conference may withdraw any charge deemed to be without basis.
2. If the substantive facts and sanction(s) can be agreed upon by the judicial officer and the accused student(s), a judicial action agreement may be prepared and signed by both. A signed judicial action agreement will constitute a waiver of the right to a hearing and any appeal, and an acceptance of the finding(s) and sanction(s).
3. If the substantive facts and sanction(s) cannot be agreed upon, the matter will be referred to the appropriate hearing board.
4. If an accused student fails to appear at a scheduled disciplinary conference following proper written notification, the designated judicial officer may review the evidence in support of the charges and render a decision. Findings and sanctions, if applicable, will be based on the evidence and not on the accused student's failure to appear. The decision rendered by the judicial officer will be final and not subject to appeal.

L. Board Hearing Procedures

1. In the event of a board hearing, the charged student will be notified at least three calendar days prior to the date of the hearing. Such notice will be in writing and include the following:

    a. the specific charges citing the appropriate University policies or regulations allegedly violated and the acts alleged to have been committed.

    b. a description of the alleged acts, including the time and place (insofar as may reasonably be known) and a summary of the information upon which the charges are based.

    c. the time and place of the hearing.

    d. the procedures to be followed at the hearing.

2. In most instances, hearing notification letters will be sent via campus or United States mail

and University e-mail. Notification letters will be considered to be received upon delivery to a student's current local address as recorded with the Office of the University Registrar or time of e-mail posting. Failure to notify the University of a change of address, failure to pick up one's notification letter, or failure to read one's notification letter could result in a case being reviewed in absentia.

3. Any hearing board will be subject to the following procedures:

   a. Members of the board will be impartial (i.e., judge the case fairly and solely on the evidence presented).

   b. Hearings will be conducted in private.

   c. Where the student denies the charges, the University presenter/complainant will bear the burden of proving the charges by a preponderance of the evidence.

   d. Should an accused student fail to appear after proper notification, the hearing will be conducted in absentia. Evidence in support of the charges will be presented to and considered by the judicial board.

   e. The presenter/complainant, accused student and their advisors, if any, will be allowed to attend the entire portion of the hearing at which information is received (excluding deliberations). The presenter/complainant and the accused student may be assisted by an advisor they choose, at their own expense. The complainant/presenter and/or accused student is responsible for presenting his or her information, and therefore, advisors are not permitted to speak or to participate directly in a hearing before a judicial board. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time of the hearing because delays will not normally be allowed due to scheduling conflicts of an advisor.

   f. The presiding chairperson of each board will exercise control over the hearing. A hearing board need not observe formal rules of evidence and may exclude unduly repetitious or irrelevant evidence.

   g. A case report will be completed for each board hearing. The case report will include a record of all parties involved in the hearing, pleadings of the accused, the board's findings and sanction recommendations, and a rationale for the recommended sanctions.

   h. Witnesses will be expected to present truthful information.

   i. Prospective witnesses, other than the alleged victim and the student accused, will be excluded from the hearing during the testimony of other witnesses. All parties, the witnesses, and advisors will be excluded during board deliberations.

j. Any person, including the charged student, who disrupts a hearing or fails to adhere to the procedural rulings of the board chairperson, may be excluded from the proceedings.

k. The presenter/complainant and the accused student may arrange for witnesses to present pertinent information to the hearing board. The University will try to arrange the attendance of possible witnesses who are members of the University community, if reasonably possible, and who are identified by the presenter/complainant and/or accused student at least two weekdays prior to the judicial board hearing. Witnesses will provide information to and answer questions from the judicial board. Questions may be suggested by the accused student and/or presenter/complainant to be answered by each other or by other witnesses. This will be conducted by the judicial board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the hearing board.

l. Pertinent records, exhibits, or written statements may be accepted as evidence for consideration by a judicial body at the discretion of the chairperson.

m. Board advisors will serve as the chairperson for board hearings. All procedural questions are subject to the final decision of the chairperson of the hearing board.

n. A single record of proceedings, such as an audio recording, will be made of all hearings before a judicial body. The record will be the property of the University and be used for deliberations and appeals. No other recording, audio or video, will be permitted.

o. The hearing board may accommodate concerns regarding the personal safety, well-being, and/or fears of the confrontation of the presenter/complainant, accused student, and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or permitting participation by telephone, videophone, audio tape, Skype or other VoIP, written statement, or other means, where and as determined in the sole judgment the Director of Student Judicial Programs.

4. A hearing board will list their recommended findings of fact, sanctions, and rationale for the sanctions which will be included in the official record of the hearing. The board will consider the past disciplinary record of the charged student only after a finding of violation has been determined. The entire record will be forwarded to the Associate Vice President for Student Services.

5. The Associate Vice President for Student Services will, within a reasonable length of

time after receiving the judicial board's recommendation, render a decision in the disciplinary matter and notify the accused student. Such notification will be in writing and include the findings of fact, sanction(s), and rationale for determinations. The complainant or victim will be apprised of the decision. Such information will be communicated orally with a reminder that the information is subject to privacy laws.

M. Appeals

1. A decision reached after a judicial board hearing may be appealed by the accused student. A complainant of sexual misconduct or other interpersonal violence case may also appeal a hearing outcome. Such appeals must be submitted in writing and be delivered to the Office of Student Judicial Programs within five calendar days of the written decision. The Vice President for Student Services will review and act on a filed appeal.
2. Except as required to explain the basis of new information, an appeal will be limited to a review of the record of the judicial board hearing and supporting documents for one or more of the following purposes:
    a. To determine whether the judicial board hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and present information that the Code of Student Conduct had been violated, and giving the accused student a reasonable opportunity to prepare and present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
    b. To determine whether the decision reached regarding the accused student was based on substantial information; that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Code of Student Conduct occurred.
    c. To determine whether the sanction(s) imposed were appropriate for the violation of the Code of Student Conduct which the accused student was found to have committed.
    d. To consider new information sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original judicial board hearing.
3. After receiving an appeal and reviewing all available information, the Vice President for Student Services may elect to:
    a. affirm the finding and the sanction originally determined.

b. affirm the finding and modify the sanction.

c. remand the case to the original hearing board with instructions.

d. dismiss the case.

4. The imposition of sanctions will normally be deferred during the pendency of appellate proceedings.

N. Disciplinary Files and Records

1. Student Judicial Programs will maintain disciplinary records and a disciplinary tracking system, which will include, but not be limited to, the respondent's name and related information, description of the incident, parties involved, Code violations, sanctions, and other data deemed relevant. Such information will be maintained in accordance with the provisions of the Family Educational Rights and Privacy Act. Disciplinary records will be made available to hearing boards and University officials designated in the Code of Student Conduct as necessary.
2. Students may arrange to review their own disciplinary records by contacting Student Judicial Programs. Except as provided in the Code of Student Conduct and as required by law, the University will not communicate a student's disciplinary record and related information to any person or agency without the prior written consent of the student; however, the parents or legal guardian of a student who is a minor may be notified. Disciplinary proceedings under the Code of Student Conduct will be private.
3. In situations involving both an accused student or group or organization and a student(s) claiming to be the victim of another student's conduct, the records of the process and the sanctions imposed, if any, will be considered to be the education records of both the accused student and the student claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.
4. With the exception of unresolved cases or those involving suspension, expulsion, or revocation of or withholding of a degree, disciplinary records will be expunged seven years from the final disposition of the case

Policy Statement A

Sexual Assault (See Section D.3.) - The information contained in this policy statement is abridged from Western Illinois University's policy governing sexual misconduct. For a complete copy visit http://www.wiu.edu/vpas/policies/titleIX.php (http://www.wiu.edu/ /vpas/policies/titleIX.php).

Consistent with Western Illinois University's (University) Non-Discrimination Policy and in compliance with Title IX of the Educational Amendments Act of 1972 and its implementing regulations, as well as the Violence Against Women Act (VAWA), the university prohibits discrimination based on sex in its educational programs and activities. As a result, Western Illinois University issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus and when it is reported to a University official. In this context, Western Illinois University prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the university community.

The term sexual assault means an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system. A sex offense is any act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Rape is defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. Fondling is defined as the touching of the private parts of another person for the purposes of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

The term sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Examples of behavior and conduct that constitute sexual harassment may include, but are not limited to, the following:

- physical assault;
- direct or implied threats that submission to sexual advances will be a condition of employment, work status, compensation, promotion, grades, or letters of recommendation;
- sexual advances, physical or implied, or direct propositions of a sexual nature. This activity may include inappropriate/unnecessary touching or rubbing against another, sexually suggestive or degrading jokes or comments, remarks of a sexual nature about one's clothing and/or body, preferential treatment in exchange for sexual activity, and the inappropriate display of sexually explicit pictures, text, printed materials, or objects that do not serve an academic purpose;
- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create, or has the effect of creating, discomfort and/or humiliation of another;

or remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history, that do not serve a medical or academic purpose.

- Allowing third parties to view sexual acts whether in person or via video or other recording device without the knowledge and consent of the subjects; engaging in voyeurism of sexual acts without the knowledge and consent of the subjects.

A person who is incapacitated as a result of drug or alcohol use, voluntarily or involuntarily, is incapable of giving effective consent. Incapacitation is defined as the inability to make informed, rational decisions because the individual lacks the capacity to give knowing consent (e.g. to understand the "who, what, when, where, why, or how" of their sexual interaction). Individuals who know, or should have known, that another person is incapacitated must refrain from engaging in sexual activity with that person. Further, drug or alcohol use is never an excuse for violating this policy.

The University has procedures in place that serve to be sensitive to those who report sexual misconduct, including informing individuals about their right to file criminal charges. Information is readily available regarding counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid and other services on and/or off campus. Interim steps can also be implemented to prevent contact between a complainant and an accused party, such as housing, academic and working accommodations, if reasonably available. The University will make such accommodations, if the complainant requests them and if they are reasonably available, regardless of whether the complainant chooses to report the crime to the Office of Public Safety, local law enforcement, or be involved in an internal investigation. Students and employees should contact the Title IX Coordinator in the Office of Equal Opportunity and Access at 309-298-1977 or title-ix@wiu.edu for assistance. Students may also contact the Student Development Office at 309-298-1884 or SDO@wiu.edu.

Individuals who experience sex discrimination in violation of Title IX are entitled to:

- An effective internal investigation of complaints (using the preponderance of the evidence standard) separate from law enforcement or criminal proceedings.
- The implementation of protective interim steps prior to the final outcome of the investigation (such steps may include but not be limited to: schedule/room changes, work changes, parking assignment changes, safety protocols.)
- Notification of the investigatory outcome
- Protection from retaliation
- File an appeal

The Director of Equal Opportunity and Access serves as the University's Title IX Coordinator. The Title IX Coordinator may delegate investigative responsibilities to individuals in their supervisory chain of command. Investigations will be conducted promptly to reach an equitable resolution. Once a reported violation of this policy is received, the following steps will occur:

1. The Title IX Coordinator, or an appointed investigator, will assess the report to identify further action. If needed, immediate interim steps will be implemented to protect the complainant from further misconduct and/or notify the respondent that their behavior is concerning and must stop.
2. The investigator will promptly make contact with the complainant to discuss the incident and inform them of available campus support resources and their right to file an internal complaint.
3. If the complainant files a formal complaint:
    a. The investigator will meet with the complainant to review their written complaint. The complainant may provide supplemental witnesses and evidence at this meeting and any time throughout the investigation. The complainant may also have a support person present at this meeting.
    b. The respondent will be notified of the complaint and given the opportunity to respond within five (5) calendar days.
    c. Once the response is received, the investigator will meet with the respondent to review the complaint and their response. The respondent may provide any supplemental witnesses and evidence at this meeting and any time throughout the investigation. The respondent may also have a support person present at this meeting.
    d. The investigator will interview pertinent witnesses and gather additional documentation to assist them in their determination.
    e. By evaluating the totality of the record by a preponderance of the evidence standard, the investigator will compose the investigative report to determine whether a violation of University policy occurred.
    f. Both parties will be notified simultaneously of the outcome of the investigation.
    g. If the respondent to the complaint is a student, the investigative findings will be provided to the Office of Student Judicial Programs for discipline, up to and including expulsion from the University.
    h. Both parties will be notified of the discipline administered.

Investigations will typically be completed within 60 calendar days, inclusive of holidays,

excluding appeals, after receipt of a complaint or report from a responsible employee. If the investigation cannot be completed in the 60 day interval, the complainant, respondent, and other parties, as appropriate, will be notified as to the delay.

Either party has the right to appeal the investigator's finding to the University President within 10 calendar days of receiving the finding.

Please note that the internal investigative process is separate and may occur concurrently with any possible criminal proceedings undertaken by the legal system.

Complainants may also file complaints with the Department of Education's Office of Civil Rights (OCR). Once a complaint is filed with OCR, the University's internal investigative process ends. The University will then fully cooperate with OCR's investigative process. Any established interim steps will continue as needed.

Retaliation is a separate cause for complaint. Retaliating or threatening retaliation against an individual who has reported or filed a complaint alleging discrimination/harassment or participated as a witness in such an investigation is strictly prohibited. Individuals who disregard, or delay investigation of harassment claims when responsibility for reporting and/or investigating harassment charges comprise part of their supervisory duties also violate this policy.

Policy Statement B

Hazing (See Section D.6.) - Hazing of any type, whether committed or arranged by individual students or members of recognized student organizations, is an unacceptable practice at Western Illinois University.

Activities prohibited under this Policy will include, but not be limited to, any of the following: extended deprivation of sleep or rest; forced consumption of food, liquor, beverage, or drugs; beatings; brandings; tests of endurance; or submission of members or prospective members to potentially hazardous or dangerous circumstances.

It will not be an acceptable defense to a charge of hazing to claim that the participants took part voluntarily, that they voluntarily assumed the risks or hardship of the activity, or that no injury in fact was suffered.

Policy Statement C

Western Illinois University Board of Trustees Statement on Campus Disruption

(See Section D.7.) - The Board of Trustees is the governing board for Western Illinois University. The Board was created to operate, manage, control, and maintain the University. In keeping with this responsibility, the Board has formulated and established a policy statement governing campus disturbances.

This policy enunciated herein is in no sense intended to deprive any person of his or her rights of free speech and assembly. The exercise of those rights in a lawful manner is to be encouraged under the jurisdiction of the Board. Actions, however, which deprive others of their rights without due process of law cannot be justified.

All too often campus disturbances disrupt educational functions, deprive the majority of their rights to pursue their education, and result in injury to persons and extensive damage to property. The State, no less than a private property owner, has the right and responsibility to preserve property under its control for the use to which it is lawfully dedicated. Neither the United States Constitution, nor the Constitution of the State of Illinois, precludes the State from controlling the use of its own property for lawful, nondiscriminatory purposes.

Accordingly, in order that normal educational purposes can continue without interruption and in order that individual safety, personal freedoms, and property rights can be enjoyed without impairment, this Board declares that unlawful activities will not be tolerated on the campus of any institution under its jurisdiction. In particular, the Board believes that 720 ILCS 5/21 provides appropriate penalties for dealing with persons who willfully damage State property, commit trespass on the campus, or interfere with a public institution of higher education.

Criminal damage to State property is committed by one who does any of the acts specified in 720 ILCS 5/21-4 and, without regard to time or place, any person who knowingly damages campus property violates the law and should be arrested and prosecuted.

Criminal trespass to State land is committed by one who enters upon the campus or a building with legal notice that entry therein is forbidden or who remains in an area after notice to depart. It is lawful and proper to prescribe reasonable regulations as to conditions and times for access to campus buildings. Entrances, halls, and exits must be kept open for normal operations and the safety of others; offices are to be used for purposes intended; and buildings are to be cleared and closed at established hours. Persons who violate such reasonable regulations should be notified to depart. This advice and notification should be given publicly and orally by an authorized representative. Thereafter, if such persons remain, a police officer should read applicable portions of the criminal trespass statute, 720 ILCS 5/21-5, and advise them that they are in violation of the law and that they will be arrested if they do not depart. In appropriate circumstances, court action of the injunctive or criminal nature should be sought.

Interference of an institution of higher education is committed by one who, without authority of the institution, through force or violence, actual or threatened, willfully acts as prohibited by 720 ILCS 5/21.2-2. In appropriate circumstances, court action of the injunctive or criminal nature should be sought.

Members of a campus community who participate in unlawful activities which disrupt educational functions will be dealt with according to established disciplinary or administrative processes. Such processes may be invoked regardless of either civil or criminal actions arising out of the same event.

When the President of the University believes that unlawful activities which disrupt educational functions warrant, that person is directed to make prompt application to those agencies provided by the State for the purpose of dealing with those who break the law. Police should be summoned without delay, public prosecutors should be advised of the situation, and the courts should be asked to make timely disposition of all cases resulting from the incident.

Education is the living and growing source of our progressive civilization, of our open repository of increasing knowledge, culture, and salutary democratic traditions. It deserves our highest respect and fullest support in the performance of its lawful mission. No person, with liability to lawful processes, may intentionally act or prevent the accomplishment of the lawful mission, process, or function of an educational institution.

Policy Statement D

Explosives, Firearms, and other Hazardous or Dangerous Weapons (See Section D.11.) - 720 Illinois Compiled Statutes, 5/21-6, makes it a crime to possess or store on property "supported in whole or in part with public funds or in any building on such land" any weapon "without prior written permission from the chief security officer for such land or building."

Under 720 ILCS 5/24-1, "weapon" is defined as including the following: bludgeon, black-jack, sling-shot, sand-club, sand-bag, metal knuckles, throwing star, or any knife, commonly referred to as a switchblade knife, which has a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, or a ballistic knife, which is a device that propels a knifelike blade as a projectile by means of a coil spring, elastic materials or compressed gas, dagger, dirk, billy, dangerous knife, razor, stiletto, broken bottle or other piece of glass, stun gun or taser or any other dangerous or deadly weapon of like character, tear gas gun projector or bomb or any object containing noxious liquid gas or substance, other than an object containing a non-lethal noxious liquid gas or substance designed solely for personal defense carried by a person 18 years of age or older, pistol,

revolver, stun gun, taser, or other firearm, spring gun, device or attachment of any kind designed, used, or intended for use in silencing the report of any firearm, machine gun, any rifle having one or more barrels less than 16 inches in length or a shotgun having one or more barrels less than 18 inches in length or any weapon made from a rifle or shotgun, any bomb, bomb-shell, grenade, bottle, or other container containing an explosive substance of over one-quarter ounce for like purposes, such as, but not limited to, black powder bombs and Molotov cocktails or artillery projectiles, and explosive bullets.

Students in violation of this policy will be subject to University judicial action and criminal arrest. Requests to return confiscated items covered by this policy and the University's Code of Student Conduct will be taken under consideration and decided upon by the Director of Public Safety. Such items will normally only be released under a court order or in the care of a parent or guardian.

Policy Statement E

WIU Appropriate Use Policy (See Section D.19.) - All users of University computing resources must: Comply with all federal, state and other applicable laws; all generally applicable Board of Higher Education and university rules and policies, contracts and licenses. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular uses.

Users of university computing systems or data are required to take appropriate measures, as defined in the Administrative Procedures under Appropriate Use Procedures, to protect university computing systems and data.

The following is a partial list of the state and federal laws governing all users of the WIU's computing resources.

- **Obscenity and Pornography**
  - Accessing, Viewing, or Downloading Child Pornography 18 USC § 2252
  - Forfeiture of computer for committing above 18 USC § 2510 et seq.
  - Illinois Compiled Statutes 720 ILCS 5/11-20.1
- **Restriction of access by minors to materials commercially distributed by means of World Wide Web that are harmful to minors** 47 USC § 231
- **Data Management and Protection**
  - Identity Protection Act 5 ILS 179

  - Children's Online Privacy Protection Act (COPPA)
  - FTC Identity Theft Red Flag Rules
  - Payment Card Industry Data Security Standards (PCI DSS)
  - Gramm-Leach-Billey Act (GLBA) Title V
  - Family Educational Rights and Privacy Act (FERPA)
  - Health Insurance Portability and Accountability Act (HIPPA)
  - Fair Credit Reporting Act (FCRA)
- **Transporting of Obscene Materials for Sale or Distribution** 18 USC § 1465
- **Intercepting Electronic Communications** 18 USC § 2703 et seq
- **Computer Fraud** 18 USC § 1030
  - Illinois Compiled Statutes Computer Fraud 720 ILCS 5/16D-6
  - Illinois Compiled Statutes Computer Tampering (hacking, maliciously spreading viruses, etc.) 720 ILCS 5/16D-3
  - Illinois Compiled Statutes Illicit or Unauthorized Use of a Password 720 ILCS 5/16D-7
- **Slander and Libel** 47 USC § 230c1
- Illinois Compiled Statutes Slander and Libel 740 ILCS 145/1
- **Copyright** 17 USC
  - Rights of Copyright Holders 17 USC § 106 to 121
  - Infringement of Copyright 17 USC § 501 to 513
  - Circumvention of Copyright Protection Systems 17 USC § 1201

Policy Statement F

Cannabis and Other Controlled Substances (See Section D.20.) - Faculty, administrative staff, Civil Service employees, and/or students will not manufacture, possess, use, deliver, sell, or distribute any substance prohibited by the Illinois Cannabis Control Act, Drug Paraphernalia Control Act, or the Illinois Controlled Substances Act, any other State statute, or any Federal statute, except as authorized by law, the Board of Trustees regulations, and the policies of Western Illinois University.

Substances prohibited under this policy will include, but are not limited to, marijuana, hashish, amphetamines, barbiturates, cocaine, heroin, lysergic acid (LSD), methaqualone, morphine,

pentazocine, peyote, phencyclidine, anabolic steroids, rohypnol, and GHB.

Policy Statement G

University Alcohol Regulations (See Section D.21.) - Students and/or their guests under 21 years of age may not possess or consume alcoholic beverages on University property. Students and their guests who are of legal age as defined by Illinois statute, may not possess or consume alcoholic beverages, except in certain designated locations which have been specified in accordance with State law and University policy (consult the Residence Hall Handbook and/or Office of Student Activities for locations which have been designated as exceptions). No alcoholic beverages having a proof exceeding 100 will be permitted. The possession of alcoholic beverages in open containers by students and/or their guests is prohibited on University property, except as specified by University policy. Students and/or their guests may not sell or effect the delivery of alcoholic beverages on University property. Students may not purchase alcoholic beverages with University approved student fees or with any other student funds which are collected and administered by a University office or agency.

The possession and/or consumption of alcoholic beverages is prohibited in Bayliss & Henninger Hall andTanner Hall by any person, regardless of age. Alcohol is not permitted in any outside area adjacent to any residence hall. In Corbin & Olson Hall,Grote Hall, Lincoln & Washington Hall, and Thompson Hall, alcoholic beverages may be possessed and/or consumed only by persons who are of legal age. Alcoholic beverages may only be consumed in individual rooms and may not be consumed in hallways, stairways, elevators, lounges, or any other public area of the residence hall. Alcohol containers may not be larger than one quart (32 fluid ounces).

Student organizations are expected to abide by State laws and institutional policies concerning alcoholic beverages. The University will not sanction or approve an off-campus event sponsored by a student organization where alcoholic beverages are served or provided by the organization as a part of the event. The University will not authorize the use of University approved student fees or other student funds collected and administered by a University office to support such off-campus events. When some members of an organization are under the legal drinking age, the members of the organization are responsible for conducting themselves in accordance with State laws.

Policy Statement H

Skateboarding (See Section D.23.) - The use of skateboards, roller skates, in-line skates, and bicycles on stairways, walls, planters, parking bumpers, and similar objects is prohibited.

The use of skateboards, roller skates, in-line skates, and bicycles for the purpose to perform acrobatic stunts anywhere on campus is prohibited. Students, faculty, and staff engaging in such activities will be subject to disciplinary action, while others not part of the University community will be removed from campus. Nothing in this policy prohibits the safe use of the listed items.

Policy Statement I

Misuse of Electronic Devices (See Section D.25.) - Cellular phones, pagers, and other electronic devices may not be used in a manner that causes disruption in the classroom, library, or within college-owned or operated facilities. This includes abuse of cellular devices with photographic capability. Utilizing such devices for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited. Photographing individuals in secured or private areas such as restrooms and locker rooms is prohibited.

Clery Law Reports

WIU Home (http://www.wiu.edu/ /) > Clery (http://www.wiu.edu/ /clery/)

Clery Act

As required by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (http://clerycenter.org/jeanne-clery-act), colleges and universities in the United States must disclose information about crime on and around their campuses. The Clery Act requires colleges and universities to publish an Annual Security Report by Oct. 1 each year. Western's report can be found in the left menu under "Clery Act Info." In addition, the act requires colleges and universities maintain a public crime log documenting crimes occurring on campus property. The log should be accessible to the public and remain open for 60 days. Western's crime log can be found below. Reports 61 days and older may be requested by emailing wiufoia@wiu.edu (http://www.wiu.edu/ mailto:wiufoia@wiu.edu).

Annual Security Report

The Annual Security Report (http://www.wiu.edu/ /clery/Security-Report-2014.pdf) (PDF) provides a comprehensive review of crime-related statistics for the previous four years for the WIU-Macomb and -Quad Cities campuses. This report also includes University policies on campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault support and other resources. This report is also available online, along with the statistics, at wiu.edu/safety (http://www.wiu.edu/ /safety). A hard copy may also be viewed at OPS (Mowbray Hall) and University Relations (Sherman Hall 302).

Campus Crime Log

The activities listed in these summaries reflect incidents where a police report is filed in the Office of Public Safety at Western Illinois University. Items NOT listed include citizen assists, checking on well being of individuals, emergency 9-1-1 calls which do not result in a crime report (i.e. false alarm) and other "routine" duties.

This summary is developed by the Office of University Relations. Questions about entries in this summary should be referred to the Office of University Relations, Director Darcie Shinberger, (http://www.wiu.edu/ mailto:DR-Shinberger@wiu.edu) at (309) 298-1993 or the Office of Public Safety, Director Scott Harris (http://www.wiu.edu/ mailto:sd-harris2@wiu.edu), at (309)

298-1949.

Campus Safety Notices

- 2015-09-25 - Campus Safety Notice: WIU Office of Public Safety

Weekly Reports for Past 60 Days

October 2015

- 2015-10-16 through 2015-10-19
- 2015-10-14 through 2015-10-16
- 2015-10-12 through 2015-10-14
- 2015-10-09 through 2015-10-12
- 2015-10-07 through 2015-10-09
- 2015-10-05 through 2015-10-07
- 2015-10-02 through 2015-10-05

September 2015

- 2015-09-30 through 2015-10-02
- 2015-09-28 through 2015-09-30
- 2015-09-25 through 2015-09-28
- 2015-09-23 through 2015-09-25
- 2015-09-21 through 2015-09-23
- 2015-09-18 through 2015-09-21
- 2015-09-16 through 2015-09-18
- 2015-09-14 through 2015-09-16
- 2015-09-11 through 2015-09-14
- 2015-09-09 through 2015-09-11
- 2015-09-08 through 2015-09-09
- 2015-09-04 through 2015-09-08
- 2015-09-02 through 2015-09-04

August 2015

- 2015-08-31 through 2015-09-02
- 2015-08-28 through 2015-08-31
- 2015-08-26 through 2015-08-28
- 2015-08-24 through 2015-08-26
- 2015-08-21 through 2015-08-24

Search Reports

To search the Campus Crime Reports, enter a search term or phrase below.

Search Term: Search

Clery Law Reports

WIU Home (http://www.wiu.edu/ /) > Clery (http://www.wiu.edu/ /clery/)

Quad Cities Campus Crime Reports 2012 - 2014

2014 Crimes Occurring on the WIU Quad Cities Campus

Murder & Non-negligent Manslaughter	
	n/a
	0
	0
	0
	0

Manslaughter by Negligence	
	n/a
	0
	0
	0
	0

*Forcible Sex Offense (Rape)	
	n/a
	0
	0
	0
	0

*Forcible Sex Offense (Fondling)	
	n/a
	0

	0
	0
	0

*Non-Forcible Sex Offense (Incest)

	n/a
	0
	0
	0
	0

*Non-Forcible Sex Offense (Statutory Rape)

	n/a
	0
	0
	0
	0

Robbery

	n/a
	0
	0
	0
	0

Aggravated Assault/Battery

	n/a
	0
	0
	0
	0

Burglary

	n/a

	0
	0
	0
	0

Motor Vehicle Theft

	n/a
	0
	0
	0
	0

Arson

	n/a
	0
	0
	0
	0

Malicious Fire Alarm

	n/a
	0
	0
	0
	0

On-Campus Fire Non Arson

	n/a
	0
	0
	0
	0

Domestic Violence

	n/a
	0
	0
	0
	0

Dating Violence

	n/a
	0
	0
	0
	0

Stalking

	n/a
	0
	0
	0
	0

Unfounded Crimes

	n/a
	0
	0
	0
	0

** Change in sex offense categories per new Clery reporting requirements.*

Murder & Non-negligent Manslaughter

	n/a
	0
	0
	0
	0

Manslaughter by Negligence

	n/a
	0
	0
	0
	0

Forcible Sex Offense

	n/a
	0
	0
	0
	0

Non-Forcible Sex Offense (Statutory/incest)

	n/a
	0
	0
	0
	0

Robbery

	n/a
	0
	0
	0
	0

Aggravated Assault/Battery

n/a

0

0

0

0

Burglary

n/a

0

0

0

0

Motor Vehicle Theft

n/a

0

0

0

0

Arson

n/a

0

0

0

0

Malicious Fire Alarms

n/a

0

0

0

	0
On-Campus Fire Non-Arson	
	n/a
	0
	0
	0
	0
Domestic Violence	
	n/a
	0
	0
	0
	0
Stalking	
	n/a
	0
	0
	0
	0

2013 Crimes Occurring on the WIU Quad Cities Campus

Murder & Non-negligent Manslaughter	
	n/a
	0
	0
	0
	0

Manslaughter by Negligence

	n/a
	0
	0
	0
	0

Forcible Sex Offense

	n/a
	0
	0
	0
	0

Non-Forcible Sex Offense (Statutory/incest)

	n/a
	0
	0
	0
	0

Robbery

	n/a
	0
	0
	0
	0

Aggravated Assault/Battery

	n/a
	0
	0
	0

	0

Burglary

	n/a
	0
	0
	0
	0

Motor Vehicle Theft

	n/a
	0
	0
	0
	0

Arson

	n/a
	0
	0
	0
	0

Malicious Fire Alarms

	n/a
	0
	0
	0
	0

On-Campus Fire Non-Arson

	n/a
	0
	0

	0
	0
Domestic Violence	
	n/a
	0
	0
	0
	0
Stalking	
	n/a
	0
	0
	0
	0

2012 Crimes Occurring on the WIU Quad Cities Campus

Murder & Non-negligent Manslaughter	
	n/a
	0
	0
	0
	0
Manslaughter by Negligence	
	n/a
	0
	0
	0

	0
Forcible Sex Offenses (Acquaintance)	
	n/a
	0
	0
	0
	0
Forcible Sex Offenses (Stranger)	
	n/a
	0
	0
	0
	0
Non-Forcible Sex Offenses	
	n/a
	0
	0
	0
	0
Robbery	
	n/a
	0
	0
	0
	0
Aggravated Assault	
	n/a
	0
	0

	0
	0

Burglary

	n/a
	0
	0
	0
	0

Motor Vehicle Theft

	n/a
	0
	0
	0
	0

Arson

	n/a
	0
	0
	0
	0

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRES.DISCRIM.POL
Approval Date: 02/06/09
Revised: 09/30/2014
Approved By: President

Policy on Discrimination Complaint Procedures

Western Illinois University has established the following complaint procedures to demonstrate its commitment to non-discrimination on the basis of sex, race, color, sexual orientation, gender identity, gender expression, religion, age, marital status, national origin, disability, genetic information, veteran status, and any other classes protected by state or federal law. These procedures also fulfill obligations established by laws, statutes, and other non-discrimination guidance. Members of the University community who believe they have been discriminated against on any of these bases may file a complaint under these procedures.

The consideration of a complaint, including the investigation, attempts at informal resolution, and the formulation of a final decision will ordinarily be completed within 60 calendar days, inclusive of holidays, after receipt of a complaint. If consideration cannot be completed in the 60 day interval, the complainant, respondent, and other parties as appropriate will be notified, in writing, as to the delay.

If action is proposed as a result of a finding of discrimination, procedures required under relevant collective bargaining agreements, Board Regulations, or the State Universities Civil Service Statute and Rules will apply.

The following steps will be taken to resolve complaints filed under these procedures:

1. Complainants must file a written statement outlining the nature of the complaint, naming the respondent(s), and indicating the remedy sought.
2. The complainant will be interviewed by the Investigating Officer (investigator), at which time all materials provided by the complainant will be reviewed. Following this interview, the investigator will evaluate the complaint (including materials submitted) to determine if the allegation warrants further investigation under these procedures. If it is determined that there is insufficient evidence to support the allegation, the complainant will be notified in writing.

If it is determined that the complaint justifies further investigation, the Investigating Officer will send notice to the individual(s) named as respondent(s) in the complaint. The respondent(s) will be required to submit a written response within five (5) calendar days, and an interview will be conducted by the investigator to review their response to the complaint.

3. If needed, the investigator will conduct additional interviews with the complainant, respondent, or other individuals deemed appropriate to obtain additional information related to the charge.
4. Where there are conflicts of information or opinion, except in cases of sexual misconduct, the investigator may elect to conduct an informational meeting including both parties. The complainant and respondent will receive at least three (3) calendar days' notice of this meeting.
5. After notifying the Office of Equal Opportunity and Access, either party may bring a person to serve in a supportive/observer role.
    a. Those employees covered under collective bargaining agreements have the right to utilize a union representative as a support person; however, it is the employee's responsibility to affirmatively make such a request from their union.
6. When all the information has been reviewed, an Investigative Report will be prepared by the investigator. This report will include a finding of whether the University's Non-Discrimination or Sexual Misconduct policies have been violated based on an evaluation of the totality of the record, using a preponderance of the evidence standard. The finding will be provided to both parties in writing.
7. If it is determined that a policy violation has not occurred, no further action will be taken. Either party may appeal this finding to the President.
8. If it is determined that a policy violation has occurred:
    a. If the respondent to the complaint is classified as Faculty or Administrative/Professional staff, the investigator will meet with the appropriate Vice President, and other relevant supervisory personnel to review the Investigative Report. The Vice President will determine what appropriate action will be taken. The

Vice President will inform the respondent of action to be taken and provide a copy of the correspondence to the Office of Equal Opportunity and Access. If the respondent is a member of a bargaining unit, action will be taken in accordance with the appropriate collective bargaining contract.

b. If the respondent to the complaint is a student, the investigative findings will be provided to the Office of Student Judicial Programs for discipline, up to and including expulsion from the University.

c. If the respondent to the complaint is classified as Civil Service, the investigator will meet with the appropriate Vice President, the Human Resources Director, and relevant supervisory personnel to review the Investigative Report. The Human Resources Director in consultation with the Vice President will determine the appropriate action to be taken. The Human Resources Director will inform the respondent of action to be taken and provide a copy of the correspondence to the Office of Equal Opportunity and Access. If the respondent is a member of a bargaining unit, action will be taken in accordance with the appropriate collective bargaining contract.

9. Either party may appeal the finding to the President. Appeals must be filed within 10 calendar days of the receipt of the finding. Either party must base their appeal on one or more of the following circumstances:

   a. Procedural error; or

   b. New and material evidence exists that was previously unavailable to the party (despite due diligence) at the time of investigation.

10. The President or his/her designee may receive additional information if he/she believes such information would aid in the consideration of the appeal. A decision will be made within a reasonable time and the Office of Equal Opportunity, the appropriate administrator, complainant, and the respondent will be notified of the decision. The President's decision is final.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: STU.ARSTINF.POL
Approval Date: 04/15/2014
Approved By: President

Access to and Release of Student Information Policy

The Family Educational Rights and Privacy Act (FERPA) is a federal law which provides that every educational institution receiving federal funds shall maintain the confidentiality of its student records. Certain items of information about individual students are fundamental to the educational process and must be recorded. Western Illinois University is committed to protecting to the maximum extent possible the right of privacy of all individuals about whom it holds information, records, and files.

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. As permitted by FERPA, Western Illinois University may disclose PII from the education records without obtaining prior written consent of the student:

- To the student himself/herself;
- To other school officials, including faculty, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)) Note: The legitimacy of the need to know will be determined by the head of the unit from which the records are sought. Essentially, the standard that will be followed is that student information requested by any Western Illinois University instructor, staff member, or unit will be provided when it can be determined that the information is needed to allow the person or unit to accomplish or perform University-assigned tasks or duties. All members of the faculty, administration,

and clerical staff must respect and protect confidential information they acquire about students in the course of their work. They are bound by the conditions outlined in this policy statement relative to the release of student information.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7)
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate parties, including parents of an eligible student, in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- To officials when the disclosure concerns sex offenders and other individuals required to register under the Violent Crime Control and Law Enforcement Act of 1994.

All of the exceptions above are permitted by the federal regulations which implement the Act.

Please note that it is never appropriate to use any part of the WIU identification number or Social Security number to post student grades.

If access is sought through the written consent of a student, the consent must be signed and dated by the student and shall include a specification of the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. Upon request, the institution will provide to the student a copy of the records disclosed through this method.

Within the Western Illinois University community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. Record-keeping personnel and members of the faculty and staff with administrative assignment may have access to records and files for legitimate educational interests as well as for routinely necessary clerical, administrative, and statistical purposes as required by the duties of their jobs.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations require any requests for disclosure to be recorded showing the parties who have requested or received PII from the education records and the legitimate interests the parties had in requesting or obtaining the information. Whether or not the request is granted, the student concerned shall be entitled to review this record. Authorized parties who are allowed access will be required to state any plans they may have for additional disclosure; this information will also become a part of the record on access. Parties obtaining access through the written consent of the student will be informed that this method limits the right of access to

parties explicitly named, and that for additional disclosure, further written consent must be obtained.

At its discretion, the institution may provide the following directory information in accordance with the provisions of the Act in response to inquiries concerning an individual student whether the inquiries are in person, in writing or over the phone: the student's name, school and home addresses, WIU email address, telephone number, major field of study, dates of attendance, full- or part-time status, classification, degrees, honors, and awards received (including Dean's list) and date granted, anticipated graduation date, most recent previous educational agency or institution attended, participation in officially recognized activities and sports, and, for members of athletic teams, weight and height. Any student who does not wish the above information to be released may prevent such release by submitting an Exclusion of Directory Information Form to the Office of the Registrar, 110 Sherman Hall, Western Illinois University. The request for exclusion of directory information will be honored indefinitely; however, it does not affect directory information published or released prior to the request for exclusion. By requesting exclusion of directory information, students should be aware that all future requests for this information by anyone other than school officials with legitimate educational interests will be refused.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel decisions of the hearing officer are unacceptable. The Vice President for Student Services at Western Illinois University has been designated by the institution to coordinate the inspection and review procedures for student education records which include admissions, personal, academic and financial files and academic cooperative education and replacement records.

A request for access to official data maintained in a particular office may be made to the administrative head of that office. Such requests must be made in writing listing the item or items of interest. Only records covered by the Act will be made available within 45 days of the request.

When a student or former student appears at a given office and requests access to the University records about himself or herself, first the student must provide proper identification verifying that he/she is the person whose records are being accessed. Second, the designated staff person or persons must supervise the review of the contents of the records with the student. Third, copies of documents contained within a student's cumulative file will be made available to the student upon written request. (Exceptions: Academic record transmittal may be

temporarily withheld as a result of financial obligation to the University. Copies of transcripts and records furnished by other entities, including but not limited to colleges, universities or schools, will not be made available to the student if the document in question is available through the initiating agency.)

The actual cost of reproducing these records may be assessed to the student. Upon receiving a request to reproduce documents in a cumulative file, the office involved will notify the student requesting the documents of any reproduction costs which the student must pay.

Education records do not include records of law enforcement units, student health records, employment records (except records of student employment when such employment is contingent upon the fact that he or she is a student), alumni records, or records of instructional, administrative, and educational personnel which are in the sole possession of the maker and are not accessible or revealed to any individual except to a person hired as a temporary substitute for the maker. The personal files of members of the faculty and staff which concern students are not regarded as official records of the University. This includes notes intended for the personal use of the faculty or staff member and never intended to be official records of the University.

With regard to general health data, information which is used by the University in making decisions regarding the student's status is subject to review by the student under this policy. Written psychiatric and psychological case notes which form the basis for diagnosis or for recommendation or treatment plans remain privileged information not accessible to the student. Such case notes are not considered to be part of University official records. To ensure the availability of correct and helpful interpretations of any psychological test scores, notes or other evaluation and medical records, the contents of these files for an individual student may be reviewed by that student only in consultation with a professional staff member of the specific department involved.

A student is entitled to review only that portion of an official record or file that pertains to him or her. Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents or guardians, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review. No student is entitled to see information or records that pertain to another student, to parents or to other third parties. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under the established policies of confidentiality. Should a student desire access to a confidential letter or recommendation received prior to January 1, 1975, the student shall be

advised to have the writer of the appraisal notify in writing the concerned records custodian of the decision as to whether or not the writer is willing to have the appraisal made available for the student's review. Unless a written response is received approving a change of status in the letter, the treatment of the letter as a confidential document shall continue.

Confidential letters and recommendations relating to students collected by the University or any department or office of the University on or after January 1, 1975, will be maintained confidentially only if a waiver of the right of access has been executed by the student. In the absence of a waiver all such documents will be available for student inspection and review.

Records relating to a continuing or active investigation by the Office of Public Safety or records of said office not relating to the student's status with the University are not subject to this policy.

Every student shall have the opportunity to challenge any item in his/her file which he/she considers to be inaccurate, misleading or inappropriate. Students shall initiate a challenge by submitting a written request to the custodian of the particular record in question. If the student's challenge is upheld, the records in question will be appropriately corrected.

If the custodian and the student involved are unable to resolve the matter to the satisfaction of both parties, the written request for deletion or correction shall be submitted by the student to the Vice President for Student Services. Student requests for a formal hearing must be made in writing to the Vice President for Student Services, who, within a reasonable period of time after receiving such requests, will inform the student of the date, place, and time of the hearing.

At the hearing, a student may present evidence relative to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing officer will be the Vice President for Student Services or such other person as designated by the President.

Decisions of the hearing officer will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing officer if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education records statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements will be placed in the education records, maintained as part of the student's record and released whenever the records in question are disclosed.

FERPA rights cease upon a student's death. However, it is the policy of Western Illinois

University that no confidential records of deceased students will be released after the date of death unless required by law or specifically authorized by the executor of the deceased's estate or by next of kin.

Notice of these policies and procedures will be published by the University, and copies will be made available to students upon request through any of the following offices:

- Admissions
- Registrar
- Financial Aid
- Student Development Office
- Student Assistance and Parent Service Center
- University Housing and Dining Services
- Alumni Programs
- Graduate Studies
- Career Development Center
- School of Distance Learning, International Studies, and Outreach
- College Deans

The foregoing statement of the University becomes effective immediately. Revisions and clarifications will be published as experience with the law and institutional policy warrants.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRO.GRDCLATT.POL
Approval Date: 12/09/05
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Approved By: Faculty Senate

Grades and Class Attendance

Evaluation of a student's achievement is the responsibility of the instructor. It is assumed that during the progress of the course every instructor will have applied adequate, valid measures which will result in an objective, reasonably reliable grade assignment and that these measures will have been made known to the student at the beginning of the term.

Reasonable measures should be taken by the instructor, within the framework of the class structure, to evaluate the students and to make the results available to the students upon inquiry. Instructors should attempt to consult with students who are doing unsatisfactory work.

An Incomplete for a course may be given only when the student, due to circumstances beyond his/her control, has been unable to complete the course requirements within the official limits of the term. The mere failure to complete an assignment or to take the final examination, unless illness or other emergency is the cause, does not justify the recording of the Incomplete. The circumstances involved must be documented to the instructor's satisfaction.

If an instructor neglects to record a grade for a student, an Incomplete will be recorded. It will be the responsibility of the instructor to initiate a change of grade. If an instructor does not submit a final gradesheet by the Registrar's deadline, an Incomplete will be recorded. It becomes the instructor's responsibility to submit:

1. The original gradesheets; and
2. Change of grade forms to the Registrar's Office.

Students are expected to attend all classes in which they are enrolled. Instructors should exercise good judgment in considering excuses for absences, but it is the student's responsibility to confer with the instructor and to agree to any reasonable arrangements to compensate for his/her non-attendance.

When a student does not appear in class for several sessions, the instructor may contact the Office of Student Development and Orientation so that attempts may be made to locate the student.

Change of Grade Request:

If the instructor makes an error in determining the student's final grade, the reported grade may be changed. Grade changes for other reasons would normally be initiated under the incomplete grade, grade appeal, or academic integrity policies. For changes under this policy, the request for change should be initiated by the instructor and reported to the Registrar's Office within three weeks after the next term begins. The form for submitting the change of grade may be obtained from the department chairperson or the Registrar's Office and must be completed in triplicate, stating clearly and fully the basis for the requested change of grade. The department chairperson must countersign the form, indicating that he or she has reviewed and approved the requested change. Under special circumstances, as outlined below, the grade change shall additionally require the approval and signature of the dean. Upon receipt of a valid grade change form, the Registrar's Office will change the permanent record, and will forward one copy of the change of grade report to the student's academic advisor and one copy to the student. The Registrar's Office will return without action any grade change form that does not meet the specifications for justification and required signatures.

Special Circumstances

Special circumstances arise when:

- The department chair is the instructor of record. In this case the dean signs as the department chair's supervisor, indicating approval of the change.
- The error in determining the final grade is recognized after the expiration of the three week window for initiating grade changes.
- The instructor and the department chair cannot agree upon the magnitude or justification for the grade change. As chief academic officer of the college, the dean will review the case with the instructor and department chair, and will render a decision. If either the instructor or the department chair is unwilling to accept the dean's decision, that party may request arbitration by the Council on Admission, Graduation, and Academic Standards (CAGAS).

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File Code: PRO.GRADEAPP.POL
Approved: 01/10/05
Revised: 05/04/05
Approved by: President

Policy on Grade Appeals

1. Preamble
2. Undergraduate and Graduate Grade Appeal Procedure, Step One: Informal Resolution
3. Undergraduate and Graduate Grade Appeal Procedure, Step Two: Formal Hearings
4. Interpretations and Exceptions
5. Download Grade Appeal form (PDF)

Preamble

The purpose of the Grade Appeal Policy is to assure that grades represent a fair and consistent evaluation of student performance. At each level of the process it is the responsibility of the adjudicating body to determine whether the grade assigned was determined in a fair and appropriate manner; it is not in its province to grade or re-grade individual assignments. Faculty should determine appropriate evaluation criteria in each course, should inform students of those criteria in writing at the beginning of the course, and should determine the extent to which each student has met those criteria.

Arbitrarily assigning a grade or determining a priori that a percentage of a class will receive a specific grade are two examples of grading procedures which are inimical to academic responsibility and to the rights of the individual. Because students may seek redress against arbitrary or capricious evaluations through the procedures indicated in the following paragraphs, faculty must keep adequate records. For example, examinations, homework assignments, etc. will be kept by the faculty member until the end of the grade appeal procedure period.

In cases where the grade appeal is based on a complaint involving sexual harassment or harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation,

age, disability, marital status, or veteran status (please refer to Western Illinois University Anti-Harassment Policy at (http://www.wiu.edu/)http://www.wiu.edu/policies/harassment.php (http://www.wiu.edu/ /policies/harassment.php)), the deadline for filing the formal appeal and other subsequent deadlines will not apply. In such cases, the Grade Appeal Committee will refer the student to the Affirmative Action Officer before proceeding further. Once this officer has acted on the validity of the complaint, the matter will be referred back to the Departmental Grade Appeal Committee for adjudication.

1. **Undergraduate and Graduate Grade Appeal Procedure, Step One: Informal Resolution**
   It is the responsibility of any student wishing to pursue an academic grade appeal involving a faculty member to discuss the matter privately with the professor involved by the end of the second week of the regular semester (Fall or Spring) following the term in which the student received the grade in question. Grade appeal hearings are normally heard during the Fall/Spring semester unless all parties agree to an earlier hearing. In the event the student is unable to contact the professor by the beginning of the third week of the regular semester (Fall or Spring), the student should contact the Department Chairperson in order to set up a meeting with the faculty member (or to meet with the Department Chairperson if the faculty member is no longer on campus).

   If concerns remain after meeting with the faculty member, students must within five working days:

   1. write a letter to the faculty member (or to the appropriate Department Chairperson if the faculty member is no longer on campus) requesting an appeal of their grade in the course; and
   2. provide the following information in the letter: name, mailing and email address, and student identification number; course number, title and section; semester and year taken; instructor's name, and a clear statement of the grade change requested and reason that justifies the request. (Students must use the Formal Grade Appeal form.)

2. The faculty member, upon receipt of a student's written request for a grade change, will review his/her records. If it is determined that a student's request is justified, the faculty member will prepare a Grade Change Authorization and notify the student in writing of the change of grade within five working days.

   If the faculty member (or Department Chairperson) denies the student's request, the letter from the faculty member indicating the denial must include a statement that the student has the right to contact the Department Chairperson for a formal Grade Appeal Form. Faculty members must notify students within five working days of their decision to deny

the request, with a copy to the Department Chairperson.

The Formal Grade Appeal form , which constitutes a written request for a formal hearing under section II (below), must be submitted to the Department Chairperson no later than the end of the fourth week of the regular semester (Fall or Spring) following the term in which the student received the grade in question. The Department Chairperson will then transmit the completed form to the Departmental Grade Appeal Committee.

3. **Undergraduate and Graduate Grade Appeal Procedure, Step Two: Formal Hearings**

    1. **Constitution of Grade Appeal Committees:**
    Each academic department and college within the University will establish a Grade Appeal Committee whose sole responsibility is to assure that grades represent a fair and consistent evaluation of student performance in accordance with the procedures outlined below.

    Faculty members and students should be aware of potential conflicts of interest and excuse themselves from service. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency will be appointed to serve in his or her place. Department Chairpersons and administrators (Assistant Dean, Associate Dean, Dean, etc.) of any college will not serve on any grade appeal committee.

        1. **Department Grade Appeal Committee**
        Each department will establish a standing Grade Appeal Committee comprised of an odd number of members. If the Grade Appeal Committee consists of the minimum of three members, then one member must be a student who was not in the course from which the grade appeal originates and is not currently a student in any course taught by the faculty member being appealed. (If the case involves an undergraduate student, then the student representative must be an undergraduate student. If the case involves a graduate student, then the student representative must be a graduate student.) If the committee consists of more than three faculty members, then the committee must have two student members who were not in the course from which the grade appeal originates and are not currently in any course taught by the faculty member being appealed. Department Chairpersons will notify each faculty member on the Grade Appeal Committee of the first meeting at the beginning of the semester, before a grade appeal is filed.

At this meeting, the chairperson of the Grade Appeal Committee will be elected by the members of that committee.

2. **College Grade Appeal Committee**
   The College Grade Appeal Committee will consist of five persons: two voting students selected according to the criteria for Department Committees and three voting faculty members appointed by the Dean from the chairpersons of Department Grade Appeal Committees (or their designees) within the College but not from the academic department from which the grade appeal originates. The chairperson will be appointed by the Dean of the College.

3. **University Grade Appeal Committee**
   The Council on Admission, Graduation, and Academic Standards will serve as the grade appeal committee for undergraduate students at the University level. The Graduate Council will serve as the grade appeal committee for graduate students at the University level.

2. **Procedures for All Committees**
   Within five working days following the receipt of a student's written request to appeal a grade, the appropriate Grade Appeal Committee will arrange a hearing. All hearings (department, college, and university) will be held on the Macomb campus for Macomb students and by CODEC for the WIU Quad-Cities Campus, unless the committee decides otherwise.

   At least five working days in advance of any hearing, the Chairperson of the Committee will notify the student and the faculty member involved of the time and place of the hearing, the specification(s) of the complaint (including any written documentation provided by the student or faculty member), and the right of the individual to be accompanied by an advisor, but not legal counsel. Reasonable efforts will be made to accommodate the class schedules of students and the faculty member when setting committee meetings and hearings.

   One advisor for the student and one for the faculty member may be present when evidence is presented to the committee. Advisors are not allowed to ask questions or present material and cannot serve as witnesses. All committee hearings will be confidential; witnesses will be excluded except for the period of their questioning. All participants will conduct themselves in a professional and collegial manner. Anyone failing to comply with this requirement can be excluded for the remainder of the hearing.

Approval or disapproval of an appeal and recommendations for specific action shall be determined by majority vote of those present on a secret ballot. A written report of the proceedings will be prepared by the Chairperson of the Committee and submitted to the members for their approval. This report should include the basis for appeal, conclusions reached by the committee, and a report of the voting which reflects the majority and minority points of view.

3. **Formal Hearings**

   1. **Department Level Hearing**

      The Department Grade Appeal Committee will consider the facts of the case at a meeting which should be attended by the student (with an advisor of the student's choice, if he or she so desires) and the instructor assigning the grade. Either party may submit written materials to support his or her position, and either party may have witnesses testify in writing or before the committee.

      All appeals at the department level will be completed within 20 working days after the submission of the Formal Grade Appeal form. Within five working days after the departmental hearing, the chairperson of the Departmental Committee must inform the faculty member, student, chairperson of the department, and (for record-keeping purposes) either the Council on Admission, Graduation, and Academic Standards (if the case involves an undergraduate student) or the Graduate Council (if the case involves a graduate student) of the decision in writing.

      If the student's appeal is upheld, within five working days after the Departmental hearing, the faculty member must inform the Chairperson of the Committee in writing as to whether or not he or she will change the grade. The Chairperson of the Committee must then inform the student and the chairperson of the department in writing of the faculty member's decision within five working days. If the faculty member fails to reply within the specified time limit, it will be assumed that he or she has decided not to change the grade. If that is the case, or if either the student or faculty member does not agree with the recommendation of the Grade Appeal Committee, the Chairperson must inform both parties, in writing, of their right to appeal the decision to the College Level. If the faculty member does not change the grade, then the student must request in writing that the appeal be forwarded to the College level.

      In cases where the faculty member does not become a party in the proceedings and the Departmental Grade Appeal Committee makes a decision in favor of the

student, the grade will be changed. The Chairperson of the Committee will submit a change of grade form and indicate that the change is due to a successful grade appeal.

2. **College Level Hearing**
   If the result of the decision of the Department Grade Appeal Committee is unsatisfactory to either party, that person will have the right to appeal to the Dean of the College in which the department involved is located. The written appeal must be filed with the Dean's Office within 20 working days after the Chairperson of the Department Committee has notified the student of the faculty member's decision not to change the grade. The Chairperson of the Department Committee will forward the committee's report and all written material considered by the Committee to the Dean's Office upon being notified by the Dean that there will be an appeal at the College level. This material will also be sent to both the faculty member and student involved with the grade appeal hearing.

   A College hearing will be held within 10 working days after receiving the appeal, using the same procedures provided for at the department level. The College Committee will also include in its deliberations the written report of the Departmental Grade Appeal Committee and any other written materials forwarded to the Dean from the Chairperson of that Committee.

   Within five working days after the College hearing, the Chairperson of the Committee must inform the faculty member, student, chairperson of the department, and (for record-keeping purposes) either the Council on Admission, Graduation, and Academic Standards (when the case involves an undergraduate student) or the Graduate Council (if the case involves a graduate student) of the decision in writing.

   If the student's appeal is upheld, within five working days the faculty member must inform the chairperson of the College Committee in writing as to whether or not he or she will change the grade.

   The Chairperson of the Committee must then inform the student and the chairperson of the department in writing of the faculty member's decision within five working days. If the faculty member fails to reply within the specified time limit, it will be assumed that he or she has decided not to change the grade. If that is the case, or if either the student or faculty member does not agree with the

recommendation of the College Grade Appeal Committee, the Chairperson must inform both parties, in writing, of their right to appeal the decision to either the Council on Admission, Graduation, and Academic Standards (if the case involves an undergraduate student) or the Graduate Council (if the case involves a graduate student). If the faculty member does not change the grade, then the student must request in writing that the appeal be forwarded to the University level.

In cases where the faculty member does not become a party in the proceedings and the College Grade Appeal Committee makes a decision in favor of the student, the grade will be changed. The Chairperson of the Committee will submit a change of grade form and indicate that the change is due to a successful grade appeal.

3. **University Level Hearing**

   1. **Undergraduate Student**
      If the decision of the College Grade Appeal Committee is unsatisfactory to either the undergraduate student or the faculty member, that person will have the right to appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS). The written appeal must be filed with the chairperson of CAGAS within 10 working days after the Chairperson of the College Grade Appeal Committee has notified the student of the faculty member's decision not to change the grade. The Chairperson of the College Grade Appeal Committee will forward all reports and written materials received by the College Grade Appeal Committee to the chairperson of CAGAS upon being notified that there will be an appeal.

      The Chairperson of the Council shall review the case and shall then appoint a sub-committee of the Council to review the case and bring a recommendation to the Council. The subcommittee may request additional information and/or hear from both parties involved. The Council shall decide whether or not to approve the student's appeal. No member of CAGAS from the department in which the appeal originated may participate in the deliberations or vote on the case.

      The Chairperson of CAGAS will then inform the student, faculty member, chairperson of the department, and Dean of the College in writing of the decision. If CAGAS finds for the student, the grade will be changed. A student who has been restored to good academic standing as a consequence of a

successful grade appeal will be eligible to re-enroll in the University for the semester immediately following the resolution of the case.

2. **University Level Hearing-- Graduate Student**
   If the decision of the College Grade Appeal Committee is unsatisfactory to either the graduate student or the faculty member, that person will have the right to appeal to the Graduate Council. The written appeal must be filed with the Chairperson of the Graduate Council within 10 working days after the Chairperson of the College Grade Appeal Committee has notified the student of the faculty member's decision not to change the grade. The Chairperson of the College Grade Appeal Committee will forward all reports and written materials receivedby the College Grade Appeal Committee to the Chairperson of the Graduate Council upon being notified that there will be an appeal.

   The Chairperson of the Graduate Council shall review the case and shall then appoint a sub-committee of the Graduate Council to review the case and bring a recommendation to the Council. The subcommittee may request additional information and/or hear from both parties involved. The Graduate Council shall decide whether or not to approve the appeal. No member of the Graduate Council from the department in which the appeal originated may participate in the deliberations or vote on the case.

   The Chairperson of the Graduate Council will then inform the graduate student, faculty member, chair of the department, and Dean of the College in writing of the decision in the case. If the Graduate Council finds for the student, the grade will be changed.

4. **Interpretations and Exceptions**
   Any questions concerning the interpretation of the Grade Appeals Policy will be resolved by the Council on Admission, Graduation, and Academic Standards for undergraduate students and by the Graduate Council for graduate students. CAGAS will be informed of all decisions regarding undergraduate student grade appeals. The Graduate Council will be informed of all decisions regarding graduate student grade appeals.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

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Approved: 01/10/05
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Approved by: President

Student Academic Integrity Policy

Preamble

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (http://www.wiu.edu/provost/students/ (http://www.wiu.edu/ /provost/students/)) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity.

Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and, when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Director of Student Judicial Programs. This document provides policies and procedures to be followed when academic dishonesty is encountered.

I. Definitions of Academic Dishonesty
   The following definitions and examples are not meant to be exhaustive. The University reserves the right to determine, in a given instance, what action constitutes a violation of academic integrity.

A. Plagiarism

Plagiarism is presenting the work of another as one's own. Plagiarism occurs whenever:

1. one quotes another person's actual words or replicates all or part of another's product without acknowledgment. This includes all information gleaned from any source, including the Internet.
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without acknowledgment.
3. one uses facts, statistics, or other illustrative materials without acknowledgment.
4. one fails to acknowledge with a citation any close and/or extended paraphrasing of another.
5. one fails to use quotation marks when quoting directly from another, whether it is a few words, a sentence, or a paragraph.

Typical examples: Submitting, as one's own, the work of another writer or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work, any research paper or other writing assignment; submitting, as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and/or acknowledgment, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

B. Fabrication and Falsification

Fabrication or falsification is intentionally and knowingly making unauthorized alterations to information, or inventing any information or citation in an academic exercise. Fabrication (inventing or counterfeiting information) and/or falsification (altering information) occur whenever:

1. one alters or falsifies a graded work after it has been evaluated by the instructor and resubmits it for re-grading.

2. one invents data in a piece of work or provides a false account of the method by which data were generated or collected.
3. one misrepresents by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

Typical Examples: Fabrication--inventing or counterfeiting data, research results, information, or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

Falsification--altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking regrading.

C. Cheating

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids, solution manuals, or other devices in any academic exercise, test, or quiz. This includes unauthorized communication of information during an exercise. Cheating includes:

1. possessing unauthorized notes, crib sheets, additional sources of information, or other materials during an examination.
2. preparing a written answer to an exam question outside of class and submitting that answer as part of an in-class exam.
3. possessing term papers, examinations, lab reports, or other assignments which were supposed to be returned to the instructor.
4. altering test answers and then claiming the instructor improperly graded the test or examination.
5. giving or receiving answers by use of any signals or technology during a test.

Typical Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes, or other devices (e.g., calculators) when these are not authorized; procuring without authorization

tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like with other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

D. Complicity in Academic Dishonesty

Complicity in academic dishonesty is intentionally or knowingly helping, or attempting to help, another commit an act of academic dishonesty. Complicity includes:

1. permitting another student to copy one's work during an examination or allowing another student to copy one's paper, lab report, computer program, or other assignments.
2. taking an examination or any portion of a course for another student; writing a paper, lab report, computer program, or other assignments for another student.

Typical Examples: Knowingly allowing another to copy from one's paper during an examination or test; knowingly and without authorization distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become a violation when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt).

E. Abuse of Academic Materials

Abuse of academic materials is intentionally or knowingly destroying, stealing, or making inaccessible library or other resource material.

Typical Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (Note: The offense of abuse of

academic materials shall be dealt with under this policy only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded).

F. Multiple Submissions

Multiple submissions occurs when one intentionally or knowingly submits substantial portions of the same academic work (including oral reports) for credit more than once without the explicit authorization of both instructors. Typical Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of both instructors. Building upon or reworking prior work is acceptable with permission of both instructors.

II. Reporting Academic Dishonesty

All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has an ethical responsibility for reporting said act(s). Confronting and reporting academic dishonesty can be done in a variety of ways, and people should choose the manner most appropriate for the circumstances. Acts of apparent academic dishonesty that occur in the classroom should be reported directly to the course instructor, and/or the course instructor's Department Chair, and/or the instructor's College Dean. The Council on Admission, Graduation, and Academic Standards (CAGAS) or the Graduate Council will not accept or act upon anonymous reports, but will hold in strict confidence the identity of any person reporting a suspected instance of academic dishonesty, unless that person consents to having his/her identity revealed.

III. Undergraduate and Graduate Academic Integrity Procedure, Step One:

A. Notification of the student

1. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member must meet with each student involved to present the evidence of a violation and request an explanation. If the faculty member accepts the student's explanation and finds that no violation has occurred, no further action is taken. (If a face-to-face meeting is impossible or impractical, this meeting may take place by phone or by e-mail communication.)
2. If the faculty member determines that a violation has occurred, the faculty

member must complete an Academic Integrity Incident Report and give a copy of the report and any supplementary materials to the student within five (5) working days of the initial meeting with the student. The report must contain:

a. the nature of the charge

b. brief summaries of the evidence and the meeting with the student

c. the proposed academic penalty

d. notice of the procedure and time frame for appealing the decision

3. The report must be signed and dated by both the student and the faculty member. The student's signature is not an admission of guilt, but an acknowledgement that he or she has been notified of the charge. If the student refuses to sign, the faculty member shall write "refused to sign" on the form. The Department Chair shall also sign the form. The faculty member will send copies of the report and all supplementary material, including copies of the evidence of academic dishonesty, to the Department Chair and (for record-keeping purposes) to the Council on Admission, Graduation and Academic Standards (if the case involves an undergraduate student) or to the Graduate Council (if the case involves a graduate student.) The faculty member should retain original copies of all evidence.

4. Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course. Any student who withdraws from a course after the charge is made may be reregistered by the Registrar for the course so that appropriate action can be taken.

5. An incomplete will be given to the student(s) by the instructor in the event that a charge of academic dishonesty cannot be resolved before the submission of the final course grade(s). If it is not possible for the faculty member and student to meet prior to the submission of final grades, the faculty member shall advise the Department Chair and the Chair of CAGAS or the Graduate Council (as appropriate) of the pending case and submit a provisional version of the Academic Integrity Incident Report along with any supporting materials. The Chair of CAGAS or the Graduate Council (as appropriate) shall send a letter notifying the student of the incomplete grade and informing the student of his or her responsibility to meet with the faculty member before the end of the second week of the next fall or spring semester to discuss the allegations of academic dishonesty. If the student does not meet with the faculty member by the end of the second week of the next fall or spring semester it is assumed that the student is not appealing the decision of the faculty member, and the faculty member shall

submit a Change of Grade Form to remove the incomplete and assign the appropriate grade for the course. If a course grade of "F" is assigned as a penalty for the academic dishonesty, this must be indicated on the Change of Grade Form.

6. If the student wishes to appeal the faculty member's charge of academic dishonesty, he or she must file a written appeal with the Department Chair within five (5) working days following receipt of the Academic Integrity Incident Report. In cases where a student does not file a written appeal with the department chairperson, then the faculty member will assign an appropriate grade for the course.

B. Assignment of Penalty

1. All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member are course related and may include the following:

   a. a revision of the work in question and/or completion of alternative work, with or without a grade reduction;

   b. a reduced grade (including "F" or zero) for the assignment;

   c. a reduced grade (including "F") for the entire course;

   d. referral to the Student Judicial Program.

2. The use of grades to address questions of academic dishonesty is at the sole discretion of the faculty member. A second violation of this policy will automatically result in formal judicial charges being brought against the student.

C. Assignment of Penalty for Academic Integrity Violations in Graduate Exit Options

1. An offense committed in completing an exit option of a graduate program is particularly egregious. The penalty for the violation may include any of the options described in III.B.1. above, as recommended by the professor directing the exit option (when appropriate), in conjunction with the department/program's graduate committee and supported by the Department Chairperson/Director. In addition the penalty also may include dismissal from the degree program, an action that prohibits the student from the completion of the graduate degree program requirements for graduation.

2. The use of dismissal from a program to address a violation of academic integrity for an exit option is at the discretion of the professor directing the exit option

(when appropriate), the Department/Program Graduate Committee, and the Department Chairperson/Director; these individuals will function as the Department Academic Integrity Committee. However, a student who has been removed from a degree program may appeal to a special ad hoc College Academic Integrity Committee, selected from eligible College faculty who have full membership in the graduate faculty. If the decision of the special ad hoc College Academic Integrity Committee is unsatisfactory to either the graduate student or the faculty member, that person will have the right to appeal to the Graduate Council. All committees follow the procedures established below.

IV. Undergraduate and Graduate Procedure, Step Two: Appeals

A. Constitution of Academic Integrity Committees:

Each academic department and college within the University will establish an Academic Integrity Committee whose sole responsibility is to determine whether there has been a violation of the Academic Integrity Policy, but not to determine any penalty, in accordance with the procedures outlined below.

Faculty members and students should be aware of potential conflicts of interest and excuse themselves from service. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency will be appointed to serve in his or her place. Department Chairs and administrators (assistant dean, associate dean, dean, etc.) of any college will not serve on any Academic Integrity Committee.

1. Department Academic Integrity Committee

Each department will establish a standing Academic Integrity Committee comprised of an odd number of members. If the Academic Integrity Committee consists of the minimum of three members, then one member must be a student who was not in the course from which the allegation originates and is not currently a student in any course taught by the faculty member bringing the allegation. (If the case involves an undergraduate student, then the student representative must be an undergraduate student. If the case involves a graduate student, then the student representative must be a graduate student.) If the committee consists of more than three faculty members, then the committee must have two student members that were not in the course from which the allegation originates and are not currently in any course taught by the faculty member bringing the charge. Department Chairs will notify each faculty member on the

Academic Integrity Committee of the first meeting at the beginning of the semester, before an Academic Integrity report is filed. At this meeting, the chairperson will be elected by the members of said committee.

2. College Academic Integrity Committee

   The College Academic Integrity Committee will consist of five persons: two voting students selected according to the criteria for Department Committees and three voting faculty members appointed by the Dean from the chairpersons of Department Academic Integrity Committees (or their designees) within the College but not from the academic department from which the Academic Integrity case originated. The chair will be appointed by the Dean of the College.

3. University Academic Integrity Committee

   The Council on Admission, Graduation, and Academic Standards (CAGAS) will serve as the Academic Integrity committee for undergraduate students at the University level. The Graduate Council will serve as the Academic Integrity committee for graduate students at the University level.

B. Procedures for All Committees

1. Within five (5) working days following the receipt of a student's written request to appeal a charge of academic dishonesty, the appropriate Academic Integrity Committee will arrange a hearing. Academic Integrity hearings are normally heard during the Fall/Spring semester unless all parties agree to an earlier hearing. At least five (5) working days in advance of any hearing, the Chairperson of the Committee will notify the student and the faculty member involved of the time and place of the hearing, the specification(s) of the complaint (including any written documentation that was provided by the student or faculty member), and the right of each individual to be accompanied by an advisor. Reasonable efforts will be made to accommodate the class schedules of students and faculty members when setting committee meetings and hearings. If either the student, the faculty member, or their witnesses are unable to attend the hearing in person, they may participate in the hearing by telephone.
2. One advisor for the student and one for the faculty member may be present when evidence is presented to the committee. Advisors are not allowed to ask questions or present material and cannot serve as witnesses. The student and the faculty member may submit written materials to support his or her position. Either party may have witnesses testify in writing or in person. All committee hearings will be confidential. Witnesses will be excluded except for the period of their questioning.

All participants will conduct themselves in a professional and collegial manner. Anyone failing to comply with this requirement can be excluded for the remainder of the hearing.

3. Agreement or disagreement with the charge of academic dishonesty shall be determined by majority vote of those present on a secret ballot. A written report of the proceedings will be prepared by the Chairperson of the Committee and submitted to the members for their approval. This report should include the basis for the charge, conclusions reached by the committee, and a report of the voting which reflects the majority and minority points of view.

C. Department Level Hearing

1. The hearing at the department level will be completed within twenty (20) working days after the receipt of the student's request to appeal. Within five (5) working days after the departmental hearing, the Chairperson of the Committee must inform the faculty member, student, chair of the department, and (for record-keeping purposes) either the Council on Admission, Graduation, and Academic Standards (if the case involves an undergraduate student) or the Graduate Council (if the case involves a graduate student) of the decision in writing. If the Committee finds that a violation occurred, the student should be informed of the procedure and timeline to appeal the decision to the College level and that if the student chooses not to appeal, the penalty imposed by the faculty member will stand.
2. If the Committee finds that no violation has occurred, the faculty member must inform the Chairperson of the Committee in writing as to whether or not he or she will appeal the decision within five (5) working days. The Chairperson of the Committee must then inform the student and the chair of the department in writing of the faculty member's decision within five (5) working days. If the faculty member fails to reply within the specified time limit, it will be assumed that he or she has decided not to pursue a charge of academic dishonesty.
3. In cases where the faculty member does not become a party in the proceedings and the Departmental Academic Integrity Committee makes a decision in favor of the student, the allegations will be dismissed and the Incomplete (if one is recorded) will be changed to the appropriate grade. The Chairperson of the Committee will submit a change of grade form and indicate that the change is due to an Academic Integrity appeal.

D. College Level Hearing

1. If the result of the decision of the Departmental Academic Integrity Committee is

unsatisfactory to either the student or the faculty member, that person will have the right to appeal to the Dean of the College in which the department involved is located. The written appeal must be filed with the Dean's Office within fifteen (15) working days after all parties have been notified of the Department Committee's findings. The Chairperson of the Department Committee will forward the committee's report, and all written material considered by the committee, to the Dean's Office upon being notified by the Dean that there will be an appeal at the College level. This material will also be sent to both the faculty member and student involved with the Academic Integrity hearing.

2. A hearing will be held within ten (10) working days after receiving the appeal using the same procedures provided for at the department level. The College Committee will also include in its deliberations the written report of the Departmental Academic Integrity Committee and any other written materials forwarded to the Dean from the Chairperson of that Committee.

3. The College Committee shall notify all parties of their decision following the same timeline and procedures as described for the Department Committee.

E. University Level Hearing--Undergraduate Student

1. If the decision of the College Academic Integrity Committee is unsatisfactory to either the undergraduate student or the faculty member, that person will have the right to appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS). The written appeal must be filed with the Chairperson of the Council within fifteen (15) working days after all parties have been notified of the College Committee's findings. The Chairperson of the College Academic Integrity Committee will forward all reports and written materials that had been forwarded to the College Academic Integrity Committee to the Chairperson of the Council upon being notified that there will be an appeal.

2. In preparation for the hearing, the Chairperson of the Council shall review the case and may request additional information from the Department or College Committees or any of the parties involved. The Council shall then conduct its hearing in the same manner as provided for the Department and College Committees. No member of CAGAS from the department in which the appeal originated may participate in the deliberations or vote on the case.

3. The Chairperson of CAGAS will then inform the student, faculty member, chair of the department, and dean of the college in writing of the decision in the case. If CAGAS finds no violation has occurred, the charge of academic dishonesty will be dismissed. The student may then either remain in the course without penalty, or

withdraw from the course regardless of any published deadlines. If CAGAS finds that a violation has occurred, then the faculty member will assign the appropriate grade.

F. University Level Hearing -- Graduate Student

1. If the decision of the College Academic Integrity Committee is unsatisfactory to either the graduate student or the faculty member, that person will have the right to appeal to the Graduate Council. The written appeal must be filed with the Chairperson of the Graduate Council within fifteen (15) working days after all parties have been notified of the College Committee's findings. The Chairperson of the College Academic Integrity Committee will forward all reports and written materials that had been forwarded to the College Academic Integrity Committee to the Chairperson of the Graduate Council upon being notified that there will be an appeal.
2. In preparation for the hearing, the Chairperson of the Graduate Council shall review the case and may request additional information from the Department or College Committees or any of the parties involved. The Graduate Council shall then conduct its hearing in the same manner as provided for the Department and College Committees. No member of the Graduate Council from the department in which the appeal originated may participate in the deliberations or vote on the case.
3. The Chairperson of the Graduate Council will then inform the student, faculty member, chair of the department, and dean of the college in writing of the decision in the case. If the Graduate Council finds no violation has occurred, the charge of academic dishonesty will be dismissed. The student may then either remain in the course without penalty, or withdraw from the course regardless of any published deadlines. If the Graduate Council finds that a violation has occurred, then the faculty member will assign the appropriate grade.

V. Records

Individual records of academic dishonesty shall be kept by the Registrar's office for all students and an additional file will be maintained by the Graduate office for graduate students. The only persons having immediate access to these records shall be the President, the Academic Vice President, and the Chairperson of CAGAS (for undergraduate students) and the Chairperson of the Graduate Council (for graduate students). Any other person(s) wishing to view these files must have the permission of the Chairperson of CAGAS (for undergraduate students) or the Chairperson of the Graduate Council (for graduate students).

The purpose of this record keeping is to ensure that students who violate the University's Student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

VI. Interpretations and Exceptions

Any questions concerning the interpretation or execution of the Academic Integrity Policy will be resolved by the Council on Admission, Graduation, and Academic Standards for undergraduate students and the Graduate Council for graduate students. CAGAS will be informed of all decisions regarding undergraduate student Academic Integrity hearings. The Graduate Council will be informed of all decisions regarding graduate student Academic Integrity hearings.

For the purposes of this policy, working days are days during which the University is open and classes are in session. Days during final exam week are considered working days. If the time allowed for any appeal under this policy extends beyond the end of the academic term in which the incident occurred, that appeal period will be extended to the end of the second week of the next fall or spring semester.

All communication from appeal committees described in this policy shall be in the manner of official University communication. Students or faculty members wishing to make a request for an appeal as required in this policy may do so by e-mail to the appropriate party.

Download the Academic Integrity Incident Report (pdf) (http://www.wiu.edu/ /vpas/policies /documents/acadIntegrity.pdf)

Administrative Services

WIU Home (http://www.wiu.edu/ /) > VPAS (http://www.wiu.edu/ /vpas/) > Policies (http://www.wiu.edu/ /vpas/policies/)

File code: PRES.SEXUALASLT.POL
Approval Date: 08/10/95
Approved By: President's Staff

Statement on Sexual Assault

It is the policy of Western Illinois University that the sexual assault of one member of the academic community by another will not be tolerated. This policy applies to all members of the campus community: students, staff and faculty.

The term sexual assault as used by Western Illinois University in this policy encompasses the legal definitions of sexual assault contained in Illinois State Law. It includes but is not limited to: acts of rape (stranger and acquaintance) and other forms of coerced sexual activity, including unwanted touching, fondling or other forms of sexual conduct.

A person who has been a victim of sexual assault should report the crime to the Office of Public Safety or the local police. The University provides support services for persons who have been victims of sexual assault. Staff will serve in an advocacy role and help refer individuals for appropriate medical, police, judicial and counseling assistance. Those who report a sexual assault will be advised of the importance of preserving evidence which may be necessary to provide proof for prosecution. Upon request, assistance will be provided in changing academic schedules and living arrangements, when reasonably available.

Reported complaints of sexual assault will be investigated, and information obtained in this process will be kept as confidential as possible. Whether or not a victim chooses to initiate criminal charges, he/she retains the right to file a complaint through the student judicial system or employee grievance process. Should the alleged misconduct of a student be subject to review through formal hearing procedures, both the accused and accuser will be afforded the opportunity to present relevant information; be accompanied by a support person; and be apprised of the results of the disciplinary review. In the event the accused is found in violation, the entire range of sanctions outlined in the Code of Student Conduct may be considered including, but not limited to, disciplinary probation, suspension, or expulsion from the University. Should the alleged sexual assault involve an employee, sanctions will be determined under applicable employment contracts and agreements.

In an effort to educate the campus community about sexual assault, acquaintance rape, and other sex offenses, campus-sponsored prevention programs are offered on an on-going basis throughout the year. Information about above procedures, services and programs can be obtained from the following offices: Student Judicial Programs, the Office of Public Safety and Student Development and Orientation.

Sexual assault may be a form of sexual harassment. Information on what constitutes sexual harassment, the support and resources that are available when instances occur, and information on how to file a complaint may be obtained from the Office of Equal Opportunity and Access.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRES.ANTIHARASS.POL
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Anti-Harassment Policy

I. Policy Statement

Western Illinois University strives to provide an educational and working environment that is free from harassment for faculty, staff, and students. We are committed to providing an environment that values diversity and emphasizes the dignity and worth of every individual, an environment in which every individual is treated with respect. Harassment in any form is contrary to these goals and fundamentally at odds with the core values of Western Illinois University. Harassment is unacceptable and will not be tolerated. Incidents of harassment will be met with appropriate disciplinary action, up to and including separation or dismissal from the University. Any action taken as a result of a violation of this policy will be in accordance with the relevant collective bargaining agreements or University policies.

This policy is designed to do the following:

- reaffirm the University's commitment to providing a positive, humane environment for study and work free from harassment or intimidation;
- inform victims of harassment of their options and rights;
- inform all members of the University community about the procedures available for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
- protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
- prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

II. Prohibited Conduct

A. Harassment

It is the policy of Western Illinois University that all faculty, staff, and students work and study in an environment that is free from harassment based on sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status.

The University defines harassment as verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status, and that:

- has the purpose or effect of creating an intimidating, hostile, or offensive environment;
- has the purpose or effect of unreasonably interfering with an individual's work, study, or participation in University activities; or
- otherwise adversely affects an individual's opportunities.

Harassing conduct includes:

- epithets; slurs; negative stereotyping; or threatening, intimidating, or hostile acts that relate to sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status;
- written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status and that is displayed on walls, bulletin boards, or other public locations.

B. Sexual Harassment

The University will not tolerate sexual harassment of any member of the campus community and will investigate all allegations of sexual harassment. Where sexual harassment is found, steps will be taken to end it immediately. In those instances where it is determined that an individual has sexually harassed another, that individual will be subject to appropriate discipline in accordance with relevant collective bargaining agreements and University policies. The level of discipline will depend on the severity of the harassment. If the investigation reveals a pattern of harassing behavior, or the conduct is aggravated, probation or termination may be appropriate.

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational

Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. submission to such conduct is made either implicitly or explicitly a term of an individual's employment or status in a course, program, or activity;
2. submission or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual; or
3. such conduct has the purpose or effect of interfering with the individual's work or educational performance; or of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.

Examples of Sexual Harassment

Examples of behavior and conduct that constitute sexual harassment may include, but are not limited to, the following:

- physical assault;
- direct or implied threats that submission to sexual advances will be a condition of employment, work status, compensation, promotion, grades, or letters of recommendation;
- sexual advances, physical or implied, or direct propositions of a sexual nature. This activity may include inappropriate/unnecessary touching or rubbing against another, sexually suggestive or degrading jokes or comments, remarks of a sexual nature about one's clothing and/or body, preferential treatment in exchange for sexual activity, and the inappropriate display of sexually explicit pictures, text, printed materials, or objects that do not serve an academic purpose;
- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create, or has the effect of creating, discomfort and/or humiliation of another; or
- remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history, that do not serve a medical or academic purpose.

Consensual Relationships

It is in the interest of the University to provide clear direction and educational

opportunities to the University community regarding the professional risks associated with consensual romantic and/or sexual relationships where a definite power differential exists between the parties. These relationships are of concern for two primary reasons:

1. Conflict of Interest.
   Conflicts of interest may arise in connection with consensual romantic and/or sexual relationships between faculty or other instructional staff and students, or between supervisors and subordinates. University policy and more general ethical principles preclude individuals from evaluating the work or academic performance of others with whom they have intimate familial relationships, or from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships, and require, at a minimum, that appropriate arrangements be made for objective decision-making with regard to the student, subordinate, or prospective employee.
2. Abuse of Power Differential.
   Although conflict of interest issues can be resolved, in a consensual romantic and/or sexual relationship involving power differential, the potential for serious consequences remains. Individuals entering into such relationships must recognize that:
   A. reasons for entering such a relationship may be a function of the power differential;
   B. even in a seemingly consensual relationship where power differentials exists, there are limited after-the-fact defenses against charges of sexual harassment; and,
   C. the individual with the power in the relationship will bear the burden of accountability.
   D. such a relationship, whether in a class or work situation, may affect the educational or employment environment for others by creating an appearance of improper, unprofessional, or discriminatory conduct.

Breach of Professional Obligation

A sexual relationship that does not constitute sexual harassment may lead to a breach of professional obligations. A breach of professional obligations, such as basing a decision that affects the evaluation, employment conditions, instruction, and/or

academic status of another individual on illegitimate criteria, may result in discipline or sanctioning in accordance with the relevant collective bargaining agreements or University policies.

C. Other Violations of the Anti-Harassment Policy

Other violations of this policy include retaliation against a person who has made a report or filed a complaint alleging harassment, or participated as a witness in a harassment investigation; or disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

To make deliberate false accusations of harassment violates this policy. In such instances, the complainant will be subject to disciplinary action. However, failure to prove a claim of harassment does not constitute proof of a false and/or malicious accusation.

Non-University visitors, guests, patrons, independent contractors, or clients who violate this policy will be subject to action in accordance with contractual agreements.

III. Academic Freedom

Academic freedom is essential to teaching and learning, and freedom of expression is central to the fundamental principles of a university education. Nothing in this policy shall be construed to penalize a member of the Western Illinois University community for expressing an opinion, theory, or idea in the process of responsible teaching and learning.

IV. Supervisory Relationships

No individual who is in a position of authority over another, either in the employment or educational context, has the authority to harass others by virtue of his or her supervisory role. The University does not, in any way, expressly or by implication, condone the harassment of a student or employee by a supervisor.

V. Prohibition against Retaliation

It is a violation of this policy for students or employees who in good faith report what they believe to be harassment, or who cooperates in any investigation, to be subjected to retaliation. Any student or employee who believes he/she has been the victim of retaliation for reporting harassment or cooperating in an investigation should immediately contact the Office of Equal Opportunity & Access.

VI. Student-to-Student Complaints

Where there is not an employee/supervisor relationship, harassment involving students will be treated as a disciplinary matter and should be reported to the Office of Student Judicial Affairs. In cases where an employee/supervisor relationship exists between two students, the Affirmative Action Officer will work cooperatively with the Office of Student Judicial Affairs in the investigation of harassment allegations.

VII. Responding to Reports of Harassment

A. Reporting Responsibilities

Employees should contact the Office of Equal Opportunity & Access to report any harassment they experience, witness, or which is reported to them. No student or employee should assume an official of Western Illinois University knows about a situation or incident. Students and employees should report all incidents of harassment immediately.

B. Responsible Administrators

Affirmative Action Officer. The Affirmative Action Officer is the individual designated by the President to be primarily responsible for providing education and training about the University's Anti-Harassment Policy to the University community, and for investigating reports and complaints of harassment in accordance with this procedure. The Affirmative Action Officer is authorized to designate other appropriately-trained individuals to conduct training, investigate harassment complaints, and prepare reports as deemed appropriate.

Vice Presidents. The Vice Presidents are the individuals designated to review investigative reports and to determine the appropriate action for the University to take based upon the findings. The Vice President charged with responsibility will be the Vice President who has supervisory authority over the respondent(s) of the harassment complaint or report. If the respondent in a harassment complaint or report is the Affirmative Action Officer or a Vice President, the responsible administrator will be the President. If the Respondent in a harassment complaint or report is the President, the responsible administrator will be the Board of Trustees.

Deans, Directors, Chairs/Supervisory Personnel. All supervisory personnel are responsible for ensuring compliance with the University's Anti-Harassment Policy and these procedures.

C. Investigation and Resolution

All reports of harassment will be promptly investigated and appropriate action will be

taken as expeditiously as possible. Investigations will be conducted in accordance with the University's Discrimination Complaint Procedures (http://www.wiu.edu/ /vpas/policies /discrim.php). Complaints of harassment should be reported as soon as possible after the incident(s) in order to be most effectively investigated. The University will make reasonable efforts to protect the rights of both the complainant and the respondent. The University will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses in a manner consistent with the University's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations required by law. The University encourages any person who feels he or she has been harassed to report the incident to the appropriate supervisor or the Affirmative Action Officer. Any student, faculty member, or employee who knows of, receives information about, or receives a complaint of harassment should report the information or complaint to the Affirmative Action Officer. Administrators and supervisors must report incidents of harassment that are reported to them to the Affirmative Action Officer in a timely manner.

Allegations of harassment will be investigated in accordance with the University's Discrimination Complaint Procedures (http://www.wiu.edu/ /vpas/policies/discrim.php). During this process, the Affirmative Action Officer will keep the supervisor/administrator informed of the status of the complaint and will seek input from the appropriate personnel when recommending corrective action. These procedures do not replace the right of complainants to pursue other options or remedies available under the law.

Administrative action may be recommended in cases where a finding of policy violation is determined. This action will be taken in accordance with relevant collective bargaining agreements and University policies and may include disciplinary action up to and including termination.

- If the Affirmative Action Officer's investigation concludes there is evidence that the behavior stated in the complaint occurred, he/she may also elect one or more of the following remedies:
- hold a discussion with the alleged offender informing him or her of the policy and indicating that the behavior must stop;
- suggest counseling and/or educational training;
- conduct training for the unit, division, or department calling attention to the consequences of engaging in such behavior;

- request a letter of apology to the complainant;
- facilitate meetings between the parties;
- separate the parties, if appropriate; or,
- compose a letter of agreement confirming that the respondent has been informed of the policy, identifying and accepting the Affirmative Action Officer's resolution of the complaint, and stating that retaliation is prohibited.

D. Privacy/Confidentiality

During the investigation, all individuals involved in the process will keep the information gathered during the investigation private to the extent permitted by state and federal law. The Affirmative Action Officer shall exercise due care in sharing identifiable information about students, staff, or faculty.

E. University Action

The appropriate Vice President and other supervisory personnel will take the recommended remedial action based on the results of the investigation and will follow up as appropriate to ensure that the remedial action is effective. Complainants are encouraged to report any recurrences of conduct found to violate the University's Anti-Harassment Policy. The responsible administrator will notify the complainant and respondent, in writing, of the results of this process. Written notice to parties relating to discipline, resolutions, and/or final dispositions are deemed to be official correspondence from the University.

F. Right to Appeal

The complainant and the respondent shall have the right to appeal the decision to the President or his/her designee pursuant to this policy. To file an appeal to the President, as provided by this procedure, a written appeal must be made within ten (10) working days after receipt of written notification regarding the decision made about the complaint. The President or his/her designee may receive additional information if he/she believes such information would aid in the consideration of the appeal. A decision will be made within a reasonable time and the Affirmative Action Officer, the responsible administrator, the complainant, and the respondent will be notified of the decision.

/III. Education, Policy Dissemination, and Record Retention

A. Education and Training

The University will provide education and training programs to promote awareness

and prevention of harassment. Education and training programs also include informational materials about the University's Anti-Harassment Policy as well as training for responsible personnel in conducting investigations and management and implementation of the complaint procedure.

B. Dissemination

This policy will be disseminated annually to employees and students through orientation programs, the Campus Connection and the Student Planner/Handbook. The policy and related procedural information is also available on the University's website.

C. Record Retention

During an investigation of a complaint, and upon the completion of an investigation, the custodian of the files shall be the Affirmative Action Officer. Future access to any file shall be provided in keeping with the Illinois Open Records Act and the Family Educational Rights and Privacy Act.

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRO.MILITARY.POL
Approval Date: 10/07/13
Approved By: President

Active Military Service

Military Service:

A student, or the spouse of a student with a dependent child, who during the course of an academic term, is called into active military service, including National Guard and Reserve, and is not in attendance at the end of the term, will be considered to be a case of extreme hardship.

A copy of active duty papers must be filed in the Office of the Registrar within 30 days of the end of the academic term. The spouse or domestic partner of a student with a dependent child must also provide a marriage certificate or other appropriate documentation, and the dependent's birth certificate within 30 days of the end of the academic term.

1. Students will receive course and refund credits as follows:

   A. **Withdrawal:** At any point in the term, a student called to active duty may withdraw from school by filing a Military Activation form in the Office of the Registrar. The student will receive a full credit of tuition and mandatory fees. The Office of the Registrar will process the withdrawal and arrange for appropriate adjustments to the account. The student's guaranteed tuition plan will be extended to the maximum allowable.

   B. **Selective Drops:** A student may drop one or more courses and elect to complete remaining course work according to option *C.* or *D.* below. A full credit of tuition/fees for dropped courses will be honored.

   C. **Incompletes:** Students who have successfully completed the majority of work for a course can be awarded a grade of 'I' at the discretion of their instructor. Students may be granted extensions on the incompletes because they may be away an extended period of time.

   D. **Final Grades:** A final grade option becomes available if the following requirements are met: 1) the instructor determines that a sufficient amount of the course has been

completed, and 2) sufficient information about a student's performance in the course has been obtained. Students must consult with their instructor to determine whether these two requirements have been met in order for a final grade to be awarded.

2. Percentage of attendance during the term will be based on the calendar period which includes the first day of classes through the last day of final exams.

3. The University will follow the U.S. Department of Education guidelines regarding federal return of funds. Students who are activated into military service will be accommodated by the Financial Aid Office regarding satisfactory progress standards within an academic year. Western Illinois University talent tuition waivers will remain on the student's account, as awarded, up to the amount of the University charges. Campus-based academic scholarships that have been disbursed will remain credited to the student's account.

4. Any student receiving a 100 percent credit of tuition and fees for all courses will receive a full credit of the Student Health Insurance fee. Coverage for the entire semester in which the student receives the credit will be removed.

   Any student originally assessed the Student Health Insurance fee who chooses to remain enrolled in a minimum of nine semester hours of on-campus courses will remain insured for the entire semester. The student will not receive a credit of the Student Health Insurance fee.

   Any student originally assessed the Student Health Insurance fee who chooses to remain enrolled in less than nine semester hours of on-campus courses will receive a credit of the entire fee. Exceptions will be made in the event that a claim has been filed for the semester in which the student is withdrawing.

5. The University Union Bookstore will issue refunds for all books returned prior to the student's departure depending upon the physical condition of the books.

6. Students who are activated into military service during the term will have the opportunity to appeal any academic or financial action taken by the University. Appeals may be filed before being called to active duty, or if this is not possible, within six months after the conclusion of active duty.

7. University Housing and Dining Services will refund 100% of room charges, a daily rate

proration on the overhead charge, and actual unused points when a student is activated during the term and totally withdraws from Western Illinois University. If the activated student keeps any of his/her classes for credit, then University Housing and Dining Services will refund based on a daily proration of room and overhead charges and actual unused points.

8. All efforts will be made to accommodate the educational and financial guarantees for students returning from active duty.

9. Students who are members of the National Guard or the Military Reserves will be allowed a reasonable time to make up work lost while at two weeks of required annual active duty or for excused absences of not longer than two weeks after the term has started.

Appendix I

Memorandum Sent to All Western Illinois University Faculty and Staff Regarding Information Reporting of Suspected Child Abuse of Iowa Children

WESTERN
ILLINOIS
UNIVERSITY
Quad Cities

To: Faculty and Staff Serving Students Located in Iowa

From: Dr. Joseph Rives, Vice President, Quad Cities and Planning

Re: Information Reporting of Suspected Child Abuse of Iowa Children

Date: November 2, 2015

Consistent with *Iowa Code 232.70*, all university employees who in the course of employment receive information related to suspected child abuse (physical, sexual, etc.) of an Iowa child must immediately report such information to Western Illinois University-Quad Cities Security Services (QCSS). QCSS is located at 3300 River Drive in Moline, Illinois. QCSS can also be reached at 309-762-9481. You must also fulfill your statutory obligation and report the same information to the Iowa Department of Human Services at 800-362-2178 (available 24 hours a day, 7 days a week) as required by *Iowa Code 232.67-70.*

In the case of incidents involving Iowa children not on the Quad Cities campus (60th Street or River Drive), local police authorities should also be called in order to avoid any delay in response.

Please be advised that Iowa law forbids retaliation against employees who in good faith report Iowa child abuse and provides immunity from civil and criminal liability for reporters as long as the report is made in good faith. Employees of Western Illinois University who report in the course of their duties, and who do so in good faith, are protected from liability under the *Iowa Tort Claims Act.*

You received this letter because you serve or may come in contact with Western Illinois University students located in Iowa. This letter outlines protocol for university employees to notify institutional and Iowa authorities of suspected child abuse of Iowa children.

Please note that the protocol above is in addition to policies and procedures for State of Illinois children, as described by the State of Illinois *Abused and Neglected Child Reporting Act, 325 ILCS 5.*

If you have questions about the material presented in this memorandum, please contact University Legal Counsel (309-298-1800).

Western Illinois University–Quad Cities
3300 River Drive, Moline, IL 61265-1746
Tel 309.762.9481 Fax 309.762.6989 www.wiu.edu/qc

Appendix J

Western Illinois University Financial Audit for the Year Ended June 30, 2014

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY

FINANCIAL AUDIT
FOR THE YEAR ENDED JUNE 30, 2014

Performed as Special Assistant Auditors for
the Auditor General, State of Illinois

State of Illinois
Western Illinois University
Financial Audit
For the Year Ended June 30, 2014

Table of Contents

	Page
University Officials	1
Financial Statement Report	
Summary	2
Independent Auditor's Report	3
Management's Discussion and Analysis (Unaudited)	6
Basic Financial Statements	
Statement of Net Position	13
Statement of Revenues, Expenses and Changes in Net Position	14
Statement of Cash Flows	15
Notes to the Basic Financial Statements	17
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	42
Schedule of Findings	44

Related Report Issued Under a Separate Cover

Western Illinois University
Compliance Examination (In accordance with the Single Audit Act and OMB Circular A-133) for the Year Ended June 30, 2014

State of Illinois
Western Illinois University
Financial Audit
For the Year Ended June 30, 2014

University Officials

President	Dr. Jack Thomas
Provost and Academic Vice President	Dr. Kenneth Hawkinson
Vice President for Student Services	Dr. Gary Biller
Vice President for Administrative Services	Ms. Julie DeWees
Vice President for Advancement and Public Services	Mr. Brad Bainter
Vice President for Quad Cities and Planning	Dr. Joseph Rives
Director of Business and Financial Services	Mr. Matthew Bierman, Interim (09/01/14 to Present) Vacant (09/07/13 to 08/31/14) Ms. Dana Biernbaum, Interim (Through 09/06/13)
Director of Internal Auditing	Ms. Rita Moore

Board of Trustees (as of June 30, 2014)

Chair	Cathy E. Early, Macomb
Vice Chair	Carolyn J. Ehlert Fuller, Milan
Secretary	Lynier R. Cole, Chicago
Member	Roger D. Clawson, Moline
Member	William L. Epperly, Chicago
Member	Phil G. Hare, Rock Island
Member	Yvonne S. Savala, Moline
Student Member	Andre B. Ashmore

University offices are located at:

Macomb Campus
1 University Circle
Macomb, Illinois 61455-1390

Quad Cities Campus
3300 River Drive
Moline, Illinois 61265-5881

State of Illinois
Western Illinois University
Financial Audit
For the Year Ended June 30, 2014

Financial Statement Report Summary

The audit of the accompanying financial statements of Western Illinois University (University) was performed by E. C. Ortiz and Co., LLP.

Based on their audit, the auditors expressed an unmodified opinion on the University's basic financial statements.

Summary of Findings

The auditors identified matters involving the University's internal control over financial reporting that they considered to be significant deficiencies. The significant deficiencies are described in the accompanying Schedule of Findings on pages 44 through 48 of this report as items 2014-001, *Inadequate Controls Over Journal Entries*, and 2014-002, *Inaccurate Recording of Transactions*.

Exit Conference

The University waived having an exit conference in a letter dated November 26, 2014 from Matthew Bierman, Interim Director of Business and Financial Services and Budget Director.

The responses to the recommendations were provided by Matthew Bierman, Interim Director of Business and Financial Services and Budget Director, in a letter dated December 11, 2014.

E.C. ORTIZ & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

Honorable William G. Holland
Auditor General
State of Illinois

and

The Board of Trustees
Western Illinois University

Report on the Financial Statements

As Special Assistant Auditors for the Auditor General, we have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component unit of Western Illinois University (University), a component unit of the State of Illinois, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component unit. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the aggregate discretely presented component unit, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's

333 SOUTH DES PLAINES STREET, SUITE 2-N CHICAGO, IL 60661 tel: 312.876.1900 fax: 312.876.1911

judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of the University and its aggregate discretely presented component unit, as of June 30, 2014, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1 to the financial statements, in Fiscal Year 2014, the University adopted new accounting guidance Governmental Accounting Standards Board Statement No. 65, *Items Previously Reported as Assets and Liabilities*. Our opinions are not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the University's 2013 financial statements, and we expressed unmodified audit opinions on the respective financial statements of the business-type activities and aggregate discretely presented component unit of the University in our report dated December 20, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived, with the exception of the effects of the implementation of GASB Statement 65, as discussed in the emphasis of matter paragraph immediately preceding this section. Certain 2013 amounts have been reclassified to conform to the 2014 presentation.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 6 through 12 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2014 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

C. C. Glitz & Co. LLP

Chicago Illinois
December 18, 2014

State of Illinois
Western Illinois University
Management's Discussion and Analysis (Unaudited)
For the Year Ended June 30, 2014

This section of the Western Illinois University (University) annual financial report presents management's discussion and analysis (MD&A) of the financial performance of the University during the fiscal year ended June 30, 2014. This discussion should be read in conjunction with the accompanying financial statements and footnotes. The discussion and analysis are designed to focus on current activities, resulting change, current known facts, and future outlook. The financial statements, footnotes and this discussion are the responsibility of University management.

This MD&A focuses on the University. The University's component unit, Western Illinois University Foundation (Foundation), issues separate financial statements that may be obtained at the Foundation's administrative office as summarized in Note 1.

Using the Financial Report

The University's annual report includes three financial statements: the Statement of Net Position; the Statement of Revenues, Expenses and Changes in Net Position; and the Statement of Cash Flows. The financial statements are prepared in accordance with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board (GASB) which require that financial statements be presented on a consolidated basis to focus on the University as a whole.

The financial statements are prepared under the accrual basis of accounting. Assets, deferred outflows of resources, liabilities, and deferred inflows of resources are categorized as current (due within one year) and noncurrent (due in greater than one year). Current year revenues and expenses are recognized when earned or incurred, regardless of when cash is exchanged. Revenues and expenses are reported as either operating or nonoperating. Significant recurring sources of the University's revenues, including State appropriations, gifts and investment income, are nonoperating as defined by GASB. Scholarship discounts and allowances applied to student accounts are shown as a reduction of tuition and fee revenue and auxiliary enterprise revenue. Stipends and other payments made directly to students are presented as student aid expenses. Depreciation is considered an operating expense and capital assets are reported at cost less accumulated depreciation.

Financial Highlights

Statement of Net Position

The Statement of Net Position presents the financial position of the University at the end of the fiscal year and includes all assets, deferred outflows of resources, liabilities, and deferred inflows of resources. The difference between total assets and deferred outflows of resources and total liabilities and deferred inflows of resources, net position, is one indicator of the

financial condition of the University, while the change in net position that occurs over time indicates improvement or deterioration in the University's financial condition. Non-financial factors such as enrollment levels and the condition of facilities are relevant when assessing the overall health of the University. Net position is divided into three major categories, as follows: net investment in capital assets reflects the University's equity in capital assets; restricted net position are available for expenditure by the institution, but must be spent for purposes as determined by law, donors and/or external entities that have placed time or purpose restrictions on the use of the assets; and unrestricted net position are available to the University for any lawful purpose of the institution.

A comparative summary of the condensed Statement of Net Position for the years ended June 30, 2014 and 2013 is as follows. Certain 2013 amounts have been reclassified to conform to the 2014 presentation.

Condensed Statement of Net Position

	2014	2013
Assets		
Current assets	$ 84,485,888	$ 98,449,655
Capital assets, net of accumulated depreciation	270,221,524	244,022,963
Other assets	2,184,072	2,396,220
Total assets	356,891,484	344,868,838
Deferred outflow of resources	547,510	629,052
Liabilities		
Current liabilities	35,697,988	40,656,194
Noncurrent liabilities	105,788,666	111,879,672
Total liabilities	141,486,654	152,535,866
Net position		
Net investment in capital assets	169,896,891	140,096,553
Restricted	1,877,287	1,921,875
Unrestricted	44,178,162	50,943,596
Total net position	$ 215,952,340	$ 192,962,024

State of Illinois
Western Illinois University
Management's Discussion and Analysis (Unaudited)
For the Year Ended June 30, 2014

A review of the University's Statement of Net Position at June 30, 2014 shows that the University continues to build upon its strong financial foundation with assets and deferred outflow of resources of $357.4 million and liabilities of $141.5 million. Net position, the difference between total assets and deferred outflow of resources and total liabilities, increased $23 million or 11.9% over the previous year.

Total assets and deferred outflow of resources increased $11.9 million or 3.5% during Fiscal Year 2014. Cash and cash equivalents decreased $13.2 million as funds were expended for capital projects, deferred maintenance and operations. The University continued to experience delays in reimbursement for State-funded expenditures. Capital assets increased $26.2 million due to the construction of additional buildings on the University's Quad Cities campus which were funded by the Capital Development Board.

Total liabilities decreased $11.0 million or 7.2% during Fiscal Year 2014. Total long-term debt decreased $5.3 million from scheduled debt payments. Accounts payable decreased $5.3 million due to a decrease in University funded construction projects.

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents the University's changes in financial position. Revenues and expenses are classified as operating or nonoperating. A public University's dependency on State appropriations and gifts usually results in operating deficits because the GASB reporting standards classify these revenue sources as nonoperating.

A comparative summary of the condensed Statement of Revenues, Expenses and Changes in Net Position for the years ended June 30, 2014 and 2013 is as follows:

Condensed Statement of Revenues, Expenses and Changes in Net Position

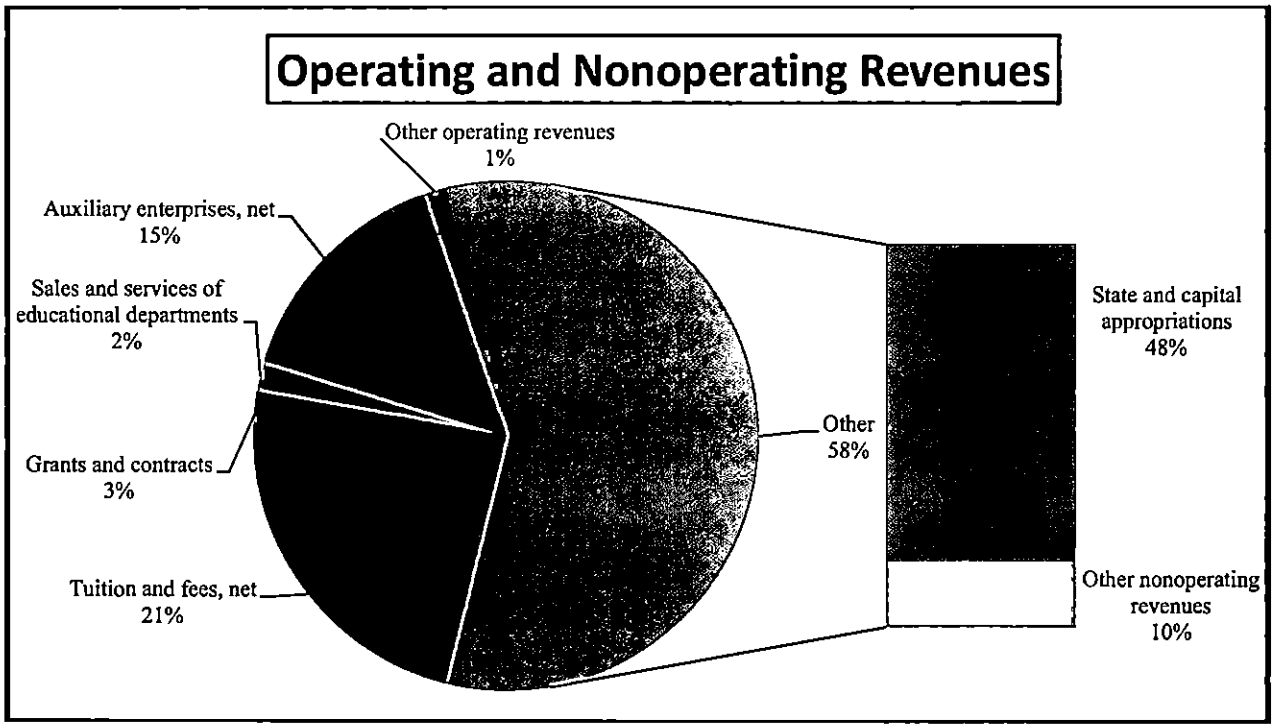
	2014	2013
Total operating revenues	$ 139,300,249	$141,096,311
Total operating expenses	(300,255,906)	(301,303,008)
Operating loss	(160,955,657)	(160,206,697)
Nonoperating revenues	162,494,351	163,292,941
Nonoperating expenses	(4,915,927)	(4,070,039)
Loss before capital items	(3,377,233)	(983,795)
Capital State appropriations	26,367,549	6,187,500
Increase in net position	22,990,316	5,203,705
Net position, beginning of year, as previously reported	192,962,024	189,538,093
Prior period adjustment	–	(1,779,774)
Net position, beginning of year, as restated	192,962,024	187,758,319
Net position, end of year	$ 215,952,340	$ 192,962,024

State of Illinois
Western Illinois University
Management's Discussion and Analysis (Unaudited)
For the Year Ended June 30, 2014

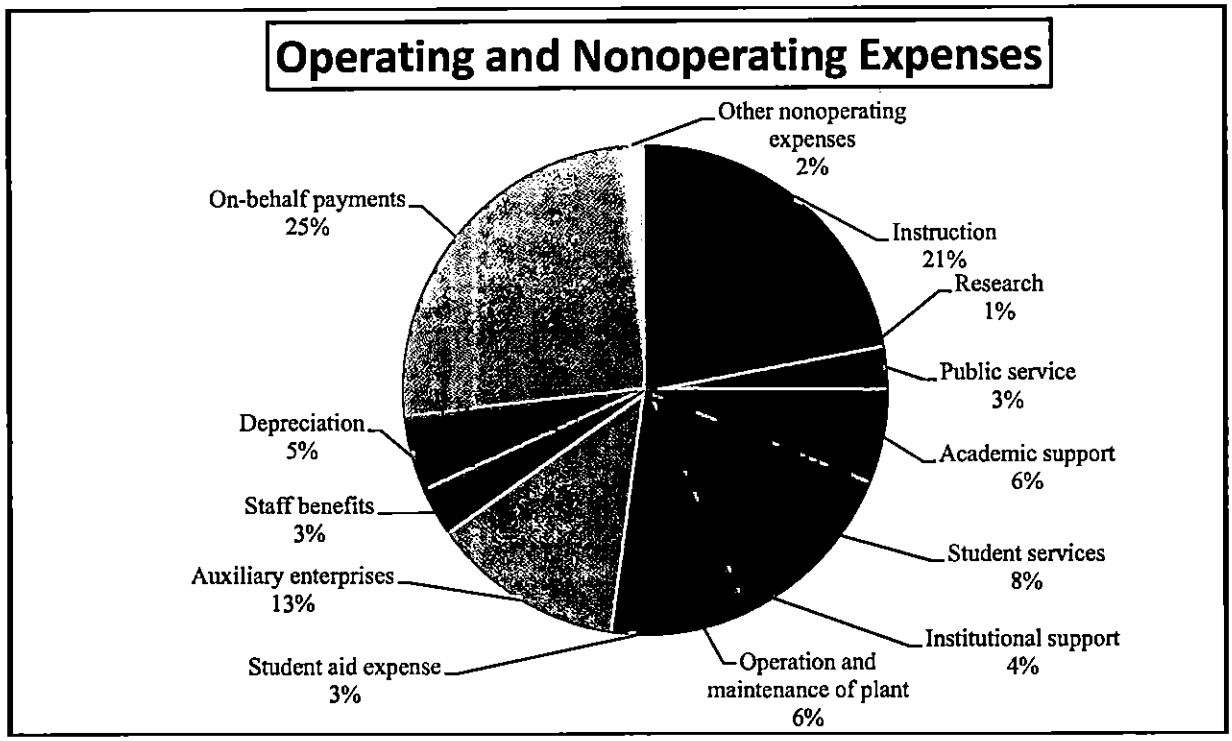
Total revenues increased $17.6 million or 5.7% to $328.2 million in 2014. Capital State appropriations increased $20.2 million as the University received funds from the Capital Development Board for construction on the University's Quad Cities campus.

Total expenses decreased $2 million or .65% to $305.2 million in 2014. Total operating expenses decreased by $1.0 million in 2014 due to reduced spending. There was a decrease in the loss of disposal of capital assets of $2.6 million due to the demolition of a residence hall incurred and completed during Fiscal Year 2013 and a $1.8 million prior period adjustment attributable to the accounting treatment of bond issuance cost in accordance with GASB No. 65, *Items Previously Reported as Assets and Liabilities*. Interest on capital asset-related debt increased $3.5 million due to lower interest cost capitalized on capital projects in Fiscal Year 2014 as most of these projects were completed during 2014.

For the fiscal year ended June 30, 2014, all sources of revenues totaled $328.2 million. The following is a graphical illustration of revenues by source:



For the fiscal year ended June 30, 2014, expenses totaled $305.2 million. The following is a graphical illustration of expenses:



Statement of Cash Flows

The Statement of Cash Flows presents information related to the University's cash receipts and disbursements during the fiscal year. This provides an assessment of the University's ability to generate future cash flows and meet obligations as they come due.

A comparative summary of the condensed Statement of Cash Flows for the years ended June 30, 2014 and 2013 is as follows:

Condensed Statement of Cash Flows

	2014	2013
Cash provided by (used in):		
Operating activities	$ (73,390,264)	$ (54,142,450)
Noncapital financing activities	85,908,047	81,637,505
Capital and related financing activities	(25,821,226)	(54,893,356)
Investing activities	136,223	13,275,989
Net decrease in cash and cash equivalents	(13,167,220)	(14,122,312)
Cash and cash equivalents, beginning of year	70,352,805	84,475,117
Cash and cash equivalents, end of year	$ 57,185,585	$ 70,352,805

Major sources of funds included in operating activity are student tuition and fees, grants and contracts and auxiliary enterprises. Payment for employee salaries and benefits, goods and services and scholarships and fellowships continue to comprise the major use of operating funds. Cash used in operating activities increased $19.2 million.

Cash inflows from noncapital financing activities consist primarily of State appropriations, Monetary Award Program awards and Pell grant revenues. Cash provided by noncapital financing activities increased $4.3 million.

Several capital projects were completed in Fiscal Year 2013 contributing to an overall decrease of $29.1 million in cash used in capital and related financing activities.

Cash provided by investing activity decreased by $13.1 million as investments were liquidated to fund capital projects in Fiscal Year 2013.

Capital Assets and Debt Administration

The University had $509.9 million invested in capital assets at the end of Fiscal Year 2014. Capital assets net of accumulated depreciation totaled $270.2 million. Depreciation expense for the current year was $14.7 million.

The University continues to renovate its campus facilities. Renovations on Thompson Hall and Heating Plant were completed during Fiscal Year 2014 totaling $27.8 million and $4.9 million, respectively. Constructions of three new buildings on the Quad Cities Riverfront campus were in progress at the end of Fiscal Year 2014.

University's Economic Outlook

The ability of the University to fulfill its mission and execute its strategic plan is directly influenced by enrollment, State support and the cost of health care, utilities, employee compensation and benefits and State and federal mandates.

A crucial element to the University's future will continue to be our relationship with the State of Illinois, as we work to manage tuition to make it competitive while providing an outstanding college education for our students. There is a direct relationship between the growth or decline of State support, the impact of state regulations and the University's ability to control tuition growth. The trend of declining State support, the lack of capital investment, declining student assistance and the increase in regulations have and will continue to create more financial burden for our students through increased tuition and fees.

State appropriations represent operating support provided by the Governor and General Assembly for University programs. A Fiscal Year 2015 budget of $52.6 million was passed by the General Assembly and signed by the Governor. This is essentially a level appropriation from Fiscal Year 2014.

The University projects an increase in tuition and miscellaneous revenues. The approved Fiscal Year 2015 budget projects a $3.0 million increase in tuition and miscellaneous revenues. The estimated increase in tuition revenues is the result of a 2.7% tuition rate increase approved by the Board of Trustees in March 2014. With the Fiscal Year 2015 State appropriation, the University's recommended income fund expenditure budget is $79.9 million. The University offers guaranteed tuition and fees, as well as guaranteed room and board rates for each new class of entering students. The tuition increase is only for new students, those enrolling for the first time in Fall 2014.

The University's Auxiliary Enterprises funds budget for Fiscal Year 2015 as approved by the Board of Trustees reflects level spending over Fiscal Year 2014. Other institutional funds include revenues from sponsored projects and departmental activity revenues. The 2015 budget for these funds as approved by the Board of Trustees reflects a $1.0 million increase in spending over Fiscal Year 2014.

Private gifts are an important supplement to the University's sources of funding for operating costs. In Fiscal Year 2014, alumni, friends, staff, corporations, and other organizations contributed nearly $7.2 million to the Foundation in support of the University. The Foundation distributed nearly $7.7 million in Fiscal Year 2014 to support academic enhancement and instructional initiatives, student scholarships, capital improvements, cultural activities, athletics, regional outreach efforts, and alumni and Foundation-sponsored programs at Western Illinois University.

The University is committed to pursuing its goal in developing the Quad Cities campus while strategically adding, and when appropriate, eliminating programs. Cost containment and revenue initiatives are challenges the University continues to encounter. Management has historically made the necessary decisions to ensure the strength of the University.

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF NET POSITION
JUNE 30, 2014
(With Partial Financial Information as of June 30, 2013)

	University		Component Unit	
	2014	2013	2014	2013
ASSETS				
Current assets:				
Cash and cash equivalents	$ 57,010,613	$ 70,251,817	$ 3,541,526	$ 3,562,469
Cash and cash equivalents, restricted	174,972	100,988	-	-
Investments	-	-	4,708,053	4,390,180
Accounts receivable, net	9,728,314	10,553,007	1,163,602	1,245,545
Student loans receivable, net	430,373	395,246	-	-
Due from component unit	128,403	120,997	-	-
Due from primary government	13,914,961	14,270,508	-	-
Inventories	2,978,433	2,668,280	2,839	61,085
Prepaid expenses	98,838	67,831	90,037	101,968
Other assets	20,981	20,981	-	3,000,000
Total current assets	84,485,888	98,449,655	9,506,057	12,361,247
Noncurrent assets:				
Investments	-	-	733,425	473,486
Endowment investments	-	-	5,983,850	5,802,420
Endowment investments, restricted	-	-	37,236,371	26,331,829
Charitable remainder trusts, restricted	-	-	4,060,421	2,692,991
Accounts receivable, net	-	-	564,405	730,986
Student loans receivable, net	1,344,740	1,473,984	79,912	77,556
Capital assets, net of accumulated depreciation	270,221,524	244,022,963	1,105,104	1,105,104
Other assets	839,332	922,236	703,531	675,754
Total noncurrent assets	272,405,596	246,419,183	50,467,019	37,890,126
TOTAL ASSETS	356,891,484	344,868,838	59,973,076	50,251,373
DEFERRED OUTFLOW OF RESOURCES				
Unamortized losses on bond refundings	547,510	629,052	-	-
LIABILITIES				
Current liabilities:				
Accounts payable and accrued liabilities	4,780,226	10,108,992	107,457	80,825
Accrued payroll	16,593,016	16,313,865	-	-
Due to primary government	126,933	121,880	128,403	120,997
Unearned revenue	4,847,622	5,172,684	399,102	120,352
Charitable remainder trust distributions payable	-	-	114,409	44,335
Other liabilities	1,534,187	1,355,581	44,940	41,190
Notes payable	128,835	34,649	-	-
Revenue bonds payable	4,200,133	4,095,420	-	-
Certificates of participation	1,615,562	1,564,808	-	-
Compensated absences	1,871,474	1,888,315	-	-
Total current liabilities	35,697,988	40,656,194	794,311	407,699
Noncurrent liabilities:				
Notes payable	263,951	-	-	-
Revenue bonds payable	69,080,317	73,280,449	-	-
Certificates of participation	25,769,190	27,384,752	-	-
Other liabilities	-	-	267,174	259,142
Compensated absences	10,675,208	11,214,471	-	-
Total noncurrent liabilities	105,788,666	111,879,672	267,174	259,142
TOTAL LIABILITIES	141,486,654	152,535,866	1,061,485	666,841
NET POSITION				
Net investment in capital assets	169,896,891	140,096,553	1,105,104	1,105,104
Restricted - nonexpendable	-	-	25,737,410	21,765,670
Restricted - expendable				
Loans	1,877,287	1,921,875	-	-
Other	-	-	11,281,971	9,330,375
Unrestricted	44,178,162	50,943,596	20,787,106	17,383,383
TOTAL NET POSITION	$ 215,952,340	$ 192,962,024	$ 58,911,591	$ 49,584,532

See accompanying notes to the basic financial statements.

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2014
(With Partial Financial Information for the Year Ended June 30, 2013)

	University		Component Unit	
	2014	2013	2014	2013
OPERATING REVENUES				
Tuition and fees, net	$ 70,658,513	$ 71,342,301	$ -	$ -
Grants and contracts	10,649,936	9,833,111	-	-
Sales and services of educational departments	5,156,684	5,474,752	-	-
Auxiliary enterprises, net	48,008,630	50,625,418	-	-
Student loan activities	51,256	58,445	-	-
Other operating revenues	4,775,230	3,762,284	6,661,486	5,203,551
Total operating revenues	139,300,249	141,096,311	6,661,486	5,203,551
OPERATING EXPENSES				
Instruction	63,851,972	62,799,450	1,224,730	938,398
Research	3,575,944	3,835,902	106,933	75,592
Public service	10,478,375	9,250,223	1,157,037	927,737
Academic support	17,401,648	17,712,701	122,927	147,121
Student services	23,698,404	19,997,584	577,248	546,989
Institutional support	13,810,986	13,321,350	1,510,550	1,163,223
Operation and maintenance of plant	17,459,050	16,437,591	369,318	162,490
Student aid expense	9,007,606	8,504,416	2,601,568	2,215,815
Auxiliary enterprises	40,559,720	47,017,745	-	-
Staff benefits	8,281,208	9,357,808	-	-
Depreciation	14,700,384	12,633,211	-	-
On-behalf payments	77,330,961	80,402,307	-	-
Other operating expenses	99,648	32,720	-	-
Total operating expenses	300,255,906	301,303,008	7,670,311	6,177,365
OPERATING LOSS	(160,955,657)	(160,206,697)	(1,008,825)	(973,814)
NONOPERATING REVENUES (EXPENSES)				
State appropriations	130,106,057	132,570,103	-	-
Gifts	642,295	434,795	-	-
Nonoperating grants	31,443,005	29,863,852	-	-
Gain/(loss) on disposal of capital assets	(8,076)	(2,641,282)	2,637,264	-
Investment income	136,223	243,606	5,412,970	3,163,011
Interest on capital asset - related debt	(4,907,851)	(1,428,757)	-	-
Change in value of charitable remainder trusts	-	-	212,213	194,765
Other nonoperating revenues	166,771	180,585	582,836	398,653
Net nonoperating revenues	157,578,424	159,222,902	8,845,283	3,756,429
INCOME (LOSS) BEFORE CAPITAL ITEMS	(3,377,233)	(983,795)	7,836,458	2,782,615
Capital State appropriations	26,367,549	6,187,500	-	-
Additions to permanent endowments	-	-	1,490,601	1,257,329
Total capital items	26,367,549	6,187,500	1,490,601	1,257,329
INCREASE IN NET POSITION	22,990,316	5,203,705	9,327,059	4,039,944
NET POSITION, BEGINNING OF YEAR AS PREVIOUSLY REPORTED	192,962,024	189,538,093	49,584,532	45,544,588
PRIOR PERIOD ADJUSTMENT	-	(1,779,774)	-	-
NET POSITION, BEGINNING OF YEAR AS RESTATED	192,962,024	187,758,319	49,584,532	45,544,588
NET POSITION, END OF YEAR	$ 215,952,340	$ 192,962,024	$ 58,911,591	$ 49,584,532

See accompanying notes to the basic financial statements.

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014
(With Partial Financial Information for the Year Ended June 30, 2013)

	University		Component Unit	
	2014	2013	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES				
Tuition and fees, net	$ 70,744,748	$ 71,414,365	$ -	$ -
Grants and contracts	10,970,451	10,157,371	-	-
Gifts for other than capital and endowment purposes	-	-	4,462,499	4,052,285
Payments for employee salaries and benefits	(140,695,545)	(128,571,418)	-	-
Payments for goods and services	(63,570,580)	(58,000,981)	(4,138,350)	(3,356,761)
Payments to annuitants	-	-	(282,945)	(206,085)
Payments for scholarships and fellowships	(8,964,951)	(8,675,015)	(2,601,568)	(2,215,815)
Student loans issued	(403,845)	(487,855)	-	-
Student loans collected	455,307	453,376	-	-
Student loans interest and fees collected	72,992	72,720	-	-
Auxiliary enterprises charges	48,015,630	50,356,439	-	-
Sales and services of educational departments	5,210,299	5,376,264	-	-
Other receipts	4,775,230	3,762,284	1,007,959	689,460
Net cash used in operating activities	(73,390,264)	(54,142,450)	(1,552,405)	(1,036,916)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES				
State appropriations	53,334,121	51,279,933	-	-
Capital appropriations for operating expenses	648,860	110,127	-	-
Gifts	298,712	244,131	1,490,601	1,257,329
Nonoperating grants	31,443,005	29,863,852	-	-
Nonoperating revenues, net	183,349	139,462	309,400	395,280
Cash provided by noncapital financing activities	85,908,047	81,637,505	1,800,001	1,652,609
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES				
Capital State appropriations	-	64,259	-	-
Acquisition of capital assets	(15,476,943)	(44,526,869)	-	-
Proceeds from sale of land	-	-	5,637,264	-
Payments of bond issuance costs	-	(1,360)	-	-
Principal paid on capital debt	(5,504,649)	(5,473,331)	-	-
Interest paid on capital debt	(4,839,634)	(4,956,055)	-	-
Net cash provided by (used in) capital and related financing activities	(25,821,226)	(54,893,356)	5,637,264	-
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sales and maturities of investments	-	13,021,405	3,201,292	5,972,819
Earnings on investments	136,223	254,584	2,857,295	1,860,378
Purchase of investments	-	-	(11,964,390)	(7,983,257)
Net cash provided by (used in) investing activities	136,223	13,275,989	(5,905,803)	(150,060)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(13,167,220)	(14,122,312)	(20,943)	465,633
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	70,352,805	84,475,117	3,562,469	3,096,836
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 57,185,585	$ 70,352,805	$ 3,541,526	$ 3,562,469

See accompanying notes to the basic financial statements.

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014
(With Partial Financial Information for the Year Ended June 30, 2013)

	University		Component Unit	
	2014	2013	2014	2013
Reconciliation of operating loss to net cash used in operating activities:				
Operating loss	$ (160,955,657)	$ (160,206,697)	$ (1,008,825)	$ (973,814)
Adjustments to reconcile operating loss to net cash used in operating activities:				
On-behalf payments	77,330,961	80,402,307	-	-
Capital assets donated	-	-	-	35,000
Stock gifts in process	-	-	(46,670)	-
Charitable remainder trust assets donated	-	-	(1,110,712)	-
Depreciation	14,700,384	12,633,211	-	-
Actuarial adjustment to annuities payable	-	-	11,782	44,321
Changes in assets and liabilities:				
Receivables, net	601,700	(142,814)	148,981	(42,509)
Student loans receivables, net	94,117	15,815	-	-
Inventories	(310,153)	(257,189)	58,246	(32,640)
Prepaid expenses and other assets	51,897	(160,005)	11,931	(21,288)
Accounts payable and accrued liabilities	(4,513,303)	4,162,878	26,632	(22,218)
Accrued payroll	279,151	8,055,565	-	-
Due to primary government, net	-	-	7,406	(25,346)
Charitable remainder trust distributions payable	-	-	70,074	2,605
Other liabilities	(113,257)	321,291	278,750	(1,027)
Compensated absences	(556,104)	1,033,188	-	-
Net cash used in operating activities	$ (73,390,264)	$ (54,142,450)	$ (1,552,405)	$ (1,036,916)
NONCASH OPERATING, NONCAPITAL FINANCING, AND CAPITAL AND RELATED FINANCING ACTIVITIES				
On-behalf payments	$ 77,330,961	$ 80,402,307	$ -	$ -
Capital asset acquisition via capital appropriations	25,718,689	6,013,114	-	-
Capital asset acquisition via support from Foundation	343,583	190,664	-	-
Capitalized interest	223,654	3,401,692	-	-
Capital asset changes in accounts payable	801,327	(5,591,773)	-	-
Other capital asset adjustments	-	263,505	-	-
Gifts in kind	-	-	519,623	418,270
Loss on disposal of equipment	(8,076)	(2,641,282)	-	-

See accompanying notes to the basic financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

Western Illinois University (University), a component unit of the State of Illinois (State), with a primary focus on instruction and an additional commitment to research and public service, has campuses located in Macomb and Moline, Illinois. The governing body of the University is the Board of Trustees of Western Illinois University (Board). As required by accounting principles generally accepted in the United States of America, these financial statements present the financial position and financial activities of the University and its component unit, the Western Illinois University Foundation (Foundation). The Foundation is included in the University's reporting entity because of the significance of its financial relationship with the University. Complete financial statements for the Foundation may be obtained by contacting the WIU Foundation, 1 University Circle, Macomb, IL 61455-1390.

The Foundation is a University-related organization as defined under *University Guidelines* adopted by the State of Illinois Legislative Audit Commission in 1982 as amended in 1997. The Foundation was formed for the purpose of providing fundraising and other assistance to the University in order to attract private gifts to support the University's instructional, research and public service activities. In this capacity, the Foundation solicits, receives, holds and administers gifts for the benefit of the University.

The University is a component unit of the State of Illinois for financial reporting purposes. The financial balances and activities included in these financial statements are, therefore, also included in the State's comprehensive annual financial report.

B. Basis of Accounting and Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. The University reports as a Business Type Activity. Business Type Activities are those financed in whole or in part by fees charged to external parties for goods and services.

The University first applies restricted net position when an expense or outlay is incurred for purposes for which both restricted and unrestricted net positions are available.

C. Prior-Year Information

The basic financial statements include certain prior-year partial comparative information. Such information does not include full comparative footnote disclosures required for a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the University's financial statements for the year ended June 30, 2013, from which the partial information was derived. Certain 2013 amounts have been reclassified to conform to the 2014 presentation.

D. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position, and disclosure of contingent assets and liabilities at the dates of the financial statements and the reported amounts of revenues, expenses and other changes in net position during the reporting period. Actual results could differ from those estimates.

E. Cash Equivalents

The University considers all liquid investments with original maturities of three months or less to be cash equivalents. At June 30, 2014, cash equivalents consisted primarily of money market and similar funds.

F. Investments

The University accounts for its investments at fair value as determined by quoted market prices in accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools.* Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the Statement of Revenues, Expenses, and Changes in Net Position.

Illinois statutes and Board policy authorize the University to invest in certificates of deposit, The Illinois Funds, United States Government Securities, securities guaranteed by the full faith and credit of the United States government, and any other security permitted by law and approved by the Board.

G. Accounts Receivable

Accounts receivable consists of tuition and fee charges to students, amounts receivable from funding agencies for grants, amounts receivable from third parties and charges for

auxiliary enterprise services provided to students, faculty and staff. Accounts receivable is presented net of estimated uncollectible amounts.

H. Bonds and Certificates of Participation Issue Costs

The insurance premium on the bonds and certificates of participation issue costs incurred on the revenue bonds and certificates of participation are being amortized over the life of the bonds/certificates of participation using the straight-line method. Total amortization for the year ended June 30, 2014 was $20,981.

I. Student Loans Receivable

The University makes loans to students under various federal and other loan programs. Such loans receivable is presented net of estimated uncollectible amounts.

J. Inventories

Inventories are carried at the lower of cost (determined by first-in, first-out or average cost method, depending on the nature of the inventory item) or market.

K. Capital Assets

Capital assets are recorded at cost at the date of acquisition, or fair value at the date of donation. The University's capitalization policy for capital assets is as follows: equipment - $5,000 or greater; land or buildings - $100,000 or greater; and site or building improvements - $25,000 or greater. Intangible assets which are purchased are capitalized at $100,000 or greater. Internally-generated intangible assets which are primarily software are capitalized at $1,000,000 or greater. Renovations to buildings and land improvements that increase the value or extend the useful life are capitalized. Routine repairs and maintenance are charged to operating expense in the year in which the expense is incurred. Depreciation is calculated on a straight-line basis over the estimated useful lives of the class of assets. The following estimated useful lives are being used by the University:

Site improvements	25 years
Buildings	60 years
Building improvements	20 years
Computer equipment	3 years
Trucks greater than 1 ton	12 years
Capital lease equipment	Life of lease
All other equipment	7 years

University capital assets financed by the State of Illinois Capital Development Board (CDB) are recorded by the University as the funds are expended by the CDB.

L. Unearned Revenue

Unearned revenue represents unearned student tuition and fees and advances on grants and contract awards for which the University has not met all of the applicable eligibility requirements.

M. Compensated Absences

University policies permit most employees to accumulate vacation and sick leave benefits that may be realized as paid time off or, in limited circumstances, as a cash payment. Expense and the related liability are recognized as vacation benefits are earned whether the employee is expected to realize the benefit as time off or in cash. Expense and the related liability for sick leave benefits are recognized when earned to the extent the employee is expected to realize the benefit in cash determined using the termination payment method. Sick leave benefits expected to be realized as paid time off are recognized as expense when the time off occurs and no liability is accrued for such benefits employees have earned but not yet realized. Compensated absences liabilities are computed using the regular pay and termination pay rates in effect at the Statement of Net Position date plus an additional amount for compensation-related payments such as social security and Medicare taxes computed using rates in effect at that date.

N. Net Position

The University's net position is classified as follows:

Net investment in capital assets - consists of capital assets net of accumulated depreciation and reduced by the outstanding balances of bonds, notes, or other borrowings that are attributable to the acquisition, construction or improvement of those assets and deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt.

Restricted net position - nonexpendable - are required to be retained and invested in perpetuity.

Restricted net position - expendable - are noncapital assets that must be used for a particular purpose as specified by laws, creditors, grantors or donors external to the University, including amounts deposited with trustees as required by bond indentures, reduced by the outstanding balances of any related borrowings.

Unrestricted - is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

O. Classification of Revenues

The University has classified its revenues as either operating or nonoperating according to the following criteria:

Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student tuition and fees, net of scholarship allowances, (2) sales and services of auxiliary enterprises, and (3) interest on student loans.

Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as gifts and contributions, and other revenue sources, such as State appropriations and investment income, that are defined as nonoperating revenues by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting,* and GASB Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments.* The State of Illinois General Revenue Fund appropriations are reported as nonoperating revenues to the extent that they are expended during the current fiscal year. The University relies on these appropriations to provide funding for operations.

P. Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship allowances in the Statement of Revenues, Expenses and Changes in Net Position. Scholarship allowances are the difference between the stated charge for goods and services provided by the University, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other federal, State or nongovernmental programs, are recorded as either operating or nonoperating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the University has recorded a scholarship allowance. The scholarship allowances on tuition and fees and housing for the year ended June 30, 2014 were $23,975,380 and $5,163,310, respectively.

Q. Collections

The University has collections of rare manuscripts and art that it does not depreciate. These collections adhere to the University's policy to (a) maintain them for public

exhibition, education or research, (b) protect, keep unencumbered, care for and preserve them, and (c) require proceeds from their sale to be used to acquire other collection items.

R. Endowments

On June 30, 2009, the Illinois Governor signed the Uniform Prudent Management of Institutional Funds Act (UPMIFA) into law. UPMIFA replaced the Uniform Management of Institutional Funds Act and eliminates the historic dollar value rule with respect to endowment fund spending. UPMIFA also updated the prudence standard for the management and investment of charitable funds. The Foundation Board utilizes UPMIFA's provisions in spending decisions regarding the Foundation's endowment funds.

For donor restricted endowments, the UPMIFA permits the Board of Directors of the Foundation to appropriate an amount of donor restricted endowments. The Board of Directors has established an investment policy with the objectives of protecting the principal of these funds and maximizing total investment return without assuming extraordinary risks. A similar strategy has been implemented for Foundation designated endowments.

For both donor restricted endowments and Foundation designated endowments, it is the goal of the Foundation to provide spendable income levels that are reasonably stable and sufficient to meet budgetary requirements and to maintain a spending rate, currently established at 4.25% for endowment purposes and 1.40% for operational purposes, of a 36-month moving average of endowment market value, which ensures a proper balance between the preservation of corpus and enhancement of the purchasing power of investment earnings. The Foundation's policy is to retain the endowments' unrealized appreciation with the endowment (either donor restricted or Foundation designated) after spending rule distributions. As of June 30, 2014, the Foundation had a total of $9,285,602 of net cumulative appreciation from investment of donor-restricted endowments and Foundation designated endowments available for expenditure. This amount is allocated between expendable restricted net position and unrestricted net position in the Statement of Net Position based on the classification of the underlying asset upon which the income was earned.

S. Split-Interest Agreements

The Foundation's split-interest agreements with donors consist of irrevocable charitable remainder trusts and irrevocable charitable trusts for which the Foundation is a beneficiary. The fair value of the trust assets are reported in the Statement of Net Position and changes in the fair value of the assets are recognized in the Statement of Revenues, Expenses, and Changes in Net Position. It is management's intent to record

the contribution income from these agreements in the fiscal year the Foundation becomes the irrevocable beneficiary. The Foundation received $1,214,858 of new contribution income during Fiscal Year 2014. Any outstanding liabilities relating to the annual distributions required by the trust agreements are recorded in the Statement of Net Position.

T. Income Taxes

As a State institution of higher education, the income of the University is generally exempt from federal and state income taxes under Section 115(a) of the Internal Revenue Code and a similar provision of state law. However, the University is subject to federal income tax on any unrelated business taxable income.

U. New Accounting Pronouncements

Effective July 1, 2013, the University adopted the following accounting pronouncements:

- GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, establishes accounting and financial reporting standards that reclassify, as deferred outflows or deferred inflows of resources, certain items previously reported as assets and liabilities and recognize, as outflows or inflows of resources, certain items that were previously reported as assets and liabilities. As discussed in Notes 18 and 19, the University has restated its financial statements to remove most unamortized debt issuance costs as assets and to reclassify refunding losses as deferred outflow of resources.

- GASB Statement No. 66, *Technical Corrections – 2012 – an amendment of GASB Statements No. 10 and No. 62*, resolves conflicting guidance that resulted from the issuance of Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, and No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, as well as No. 10, *Accounting and Financial Reporting for Risk Financing and Related Insurance Issues*. Because the Statement incorporates existing guidance, the Statement does affect the University, but does not significantly change the University's financial statements.

- GASB Statement No. 67, *Financial Reporting for Pension Plans*. This Statement amends Statement No. 25, *Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans*, which revised existing guidance for financial reporting of pension plans of state and local governments.

The implementation of GASB Statement Nos. 66 and 67 had no significant impact on the University's financial statements.

NOTE 2 - DEPOSITS

University

State law requires collateralization of all deposits with federal depository insurance; bonds and other obligations of the U.S. Treasury, U.S. agencies or instrumentalities of the State of Illinois; bonds of any city, county, school district or special road district of the State of Illinois; bonds of any state; or a surety bond having an aggregate value at least equal to the amount of the deposits.

At June 30, 2014, the book balance of various University bank accounts and certificates of deposit was $262,960, while the bank balance was $275,495. The difference between these amounts primarily represents checks that have been issued but have not yet cleared the bank as of June 30, 2014.

Foundation

At June 30, 2014, the book balance of the Foundation's various bank accounts was $187,517, while the bank balance was $239,535. The difference between these amounts primarily represents checks that have been issued, but have not yet cleared the bank, and deposits in transit as of June 30, 2014.

Reconciliation of cash and cash equivalents to deposits:

	University	Foundation
Cash and cash equivalents	$ 57,010,613	$ 3,541,526
Cash and cash equivalents, restricted	174,972	–
Less: Money market funds classified as cash and cash equivalents	(56,860,760)	(3,354,009)
Cash on hand	(61,865)	–
Carrying amount of deposits	$ 262,960	$ 187,517

NOTE 3 - INVESTMENTS

University

The University held no investments as of June 30, 2014.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a financial institution's failure, a government's deposits, investments or collateral securities that are in the possession of an

outside party may not be returned to it. The University's policy for custodial credit risk requires compliance with the provisions of State law.

Interest Rate Risk

As a means of limiting its exposure to fair value losses arising from rising interest rates, the University's investment policy limits maturity of its investments to five years or less from the date of purchase.

Credit Risk

Credit risk is the risk that an issuer or counterparty to an investment will not fulfill its obligations. The University's policy limits its investments to the Illinois Funds investment pool, United States Treasury bills, United States Treasury notes, United States Treasury bonds, Federal Farm Credit Banks bonds, Federal Home Loan Banks notes, Federal National Mortgage Association, Federal Land Bank bonds, Government National Mortgage Association, and Federal Home Loan Mortgage Corporation.

Foundation

At June 30, 2014, the Foundation held investments with the following maturities:

		Maturities in Years			
Type	Total Fair Value	Less Than One Year or No Maturity	1-5 Years	6-10 Years	Over 10 Years
U.S. Treasury notes	$ 491,639	$ –	$ 119,533	$ 372,106	$ –
U.S. Treasury bonds	104,110	–	–	–	104,110
U.S. agency obligations (FHLM, FNMA)	195,320	–	57,843	98,184	39,293
Municipal bonds	626,454	51,725	174,349	330,867	69,513
Corporate debt securities	2,706,695	521,267	1,265,860	871,624	47,944
Corporate equity securities	78,938	78,338	600	–	–
International equity securities	2,020,502	2,020,502	–	–	–
Cash equivalents held in investment pools	332,896	332,896	–	–	–
Real asset tax-exempt	2,106,892	–	612,967	918,875	575,050
Real assets exchange traded funds	3,141,142	3,141,142	–	–	–
Absolute return	8,099,006	8,099,006	–	–	–
Mutual funds, international equity	9,036,891	9,036,891	–	–	–
Mutual funds, domestic equity	8,286,690	8,286,690	–	–	–
Mutual funds, international debt	2,049,220	2,049,220	–	–	–
Open ended mutual funds, U.S. debt	6,963,480	6,963,480	–	–	–
Private equity	2,421,824	50,000	–	1,437,012	934,812
Total investments	$ 48,661,699	$ 40,631,157	$ 2,231,152	$ 4,028,668	$1,770,722

The Foundation adheres to the total return concepts of investment management. Total return is defined as the aggregate sum of current income and changes in the market value of the assets under management.

Custodial Credit Risk

Custodial credit risk is the risk that when, in the event a financial institution or counterparty fails, the Foundation would not be able to recover the value of deposits, investments, or collateral securities that are in the possession of an outside party. The Federal Deposit Insurance Corporation and Security Investor Protection Corporation insured account balance of $3,544,066 as of June 30, 2014. Illinois Funds are in the custody of the State Treasurer and are pooled and invested with other State funds in accordance with the Deposit of State Moneys Act (15 ILCS 520/11). See http://www.treasurer.il.gov/programs/illinois-funds/about-illinois-funds.aspx for information on the Illinois Funds. The Foundation's deposits in other institutions' money market funds are subject to the Funds' collateralization and investment policies.

Concentration Risk

The Foundation does not have any investments representing 5% or more of the total assets in any single issuer. Managers may not purchase securities on margin or leverage. The Foundation does not have a policy that specifically addresses concentration risk.

Interest Rate Risk

Interest rate risk is the risk when there is a possibility that changes in interest rates could adversely affect an investment's value. The Foundation does not have a policy that specifically addresses interest rate risk. The Foundation had the following assets, at fair values, exposed to interest rate risk at June 30, 2014:

U.S. Treasury notes	$ 491,639
U.S. Treasury bonds	104,110
U.S. agency obligations (FHLM, FNMA)	195,320
Municipal bonds	626,454
Corporate debt securities	2,706,695
Cash equivalents held in investment pools	332,896
Mutual funds, international debt	2,049,220
Open ended mutual funds, U. S. debt	6,963,480
Sub-total investments	13,469,814
Bank money market funds	3,304,630
Illinois Funds money market funds	49,378
Sub-total cash and cash equivalents	3,354,008
Total assets subject to interest rate risk	$ 16,823,822

Foreign Currency Risk

Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment. The Foundation's short-term investments generally are not exposed to foreign currency risk.

The Foundation's investments in international stock and mutual funds represent 22.7% of the total Foundation investments as of June 30, 2014. The Foundation does not have a policy on foreign currency risk. The U.S. dollar balances of the Foundation's investment exposed to foreign currency risk as of June 30, 2014 are listed below.

Currency	*United States Dollar Equivalent*
Euro	$ 2,111,279
United Kingdom British Pound	1,809,906
Japanese Yen	1,547,926
Swiss Franc	797,287
Yuan Renminbi (China)	651,351
Other currencies, individually less than 1% of fund portfolio	4,139,644
Total	$ 11,057,393

Credit Risk

Credit risk is the risk that an issuer or other counterparty to a debt investment will not fulfill its obligations. Credit quality ratings are not required for U.S. government securities that are explicitly guaranteed by the U.S. government.

At June 30, 2014, the Foundation had the following investments and their ratings:

Credit Rating per Standard and Poor's

	Total Fair Value	U.S. Treasury Notes	U.S. Treasury Bonds	U.S. Agency Obligations (FHLM, FNMA)	Corporate Debt Securities	Municipal Bonds
AAA	$ 223,643	$ 119,533	$ 104,110	$ –	$ –	$ –
BBB+	72,350	–	–	–	72,350	–
Not Rated	3,828,225	372,106	–	195,320	2,634,345	626,454
	$ 4,124,218	$ 491,639	$ 104,110	$ 195,320	$ 2,706,695	$ 626,454

	Credit Rating per Moody's					
	Total Fair Value	U.S. Treasury Notes	U.S. Treasury Bonds	U.S. Agency Obligations (FHLM, FNMA)	Corporate Debt Securities	Municipal Bonds
Aaa	$ 791,069	$ 491,639	$ 104,110	$ 195,320	$ –	$ –
Aa1	21,626	–	–	–	–	21,626
Aa2	132,786	–	–	–	90,932	41,854
Aa3	191,424	–	–	–	100,398	91,026
A1	149,454	–	–	–	127,539	21,915
A2	302,566	–	–	–	271,324	31,242
A3	495,024	–	–	–	385,473	109,551
Baa1	123,411	–	–	–	123,411	–
Baa2	67,371	–	–	–	67,371	–
Baa3	80,099	–	–	–	80,099	–
B3	50,621	–	–	–	50,621	–
Not Rated	1,718,767	–	–	–	1,409,527	309,240
	$ 4,124,218	$ 491,639	$ 104,110	$ 195,320	$ 2,706,695	$ 626,454

Summary of Carrying Values

The carrying values of cash and cash equivalents and investments shown on previous pages are included in the Statement of Net Position as follows:

	University	Foundation
Cash and cash equivalents	$ 57,010,613	$ 3,541,526
Cash and cash equivalents, restricted	174,972	–
Investments	–	48,661,699
Total	$ 57,185,585	$ 52,203,225

Investments at June 30, 2014 are as follows:

	University	Foundation
Current:		
Investments	$ –	$ 4,708,053
Noncurrent:		
Endowment investments	–	5,983,850
Endowment investments, restricted	–	37,236,371
Other investments	–	733,425
Sub-total	–	43,953,646
Total investments	$ –	$ 48,661,699

Investment income for the year ended June 30, 2014 consisted of:

	University	Foundation
Interest, dividends, realized gains and market value changes	$ 136,223	$ 5,412,970

NOTE 4 - ACCOUNTS AND STUDENT LOANS RECEIVABLE

Accounts receivable are reported net of allowances for uncollectible accounts of $4,225,400 at June 30, 2014. Accounts receivable consisted of the following as of June 30, 2014:

Receivables from students	$ 10,216,661
Receivables from third parties	1,814,538
Receivables from funding agencies	1,922,515
Total gross receivables	13,953,714
Allowance for doubtful accounts	(4,225,400)
Total net receivables	$ 9,728,314

Student loans receivable totaling $2,262,213 are reported net of allowance for uncollectible loans of $487,100 at June 30, 2014.

NOTE 5 - CAPITAL ASSETS

The University capitalizes net interest costs incurred on borrowed funds during the construction of capital assets. Total interest of $4,837,788 was incurred and net interest of $223,654 was capitalized during Fiscal Year 2014.

Capital asset activities for the University for the year ended June 30, 2014 were as follows:

	Balance June 30, 2013	Additions	Retirements	Transfers	Balance June 30, 2014
Non-depreciable capital assets:					
Land and land improvements	$ 3,236,432	$ –	$ –	$ –	$ 3,236,432
Works of art and historical treasures	486,569	101,252	–	–	587,821
Construction in progress	49,888,849	34,817,286	–	(39,042,702)	45,663,433
Total non-depreciable capital assets	53,611,850	34,918,538	–	(39,042,702)	49,487,686
Depreciable capital assets:					
Site improvements	43,999,136	320,402	(62,000)	2,712,053	46,969,591
Buildings and building improvements	296,024,613	2,445,763	–	36,330,649	334,801,025
Equipment	77,739,111	3,261,585	(2,340,247)	–	78,660,449
Total depreciable capital assets	417,762,860	6,027,750	(2,402,247)	39,042,702	460,431,065

	Balance June 30, 2013	Additions	Retirements	Transfers	Balance June 30, 2014
Less accumulated depreciation:					
Site improvements	17,303,556	1,572,709	(50,840)	–	18,825,425
Buildings and building improvements	139,187,561	10,539,930	–	–	149,727,491
Equipment	70,860,630	2,587,745	(2,304,064)	–	71,144,311
Total accumulated depreciation	227,351,747	14,700,384	(2,354,904)	–	239,697,227
Total depreciable capital assets, net	190,411,113	(8,672,634)	(47,343)	39,042,702	220,733,838
Capital assets, net	$ 244,022,963	$ 26,245,904	$ (47,343)	$ –	$ 270,221,524

Capital asset activities for the Foundation for the year ended June 30, 2014 were as follows:

	Balance June 30, 2013	Additions	Retirements	Balance June 30, 2014
Land and land improvements	$ 1,105,104	$ –	$ –	$ 1,105,104

NOTE 6 - DEFERRED OUTFLOW OF RESOURCES

Deferred outflow of resources included losses on bond refundings which resulted from the difference between the reacquisition price and the net carrying amount of the old debt. Total amortization for the year ended June 30, 2014 was $81,542.

NOTE 7 - UNEARNED REVENUE

Unearned revenues consist of the following as of June 30, 2014:

Tuition and fees	$ 2,953,458
Grants and contracts	1,374,342
Sales and services of educational departments	276,413
Auxiliary enterprises	243,409
Total	$ 4,847,622

NOTE 8 - NOTES PAYABLE

The University has entered into installment purchase agreement for networking equipment with an original cost of $392,786. As of June 30, 2014, the related notes payable obligation was recorded at the present value of the future minimum installment payments, discounted

using an applicable discount rate of 1.62%. Notes payable activities for the year ended June 30, 2014 were as follows:

Balance, beginning of year	$ 34,649
New notes	392,786
Payments	(34,649)
Balance, end of year	$ 392,786
Current Portion	$ 128,835

NOTE 9 - REVENUE BONDS PAYABLE

General

At June 30, 2014, revenue bonds payable consists of Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2012, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2010, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2006, and Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2005.

Series 2012 Bonds

On March 6, 2012, the Series 2012 Revenue Bonds were issued in the principal amount of $33,520,000. The Series 2012 bonds are due April 1, 2032, with annual principal payments ranging from $1,290,000 to $3,130,000 commencing on April 1, 2013 and semi-annual interest payments beginning April 1, 2013 at 3.00% to 4.20%.

Proceeds from the sale of the Series 2012 Bonds were used to finance capital improvements to Thompson Hall and the University Union. In addition, a portion of the proceeds from the Series 2012 Bonds were used to provide for the advance refunding of the outstanding Series 2002 Bonds in the principal amount of $7,890,000. The total principal amount was deposited into the Series 2002 Refunding Fund to redeem all of the Refunded Series 2002 bonds on their redemption date at a price equal to the principal amount thereof. As a result, the Series 2002 Bonds are considered defeased and the liability for that portion of the bonds has been removed from the University's Statement of Net Position.

Although the current refunding resulted in the recognition of an accounting loss of $121,273 for the year ended June 30, 2012, the University in effect reduced it aggregate debt service payments by $983,824 over the next 10 years and obtained an economic gain of $851,778.

Series 2010 Bonds

On August 5, 2010, the Series 2010 Revenue Bonds (Build America Bonds) were issued in the principal amount of $25,510,000. The Series 2010 bonds are due April 1, 2033, with annual principal payments ranging from $1,120,000 to $2,010,000 commencing on April 1, 2017 and semi-annual interest payments beginning April 1, 2011 at 4.35% to 6.60%.

Proceeds from the sale of the Series 2010 Bonds were used to finance capital improvement renovations to Corbin and Olson Residence Halls including the Commons Dining Center.

Series 2006 Bonds

On March 9, 2006, the Series 2006 Bonds were issued in the principal amount of $15,250,000. The Series 2006 Bonds are due April 1, 2027, with annual principal payments ranging from $265,000 to $1,170,000 commencing April 1, 2009 and semi-annual interest payments beginning October 1, 2006 at 3.5% to 4.5%.

Proceeds from the sale of the Series 2006 Bonds were used to install fire sprinkler systems in residence hall facilities and graduate and family apartments and to construct an expansion to the Donald S. Spencer Student Recreation Center. In addition, proceeds from the sales of the Series 2006 Bonds, together with other funds of the University, were used to provide for the advance refunding of a portion of the Series 1999 Bonds and to pay certain expenses related to the issuance of the bonds. A portion of bond proceeds plus funds provided by the University were deposited in an irrevocable trust with an escrow agent to provide for a portion of the debt service payments on the 1999 Series Bonds. As a result, a portion of the Series 1999 Bonds are considered defeased and the liability for that portion of the bonds has been removed from the University's Statement of Net Position. The Series 1999 Bonds were retired on April 1, 2009.

Although the advance refunding resulted in the recognition of an accounting loss of $249,562, for the year ended June 30, 2006, the University in effect reduced its aggregate debt service payments by $401,922 over the next 19 years and obtained an economic gain of $365,626.

Series 2005 Bonds

On February 16, 2005, the Series 2005 Bonds were issued in the principal amount of $25,715,000. The Series 2005 Bonds are due April 1, 2020, with annual principal payments ranging from $580,000 to $2,845,000 commencing April 1, 2006 and semi-annual interest payments beginning October 1, 2005 at 3.00% to 4.25%.

Proceeds from the sale of the Series 2005 Bonds, together with other funds of the University, were used to provide for the advance refunding of a portion of the Series 1993 Bonds and the Series 1995 Bonds and to pay certain expenses related to the issuance of the bonds. The net proceeds plus funds provided by the University were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on the 1993 and 1995 Series Bonds. As a result, the 1993 and 1995 Series Bonds are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Position.

Although the advance refunding resulted in the recognition of an accounting loss of $1,345,010, for the year ended June 30, 2005, the University in effect reduced its aggregate debt service payments by $7,682,725 over the next 15 years and obtained an economic gain of $2,548,409.

Advance Refunded Bonds

Certain revenue bonds of the University have been defeased in prior years through advance refunding and, accordingly, have been accounted for as if they were retired. The principal amount of advance refunded bonds was fully paid.

Debt Service Activity Requirements and Collateral

Following is a schedule depicting Revenue Bonds Payable activities for the year ended June 30, 2014:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2005 Bonds	$ 7,225,000	$ –	$ 1,525,000	$ 5,700,000	$ 1,585,000
Series 2006 Bonds	12,105,000	–	785,000	11,320,000	815,000
Series 2010 Bonds	25,510,000	–	–	25,510,000	–
Series 2012 Bonds	31,915,000	–	1,590,000	30,325,000	1,640,000
Unamortized premium	700,915	–	204,716	496,199	170,094
Unamortized discount	(80,046)	–	(9,297)	(70,749)	(9,961)
	$ 77,375,869	$ –	$ 4,095,419	$ 73,280,450	$ 4,200,133

Aggregate maturities of the bonds outstanding as of June 30, 2014 are as follows:

	Principal	Interest
2015	$ 4,040,000	$ 3,367,685
2016	4,190,000	3,206,085
2017	4,350,000	3,038,485
2018	4,515,000	2,860,565
2019	4,680,000	2,671,340
2020-2024	21,440,000	10,435,908
2025-2029	16,875,000	6,071,015
2030-2033	12,765,000	1,707,373
	72,855,000	33,358,456
Unamortized premium	496,199	–
Unamortized discount	(70,749)	–
	$ 73,280,450	$ 33,358,456

None of the bonds described above constitute obligations of either the State of Illinois or the Board of Trustees of Western Illinois University, but together with interest thereon, are payable solely from and are collateralized by: a) the net revenues of the Western Illinois University Auxiliary Facilities System, b) certain pledged student fees, and c) a pledge of student tuition. Maximum annual debt service as defined for all outstanding revenue bonds is $7,407,685. The estimated debt service coverage ratio based on revenues generated from operations is 1.38. The future pledged revenues for principal and interest in Fiscal Year 2014 are $106,213,456. Pledged revenue coverage is 12.50 in Fiscal Year 2014. Pledged revenues have a term of commitment through 2033.

NOTE 10 - CERTIFICATES OF PARTICIPATION PAYABLE

General

At June 30, 2014, certificates of participation consist of Western Illinois University Series 2011 Certificates of Participation, Western Illinois University Series 2010 Certificates of Participation and Western Illinois University Series 2005 Certificates of Participation.

Series 2011 Certificates of Participation

On March 30, 2011, the Series 2011 Certificates of Participation were issued in the principal amount of $11,775,000. The Series 2011 Certificates of Participation are due October 1, 2025 with annual principal payments ranging from $600,000 to $1,060,000 commencing October 1, 2011 and semi-annual interest payments beginning October 2, 2011 at 2.50% to 5.375%.

Proceeds from the sale of the Series 2011 Certificates of Participation were used to finance capital improvements projects to several campus buildings as well as Phase II of the campus steam line replacement plan.

Series 2010 Certificates of Participation

On February 23, 2010, the Series 2010 Certificates of Participation were issued in the principal amount of $11,585,000. The Series 2010 Certificates of Participation are due October 1, 2029 with annual principal payments ranging from $415,000 to $825,000 commencing October 1, 2010 and semi-annual interest payments beginning October 1, 2010 at 1.30% to 6.375%.

Proceeds from the sale of the Series 2010 Certificates of Participation were used to finance heating plant capital improvements and steam line replacements. Additionally, proceeds from the sale will reimburse the University for a portion of the cost of the sprinkler system installation in Thompson and Tanner Halls.

Series 2005 Certificates of Participation

On December 7, 2005, the Series 2005 Certificates of Participation (Capital Improvement Projects) were issued in the principal amount of $10,290,000. The Series 2005 Certificates of Participation are due October 1, 2025 with annual principal payments ranging from $400,000 to $805,000 commencing October 1, 2008 and semi-annual interest payments beginning April 1, 2006 at 3.3% to 4.5%.

Proceeds from the sale of the Series 2005 Certificates of Participation were used to renovate the student section of the football stadium, to construct a new multicultural center, and to construct a combination Document and Publication Services and Property Accounting and Redistribution Center. In addition, Series 2005 proceeds were used to pay the costs of issuing the Series 2005 Certificates of Participation.

Debt Service Activity Requirements and Collateral

Following is a schedule depicting Certificates of Participation activities for the year ended June 30, 2014:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2005	$ 8,140,000	$ –	$ 480,000	$ 7,660,000	$ 500,000
Series 2010	10,285,000	–	455,000	9,830,000	465,000
Series 2011	10,555,000	–	635,000	9,920,000	655,000
Unamortized discount	(30,440)	–	(5,192)	(25,248)	(4,438)
	$ 28,949,560	$ –	$ 1,564,808	$ 27,384,752	$ 1,615,562

Aggregate maturities of the certificates of participation outstanding as of June 30, 2014 are as follows:

	Principal	Interest
2015	$ 1,620,000	$ 1,279,625
2016	1,670,000	1,221,826
2017	1,730,000	1,156,861
2018	1,795,000	1,085,534
2019	1,870,000	1,007,615
2020-2024	10,655,000	3,623,609
2025-2029	7,245,000	1,029,144
2030	825,000	26,297
	27,410,000	10,430,511
Unamortized discount	(25,248)	–
	$ 27,384,752	$ 10,430,511

The Certificates of Participation described above do not constitute obligations of either the State of Illinois or the Board of Trustees of Western Illinois University, but together with interest thereon, are payable solely from and are collateralized by lawful appropriations by the General Assembly for such purposes and legally available nonappropriated funds on an annual basis.

NOTE 11 - ACCRUED COMPENSATED ABSENCES

Vacation pay earned but not taken may be accumulated up to a specified maximum from 24 to 56 work days, and received as a lump sum payment upon termination. At June 30, 2014, such accumulated benefits totaled $8,353,701.

Administrative and faculty unused sick leave may be accumulated up to a specified maximum, generally 360 calendar days. Unused and unpaid sick leave can be applied toward the service time requirements for computing retirement benefits. Civil service exempt and nonexempt employees have no specified maximum accumulation of unused sick leave days. One-half of any unused sick leave earned from January 1, 1984 and prior to January 1, 1998 can be received as a lump sum payment upon termination. At June 30, 2014, such accumulated benefits totaled $4,192,981. Compensated absences activity for the year ended June 30, 2014 was as follows:

Balance, beginning of year	$ 13,102,786
Additions	(556,104)
Balance, end of year	12,546,682
Less: current portion	(1,871,474)
Balance, end of year - noncurrent portion	$ 10,675,208

NOTE 12 - RETIREMENT PLAN

Plan Description

The University contributes to the State Universities Retirement System of Illinois (SURS), a cost-sharing multiple-employer defined benefit plan with a special funding situation whereby the State of Illinois makes substantially all actuarially determined required contributions on behalf of the participating employers. SURS was established July 21, 1941 to provide retirement annuities and other benefits for staff members and employees of State universities, certain affiliated organizations, and certain other State educational and scientific agencies and for survivors, dependents, and other beneficiaries of such employees. SURS is considered a component unit of the State of Illinois' financial reporting entity and is included in the State's financial reports as a pension trust fund. SURS is governed by Section 5/15, Chapter 40, of the *Illinois Compiled Statutes*. SURS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by accessing the website at www.SURS.org or by calling 1-800-275-7877.

Funding Policy

Plan members are required to contribute 8.0% of their annual covered salary and substantially all employer contributions are made by the State of Illinois on behalf of the individual employers at an actuarially determined rate. The current rate for Fiscal Year 2015 is 35.80% of annual covered payroll. The contribution requirements of plan members and employers are established and may be amended by the Illinois General Assembly. The employer contributions to SURS for the years ending June 30, 2014, 2013, and 2012 were $41,579,382, $38,500,752, and $27,890,164, respectively, equal to the required contributions for each year.

NOTE 13 - POSTEMPLOYMENT BENEFITS

The State provides health, dental, vision, and life insurance benefits for retirees and their dependents in a program administered by the Department of Central Management Services. Substantially all State employees become eligible for post-employment benefits if they eventually become annuitants of one of the State sponsored pension plans. Health, dental, and vision benefits include basic benefits for annuitants and dependents under the State's self-insurance plan and insurance contracts currently in force. Annuitants may be required to contribute towards health, dental, and vision benefits with the amount based on factors such as date of retirement, years of credited service with the State, whether the annuitant is covered by Medicare, and whether the annuitant has chosen a managed health care plan. Annuitants also receive life insurance coverage equal to the annual salary of the last day of employment until age 60, at which time the benefit becomes $5,000.

Public Act 97-0695, effective July 1, 2012, altered the contributions to be paid by the State, annuitants, survivors, and retired employees under the State Employees Group Insurance Act. This act requires the Director of Central Management Services to, on an annual basis, determine the amount that the State should contribute. The remainder of the cost of coverage shall be the responsibility of the annuitant, survivor, or retired employee. These costs were to be assessed beginning July 1, 2013. However, four putative class actions were filed challenging the validity of this legislation under, among other things, the pension protection clause of the Illinois Constitution of 1970. The four class actions were consolidated in the circuit court of Sangamon County. The circuit court dismissed each of them for failure to state a cause of action, without certifying any classes. The Illinois Supreme Court allowed direct appeal. In July of 2014, the Illinois Supreme Court ruled that state retiree health care benefits are protected by the State constitution. The case then reverted to the Circuit Court for further proceedings. As a result, on August 28, 2014, the Sangamon County Circuit Court ordered the State to stop deducting monthly percentage-of-annuity health care premiums from annuity checks of State retirees and survivors enrolled in the State of Illinois Group Health Insurance Plan. The refunding of premiums paid since July 2013 is unresolved and will be decided by the courts.

The State pays the University's portion of employer costs for the benefits provided. The total cost of the State's portion of health, dental, vision, and life insurance benefits of all members, including post-employment health, dental, vision, and life insurance benefits, is recognized as expenditure by the State in the Illinois Comprehensive Annual Financial Report. The State finances the costs on a pay-as-you-go basis. The total costs incurred for health, dental, vision, and life insurance benefits are not separated by department or component unit for annuitants and their dependents nor active employees and their dependents.

A summary of post-employment benefit provisions, changes in benefit provisions, employee eligibility requirements including eligibility for vesting, and the authority under which benefit provisions are established are included as an integral part of the financial statements of the Department of Central Management Services. A copy of the financial statements of the Department of Central Management Services may be obtained by writing to the Department of Central Management Services, 715 Stratton Building, 401 South Spring Street, Springfield, Illinois, 62606-4100.

NOTE 14 - INSURANCE

The University participates in the State University Risk Management Association (SURMA), a self-insurance pool. Through its participation in the Illinois Public Higher Education Cooperative (IPHC), the University has contracted with commercial carriers to provide various insurance coverages, including educators' legal and other general liability insurance. The University's liability coverages have a $250,000 to $350,000 deductible per occurrence.

SURMA member schools may request reimbursement for claim related expenses from SURMA funds. Additionally, the University purchases property insurance coverage for the replacement value of University real property and contents. Settled claims have not exceeded commercial coverage in any of the three preceding years.

NOTE 15 - OPERATING EXPENSES BY NATURAL CLASSIFICATION

Operating expenses by natural classification for the year ended June 30, 2014, for the University are summarized as follows:

	Compensation and Benefits	Supplies and Services	Scholarships and Fellowships	Depreciation	Total
Instruction	$ 61,104,868	$ 2,747,104	$ –	$ –	$ 63,851,972
Research	2,814,702	761,242	–	–	3,575,944
Public service	6,650,335	3,828,040	–	–	10,478,375
Academic support	13,317,898	4,083,750	–	–	17,401,648
Student services	11,890,798	11,807,606	–	–	23,698,404
Institutional support	10,701,260	3,109,726	–	–	13,810,986
Operation and maintenance of plant	9,475,468	7,983,582	–	–	17,459,050
Student aid expense	–	–	9,007,606	–	9,007,606
Auxiliary enterprises	16,166,195	24,393,525	–	–	40,559,720
Staff benefits	8,281,208	–	–	–	8,281,208
Depreciation	–	–	–	14,700,384	14,700,384
On-behalf payments	77,330,961	–	–	–	77,330,961
Other operating expenses	–	99,648	–	–	99,648
Total	$ 217,733,693	$ 58,814,223	$ 9,007,606	$ 14,700,384	$ 300,255,906

NOTE 16 - CONTRACT WITH WESTERN ILLINOIS UNIVERSITY FOUNDATION

The University has a contract with the Western Illinois University Foundation in which the Foundation has agreed to aid and assist the University in achieving its educational, research, and service goals by developing and administering its gifts. These gifts received by the Foundation are to be used for the benefit of the University in its scholarship, loan, grant and other supporting programs. The University agreed, as part of this contract, to furnish certain services necessary to the operation of the Foundation.

For Fiscal Year 2014, the Foundation did not specifically reimburse the University for $1,517,077 of personal service costs, facility use and other costs provided by the University. However, the Foundation gave the University $3,788,921 for Fiscal Year 2014, in totally unrestricted funds or funds restricted as to department but generally available for on-going University operations.

NOTE 17 - COMMITMENTS AND CONTINGENCIES

Claims and Litigation

The University is currently involved in various claims and pending legal actions related to matters arising from the ordinary conduct of business. The University administration believes that ultimate disposition of the actions will not have a material effect on the financial statements of the University.

Government Grants

The University is currently participating in numerous grants from various departments and agencies of the federal and State governments. The expenditures of grant proceeds must be for allowable and eligible purposes. Single audits and audits by the granting department or agency may result in requests for reimbursements of unused grant proceeds or disallowed expenditures. Upon notification of final approval by the granting department or agency, the grants are considered closed.

NOTE 18 - CHANGE IN ACCOUNTING PRINCIPLE

The University implemented GASB Statement 65, *Items Previously Reported as Assets and Liabilities*. This statement provides guidance on which balances previously reported as assets and liabilities should now be reported as deferred outflows or inflows. In implementing this pronouncement, the University reported an effect of a change in accounting principle which adjusted the beginning net position as of July 1, 2012, to eliminate the unamortized bond issuance costs previously capitalized as follows:

Net position, beginning of year, as previously reported	$ 189,538,093
Cumulative effect of change in accounting principle	(1,779,774)
Net position, beginning of year, as restated	$ 187,758,319

Additionally, an adjustment was made to the 2013 Statement of Net Position totaling $629,052 to reclassify the net accounting loss on debt refunding from revenue bonds payable to deferred outflow of resources.

NOTE 19 - PRIOR PERIOD RESTATEMENT AND RECLASSIFICATION

As discussed in Note 1. C., Note 1. U., and Note 18, certain restatement and reclassification were made to Fiscal Year 2013 amounts, due to the following:

(a) The University restated its net position balance in Fiscal Year 2013 from $189.5 million to $187.8 million, to reflect accounting treatment for bond issuance costs in accordance with the implementation of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*. These adjustments decreased net position (net investment in capital assets) by about $1.8 million.

(b) The University restated the Fiscal Year 2013 deferred outflow of resources balance to reflect losses on bond refundings totaling over $629,000, in accordance with GASB Statement No. 65. This adjustment had no effect on the net position balance.

(c) The University reclassified various Fiscal Year 2013 revenues and expenses balances to reflect revenues and scholarship discounts and allowances not reported on Monetary Award Program grants received and awarded totaling about $11.1 million. This adjustment had no effect on the net position balance.

E.C. ORTIZ & CO., LLP
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Honorable William G. Holland
Auditor General
State of Illinois

and

The Board of Trustees
Western Illinois University

As Special Assistant Auditors for the Auditor General, we have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of the Western Illinois University (University) and its aggregate discretely presented component unit, collectively a component unit of the State of Illinois, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated December 18, 2014. Our report includes a reference to other auditors who audited the financial statements of the University's discretely presented component unit, as described in our report on the University's financial statements. This report does not include the results of the other auditor's testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a

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combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings as items 2014-001 and 2014-002 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

University's Responses to Findings

The University's responses to the findings identified in our audit are described in the accompanying schedule of findings. The University's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C. C. Ortiz & Co. LLP

Chicago, Illinois
December 18, 2014

State of Illinois
Western Illinois University
Schedule of Findings
June 30, 2014

Current Findings - *Government Auditing Standards*

2014-001 - Inadequate Controls Over Journal Entries

Western Illinois University (University) did not have adequate controls over its journal entries. Effective policies and procedures are not in place to ensure the propriety and completeness of journal entries. Specifically, there were not effective processes in place to ensure that all journal entries are properly prepared, supported, and approved.

The University used the Financial Records System (FRS) to initiate and process financial information and facilitate its financial reporting. The FRS maintains all general ledger and subsidiary ledger accounts and sub-accounts with specific funds and account groups in accordance with the Statewide Accounting Management System (SAMS). A significant number of accounting transactions were recorded into the FRS through the use of journal entries. These entries were initiated and posted by the respective Accountants in-charge of specific accounts in the Business and Financial Services Department. In order to control the journal entry process, Accountants in-charge used standardized journal entry forms which included the name of the preparer, date the entry was prepared, description of the entry (which included the reason for the entry and amount), and a comment box. Support for the journal entries were scanned into laser fiche.

On July 1, 2014, the University adopted journal entry review and approval policies and procedures. The newly implemented procedures require that all journal entries of $100,000 or more require the approval by either the Director of Business and Financial services, the Vice President for Administrative Services, or an Assistant Comptroller, prior to entry into the FRS. The approval process will include a review of the documentation to ensure the entries are adequately supported.

During our review of 25 batches of journal entries, we noted the following:

- One of 25 (4%) batches of journal entries totaling $816,062 was approved but not supported. The entry pertained to accrual of accounts payable at fiscal year-end.

- No independent review and/or approval was noted for two of 25 (8%) batches of journal entries totaling $13,078,569. Each of these batches of journal entries totaled more than the $100,000 threshold for journal entry approval. These transactions pertained to recording of Capital Development Board's property transfers at year-end.

- A journal entry was made in Fiscal Year 2014 to correct a prior year error on capitalized interest. The transaction was in relation to a journal entry prepared in Fiscal Year 2013 which was not subjected to an independent review. The error resulted in an overstatement of capital assets and interest on capital asset related debt by $1,383,438 in the prior fiscal year.

Current Findings - *Government Auditing Standards* (Continued)

2014-001 - Inadequate Controls Over Journal Entries (Continued)

- Seven of 25 (28%) batches of journal entries totaling $656,649 were not reviewed by the University at all. No single entry in these batches met the $100,000 threshold. These transactions pertained to recording of accounts payable, lease payments and equipment maintenance, reversal of payroll entry and reclassification entries relating to inventory and contractual services expenditures. There were about 2,705 manual batches of journal entries, totaling approximately $29,200,000, not reviewed during Fiscal Year 2014 because they were below the approval threshold. In addition, the process in place still allows journal entries to be both prepared and posted by the same individual.

The Fiscal Control and Internal Auditing Act (30 ILCS 10/3001) requires agencies establish internal fiscal and administrative controls to provide assurance that obligations and costs are in compliance with applicable law; and that revenues, expenditures, and transfers of assets, resources, or funds applicable to operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial and statistical reports and to maintain accountability over the State's resources.

Also, sound internal controls require all journal entries, including nonstandard/nonroutine entries, have adequate supporting documentation, and be reviewed and approved independently prior to posting, to prevent errors and fraud.

University management stated: the lack of support was due to human error; manual entries to the fixed assets system were not approved due to a misunderstanding regarding the approval of these entries; the error in Fiscal Year 2013 entry occurred as a result of human error and due to absence of review; and the journal entries below the threshold were not approved based on University policy in effect during Fiscal Year 2014.

In the prior audit, the University had no formal policy on review and approval prior to posting of journal entries in the general ledger. Further, journal entries were not adequately supported or independently reviewed and/or approved prior to posting to the general ledger. Management stated these exceptions were due to a lack of formal policies and procedures due to a lack of resources, and stated formal policies and procedures would be implemented. However, the policy adopted July 1, 2014 only required review and approval of journal entries of $100,000 or more and was not consistently followed for Fiscal Year 2014 journal entries.

The lack of effective controls over journal entries increases the risk of incorrect or unauthorized adjustments posted to the general ledger, which may cause material misstatements to the financial statements. (Finding Code Nos. 2014-001 and 2013-001)

Current Findings - *Government Auditing Standards* (Continued)

2014-001 - Inadequate Controls Over Journal Entries (Continued)

Recommendation

We recommend the University develop effective policies and procedures that will strengthen controls over the journal entry review and approval process to ensure all journal entries are complete, accurate, properly supported and approved prior to posting in the general ledger. Further, effective policies and procedures should also be developed to address processing of nonstandard/nonroutine transactions.

University Response

The University agrees with the finding. The University will review its existing policy and procedures for processing, reviewing and approving journal entries. The University will also consider revisions to the policy that will strengthen controls.

Current Findings - *Government Auditing Standards* (Continued)

2014-002 - Inaccurate Recording of Transactions

Western Illinois University (University) did not properly record certain transactions in the general ledger.

The University issued Revenue Bonds (Bonds) and Certificate of Participation (COPs) in order to fund construction/renovation of various capital projects. Bonds and COPs series issued were associated with either a single or multiple capital projects as predetermined by the University at the point of debt issuance. Generally, the University capitalizes interest costs incurred during the construction period of a project as part of the cost of the project. Also, investment earnings on the unspent bond proceeds are offset by the amount of interest expense capitalized.

During our review of the capitalized interest on various capital projects, we noted the University capitalized interest on projects already completed. This error resulted in an overstatement of the capitalized interest recorded in the Fiscal Year 2014 financial statements by approximately $800 thousand.

Paragraphs 16 and 17 of GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, state that interest capitalization period should begin when three conditions are present, namely: (1) outlays for the assets have been made, (2) activities that are necessary to get the asset ready for its intended use are in progress, and (3) interest cost is being incurred. Interest capitalization should continue as long as those three conditions are present. The capitalization period should end when the asset is substantially complete and ready for its intended use. Some assets are completed in parts, and each part is capable of being used independently while work is continuing on other parts. For such assets, interest capitalization should stop on each part when it is substantially complete and ready for use.

Lastly, the Fiscal Control and Internal Auditing Act (30 ILCS 10/3001) requires agencies establish internal fiscal and administrative controls to provide assurance that obligations and costs are in compliance with applicable law; and that revenues, expenditures, and transfers of assets, resources, or funds applicable to operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial and statistical reports and to maintain accountability over the State's resources.

University management stated the capitalized interest on capital projects was not properly recorded due to incorrect interpretation of the applicable accounting standards.

Failure to properly record capitalized interest on capital projects may result in misstatements in the University's financial statements. (Finding Code No. 2014-002)

Current Findings - *Government Auditing Standards* (Continued)

2014-002 - Inaccurate Recording of Transactions (Continued)

Recommendation

We recommend the University review its current process of recording and accounting for transactions to ensure interest capitalized is recorded in accordance with generally accepted accounting principles. We further recommend the University ensure accounting staff receive appropriate training on financial reporting.

University Response

The University agrees with the finding. The University will review and adjust the existing procedures to ensure capitalized interest is accurately recorded.

Appendix K
Western Illinois University Curricular Forms and Approvals

1) Western Illinois University Development Process for New Degree, Option, Concentration, or Certificate
2) Western Illinois University Feasibility Study Guidelines
3) Western Illinois University Request for New [undergraduate] Course
4) Western Illinois University School of Graduate Studies Request for a New 400-G Level Course
5) Western Illinois University School of Graduate Studies Request for a Mew Graduate (500 or 600-Level) Course
6) Western Illinois University Request for New [undergraduate] Major
7) Western Illinois University School of Graduate Studies Request for a New Graduate Program
8) Western Illinois University School of Graduate Studies Guidelines for Post-Baccalaureate Certificate Programs
9) Western Illinois University School of Graduate Studies Request for Post-Baccalaureate Certificate Program
10) Western Illinois University approvals for Post-Baccalaureate Certificate Program in Museum Studies
11) Illinois Board of Higher Education approval for Post-Baccalaureate Certificate Program in Museum Studies
12) Western Illinois University approvals for Masters Degree in Museum Studies
13) Western Illinois University Board of Trustees approval for Masters Degree in Museum Studies
14) Illinois Board of Higher Education approval for Masters Degree in Museum Studies
15) Western Illinois University approvals for integrated degree between Sociology & Anthropology and Museum Studies
16) Western Illinois University approvals for integrated degree between Art and Museum Studies
17) Western Illinois University approvals for integrated degree between Recreation, Park and Tourism Administration and Museum Studies
18) Illinois Board of Higher Education approvals for Undergraduate Certificates in Fire Administration and Management and Fire Prevention Technology
19) Illinois Board of Higher Education approval for Bachelor of Science in Nursing
20) 1988-89 Academic Program Review Summary documenting establishment of the Board of Trustees Bachelor of Arts (BOT/BA) Degree Program
21) Western Illinois University approval for a name change from the BOT/BA to the Bachelor of Arts in General Studies
22) Western Illinois University approvals for Post-Baccalaureate Certificate Program in Business Administration
23) 1999 Illinois Board of Higher Education approvals for Post-Baccalaureate Certificates in Instructional Technology (later renamed Instructional Design and Technology)

Appendix K
Western Illinois University Curricular Forms and Approvals

24) 2008 Illinois Board of Higher Education approvals for Post-Baccalaureate Certificate in Instructional Design and Technology

25) Western Illinois University approvals for Post-Baccalaureate Certificate Program in Supply Chain Management

26) Western Illinois University approvals for an integrated degree program between Accountancy and Business Administration

27) Western Illinois University approvals for an integrated degree program between Computer Science and Business Administration

28) Western Illinois University approvals for an integrated degree program between Economics and Business Administration

29) Western Illinois University approvals for an integrated degree program between Finance and Business Administration

30) Western Illinois University approvals for an integrated degree program between Human Resource Management and Business Administration

31) Western Illinois University approvals for an integrated degree program between Management and Business Administration

32) Western Illinois University approvals for an integrated degree program between Marketing and Business Administration

33) Western Illinois University approvals for an integrated degree program between Supply Chain Management and Business Administration

34) Western Illinois University approvals for an integrated degree program between Law Enforcement and Justice Administration and Business Administration

35) Illinois Board of Higher Education's Institutional Profile, document approval for the Masters Degree in College Student Personnel

36) Western Illinois State Teachers College Bulletin documenting 1943 establishment of a Masters Degree in Curriculum and Instruction

37) Illinois Board of Higher Education approval for the M.S. Instructional Technology

38) Western Illinois University approval of a name change from Instructional Technology to Instructional Design and Technology

39) Western Illinois University approvals for an integrated degree in Instructional Design and Technology

Western Illinois University

DEVELOPMENT PROCESS FOR NEW DEGREE, OPTION, CONCENTRATION, OR CERTIFICATE

1. Feasibility Study (may be completed at any time)
2. Curriculum Development (after Academic Vice President approves Feasibility Study)
3. CCPI/Senate approval for undergraduate programs or Graduate Council approval for graduate programs.
4. Academic VP approval.
5. WIU Board of Trustees approval, if required.
6. IBHE approval, if required.
7. NCA/Higher Learning Commission approval, if required.

FEASIBILITY STUDY GUIDELINES

A. Feasibility Study for New Degree Program

Submitting a feasibility study is the first step in developing a new degree proposal. Feasibility studies may be conducted anytime during the academic year.

Information to be included in the feasibility:

- Specific evidence of student interest, including projected enrollments in years 1-5
- Specific job openings for which the degree program applies
- Impact on local and Illinois economy
- Comparable degree programs at peer institutions and success in job placement
- Results/impact for the department structure, including budgetary needs (equipment needs, special space requirements, and library resources needed)
- Results/impact for faculty workload assignments (including need for new faculty)
- Department Chair and Dean recommendations

B. Feasibility Study for New Option, Concentration, or Certificate

Submitting a feasibility study is the first step in developing a new option, concentration, or certificate proposal. Feasibility studies may be conducted anytime during the academic year.

Information to be included in the feasibility:

- Specific evidence of student interest, including projected enrollments in years 1-5
- Comparable options, concentrations, certificates, or other programs of study at peer institutions
- Results/impact for the department structure, including budgetary needs (equipment needs, special space requirements, and library resources needed)
- Results/impact for faculty workload assignments (including need for new faculty)
- Department Chair and Dean recommendations

C. The Provost will review the feasibility study and take one of the following actions:

1. Recommend for inclusion in the department's Consolidated Annual Report, Planning Document and Budget Request (normally required if funds are requested).
2. Approve for immediate curriculum development and submission through the appropriate University channels.

ALL REQUESTS SHOULD BE PRESENTED IN THE FORMAT SHOWN BELOW. PLEASE EXPAND THE FORM AS NEEDED SO THE APPROPRIATE EXPLANATION CAN BE PRESENTED. REMOVE ALL INSTRUCTIONS IN ITALICS BEFORE SUBMITTING.

REQUEST FOR NEW COURSE

Add new course prefix, number, title, and credit hours here.

COLLEGE: UNIT:

CHAIRPERSON/DIRECTOR:

ORIGINAL SIGNATURES REQUIRED BELOW:

*CHAIR/DIRECTOR:_____ Date:_____

*COLLEGE CURR. COMM.:_____ Date: _____

*DEAN/VICE PRES.:_____ Date:_____

UTEC *(if Teacher Ed)*:_____ Date:_____

CCPI:_____ Date:_____

CAGAS *(if S/U)*:_____ Date:_____

CGE *(if applicable)*:_____ Date:_____

WID *(if applicable)*:_____ Date:_____

SENATE:_____ Date:_____

PROVOST:_____ Date:_____

PREFIX, COURSE NUMBER, COURSE TITLE, AND CREDIT HOURS:

ABBREVIATED TITLE OF COURSE: *(15 spaces maximum, ALL CAPS)*

CATALOG DESCRIPTION:
Recommend 25 words, but not to exceed 40. If S/U grading is used, include a rationale. CAGAS must approve S/U grading.

PREREQUISITES:
Note: 300- and 400-level courses must include a prerequisite. Examples of prerequisites can include class standing, GPA, major status, or course(s).

CLASS HOURS PER WEEK: LAB HOURS PER WEEK:

DATE TO APPEAR IN THE UNDERGRADUATE CATALOG: FALL 20

COURSE OBJECTIVES:
Course objectives should be written from a student outcome perspective and begin with a verb, such as those noted in the table found on the CCP1 website and at http://www.nwlink.com/~Donclark/hrd/bloom.html.

I. JUSTIFICATION OF COURSE

a. STUDENT NEEDS TO BE SERVED:
Explain how results of assessment of student learning indicate a need for this course in the department offerings. Describe other rationale that contributed to the development of this course.

b. RELATIONSHIP TO EXISTING COURSES WITHIN THE DEPARTMENT:
Explain the level at which the course is to be taught, and provide some explanation as to how the course relates to the existing program of the department.

c. RELATIONSHIP TO COURSES IN OTHER DEPARTMENTS:
Identify 1) courses in other departments that the proposed course content may overlap (please see http://wiu.edu/faculty_senate/committees/facultysenate/ccpi/index.php for suggested mechanisms for identifying overlap); and 2) the ways in which the proposed course content represents a treatment of the subject specific to your department and differs from the courses discussed above. ***Documentation of consultation (such as emails) in cases where possible overlap occurs is required.***

d. FREQUENCY OF OFFERINGS:

e. LIST COURSES (IF ANY) TO BE DELETED IN CONJUNCTION WITH APPROVAL OF THIS REQUEST:
Complete and submit to the Office of the Provost and Academic Vice President one copy of the Drop a Course No Longer Needed form. To access the form, see http://wiu.edu/provost/curriculum under "A. Course-Related Forms."

f. REQUIRED FOR THE MAJOR: YES: ☐ NO: ☐
If yes, explain how the addition will be accommodated within your department major hours. Complete and submit a Change of Major Form to accompany this request.

g. DESIRED FOR THE GEN. ED. CURRICULUM: YES: ☐ NO: ☐

II. COURSE RESOURCES AND REQUIREMENTS

a. REDISTRIBUTION OF TEACHING LOAD:
Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how teaching load is to be redistributed to accommodate the new offering.

b. ADDITIONAL EQUIPMENT REQUIREMENTS:
Indicate what, if any, special equipment will be necessary to permit the effective teaching of the course.

c. ADDITIONAL LIBRARY INSTRUCTIONAL SUPPORT REQUIREMENTS FOR THE CLASS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS):
Indicate what, if any, special library materials will be necessary to permit the effective teaching of the course.

IF YOU ARE NOT REQUESTING INCLUSION IN GENERAL EDUCATION, please submit 23 copies of your request (for CCPI) to the Faculty Senate Office, Stipes 323, for appropriate routing to CCPI, the Faculty Senate and the President. Submit letters of support from departments where overlap may exist.

IF YOU ARE REQUESTING THAT THIS NEW COURSE BE INCLUDED IN THE GENERAL EDUCATION

CURRICULUM, please submit 16 copies of both the request for new course and the request for inclusion in General Education to the Faculty Senate Office, Stipes 323 for appropriate routing to CGE, the Faculty Senate, and the President. The Request for Inclusion in General Education form can be obtained online at http://www.wiu.edu/FacultySenate/ or http://www.wiu.edu/gened/AddingCourses.php.

Western Illinois University School of Graduate Studies

Request for a 400-G Level Course

College: **Date:**

Department:

Name of department chairperson:

Previous action of departmental and college channels:

Approvals:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____

Course prefix, number, title and credit hours:

Abbreviated title of course (15 spaces maximum):

Catalog description:

Prerequisites:

Outline of the course: (In addition to a listing of major subjects to be taught, a short bibliography should also be provided.)

Total class hours: **Total lab hours:** (3 s.h. credit requires 37.5 class hours)

Course objectives: (Course objectives should be written from a student outcome perspective and begin with a verb.)

Comparison for students receiving "G" credit and students not receiving "G" credit: (a) Compare course objectives and learning outcomes for both. (b) Describe qualitative and quantitative differences in required assignments, performance levels, grading standards, and unique learning experiences between a student receiving "G" credit and a student not receiving "G" credit, being sure to address pedagogical and

practical justifications for those differences and to explain the appropriateness of designating the course as a graduate-level course for students receiving "G" credit.

Relation of course to your discipline: (a) How do the topics addressed reflect major substantive or methodological issues in your field? (b) How will mastery of material in this course help students to function competently in your field?

Justification of course: (a) Students' needs to be served, (b) Relationship to existing courses within the department (some statement should accompany each proposal explaining the level at which the course is to be taught and some explanation as to how the course relates to the existing program of the department). (c) Relationship to courses in other departments (Since other courses in the University may investigate topics dealt with in the proposed course, indicate which existing courses, if any, the proposed course may seem to complement. Attention must be given to those features of the proposal which represent a treatment of the subject specific to your department. The results of conferences with other departments should also be included.)

Enrollment: (a) Would this course have sufficient enrollment to be viable as a stand-alone undergraduate course? (b) Would this course have sufficient enrollment to be viable as a stand-alone graduate course?

Frequency of offering:

Redistribution of teaching load: (Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.)

Equipment requirements: (Indicate any special space equipment that will be necessary to permit effective teaching of the course. Indicate whether the equipment is available or must be purchased.)

Special space requirements: (Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the course. Indicate whether these are available.)

Library resources: (If not reflected in the bibliography, indicate journals or other library resources needed to permit effective teaching of the course. Indicate whether these library resources are available or must be purchased.)

Requested date of first offering:

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

Western Illinois University School of Graduate Studies

Request for a New Graduate (500 or 600-Level) Course

College: **Date:**

Department:

Name of department chairperson:

Previous action of departmental and college channels:

Approvals:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____

Course prefix, number, title and credit hours:

Abbreviated title of course (15 spaces maximum):

Catalog description (40 words maximum):

Prerequisites: (In view of the fact that graduate courses rely on skills and knowledge acquired through undergraduate experiences, it is assumed that graduate courses will require undergraduate courses as prerequisites. In some instances, however, it may be sufficient simply to indicate "graduate standing".)

Outline of the course: (In addition to a listing of major subjects to be taught, a short bibliography should also be provided.)

Total class hours: **Total lab hours:** (3 s.h. credit requires 37.5 class hours)

Course objectives: (Objectives should be written from a student outcome perspective and begin with a verb.)

Relation of course to your discipline: (a) How do the topics addressed reflect major substantive or methodological issues in your field? How will the treatment of issues in this course differ from their treatment in an undergraduate course? (b) How will mastery of material in this course help students to function competently in your field? (c) What makes this a graduate-level course?

Justification of course: (a) Students' needs to be served, (b) Relationship to existing courses within the department (some statement should accompany each proposal explaining the level at which the course is to be taught and some explanation as to how the course relates to the existing program of the department), and (c) Relationship to courses in other departments (Since other courses in the University may investigate topics dealt with in the proposed course, indicate which existing courses, if any, the proposed course may seem to complement. Attention must be given to those features of the proposal which represent a treatment of the subject specific to your department. The results of conferences with other departments should also be included.)

Frequency of offering:

Redistribution of teaching load: (Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.)

Equipment requirements: (Indicate any special equipment that will be necessary to permit effective teaching of the course. Indicate whether the equipment is available or must be purchased.

Special space requirements: (Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the course. Indicate whether these are available.)

Library resources: (If not reflected in the bibliography, indicate journals or other library resources needed to permit effective teaching of the course. Indicate whether these library resources are available or must be purchased.)

Requested date of first offering:

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Email: Grad-Office@wiu.edu

ALL REQUESTS SHOULD BE PRESENTED IN THE FORMAT SHOWN BELOW. PLEASE EXPAND THE FORM AS NEEDED SO THAT APPROPRIATE EXPLANATION CAN BE PRESENTED. REMOVE INSTRUCTIONS IN ITALICS BEFORE SUBMITTING.

REQUEST FOR NEW MAJOR

COLLEGE: UNIT:

CHAIRPERSON/DIRECTOR:

****ORIGINAL SIGNATURES REQUIRED BELOW:***

*CHAIR/DIRECTOR:_____ Date:_____

*COLLEGE CURR. COMM.:_____ Date: _____

*DEAN/VICE PRES.:_____ Date:_____

FEASIBILITY STUDY:_____ Date:_____

UTEC *(if Teacher Ed)*:_____ Date:_____

CCPI:_____ Date:_____

SENATE:_____ Date:_____

PROVOST:_____ Date:_____

insert DEGREE TITLE here

	PROPOSED Major Requirements	Sem. Hrs.
1. University General Ed.:		
2. Core Courses:		
3. Directed Electives:		
4. Open Electives:		
5. Other:		
	A. Total Proposed Hours (add rows 1 through 5)	
	B. If line A above exceeds 120 s.h., how many hours may count toward BOTH Gen. Ed. and another category?	
	C. Hours Required to Complete Program (subtract line B from line A)	

* New course # Gen. Ed. course + WID course

- Give **number, name and hours** of all courses listed in each area.
- Mark with an asterisk * all new courses which do not presently exist.
- Mark with the pound sign # all Gen. Ed. Courses. Specify actual number of hours in Gen Ed category even though the same courses may be listed in the "Other" category.
- Mark with a plus sign + all WID courses. Inclusion of new WID courses must go to WID Committee.

ADDITIONAL EQUIPMENT REQUIREMENTS:
(Indicate what, if any, special equipment purchases will be necessary for the new major)

WIU LIBRARIES OFFERS AN ARRAY OF INSTRUCTIONAL SUPPORT FOR CLASSES. WHAT LIBRARY MATERIALS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS) OR INSTRUCTION WILL BE HELPFUL TO SUPPORT THE TEACHING OF THIS COURSE OF STUDY?

OFFERED AT MACOMB, QUAD CITIES, OR BOTH:

RATIONALE: *(Where relevant, explain how results of assessment of student learning indicate a need for this major.)*

Western Illinois University School of Graduate Studies

Request for a New Graduate Program

(All requests for new graduate degree programs must have completed a feasibility study (www.wiu.edu/provost/curriculum/FeasibilityStudy.pdf) and have followed the WIU new degree development process)

College: **Date:**

Department responsible for the degree program:

Name of department chairperson:

Name of graduate program:

Proposed date of first offering:

Proposed location(s) of offering: ___Macomb ___WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____
President	_____	Date: _____

In addition to the indication that the feasibility study has been approved, please provide the following to support the request for a new graduate program:

1. Statement of educational objectives of the degree program.
2. Describe how the proposed degree program will contribute to the University's mission and support the University strategic plan.
3. Identify similar programs in the state and compare these programs to the proposed program.

4. Narrative description of the program explaining how the curriculum is structured to meet the program's stated objectives.
5. Statement of what students are expected to know and/or be able to do upon completing the program (desired student learning outcomes).
6. Admission requirements.
7. Proposed curriculum including core courses, other courses, course descriptions, credit hour requirements, exit options, graduation requirements. Course proposal forms are required for all new courses.
8. Description of the program's assessment plan. Identify measures to be used to assess and improve student learning, curriculum, and instruction.
9. If all or part of the proposed program is to be delivered off-campus and/or via the internet, include the description of the program's mode(s) of delivery.
10. Indicate additional faculty needed to permit offering of this program.
11. Indicate any special equipment needed to permit offering of this program.
12. Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit offering of this program.
13. Indicate journals or other library resources needed to permit offering of this program. Include a statement from the Dean of Libraries.
14. Explain how the coursework reflects the significance of the degree. If a doctoral program, also explain how the degree is differentiated from a master's program.
15. For doctoral programs, explain how the research/performance component of the degree program differentiates from a master's program.
16. For doctoral programs, explain how the exit option component of the degree program differentiates from a master's program.

All new advanced degree programs must also be approved by the WIU Board of Trustees and the Illinois Board of Higher Education.

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

Guidelines for Post-Baccalaureate Certificate Programs

Resources

- Process for Post-Baccalaureate Certificate Completion
- Request for New Program

Philosophy Statement

Post-baccalaureate certificate programs may be created within the same administrative structure of the University as graduate degree programs. Students may be awarded a certificate upon satisfactory completion of a well-defined program of course work. Certificate programs at Western Illinois University are focused collections of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. These programs are designed to address societal needs, facilitate professional growth, and promote university interaction with business, industrial, and professional communities. Certificate programs are intended to be unique, independent programs offered to graduate level students at Western Illinois University in addition to existing master's and specialist degree programs

Process of Approval for new Post-Baccalaureate Certificate Programs

Certificate programs must be proposed by an academic department and approved by the Department Curriculum Committee, Department Chairperson, College Curriculum Committee (if appropriate), College Dean, Graduate Council, Academic Vice President, reported to the President, and included on the annual listing of changes to the WIU Board of Trustees and the IBHE. Post-baccalaureate certificate programs in a field in which there is not a previously approved degree program at that level or higher must be approved by the IBHE staff.

Criteria/Information Requested for Approval of new

Certificate Programs

No less than nine and no more than 18 semester hours in length.

- A statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
- A Statement of the educational objectives of the program.
- A statement of the proposed course sequence associated with the certificate, including titles and course descriptions of approved course offerings in addition to new course proposals for any new courses that may be included in the certificate program.
- A statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
- A description of the relationship between the proposed certificate program and existing degree programs at the University.
- A description of any special features of the certificate program.
- Identify programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
- A statement indicating the need for additional faculty, equipment, and/or any other additional resources that will be required for the proposed program.

Student Eligibility and Admission Criteria

Applicants for admission to the certificate program must hold a bachelor's degree from an institution that is accredited by the appropriate accreditation agency and be admissible to the University as a non-degree graduate student.

Certificate Academic Requirements

- Students in certificate programs may not earn more than three semester hours of C, D, or F grades in the graduate level courses required for the completion of the certificate.
- Students must have a cumulative 3.0 GPA for all course work required for completion of the certificate.
- The work required for the certificate must be completed in 3 calendar years.
- If approved by the specific academic department, courses taken to satisfy certificate requirements may be used to satisfy post-baccalaureate degree requirements at the University.

Certificate Verification

The School of Graduate Studies shall be responsible for verification of completion of all program requirements.

Western Illinois University School of Graduate Studies

Request for Post-Baccalaureate Certificate Program

(All requests for new post-baccalaureate certificate programs must include a feasibility study - www.wiu.edu/provost/curriculum/FeasibilityStudy.pdf - and follow the WIU new certificate development process)

College: Date:

Department responsible for certificate program:

Name of department chairperson:

Name of graduate program:

Proposed date of first offering:

Proposed location(s) of offering: ___Macomb ___WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	_____	Date:	_____
Department Chairperson	_____	Date:	_____
College Curriculum Committee (if appropriate)	_____	Date:	_____
UTEC (if Teacher Ed)	_____	Date:	_____
College Dean	_____	Date:	_____
Graduate Council	_____	Date:	_____
Academic Vice President	_____	Date:	_____

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.
2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.

4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.
5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?
7. Description of any special features of the certificate program.
8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.
10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.
11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

COPY

8/11/09
cc: G. Sulle
2-11-10 S. Law

SCHOOL OF
GRADUATE STUDIES

2009 FEB 18 AM 9:30

Western Illinois University, School of Graduate Studies

Request for Post-Baccalaureate Certificate Program

College: COFAC **Date:** FEB. 9, 2009

Department responsible for the certificate program: COFAC

Name of department chairperson: ANN ROWSON-LOVE, DIRECTOR MST

Name of certificate program: MUSEUM STUDIES

Proposed date of first offering: FALL 2009

Proposed location(s) of offering: ___Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)		Date:
Department Chairperson	N A	Date:
College Curriculum Committee (if appropriate)		Date:
College Dean	Paul K. Kirch	Date: 2/13/09
Graduate Council	approved GS	Date: 3.2.09
Academic Vice President	Jack Thomas	Date: 3/25/09

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.
2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.
5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.

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SCHOOL OF
GRADUATE STUDIES

2009 FEB 16 AM 9:13

Western Illinois University, School of Graduate Studies

Request for Post-Baccalaureate

Certificate Program

1. Statement of educational objectives of the program.

The purpose of the Museum Studies Certificate Program is to educate students as to the history of museums and current practices in exhibition development with electives that allow students to explore various aspects of museum work including administration, collections management, education, community development, tourism, fundraising, and art history. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practical experiences involving such basic museum functions as exhibition and curatorial research along with selected areas of emphasis including cataloging, acquisition, community service, education and administration.

Teaching methods include lectures, seminars, 'hands on' experience of specific collections, and intern placement. The program has close links with a number of important institutions both in the city and the region including the Putnam Museum, The Arsenal Museum, and the Family Museum.

Objectives

The museum certificate program will provide a complementary track of courses that will allow students, who have obtained a master's or are currently enrolled in a graduate program in another discipline, to explore the field of museum work.

To provide knowledge and training in the various aspects of museum work to include history, theory and practices in museum professions as well as exhibition development. Students will select additional coursework to gain knowledge in museum administration, collections management, education, community development, tourism, fundraising, and art history.

To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.

To provide practical training relevant to a professional career in the museum and galleries sector.

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2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).

The *Directory of Illinois Museums* (Illinois Association of Museums, 2006) lists nearly 1,040 museums and related agencies in the state of Illinois. The *Directory* lists 186 museums in the twenty-five counties that make up Western Illinois. There are numerous museum studies professionals working full-time and part-time at museums in the state and region (and neighboring states) and the opportunity to enhance their skills and knowledge would be career enhancing.

Also, there are numerous opportunities for docent and volunteers workers at the many regional museums in western Illinois to complement their advanced degrees in other disciplines with a museum studies certificate.

In preparation for creating the M.A. Museum Studies program, a survey was distributed to regional museum professionals, teachers, RPTA and Art students at WIU, docents at the Figge Art Museum, and other interested individuals. Although 82 of the 250 respondents indicated an interest in applying for the M.A. program, 151 individuals expressed interest in taking museum studies classes. A museum studies certificate program could fulfill the need of potential students who would like to complement their current or completed graduate programs in other disciplines. This program would complement WIU graduate programs such as Recreation, Park and Tourism Administration (RPTA) and Zoo and Aquarium studies as well as education, business, history, geography, sociology/anthropology, and others.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.

Certificate Programs:

Northern Illinois University
School of Art
College of Visual and Performing Arts
Northern Illinois University
Dekalb, Illinois 60115
museumstudies@niu.edu

NIU offers a 15 semester hour interdisciplinary certificate in the areas of Art, History, Anthropology, Philosophy, English, and other fields at the Master's Degree level.

Northwestern University
School of Continuing Studies
Museum Studies Program
Chicago, IL 60611
http://www.scs.northwestern.edu/pdp/npdp/museum/index.cfm

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Northwestern's Continuing Education program covers museums, zoos, aquariums, parks and botanical gardens. Taking three courses leads to the certificate.

University of Illinois at Urbana-Champaign
Cultural Heritage and Museum Practices (CHAMP)
Department of Landscape Architecture
University of Illinois at Urbana-Champaign
Champaign, IL 61820
http://ilabs.inquiry.uiuc.edu/ilab/champ

This certificate program is an interdisciplinary collaborative at the University of Illinois at Urbana-Champaign for the critical study of cultural heritage and museums in the global context. CHAMP's principal goal is to critically examine the articulation and representation of cultural identity on local and worldwide scales and to interrogate theories of heritage and museum practice that emerge from them.

4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.

The museum certificate program constitutes 18 hours of credit.

Required Courses (6 hours):

MST 500: Introduction to Museums: Purpose, Function and History (3)

This course will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field.

MST 502: Museum Exhibition (3)

This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

Elective Courses (Select 9 hours of the following):

MST 501: Museum Administration (3)

This course will provide students with an overview of management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning, ethics and governance, membership, earned income and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project management, team building, group problem solving and managing change. Case studies of actual projects in museums.

MST 503: Collections Management (3)

This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections, management procedures and systems, documentation of collections, records preservation, tax codes, data bases, collections access and storage, restitution and repatriation laws and controversies, handling, packing and shipping, and inventory control, and responsibilities of a Museum Registrar.

MST 515: Introduction to Museum Education (3)

Public Education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

MST 599: Special Topics in Museums (1-3, repeatable, proposed elective)

A special topics course acknowledges the changing environment of museums. This course focuses on emerging issues in museum professional practice. Students will explore the chosen topic through current research, theory, and practice in museums. Practical application of ideas will take place in museum settings.

RPTA 424 (G) Fund Raising and Volunteerism in Leisure Services. (3)

A study of the principles and practices associated with fundraising and utilization of volunteers in public as well as private nonprofit leisure service organizations. *Prerequisite: Graduate Standing and permission of program director.*

RPTA 448(G): Interpretation of Cultural and Environmental Resources (3)
Develops basic understanding of interpretation of natural, environmental, and cultural resources. Includes philosophy and techniques. Prerequisite: upper division status or consent of the instructor. Field trip fee required."

RPTA 460 (G): Community Tourism Development. (3)

Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: Graduate Standing and permission of program director.*

RPTA 467(G): Special Events: (3)

The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event themes and coordination

of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: Graduate Standing and permission of program director.*

ART 485 (G): Research in Art History (3)

An intensive study of a special area of art history selected with the instructor at registration. *Prerequisite: Graduate Standing and permission of program director.*

ART 496 (G): History of Contemporary Art. (3)

A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to stylistic developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary art theory and criticism. *Prerequisite: Graduate Standing and permission of program director.*

Required Practicum (3 hours): **MST 560 Practicum in Museums**

This course is designed to give supervised practical experience to pursue a special project in the museum setting.

5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.

The museum certificate program invites students who have obtained a master's or a currently enrolled in a WIU graduate program in another discipline to explore the field of museum work through the required introductory courses including Introduction to Museums (3) and Museum Exhibition (3). Catered to their own interests and discipline specialties, students will select 9 hours of electives followed by 3 hours of a museum internship.

The museum studies certificate program will provide knowledge and training in the various aspects of museum work including history, theory and practices in museum professions as well as exhibition development and selected electives for concentration through coursework guided by current theory and practice in the field with practical applications in the museum setting. The study of current practices complemented by practical applications will provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums. Coursework leads to an internship that will further students' practical training in professional museum and gallery careers.

6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?

The museums studies master's program and the certificate program were created in

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collaboration with RPTA and a number of the department's graduate courses are represented as electives in the museum certificate program. Graduate students in RPTA may complement their graduate program with the museum studies certificate in order to gain an additional concentration or to expand career possibilities through museum work.

The Zoos and Aquariums graduate program offers students the opportunity to explore the biological sciences and professional practices in two types of museums. The museum studies certificate program offers students the opportunity to explore museum practices related to basic functions of museums in general including history, theory, and practice and exhibition development along with electives such as museum collections, administration, education, or further RPTA coursework.

Graduate students in Educational and Interdisciplinary Studies may have an interest in the museum studies certificate as they specialize in curriculum, social studies and interdisciplinary studies including multiculturalism. Often, education graduate students are current teaching practitioners. Teachers who desire a museum studies certificate can specialize in how museums and museum practices fit into school- and museum-based curriculum. Further, educators with a museum studies certificate can expand career opportunities in museum education.

Liberal Arts graduate programs including but not limited to history, geography, sociology/anthropology may also have students interested in expanding their career opportunities through the museum studies certificate program. Specialists in liberal arts disciplines can gain practical experience in museums focused on art, history, anthropology/ethnography, and natural history collections – an engaging means to develop curatorial skills.

Students majoring in the graduate Business Administration program may expand their career opportunities in non-profit administration through the museum studies certificate program.

7. Description of any special features of the certificate program.

This is a unique program that offers course work through the departments of Art, and Recreation, Park and Tourism Administration, at Western Illinois University, working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge (originally the Davenport Municipal Art Gallery) opened in 1925, through a gift of 334 European and Mexican Colonial paintings. Today, the collections have grown over ten-fold and include more than 3,500 paintings, sculpture, and works on paper from the 16th century to the present. In 2003, the museum launched its next phase of growth: relocation to the heart of downtown Davenport in an 100,000 sq. ft. facility overlooking the Mississippi designed by London architect David Chipperfield. Some of the courses will be taught at the museum as it serves as a dynamic laboratory for Museum Studies students.

Like the museum studies master's program, the certificate program features a

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collaboration with the RPTA and Art departments, unique to any graduate certificate program in the State of Illinois. In addition to the partnership with the Figge Art Museum, other regional museum partnerships offer students practical applications in a variety of museum settings with practicing museum professionals.

8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accomodate the new offering.

Existing staff is sufficient at this time.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.

The museum studies certificate program courses will take place at the Figge Art Museum and at the WIU-QC campus.

10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.

Journal of Museum Education
Museum News
Visitor Studies
Curator
COLLECTIONS: A Journal for Museum and Archives Professionals
International Journal of Museum Management and Curatorship

11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

CODEC for coursework based in Macomb is available in the QC campus building.

COPY

2/18/10
C: D. Sullivan
S. Lawson
R. Kline
J. Brenner

ILLINOIS BOARD OF HIGHER EDUCATION

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Judy Erwin

May 12, 2009

Jack Thomas, Ph.D.
Provost and Academic Vice President
Western Illinois University
211 Sherman Hall
Macomb, IL 61455

Dear Dr. Thomas:

Your letter of April 1, 2009, and the attachment to Dr. Dianne M. Bazell informed the Illinois Board of Higher Education (IBHE) staff that Western Illinois University has established a new Post-Baccalaureate Certificate in Museum Studies as an extension of the existing M.A. in Museum Studies approved by the IBHE in June 2008.

The staff has reviewed the University's proposal and acknowledges the creation of the Post-Baccalaureate Certificate in Museum Studies as an extension of the existing programmatic authority.

The staff understands that:

- The notification is consistent with *Definition #10 in the IBHE's Definition for New Program and Reasonable and Moderate Extension (RME) at Public Universities*;
- The purposes of the program are to educate students about the history of museums and current practices in exhibition development, and to explore various aspects of museum work, including administration, collections management, education, community development, tourism, fundraising, and art history;
- The curriculum of the certificate will consist of a minimum of 18 semester hours from courses at the 400 and 500 levels that are currently available;
- Emphasis in the program will be placed on practical experiences involving museum functions, such as exhibition and curatorial research, as well as cataloging, acquisition, community service, education, and administration; and
- No resources are requested to establish the certificate because there are sufficient existing resources (faculty, library resources, facilities, and equipment) to support the program.

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The staff has assigned the Classification of Instructional Programs (CIP) code 30.1401 to the Post-Baccalaureate Certificate in Museum Studies as requested and it will add the program to the Degree Program Inventory. Please inform appropriate persons at the University who need to know this information along with those who will be responsible for reporting data for the certificate to the IBHE. If you have any questions about this letter, please contact me at jany@ibhe.org or (217) 557-7361.

Sincerely,

Ocheng Jany
Associate Director for Academic Affairs

cc: Ken Hawkinson
Dianne M. Bazell
Doug Franklin

12/5/07
C: G Sullivan

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Western Illinois University – Graduate School
REQUEST FOR A NEW UNIT OF INSTRUCTION
APPROVAL SHEET

MUSEUM STUDIES – MASTER'S DEGREE

College Dean: Paul K. Krenk Date: 10/25/07

Graduate Council: approved GS Date: 11-5-07

Academic Vice President: Barbara Daily Date: 12/3/07

President: [signature] Date: 12/3/07

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SCHOOL OF GRADUATE STUDIES

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REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. **Name of Institution:** Western Illinois University

2. **Title of Proposed Program:** Museum Studies

3. **Contact Person:** Kenneth S. Hawkinson, Associate Dean, College of Fine Arts and Communication, Western Illinois University

   3.1. Telephone: 309-298-1552

   3.2. E-mail: KS-Hawkinson@wiu.edu

   3.3. Fax: 309-298-2695

4. **Level of Proposed Unit**

   __ Undergraduate Certificate (1-2 years)
   __ Undergraduate Certificate (2-4 years)
   __ Associate
   __ Baccalaureate
   _X_ Masters
   __ First Professional
   __ Doctorate[1]
   __ Post-Baccalaureate Certificate
   __ Post-Master's Certificate
   __ First Professional Certificate

5. **Requested CIP Code** (6-digits) _____

6. **Proposed Date for Enrollment of First Class:** August 20, 2008

7. **Location Offered[2]: On-Campus _X__**
   Off-Campus ___: Region Number(s)_____ or Statewide___

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[1] To assist staff in specialized areas of instruction, IBHE will retain two outside consultants to review all new doctoral program proposals.

[2] Institutions may request approval to offer a program, simultaneously, on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that "on-campus" approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside the institution's region require approval.

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SCHOOL OF
GRADUATE STUDIES

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MISSION, OBJECTIVES AND PRIORITIES

8. Mission

8.1. Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities. Such objectives and contributions may include:

The mission of the Master's Degree in Museum Studies Program is to provide an intellectually challenging program of study that meets state and regional needs and individual educational and career goals. Students will develop an understanding of the history of museums, and the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

A Masters degree in Museum Studies will fulfill many of the goals of Western Illinois University's strategic plan. A major goal is to establish new programs in the Quad Cities (I.G.1.D) that will serve the needs of the host communities in the region and beyond the region by serving as a vital economic, educational, cultural, and social resource (V.A.). There are 186 museums in this region and this program would serve the needs of the museum professionals and volunteers throughout the area. As explained below, this profession is expected to grow in coming years and our unique interdisciplinary approach that ties together the Department of Recreation, Parks, and Tourism Administration, the Department of Art, and the professionals from regional museums, will serve future students well. Our special relationship with the Figge Art Museum in the city of Davenport will enhance the university's partnerships with major institutions in the region. The program will also recognize the unique needs of the non-traditional student (I.H.6), by offering classes and other events in the evenings and on weekends and by developing flexible schedules that allow students to complete the program over a number of years as part-time students, if they desire.

The program will also be available to serve the needs of students enrolled in the Masters of Liberal Arts program run through the College of Arts and Sciences. Museum Studies core courses can be taken to meet the requirements of this new M.A. program.

The initiative to develop a program in Museum Studies has been a collaborative effort on part of the deans of the College of Fine Arts and Communication and Education and Human Services, the chairs and representative faculty from the departments of Art and Recreation, Parks and Tourism Administration, representatives of the Figge Art Museum administration, the Associate Provost at the Quad Cities campus, and the Academic Vice President at Western Illinois University. These individuals all serve on a Museum Studies Advisory Board that has met regularly over the past year to develop this program. The advisory board also has worked a consultant, Dr. Pat Villeneuve, Coordinator of Graduate Studies and faculty member in Museum

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Studies at Florida State University. Dr. Villeneuve met with the board in May of 2006 and assisted in developing this proposal.

8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to *The Illinois Commitment.*

The proposed degree meets several goals of *The Illinois Commitment*:

Goal 1 Economic Growth – The proposed degree responds to needs in the Museum industry in the region to provide well educated and trained museum professions to area cultural institutions and venues.

Goal 2 *Partnerships* – Students in the program, through their work in Museum Education, will develop educational programs with regional K-12 schools.

Goal 3 Affordability – WIU has consistently provided high-quality, affordable education through the cost guarantee program, which will also be available to students in the proposed program. In addition, WIU is the only state institution to guarantee undergraduate and graduate tuition, fees, and room and board/housing rates for four years.

Goal 4 Access and Diversity – The proposed degree is intended for non-traditional students in the Quad Cities and the region and so this degree will improve educational opportunities for an under-served population in this area.

Also, the degree will serve traditional age students coming out of related undergraduate programs and who desire to go into a Museum Studies profession. The following efforts will be made to attract a diverse student population:

- Establish program linkages with undergraduate programs in history, art, humanities, recreation, African American Studies, Latino Studies, and encourage diverse groups to participate in programs linked to their cultural heritage thereby creating in them an interest in museums.
- Appeal to diverse populations who work in museums but not formally trained in museum studies.

Goal 5 High Quality – The quality and rigor of this program is maintained through the quality of individual department offerings and require the same levels of performance by students in the program as required of those students taking the courses to meet requirements of current programs.

Goal 6 Productivity and Accountability – The proposed program combines currently existing curriculum offered in the departments of Art, and Recreation, Parks, and Tourism Administration and students in Museum Studies will take courses with students in current programs in these departments thereby reducing the cost of this new degree program. The new courses in the program can be taught by the new position of director/professor and museum studies professionals who will serve as adjuncts.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.

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The following institutions in the state of Illinois have undergraduate, graduate, or certificate programs related to Museum Studies. The Western Illinois University Museum Studies program will be unique in the following ways:

1. It will be the only program in the state that ties together the areas of Art, and Recreation, Parks, and Tourism Administration.
2. While all areas of Museum Studies will be covered in the curriculum, the emphasis will be placed on "Art" museums in the WIU program while all the other programs in the state place a greater emphasis in such areas as natural history, history, science and industry, zoos, aquariums, and botanical gardens.
3. The WIU program will be a full M.A. program in Museum Studies as opposed to Museum Studies being a specialty added on to another discipline.
4. The WIU program will be the only program in western Illinois and the Quad Cities region.

Below are listed other Museum Studies programs in the state at the undergraduate, certificate, and graduate levels:

Undergraduate Programs:

Southern Illinois University
Museum Studies Program
University Museum
Carbondale, IL 62901
http://www.museum.siu.edu/msp.html

SIU offers an interdisciplinary minor in Museum Studies at the undergraduate level.

Certificate Programs:

Northern Illinois University
School of Art
College of Visual and Performing Arts
Northern Illinois University
Dekalb, Illinois 60115
museumstudies@niu.edu

NIU offers a 15 semester hour interdisciplinary certificate in the areas of Art, History, Anthropology, Philosophy, English, and other fields at the Master's Degree level.

Northwestern University
School of Continuing Studies
Museum Studies Program
Chicago, IL 60611
http://www.scs.northwestern.edu/pdp/npdp/museum/index.cfm

Northwestern's Continuing Education program covers museums, zoos, aquariums, parks and botanical gardens. Taking three courses leads to the certificate.

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University of Illinois at Urbana-Champaign
Cultural Heritage and Museum Practices (CHAMP)
Department of Landscape Architecture
University of Illinois at Urbana-Champaign
Champaign, IL 61820
http://ilabs.inquiry.uiuc.edu/ilab/champ

This certificate program is an interdisciplinary collaborative at the University of Illinois at Urbana-Champaign for the critical study of cultural heritage and museums in the global context. CHAMP's principal goal is to critically examine the articulation and representation of cultural identity on local and worldwide scales and to interrogate theories of heritage and museum practice that emerge from them.

Graduate Programs:

Columbia College
Arts, Entertainment and Media Management
Chicago, IL 60605
www.colum.edu/Academics/AEMM/

Eastern Illinois University
Historical Administration Program
Department of History
Charleston, IL 61920
www.eiu.edu/~history

EIU's program is in the History Department and is centered on historical museums.

School of the Art Institute of Chicago
Arts Administration
Chicago, IL 60603
www.saic.edu/degree_resources/gr_degrees/index.html

Master of Science in Historic Preservation
Chicago, IL 60603
www.saic.edu/degree_resources/gr_degrees/index.html

Note: WIU also offers a program at the Shed Aquarium in Chicago.

8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.

The U.S. Department of Labor/Bureau of Labor Statistics job outlook document states "jobs in arts, entertainment, and recreation are projected to grow about 25 percent over the 2004-14

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period, compared with 14 percent for all industries combined. Rising incomes, leisure time, and awareness of the health benefits of physical fitness will increase the demand for arts, entertainment, and recreation services." (see http://www.bls.gov/oco/cg/cgs031.htm)

With regard to museum professions the Bureau of Labor Statistics state "Employment of archivists, curators, and museum technicians is expected to increase about as fast as the average for all occupations through 2014. Jobs are expected to grow as public and private organizations emphasize establishing archives and organizing records and information and as public interest in science, art, history, and technology increases. . . . the long-term trend has been a rise in attendance, and this trend is expected to continue. There is healthy public and private support for and interest in museums, which will generate demand for archivists, curators, and museum technicians (see http://www.bls.gov/oco/ocos065.htm).

The *Directory of Illinois Museums* (Illinois Association of Museums, 2006) lists nearly 1,040 museums and related agencies in the state of Illinois. The *Directory* lists 186 museums in the twenty-five counties that make up Western Illinois. There are numerous museum studies professionals working full-time and part-time at museums in the state and region (and neighboring states) and the opportunity to enhance their skills and knowledge would be career enhancing.

Also, there are numerous opportunities for docent and volunteers workers at the many regional museums in western Illinois and the advance degree in Museum Studies would be enriching for those who wish to volunteer their time and service in this area.

Survey Results:

A survey was distributed on Western Illinois University's proposed Museum Studies program to museum professionals in the region, teachers in the Quad Cities area, undergraduates (junior/seniors) in Art and RPTA at WIU and at Augustana College, Docents at the Figge, and other interested individuals.

Thus far, **154 individuals expressed interest in taking Museum Studies classes and 81 expressed interest in applying for the M.A. program in Museum Studies** (over 121 individuals expressed interest in a "certificate" program should one be offered in the future). These are preliminary results as surveys continue to come to be received.

9. Program Description

9.1. Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives. Provide a complete catalog description for the proposed program, including:

Narrative Description and Objectives

The purpose of the Museum Studies Program is to educate students as to the history of museums, the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums

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and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

This is a unique program that offers course work through the departments of Art, and Recreation, Parks, and Tourism Administration, at Western Illinois University, working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge (originally the Davenport Municipal Art Gallery) opened in 1925, through a gift of 334 European and Mexican Colonial paintings. Today, the collections have grown over ten-fold and include more than 3,500 paintings, sculpture, and works on paper from the 16th century to the present. In 2003, the museum launched its next phase of growth: relocation to the heart of downtown Davenport in an 100,000 sq. ft. facility overlooking the Mississippi designed by London architect David Chipperfield. Some of the courses will be taught at the museum as it serves as a dynamic laboratory for Museum Studies students.

Teaching methods include lectures, seminars, 'hands on' experience of specific collections, and a supervised negotiated internship placement. As a part of the degree students are encouraged to build a portfolio of project work to support future job applications. The program has close links with a number of important institutions both in the city and the region.

Objectives

To provide knowledge and training in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising.

To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.

To provide practical training relevant to a professional career in the museum and galleries sector.

To provide training in how to organize events, build volunteer organizations, and raise money through the community.

Admissions Requirements

It is expected that students enrolled in the program will hold at least a bachelors degree and be seriously committed to a career in museums, historical agencies, preservation organizations, or related institutions. No prior museum experience is required.

The following is required to be considered for admission into the program:

- Bachelor's degree (or foreign credentials equivalent to the U.S. bachelor's degree).

  GPA of 3.0 or better
- TOEFL score of 600 (paper based), 250 (computer based), or 100 (internet based) or better for international applicants
- Three letters of recommendation
- A current personal resume

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- An essay, professional in appearance and content, explaining your academic goals while pursuing graduate study in Museum Studies at Western Illinois University, and how your immediate and long-term career plans will be met through this program.
- Official undergraduate transcript

Preference will be given to students in the program who come from backgrounds in the following areas:

- Art
- Recreation, Parks, and Tourism Administration
- Anthropology
- History

A background check of all students (to be paid for by the applicant) is required before admission to program

After being accepted to the program but before beginning the program, students must purchase a "Museum Studies" membership at the Figge Art Museum. This $140 fee will be paid to the Figge Art Museum to cover incidental expenses and admission to workshops held at the museum. This fee will include a 2 year membership to the Figge Art Museum. Students who do not complete the program in two years must purchase another two year membership.

Graduation Requirements

For graduation, students are required to complete a total of 34 semester hours in the following areas: 22 hours of core classes, 12 hours of electives, five workshops, a portfolio, and a ten week Internship/Special Project. For details see below:

Required Courses (core): 22 credit hours

MST 500: Introduction to Museums: Purpose, Function and History (3)

MST 501: Museum Administration (3)

MST 502: Museum Exhibition (3)

MST 503: Collections Management Legal and Ethical Issues (3)

MST 515: Introduction to Museum Education (3)

RPTA 424(G) Fund Raising and Volunteerism in Leisure Services. (3)

MST 600: Internship & Special Project (4)

MST 601: Workshops in Museum Studies (0)

MST 602 Graduate Portfolio. (0)

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Electives: Students may take any elective from the list below but may want to concentrate in either art and art education related courses, or those related to community development and tourism..... **12 hours**

Workshops: Workshops taught by working museum professionals on a variety of topics are designed to supplement the Museum Studies core courses. Students are required to sign up for MST 602 each semester and to attend 5 workshops, approved by the program director, held at the Figge through the course of their program.

Internship and Special Project: Students are required to complete an internship of at least ten weeks in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the Program Director, and make periodic reports to the Program Director on their experience.

Graduate Portfolio: Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in the Museum Studies program.

Required Classes:

MST 500: Introduction to Museums: Purpose, Function and History (3)

This course will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field.

MST 501: Museum Administration (3)

This course will provide students with an overview of management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning, ethics and governance, membership, earned income and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project management, team building, group problem solving and managing change. Case studies of actual projects in museums.

MST 502: Museum Exhibition (3)

This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

MST 503: Collections Management (3)

This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections, management procedures and systems, documentation of collections, records preservation, tax codes, data bases, collections access and storage, restitution and

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repatriation laws and controversies, handling, packing and shipping, and inventory control, and responsibilities of a Museum Registrar.

MST 515: Introduction to Museum Education (3)

Public Education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

RPTA 424 (G) Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fundraising and utilization of volunteers in public as well as private nonprofit leisure service organizations. *Prerequisite: Graduate Standing and permission of program director.*

MST 600: Internship and Special Project (4)

Students are required to complete an internship of at least ten weeks in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the Program Director, and make periodic reports to the Program Director on their experience. Students are responsible for finding their own internships, although the Program assists by informing them about opportunities. The Program reserves the right to reject any student-arranged internship. The overall internship program is coordinated by the Program Director, but individual interns are supervised by museum professionals at the host institution. The Internship and Special Project will be graded S/U. Students must have completed 21 hours of course work before enrolling in the internship.

MST 601: Workshops in Museum Studies (0) Students are required to attend at least five workshops run through the Figge Art Museum or other workshops approved by the program director. Graded S/U.

MST 602 Graduate Portfolio. (0) Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in the Museum Studies program. Graded S/U.

Electives:

RPTA 448(G): Interpretation of Cultural and Environmental Resources (3)
Develops basic understanding of interpretation of natural, environmental, and cultural resources. Includes philosophy and techniques. Prerequisite: upper division status or consent of the instructor. Field trip fee required."

RPTA 460 (G): Community Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: Graduate Standing and permission of program director.*

RPTA 467(G): Special Events: (3) The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event

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themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: Graduate Standing and permission of program director.*

ART 485 (G): Research in Art History (3) An intensive study of a special area of art history selected with the instructor at registration. *Prerequisite: Graduate Standing and permission of program director.*

ART 496 (G): History of Contemporary Art. (3) A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to stylistic developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary art theory and criticism. *Prerequisite: Graduate Standing and permission of program director.*

MST 560: Practicum in Museum Education (1-3 credits, repeatable to 3)

This course is intended to give supervised practical experience to students who wish to pursue a special project in museum education.

MS 520: Independent Study: Museum Studies (1-3 credits, repeatable to 6)

Students may take up to three hours of Independent Study per semester in areas related to Museum Studies, Art History, or Recreation, Park, and Tourism Administration. Students must design the study in consultation with the appropriate faculty member and complete an Application for Independent Study form and have it signed by the program director before registering for the course

9.2. Explain what students are expected to know and/or be able to do upon completing the program.

Students will have acquired knowledge and skill in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising.

Students will have an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.

Students will be able to enter an entry-level professional career in the museum and galleries sector.

Students will organize events, build volunteer organizations, and raise money through the community.

9.3. Describe the strategies to be incorporated into the proposed program to promote student learning.

Using the new 47 million dollar Figge Art Museum as a laboratory, students will gain on-site experience; learn specific tools to solve administrative, programmatic and technological challenges; and interact with a wide network of museum professionals. Students will build a

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portfolio consisting of all projects completed and apply their knowledge and skill through a 10 week Internship wherein they will complete a special project.

RESOURCES

10. **Complete Table I to show student enrollment projections for the program.**

11. **Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:**

    - **Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.**

Museum Studies Budget

Director/Professor of Museum Studies at Assistant/Associate Professor level

(10-month contract --2 courses in Fall, 2 courses in Spring, 1 course in summer, plus duties of Director)

Cost: $66,390

Adjunct Faculty salaries (up to 5 courses per year plus other duties) –

Cost: $16,000

Two 2/3 Graduate Assistantships – one assigned to the Director of Museum Studies on the Quad Cities campus and one assigned to the Figge Museum Studies Coordinator

Cost: $8,752

Support funds for program – advertising, brochures, etc.

Cost: $3,000

Travel support for Director

Cost: $1,500

Office space, computer, and basic supplies to be supplied by Quad Cities campus.

Total Cost of Program: $95,642

(This program will be funded by the Provost Office as a new initiative in the development of programming on the Quad Cities campus)

    - **Explanation of required new state resources (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.**

12. **Describe the institutional resources available to develop and maintain a quality program. Include the following elements in your discussion:**

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- **Faculty qualifications, evaluation, and reward structure;**

The Director of the Museum Studies program will have a minimum a Masters Degree in Museum Studies and/or four years experience working in a museum or in a museum studies program. The program will be housed on the Quad Cities campus. The director will report to the dean of the College of Fine Arts and Communication.

The professors teach Art and Recreation, Park and Tourism Administration courses will have terminal degrees in their field.

The Museum Professionals will have a minimum of a Masters Degree and four years of experience working in a museum or in a museum studies program.

- **Adequacy of library and related resources;**

Students will have access to all current holdings in the areas of Art, and Recreation, Parks, and Tourism through the university library system. In addition, students will have access to the more than 3,000 items and materials located in the Figge Art Museum research library.

- **Adequacy of student support services, support staff, equipment, and other resources; and,**

Western Illinois University-Quad Cities campus provides all of the basic student support services.

- **Demonstration of teaching/scholarship effectiveness and course evaluation;**

By union contract at Western Illinois University, all courses will be evaluated by students. Faculty credentials will be available for review on the Museum Studies website.

QUALITY ASSURANCE[3]

13. Program/Student Learning Outcomes Assessment

13.1. Describe the program's assessment plan, which should include the following elements:

Within the University, each degree program has an assessment plan that is annually reviewed by the department, college, and the Assistant Provost. Annual assessment reports are also prepared and reviewed for each degree.

Learning Outcomes:

- Students demonstrate understanding of the purpose, function, and history of museums and their role in society.
- Students demonstrate understanding of museum history, theory and practice.
- Students demonstrate understanding of museum exhibition including planning, design, construction and installation, and the application of new technologies.

[3] Quality assurance processes are those ongoing reviews that maintain program and instructional standards.

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- Students demonstrate understanding of basic theories, methodologies, and current issues in archives management.
- Students demonstrate understanding of museum learning, the use of new technologies in museum education, and the development of public programs and evaluation.
- Students demonstrate understanding of the principles and practices associated with fundraising and utilization of volunteers in public and private nonprofit service organizations.

Learning outcomes will be assessed through the Graduate Portfolio (MST 602), and Internship/Speical Project (MST 600) using the measurements listed below (13.2).

In addition, Internships directors will be asked to provide a written evaluation of the intern and applied work such as the development of educational programs, exhibitions, and other activities in the museums will be evaluated formally by museum professionals.

13.2. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success should include, but not be limited to, such specific outcomes as the following:

Measurements of student outcomes:

- Assessment of student learning practices include: written exams, writing assignments to include major papers, classroom activities and discussion.
- Required Internship and Special Project wherein students will demonstrate all learning outcomes through the development of artifacts, self-evaluation papers, and evaluation of performance by internship supervisor.
- Required Graduate Portfolio which will include all artifacts generated in program to include:
    1. reaction papers to all workshops attended
    2. weekly self-evaluation and logs from internship
    3. evaluation from internship supervisor
    4. major papers and exam from all classes taken
    5. curated exhibition with evaluation from supervisor
    6. development of education program to include use of technology with evaluation from supervisor
    7. completion of finance assignment and an in-depth museum management case study with evaluation from supervisor
    8. development of fundraising and/or volunteer program with evaluation from supervisor.
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Student satisfaction with the program as determined by end of program survey instrument;

The University routinely provides the following data to all departments:

- Retention and graduation rates and time-to-degree completion;
- Grade analysis for all classes offered in the graduate program.

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OFF-CAMPUS PROGRAMS ONLY

14. In addition to responding to the above questions, if all or part of the proposed program is to be delivered off-campus and/or via the Internet, provide the following:

    14.1. Describe the program's mode(s) of delivery.

    14.2. Describe the process for assuring the quality of the off-campus program in the following areas: (a) faculty qualifications and evaluation; (b) student access to necessary library resources; (c) where appropriate, student and faculty access to technical support, including computing.

    14.3. Has this program been approved for on-campus delivery?

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Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	Budget Year FY09	2nd Year	3rd Year	4th Year	5th Year
Number of Program Majors (Fall headcount)	15	15	16	17	18
Annual Full-Time-Equivalent Majors					
Annual Credit Hours in EXISTING Courses[1]	150	375	608	646	684
Annual Credit Hours in NEW Courses[1]	225	0	0	0	0
Annual Number of degrees Awarded	0	8	8	10	12

[1]Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Note: This will be an interdisciplinary program shared by Art and Recreation, Parks, and Tourism Administration.

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Table II

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		Current Year	Budget Year	2nd Year	3rd Year	4th Year
1	Total Resource Requirements	95,642	95,642	95,642	95,642	95,642
2	Resources Available from Federal Sources[1]					
3	Resources Available from Other Non-State Sources[1]					
4	Existing State Resources[2]	0	0	95,642	95,642	95,642
5	Resources Available through Internal Reallocation[3]	0	95,642			
6	New State Resources Required[4]					
	Breakdown: New State Resources Required					
7	FTE Staff[5]					
8	Personal Services					
9	Equipment and Instructional Needs					
10	Library					
11	Other Support Services[6]					

[1]These lines reflect funds available (not incremental funds) from non-state sources in any given year

[2]Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

[3]Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

[4]Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

[5]Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

[6]Other dollars directly assigned to the program. Do not include allocated support services.

learning about it and asked how they could continue being political even outside of the mock election, so it definitely engages them.

Resolution No. 07.12/2: New Degree Program – Master of Arts in Museum Studies
The next two items are resolutions for two new courses, the first is the Masters of Arts in Museum Studies. I move that we accept the program and Barb will comment.

Associate Provost Barb Baily commented you have a summary of the program in your packet and I think you can see from that information that this is not only a interdisciplinary program between the Department of Art, Department of Recreation, Park and Tourism Administration and the Figge Museum, but it is also across colleges between the College of Fine Arts and Communication and the College of Education in Human Services. Those are things that we really value at this institution, especially when our colleges work together and we can develop programs like these. I think also it very strongly supports our Strategic Plan at the institution where we are trying to diversify our portfolio of programs, and especially our portfolio of programs in the Quad Cities. Because it is connected with the Figge Museum, obviously this program will be based in the Quad Cities. In the development of this program, as we were working through that process, there was a lot of surveying done to discover need for the program and interest in the program. I found this very interesting that there are 186 museums in our region and we are not talking a large museum of art in Chicago, but all kinds of things that can be determined to be museums. There are a lot of professionals and volunteers that are associated with those establishments. We gained a tremendous amount of interest for this program from surveying folks that were connected to those places. The program is also designed to recognize the special needs of a non-traditional population in the Quad Cities, in addition to a traditional population in the Quad Cities. Course offerings will be weekends and evenings primarily so that will assist with those that are working. We think the draw immediately for this program will be locally or regionally, but as the program grows and develops, we think it will definitely attract a national population. The curriculum was designed cooperatively by the Department of Art, Department of Recreation, Park and Tourism, the staff at the Figge Museum, and we also had a consultant from the Museum Studies program at the Florida State University that assisted with that process. The focus on this particular program is on Art Museums, but we believe that the information that the students will learn in this program will definitely be transferrable to other types of museums such as natural history, history, science and industries, zoos, aquariums, botanical gardens and the like. President Goldfarb commented about a question that had been brought up by board members on occasion. I think follow up analysis of new programs is important after they have been approved. The same discussion has been going on with the Illinois Board of Higher Education. The expectation is that the Illinois Board of Higher Education as they approve new programs, will ask the new institutions to go back at the end of a five-year cycle (they are still developing this process) to show whether there are adequate enrollments and support. I think that those kinds of questions have been asked in the past and I just wanted to make sure the Board was aware that kind of conversation is going on at the upper level as well in terms of curricular approval. At the last Board of Higher Education meeting, the conversation was of this nature. There will be checks on new programs that are approved by the Board of Higher Ed as well. Trustee Griffin asked when that goes on, will that fact be included that we will review. President Goldfarb added anything of that nature would have to come back to the Board of Trustees as well.

Trustee Ehlert stated that she appreciates the comments since it has been a continuing concern of mine as we approve new programs - what happens at the bottom of the pile where there are very few enrollees. If we don't keep tabs on those, my concern is that weighs down what we are able to do for the majority of students. I'm glad to hear that is structurally in place for that type of review, and especially will be important to the next degree program we are going to look at. President Goldfarb added we do an annual review of enrollments in our program and we do a program review every seven years. All programs are cycled through a program review process and questions that have to be asked or questions about enrollment and levels of support. One of the concerns that the Board of Higher Ed was expressing is that

sometimes it takes longer to get to the new programs. I think as Carolyn is expressing, as you do new programs, what are the costs to the institution and do they seem to be generating enrollments that the institution suggests are there. I think those questions will be asked on a cycle that might be outside the program review process.

Trustee Griffin moved to pass Resolution 07.12/2 New Degree Program – Master of Arts in Museum Studies. Trustee Cook seconded the motion.

Roll Call

Trustee Cook	Yes
Trustee Ehlert	Yes
Trustee Epperly	Yes
Trustee Griffin	Yes
Trustee Houston	Yes
Trustee Kallman	Yes
Trustee Nelson	Yes

Motion carried.

Resolution:

WHEREAS Goal 4 of *The Illinois Commitment* states that "Illinois will increase the number and diversity of residents completing training and education programs;" and,

WHEREAS the University Strategic Plan, "Higher Values in Higher Education: A Plan for Western Illinois University," calls for excellence in graduate programs through expanded degree programs; and,

WHEREAS a major goal of Western Illinois University is to establish new programs in the Quad Cities that will serve the needs of the host communities in the region and beyond the region by serving as a vital economic, educational, cultural, and social resource; and,

WHEREAS there is a demonstrated need for a museum studies master's degree, particularly in the Quad Cities region, as indicated by the results from the October 2007 Museum Studies Masters Degree Survey:

THEREFORE be it resolved that the Board of Trustees of Western Illinois University approves the Master of Arts in Museum Studies degree program as presented.

The purpose of the Master of Arts in Museum Studies is to educate students in the history of museums and the various aspects of museum work including administration, collections management, exhibition development, education, community development, tourism, and fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel and create career opportunities for students who might seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education, and administration.

This is a unique program that offers course work through the departments of Art and Recreation, Park and Tourism Administration at Western Illinois University, working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge Art Museum currently provides art programming and serves the Quad Cities and surrounding regions in Illinois and Iowa. The degree program requires students to complete a total of 34 semester hours in the following areas: 22 hours of

core classes, 12 hours of electives, five workshops, a portfolio, and a ten-week internship and special project. Teaching methods include lectures, seminars, hands-on experience of specific collections, and a supervised negotiated internship placement. As a part of the degree requirements, students are encouraged to build a portfolio of project work to support future job applications. The program will have close links with a number of museums both in the Quad Cities and the region.

In October 2007 the Museum Studies Masters Degree Survey was distributed to museum professionals in the region, teachers in the Quad Cities area, undergraduate students enrolled in art and recreation, park and tourism at Western Illinois University and Augustana College, docents at Figge Art Museum, and other interested individuals. The results of the survey show a demonstrated need for the proposed program. Eighty-one individuals expressed interest in enrolling in the Master of Arts in Museum Studies. In addition, 154 individuals expressed interest in enrolling in Museum Studies classes.

The degree program will serve non-traditional students in the Quad Cities and the region as well as traditional-aged students coming out of related undergraduate programs. The University estimates that, annually, between 15 and 18 students will be accepted into the program, and expects full-time students to begin graduating after the third semester.

<u>Resolution No. 07.12/3: New Degree Program – Bachelor of Arts in Anthropology</u>
The second action item is the new degree program – Bachelor of Arts in Anthropology and I see Dean Levi is here along with other people as well. I move that we accept this new course.

Associate Provost Baily stated that this program does support our Strategic Plan also with diversifying the number of offerings and the type of offerings that we have at this institution. The research that was done prior to establishing this program does show that business especially looks toward this kind of degree for employees. With the research skills that a student will obtain from an anthropology degree and the anthropological theory that a student will gain from this degree will be very beneficial to them in a practical sense for careers in law, social work, business, and public administration healthcare. Another item that many times comes up is resources. We currently have a Department of Sociology and Anthropology, we already have anthropologists on our staff with our faculty at Western. Those faculty have been supporting a minor for a long time. We have 35 students in our minor so we know that is an area our students are interested in. Those anthropology faculty the last few years have been spending a considerable amount of time updating their courses, proposing new courses and we have had several new courses proposed in eco-feminism, forensic anthropology, anthrozoology, environmental anthropology and ethno-botany, so you can see this is a very multi-disciplinary program too in the way it was established. I think a letter has been distributed also for support from the student organization, the members of the Western Anthropology and Sociology Club. The very first paragraph, the last sentence I think is most telling. This is a student organization comprised of students from a variety of academic backgrounds and academic interests, and they are all very supportive of this particular major.

We think there will probably be some excellent internship opportunities for our students connected with some of the projects with the Corps of Engineers also. I know the numbers of the major are rather conservative and indeed they are. We would anticipate that this will be a very popular program and those numbers will increase over the years.

Trustee Ehlert commented we have had a discussion on this topic. When I first read about this and read that there were 15 students who might enroll, that seemed like a very small number but I was not sure. We have resources in terms of teaching on campus, and we would not have to hire anyone new to support the major. I think this letter from the club is interesting support and asked how many students represent the club. Dr. Wozniak replied there is usually about 10-20 students involved, sometimes there's more depending on programs involved with some sessions get up to 50. There is a core of students at the

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June 30, 2008

Dr. Jack Thomas
Provost & Academic VP
Western Illinois University
211 Sherman Hall
Macomb, IL 61455

Dear Dr.Thomas:

At its June 3, 2008, meeting, the Illinois Board of Higher Education granted authority to Western Illinois University to establish the following degrees:

Western Illinois University

- **Master of Arts in Museum Studies in the Western Region, CIP Code: 30.1401**

The staff has assigned to the program the Classification of Instructional Programs (CIP) code shown above and will add the program to the Program Inventory. Please inform the appropriate persons on campus who need to know this information and those responsible for reporting data for the programs using the assigned codes.

Please contact me at pearce@ibhe.org, if you have any questions.

Sincerely,

Rick Pearce
Associate Director for Academic Affairs

RP/clg

cc: Ocheng Jany
Carol Yoakum

10/21/15
J. Rives

4/28/15
c: Q. Schultz
S. Lawson

SCHOOL OF GRADUATE STUDIES
2015 APR -7 PM 3:05

Western Illinois University School of Graduate Studies
Request for Integrated Baccalaureate and Master's Degree Program

College: College of Fine Arts and Communication/College of Arts & Sciences Date: 2/26/15

Department: Sociology & Anthropology/ Museum Studies

Name of department chairperson: John Woźniak & Donald McLean

Name of degree program: Masters of Museum Studies

Proposed date of first offering: Fall 2015

Proposed location(s) of offering: X Macomb X WIU-QC PATRICK MCGINTY SOC/ANTH CURRICULUM COM. CHAIR

Signatures required:

Department Curriculum Committee (if appropriate)	DAVISON BIDESHI	Date: 6th April, 2015
Department Chairperson	John E Woźniak	Date: 4-6-2015
College Curriculum Committee (if appropriate)	N/A	Date:
UTEC (if Teacher Ed)	N/A	Date:
College Dean	Russ Mayer	Date: 4-8-15
Graduate Council	Approved - AS	Date: 4/20/15
Academic Vice President	K. Hawkinson	Date: 4-27-15

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

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1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The learning objectives of the Museum Studies Program are:

- To provide knowledge and training in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Visitor Studies, Community Development, Tourism, and Fundraising.
- To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.
- To provide practical training relevant to a professional career in the museum and galleries sector.
- To provide training in how to organize events, build volunteer organizations, and raise community funding and support.

The Masters of Museum Studies program provides a professional preparation curriculum that complements liberal arts preparation of the Bachelor of Arts (BA) in Anthropology, which trains students to see the world holistically, as the sum of its biological, social, and cultural parts. Anthropology is one of the foundation disciplines for museum work as it deals with study of culture. The MA in Museum Studies will prepare students to interpret ethnographic and archaeological collections to the general public, work in registration or collections management, and to become specialized scientific, educational or research staff for a range of institutions, from small local museums to larger international museums. Museums of natural history, anthropology, archaeology, and science and technology offer employment opportunities for anthropologists with graduate degrees in Museum Studies. There are over 700 such institutions in the United States alone.

The proposed 4 + 1 program will benefit students in both programs by offering interdisciplinary perspectives and practical experiences.

2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served). This program provides additional opportunities for WIU Anthropology majors to acquire skills that will position them for employment after graduation. Graduates of the Museum Studies Program have been successful in attaining employment such as Executive Director, Bishop Hill Historical Association; Assistant Director/Curator, The German American History Center; Preparator/Exhibit Designer, Historic New Orleans Collection; Registrar, Toy and Miniature Museum of Kansas City, Associate Curator, Herbert Hoover Presidential Museum; Curator, Amana Colonies Historical Society; Director, American Gothic House and Museum; Owner, Hawkeye Studios (custom art crating/shipping).
This program will serve as a recruiting tool to attract students to the Anthropology major by showing students one concrete example of what you can do with anthropology. In addition it will provide an additional stream of students for the Museum Studies program who will have expertise in anthropology. This will benefit the program's special relationship with the Figge Art Museum in Davenport, IA, which will, in turn provide opportunities for these students.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Although a number of schools in the region offer Master's degrees in Museums Studies (see the listing provided by the Association of Midwest Museums: http://www.midwestmuseums.org/links_museumstudies.html), none offer an integrated undergraduate/graduate degree. In addition, the proposed program is distinctive because of its affiliation with the Department of Recreation, Parks and Tourism Administration at WIU, as well as established partnerships with the Figge Art Museum, the Putnam Museum, the Family Museum, the Rock Island Arsenal and others.

4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine) Nine (9)

5. Cumulative GPA requirements for admission to the program. 3.25

6. Major GPA requirements for admission to the program. 3.25

7. Specific departmental qualifications and methods of evaluation for students applying to the program.

Students applying for the integrated program will submit the same application materials required for regular student admission to the Masters of Museum Studies (three letters of recommendation, current resume/cv, statement of professional goals and interests).

8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

There will be no need to hire further faculty as the bridge courses will primarily be Anthropology courses that are already offered on the Macomb campus and the one Museum Studies class that will be used for a bridge course (MST 500 Introduction to Museums) is now being offered as an online class.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

The program can run with current available facilities at the Macomb and Quad Cities campuses, and the Figge Art Museum.

10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.

The Museum Studies literature is a rich and growing field. The MST program operates with a small, up-to-date collection of monographs housed at the WIU-QC library and utilizes extended library resources available through I-share.

11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Total of Bridge Courses (9 hours)

Required Course (3 hours):
MST 500 Introduction to Museums: Purpose, Function and History (3)

Elective Courses (6 hours - students must enroll in the graduate section).

405 Forensic Anthropology (G). (3) Forensic Anthropology deals with the medicolegal problem of identifying human skeletal remains. This course provides an elementary understanding of human skeletal biology, forensic archaeology, and the recovery and identification procedures involved when unknown skeletal remains are discovered. Prerequisite: ANTH 111 or consent of instructor.

410 Anthrozoology (G). (3) Anthrozoology examines human-animal relationships from the perspective of Anthropology with an emphasis on culture and its influence on attitudes toward animals. Prerequisite: ANTH 110 or consent of instructor.

419 Anthropological Theory (G). (3) Study of the intellectual currents which led to the establishment of Anthropology as a discipline. Writing Instruction in the Disciplines (WID) course. Prerequisites: 12 s.h. of Anthropology coursework including ANTH 110 and 111.

420 Cultural Feast: The Anthropology of Food (G). (3) Anthropological study of food symbolism, rules, consumption, health, and the gendered dimensions of food, including gathering, preparation and distribution, and commoditization of food. Issues of scarcity and links to environmental sustainability, global social hierarchies, and power relations are also addressed. Prerequisite: ANTH 110.

425 Culture and Catastrophe: The Anthropology of Disaster (G). (3) Introduces critical theoretical and methodological approaches in the anthropological study of disasters. Examines human preparedness and response to disaster events, issues of social stratification and inequality, and environmental and social forces that influence vulnerability and social policy from an international perspective. Prerequisite: ANTH 110.

10/21/15 c: J. Rives 7/20/15 c: Q. Schultz L Hawson

Western Illinois University School of Graduate Studies

Request for Integrated Baccalaureate and Master's Degree Program

College: College of Fine Arts and Communication Date: 2/10/15

Department: Art & Museum Studies

Name of department chairperson: Charles Wright & Donald McLean

Name of degree program: Masters of Museum Studies

Proposed date of first offering: Fall 2015

3-6 NOTE that it includes Art & TA

Proposed location(s) of offering: X Macomb X WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)		Date:	
Department Chairperson	[signature]	Date:	2/13/15 2/15/15
College Curriculum Committee (if appropriate)		Date:	
UTEC (if Teacher Ed)		Date:	
College Dean	[signature]	Date:	15 Feb 2015
Graduate Council	Approved - AS	Date:	3/2/15
Academic Vice President	K. Hawkinson	Date:	4-27-15

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The learning objectives of the Museum Studies Program are:

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- To provide knowledge and training in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Visitor Studies, Community Development, Tourism, and Fundraising.
- To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.
- To provide practical training relevant to a professional career in the museum and galleries sector.
- To provide training in how to organize events, build volunteer organizations, and raise community funding and support.

These objectives dovetail with the goals of the Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) offered by the Art Department, which aim to train students to

- Integrate knowledge and skill needed for the intellectual and cultural world of art/design or for graduate study.
- Develop the creative problem-solving and visual criticism skills that are needed in today's design environment.
- Develop a range of pedagogical and artistic skills and competencies to qualify them for employment in elementary school, middle school (junior high), and secondary school programs.

In both programs, students learn to understand the historical and contemporary art-world contexts in which art is created, transported, exhibited and stored. They learn to interpret the meaning of art and its impact on societies, to present artwork professionally, and to develop the interest of varied audiences in historically and artistically significant objects and built environments. The proposed 4 + 1 program will benefit students in both programs by offering interdisciplinary perspectives and practical experiences.

2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served). This program provides additional opportunities for WIU art majors to acquire skills that will position them for employment after graduation. Graduates of the Museum Studies Program have been successful in attaining employment such as Executive Director, Bishop Hill Historical Association; Assistant Director/Curator , The German American History Center; Preparator/Exhibit Designer, Historic New Orleans Collection; Registrar, Toy and Miniature Museum of Kansas City, Associate Curator, Herbert Hoover Presidential Museum; Curator, Amana Colonies Historical Society; Director, American Gothic House and Museum; Owner, Hawkeye Studios (custom art crating/shipping).
This program will serve as a recruiting tool to attract students to the art major and provide an additional stream of students for the Museum Studies program who will have expertise in visual art and interest in art museums (as opposed to the historic and other museum venues that the program serves). This will benefit the program's special relationship with the Figge Art Museum in Davenport, IA, which will, in turn provide opportunities for these students.
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Although a number of schools in the region offer Master's degrees in Museums Studies (see the listing provided by the Association of Midwest Museums: http://www.midwestmuseums.org/links_museumstudies.html), none offer an integrated undergraduate/graduate degree. In addition, the proposed program is distinctive because of its affiliation with the Department of Recreation, Parks and Tourism Administration at WIU, as well as established partnerships with the Figge Art Museum, the Putnam Museum, the Family Museum, the Rock Island Arsenal and others. Students will garner unique benefits from the interdisciplinary dialogue that two aligned 4+1 programs will create in affiliation with a variety of other professional partnerships.

4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine) Nine (9)

5. Cumulative GPA requirements for admission to the program. 3.25

6. Major GPA requirements for admission to the program. 3.25

7. Specific departmental qualifications and methods of evaluation for students applying to the program.

Students applying for the integrated program will submit the same application materials required for regular student admission to the Masters of Museum Studies (three letters of recommendation, current resume/cv, statement of professional goals and interests).

8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

There will be no need to hire further faculty as the bridge courses will primarily be Art courses that are already offered on the Macomb campus and the one Museum Studies class that will be used for a bridge course (MST 500 Introduction to Museums) is now being offered as an online class.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

The program can run with current available facilities at the Macomb and Quad Cities campuses, and the Figge Art Museum.

10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
The Museum Studies literature is a rich and growing field. The MST program operates with a small, up-to-date collection of monographs housed at the WIU-QC library and utilizes extended library resources available through I-share.

11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Total of Bridge Courses (9 hours)

Required Course (3 hours):
MST 500 Introduction to Museums: Purpose, Function and History (3)

Elective Courses (6 hours - students must enroll in the graduate section; courses that are not already listed as G level need to be approved). Normally one elective course must substantively address the art and/or visual culture of pre-modern or non-western cultures.

~~*ARTE411G Arts and Institutions (3)~~
ARTE439G High School Art Methods (3)
~~*ARTH 488 G Pre-modern Visual Culture (3)~~
ARTH 485G Research in Art History (3, repeatable to 9)
ARTH 496G History of Contemporary Art (3)

*Currently undergoing curriculum approval review for "G" status.

5/4/12

COPY c: G. Sullivan
S. Lawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: COFAC/COEHS Date: 02/14/12

Department: Museum Studies/Recreation, Park and Tourism Administration

Name of department chairperson: Ann Rowson Love (MST)/K. Dale Adkins (RPTA)

Name of degree program: Integrated RPTA Bachelors/Museum Studies Masters Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	[signature]	Date: 2/28/12
Department Chairperson	K. Dale Adkins / Ann Rowson Love	Date: 2/27/12 02-15-12
College Curriculum Committee (if appropriate)	[signature]	Date: 4.5.12 4/3/12
College Dean	[signature]	Date: 4/3/12 4.5.12
Graduate Council	approved GS	Date: 4/23/12
Academic Vice President	K. Hawkins	Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

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Supporting Narrative for RPTA/Museum Studies Integrated Baccalaureate & Masters Degree Program

1. Statement of educational objectives of the program and academic soundness of permitting coursework to serve both degree programs.

The Museum Studies and RPTA curricula have been offered in a cooperative arrangement since the commencing of the Museum Studies program in 2008. The Museum Studies curriculum currently utilizes RPTA curriculum in terms of both a required course (RPTA 424G) and elective courses (RPTA 448G, 460G, 467G). Overall program objectives and values shared by the Museum Studies and RPTA programs include:

- Professional preparation through active experiences in the museum and leisure services settings .
- Common core areas of study such as administration, fundraising, volunteerism, programming, conservation of natural and cultural resources, and tourism and visitor services

2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served.

The American Association of Museums (AAM) job descriptions increasingly have listed the Master's degree not only as a preferred, but also a required qualification for employment. As well, the combination of an RPTA and Museum Studies degrees offers students the opportunity to work in both professions and open more opportunities across fields. Students interested in cultural recreation will now have a curriculum path to specialization for their undergraduate and graduate experiences.

3. Listing of programs offered by other Illinois colleges and Universities that are similar to the proposed integrated program.

The Museum Studies program is the only Master's program in the State of Illinois. While there are a number of RPTA undergraduate programs throughout the State, the combination of RPTA and Museum Studies is unique to Western Illinois University.

4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree program.

Nine hours of bridge courses.

COPY

5. Cumulative GPA requirements for admission to the program.

3.25 Minimum

6. Major GPA requirements for admission to the program.

3.25 Minimum

7. Specific departmental qualifications and methods of evaluation for students applying to the program.

Meeting the Minimum of 3.25 for the integrated program, personal goal statement and three letters of recommendation.

8. Statement indication whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

No new faculty will need to be hired as the current Museum Studies and RPTA curricula have been offered since 2008 using the Quad Cities Museum Studies and RPTA faculty and adjunct teaching staff. Macomb –based RPTA bridge courses are currently offered by the RPTA faculty at the Macomb campus. The only Museum Studies bridge course that might be offered at the Macomb campus would be MST 500/B.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

Use of existing program spaces at the Figge Art Museum; addition of WIU Art Gallery, McDonough County History Museum if MST 500/B course is taught on Macomb campus.

10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.

- Journal of Museum Education; Museum Management and Curatorship
- Visitor Studies (Visitor Studies Association)
- Curator

COPY

11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

No special equipment needed.

12. List of integrated program requirements (clearly indicate which course(s) ~~will~~ can be used to satisfy both undergraduate and graduate degree requirements).

Core Courses.....22 s.h.
- MST 500/B Introduction to Museums: Purpose, Function and History (3)
-MST 501 Museum Administration (3)
-MST 502 Museum Exhibition (3)
-MST 503 Museum Collections Management (3)
-MST 515 Introduction to Museum Education (3)
- RPTA 424G/B Fundraising and Volunteerism in Leisure Services (3)
-MST 600 Internship and Special Project (4)
-MST 601 Workshops in Museum Studies (0)
-MST 602 Graduate Portfolio (0)

Directed Electives.....12 s.h.
- RPTA 448G/B Interpretation of Cultural and Environmental Resources (3)
- RPTA 460G/B Community Tourism Development (3)
- RPTA 467G/B Special Event Planning and Management (3)
-ART 485G Research in Art History (3, repeatable to 9)
-ART 496G History of Contemporary Art (3)
-MST 520 Independent Study in Museum Education (1-3, repeatable to 3)
-MST 560 Practicum in Museums (1-3, repeatable to 3)
-MST 599 Special Topics in Museum Studies (1-3, repeatable)

TOTAL PROGRAM.....34 s.h.

3/17/08
c: President

10/21/15
c: G. Rivera

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March 11, 2008

PROVOST OFFICE
MAR 12 2008
WESTERN ILLINOIS UNIVERSITY

Dr. Jack Thomas
Provost and Academic Vice President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear Dr. Thomas:

Your letter to Dr. Richard Pearce dated February 20, 2008 requested the Illinois Board of Higher Education (IBHE) staff to approve for Western Illinois University two new undergraduate certificates: a 30 semester hour **Certificate in Fire Administration and Management,** and a 30 semester hour **Certificate in Fire Prevention Technology** as reasonable and moderate extensions of the existing programmatic authority.

The staff has reviewed the curriculum for each of the proposed certificates and the rationale for its approval and concluded that the Certificate in Fire Administration and Management and the certificate in Fire Prevention Technology are reasonable and moderate extensions of the University's existing programs.

The staff understands that the curriculum for the Certificate in Fire Administration and Management consists of ten 400-level courses, including Disaster and Fire Defense Planning, Managerial Issues in Hazardous Materials, Fire Protection Structure and Systems Design, Fire Administration, Fire Prevention, Organization and Management, and Application of Fire Research. The staff also understands that the curriculum of the Certificate in Fire Prevention Technology consists of ten 400-level courses, including Managerial Issues in Hazardous Materials, Fire Protection Structure and Systems Design, Fire Dynamics, Analytic Approaches to Public Fire Protection, Incendiary Fire Analysis and Investigation, and Fire Related Human Behavior.

Each of the new certificates will not be listed in the IBHE Degree Program Inventory because its curriculum comprises only 30 semesters.

If you have any question about this letter, please contact me by email: jany@ibhe.org or by telephone: (217) 557-7361.

Sincerely,

Ocheng Jany
Associate Director for Academic Affairs

cc: Dr. Barbara Baily, Associate Provost

WESTERN
ILLINOIS
UNIVERSITY

February 20, 2008

Dr. Richard Pearce
Associate Director for Academic Affairs
Illinois Board of Higher Education
431 East Adams Street, 2nd Floor
Springfield, IL 62701-1418

Dear Rick:

Western Illinois University requests approval to offer two new undergraduate certificates:

Certificate in Fire Administration and Management
Certificate in Fire Prevention Technology

as reasonable and moderate extensions of the existing B.S. in Law Enforcement and Justice Administration. We request the assignment of discipline code 43.0202 (Fire Services Administration) for the Certificate in Fire Administration and Management and 43.0201 (Fire Protection and Safety Technology/Technician) for the Certificate in Fire Prevention Technology. As required by University policy, the new certificates have received approval from all campus curriculum bodies.

This request is consistent with Definition #10 on the IBHE's list of "Definitions of New Program and Reasonable and Moderate Extension (RME) at Public Universities." This definition recognizes "creation of certificate program in a field in which there is a previously approved degree program." Because the certificates require the completion of at least 30 s.h. but less than 60 s.h., I am submitting the programs to you for inclusion on the BHE Inventory as required by the "Definition of Programs for Inclusion in BHE Inventory."

The purpose of the certificates is to provide educational degree completion opportunities with a fire related focus to working firefighters. Although the certificates will be available to all WIU students, they will primarily serve students who are enrolled in WIU's Board of Trustees Bachelor of Arts (BOT/BA) interdisciplinary degree program. The BOT/BA is often chosen by firefighters who are seeking to complete a bachelor's degree. Through completion of one of the proposed certificates, firefighters will be able to focus their BOT/BA degree in a fire related academic area and have the concentrated study posted on their academic transcripts. The certificates meet the national fire service and training standards established by the U.S. Fire Administration's National Fire Academy and the Department of Homeland Security. The course completion requirements for the certificates are enclosed.

Provost and Academic Vice President
Sherman Hall 211, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1066 Fax 309.298.2021

The new certificates will not require the addition of new faculty, equipment or facilities, and no new funding is needed to implement the program.

If you have any questions, please let me know.

Sincerely,

Jack Thomas

Jack Thomas, Ph.D.
Provost and Academic Vice President

Enclosures

c: Al Goldfarb, President
Barb Baily, Associate Provost
Jeanne Clerc, Associate Provost for Extended Studies and Distance Learning
Richard Carter, Director of the Board of Trustees Bachelor of Arts Degree Program

WESTERN ILLINOIS UNIVERSITY

Certificate in Fire Administration and Management

Complete the following courses .....30 s.h.
EM 477 Disaster and Fire Defense Planning (3 s.h.)
EM 478 Managerial Issues in Hazardous Materials (3 s.h.)
ENGR 443 Fire Protection Structure and Systems Design (3 s.h.)
LEJA 481 Fire Administration (3 s.h.)
LEJA 482 Analytic Approaches to Public Fire Protection (3 s.h.)
LEJA 483 Personnel Management for the Fire Service (3 s.h.)
LEJA 484 Fire Prevention, Organization and Management (3 s.h.)
LEJA 485 Political and Legal Foundations (3 s.h.)
SOC 487 Application of Fire Research (3 s.h.)
SOC 488 Community and the Fire Threat (3 s.h.)

Certificate in Fire Prevention Technology

Complete the following courses .....30 s.h.
EM 478 Managerial Issues in Hazardous Materials (3 s.h.)
ENGR 443 Fire Protection Structure and Systems Design (3 s.h.)
ENGR 444 Fire Dynamics (3 s.h.)
LEJA 481 Fire Administration (3 s.h.)
LEJA 482 Analytic Approaches to Public Fire Protection (3 s.h.)
LEJA 484 Fire Prevention, Organization and Management (3 s.h.)
LEJA 485 Political and Legal Foundations (3 s.h.)
LEJA 486 Incendiary Fire Analysis and Investigation (3 s.h.)
PSY 481 Fire Related Human Behavior (3 s.h.)
SOC 488 Community and the Fire Threat (3 s.h.)

5/10/08
c: S. Lawson

WESTERN
ILLINOIS
UNIVERSITY

January 25, 2008

Provost Jack Thomas
Sherman Hall 211
CAMPUS

Dear Provost Thomas:

At its regular meeting on 22 January 2008, the Faculty Senate approved the following requests from the Board of Trustees Bachelor of Arts Degree Program:

1. Requests for New Certificates of Undergraduate Studies
   a. Fire Administration and Management
   b. Fire Prevention Technology

These requests are being submitted to you for your consideration.

Sincerely,

Steven M. Rock, Ph.D.
Chair, Faculty Senate

SMR/aeh

Enc

cc: President Goldfarb

✓ Approved

_____ Not Approved

1/31/08 Date

Jack Thomas, Jack Thomas

Faculty Senate
Stipes Hall 323, 1 University Circle, Macomb, IL 61455-1390
Tel 309.298.1589

REQUEST FOR CHANGE IN or NEW CERTIFICATE OF UNDERGRADUATE STUDIES

APPROVAL SIGNATURES REQUIRED BELOW:

Dept. Chair: _____ Date: 11/15/07 CCPI: Approved Date: 12-6-07

Dean: _____ Date: 11/15/07 Senate: Approved Date: 1-22-08

CIE (if applicable): _____ Date: _____ Provost: _____ Date: _____

Fire Administration and Management Certificate

Give **number, name and hours** of all courses listed in each area.
Mark all new courses which do not presently exist: *. Mark all Gen. Ed. Courses: #.
Mark all WID courses: +. **If there is no change from Existing Requirements, put SAME in Proposed column.**

	EXISTING Requirements	Semester Hours	PROPOSED Requirements	Semester Hours
1. Core Courses:	None		ENGR 443 (3) Fire Protection Structure and Systems Design; LEJA 481 (3) Fire Administration; LEJA 482 (3) Analytic Approaches to Public Fire Protection; LEJA 484 (3) Fire Prevention Organization and Management; LEJA 485 (3) Political and Legal Foundations; EM 478 (3) Managerial Issues in Hazardous Materials; and SOC 488 (3) Community and the Fire Threat	21
2. Directed Electives:	None		LEJA 483 (3) Personnel Management for the Fire Service;	9

			EM 477 (3) Disaster and Fire Defense Planning; and SOC 487 (3) Applications of Fire Research	
3. Open Electives:	None		SAME	
Total Semester Hours For Existing Requirements:			Total Semester Hours For Proposed Requirements:	30

* New course # Gen. Ed. course + WID course

ADDITIONAL EQUIPMENT REQUIREMENTS: Not Applicable
(Indicate what, if any, special equipment purchases will be necessary for the certificate)

WIU LIBRARIES OFFERS AN ARRAY OF INSTRUCTIONAL SUPPORT FOR CLASSES. WHAT LIBRARY MATERIALS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS) OR INSTRUCTION WILL BE HELPFUL TO SUPPOF THE TEACHING OF THIS COURSE OF STUDY? Not Applicable

RATIONALE: *(Where relevant, explain how results of assessment of student learning indicate a need for this in your major or minor.)*

1. Statement of educational objectives of the certificate.
   The WIU Board of Trustees Bachelor of Arts (BOT/BA) Degree Program was developed in 1972 to serve adults who were unable to complete an undergraduate degree by traditional means. The BOT/BA degree program is designed to provide students with an opportunity to earn a regionally accredited undergraduate degree in a manner compatible with their educational needs and lifestyles.

   The BOT/BA degree program is often chosen by firefighters who are seeking to complete a bachelor's degree. Because of the program's ability to meet the needs of working fire fighters, the National Fire Academy selected the BOT/BA degree program as one of their seven academic partners in the Degrees at a Distance Program. WIU's BOT/BA degree program has been affiliated with the Degrees at a Distance Program since 1980. The Degrees at a Distance Program includes 13 specific fire related academic courses. Through this partnership firefighters are able to focus their BOT/BA degree in a fire related academic concentration. Therefore, the overall objective of this certificate is to provide educational degree completion opportunities with a fire-related focus to working firefighters and record this achievement on their formal academic record.

2. Statement of demonstrated need for the certificate program.
   One of the key populations served by the BOT/BA degree program is fire fighters throughout the United States. Through a unique and nearly exclusive partnership agreement with the National Fire Academy, the BOT/BA degree program is one of only seven programs to be included in the National Fire Academy's Degrees at a Distance Program. Within this program, students take a specific sequence of thirty semester hours of coursework to earn either certification in "Fire

Administration and Management" or "Fire Prevention Technology." In support of this distinctive agreement it is requested that a formal record of these certificate achievements be recorded on a student's transcript.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
   No other Illinois colleges or universities are part of the Degrees at a Distance Program and, therefore, cannot offer the National Fire Academy certifications.

4. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
   The required course sequence includes specific thirty semester hours of upper division courses that concentrate on fire related subject matter.

5. Description of the relationship between the proposed certificate program and the existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?
   The courses included within these certificates programs are all WIU courses and are also offered on-campus to students within other majors (i.e. LEJA, ENGR, HS, PSY and SOC). Many students benefit from the agreement with the National Fire Academy (NFA). As WIU continues to strengthen this relationship with the National Fire Academy, we are requesting an exception to the certificate guidelines that relate to minors. We have reviewed the requirements for the LEJA minor in Fire Administration. This minor was designed to serve traditional students earning an LEJA major and is very different than the required standards for certification from the National Fire Academy. The LEJA minor in Fire Administration requires 18 semester hours of coursework (LEJA 306, 310, 483, 486 and six semester hours from: ENGR 443, 444, LEJA 482, 484, 485, EM 477, 478, HE 351, 352, PSY 481, SOC 487, 488). The LEJA minor requirements include some different courses and are a different combination of course requirements than the 30 semester hours required for the NFA certificates. This proposed certificate request will employ a very specific national standard established by the National Fire Academy, requires nearly double the hours of the LEJA minor, different courses, and was designed for a different population (the working professional fire fighter).

6. Description of any special features of the certificate program.
   This is a very unique and nearly exclusive partnership agreement with the National Fire Academy (NFA). Only seven programs in the entire country provide these certificates. This certificate request exceeds the traditional WIU definition of semester hours. Due to the unique partnership agreement with the National Fire Academy, the course content required within this certificate employs a specific national standard established by the NFA and Department of Homeland Security. The WIU BOT/BA Degree program continues to work very closely at the Federal level with the 13 NFA courses, the specific 30 semester hours required to satisfy either of the degree completion certificates, integrating individual course upgrades, revisions into a standard content, and distribution of information with participating departments and faculty. Therefore, although the credit hours required to complete the proposed certificate program fall outside the hours recommended in the WIU guidelines for a certificate of undergraduate study, this program should be approved in support of this very unique agreement.

with the National Fire Academy. This nearly exclusive agreement provides WIU with national recognition and elite status among those working in fire-related fields. Approving this proposed certificate will provide formal documentation of a student's achievement on the WIU academic record.

7. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a reaching load is to be redistributed to accommodate the new offering. *No new positions are requested based upon the inclusion of this certificate program.*

SUMMARY OF CHANGES:

A Certificate of Fire Administration and Management requires a course sequence that includes a specific 30 semester hours of upper division courses that concentrate on fire related subject matter.

REQUEST FOR CHANGE IN or NEW CERTIFICATE OF UNDERGRADUATE STUDIES

APPROVAL SIGNATURES REQUIRED BELOW:

Dept. Chair: _____ Date: 11/15/07 CCPI: Approved Date: 12-6-07

Dean: _____ Date: 11/15/07 Senate: Approved Date: 1-22-08

CIE (if applicable): _____ Date: _____ Provost: _____ Date: _____

Fire Prevention Technology Certificate

Give **number, name and hours** of all courses listed in each area.
Mark all new courses which do not presently exist: *. Mark all Gen. Ed. Courses: #.
Mark all WID courses: +. **If there is no change from Existing Requirements, put SAME in Proposed column.**

	EXISTING Requirements	Semester Hours	PROPOSED Requirements	Semester Hours
1. Core Courses:	None		ENGR 443 (3) Fire Protection Structure and Systems Design; LEJA 481 (3) Fire Administration; LEJA 482 (3) Analytic Approaches to Public Fire Protection; LEJA 484 (3) Fire Prevention Organization and Management; LEJA 485 (3) Political and Legal Foundations; EM 478 (3) Managerial Issues in Hazardous Materials; and SOC 488 (3) Community and the Fire Threat	21
2. Directed Electives:	None		ENGR 444 (3) Fire Dynamics; LEJA 486 (3) Incendiary	9

			Fire Analysis and Investigation, and PSY 481 (3) Fire Related Human Behavior	
3. Open Electives:	None		SAME	
Total Semester Hours For Existing Requirements:			Total Semester Hours For Proposed Requirements:	30

* New course # Gen. Ed. course + WID course

ADDITIONAL EQUIPMENT REQUIREMENTS: Not Applicable
(Indicate what, if any, special equipment purchases will be necessary for the certificate)

WIU LIBRARIES OFFERS AN ARRAY OF INSTRUCTIONAL SUPPORT FOR CLASSES. WHAT LIBRARY MATERIALS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS) OR INSTRUCTION WILL BE HELPFUL TO SUPPOR THE TEACHING OF THIS COURSE OF STUDY? Not Applicable

RATIONALE: *(Where relevant, explain how results of assessment of student learning indicate a need for this in your major or minor.)*

1. Statement of educational objectives of the certificate. .
   The WIU Board of Trustees Bachelor of Arts (BOT/BA) Degree Program was developed in 1972 to serve adults who were unable to complete an undergraduate degree by traditional means. The BOT/BA degree program is designed to provide students with an opportunity to earn a regionally accredited undergraduate degree in a manner compatible with their educational needs and lifestyles.

   The BOT/BA degree program is often chosen by firefighters who are seeking to complete a bachelor's degree. Because of the program's ability to meet the needs of working fire fighters, the National Fire Academy selected the BOT/BA degree program as one of their seven academic partners in the Degrees at a Distance Program. WIU's BOT/BA degree program has been affiliated with the Degrees at a Distance Program since 1980. The Degrees at a Distance Program includes 13 specific fire related academic courses. Through this partnership firefighters are able to focus their BOT/BA degree in a fire related academic concentration. Therefore, the overall objective of this certificate is to provide educational degree completion opportunities with fire-related focus to working firefighters and formal record this achievement on their formal academic record.

2. Statement of demonstrated need for the certificate program.
   One of the key populations served by the BOT/BA degree program is fire fighters throughout the United States. Through a unique and nearly exclusive partnership agreement with the National Fire Academy, the BOT/BA degree program is one of only seven programs to be included in the National Fire Academy's Degrees at a Distance Program. Within this program, students take a specific sequence of thirty semester hours of coursework to earn either certification in "Fire

Administration and Management" or "Fire Prevention Technology." In support of this distinctive agreement it is requested that a formal record of these certificate achievements be recorded on a student's transcript.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
   No other Illinois colleges or universities are part of the Degrees at a Distance Program and, therefore, cannot offer the National Fire Academy certifications.

4. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
   The required course sequence includes specific thirty semester hours of upper division courses that concentrate on fire related subject matter.

5. Description of the relationship between the proposed certificate program and the existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?
   The courses included within these certificates programs are all WIU courses and are also offered on-campus to students within other majors (i.e. LEJA, ENGR, HS, PSY and SOC). Many students benefit from the agreement with the National Fire Academy (NFA). As WIU continues to strengthen this relationship with the National Fire Academy, we are requesting an exception to the certificate guidelines that relate to minors. We have reviewed the requirements for the LEJA minor in Fire Administration. This minor was designed to serve traditional students earning an LEJA major and is very different than the required standards for certification from the National Fire Academy. The LEJA minor in Fire Administration requires 18 semester hours of coursework (LEJA 306, 310, 483, 486 and six semester hours from: ENGR 443, 444, LEJA 482, 484, 485, EM 477, 478, HE 351, 352, PSY 481, SOC 487, 488). The LEJA minor requirements include some different courses and are a different combination of course requirements than the 30 semester hours required for the NFA certificates. This proposed certificate request will employ a very specific national standard established by the National Fire Academy, requires nearly double the hours of the LEJA minor, different courses, and was designed for a different population (the working professional fire fighter).

6. Description of any special features of the certificate program.
   This is an exception to the established certificate guidelines as the curriculum is prescribed by the National Fire Academy. This certificate request exceeds the traditional WIU definition of semester hours. Due to the unique partnership agreement with the National Fire Academy, the course content required within this certificate employs a specific national standard established by the NFA and Department of Homeland Security. The WIU BOT/BA degree program continues to work very closely at the Federal level with the 13 NFA courses, the specific 30 semester hours required to satisfy either of the degree completion certificates, integrating individual course upgrades, revisions into a standard content, and distribution of information with participating departments and faculty. Therefore, although the credit hours required to complete the proposed certificate program fall outside the hours recommended in the WIU guidelines for a certificate of undergraduate study, this program should be approved in support of this very unique agreement with the National Fire Academy. This nearly exclusive agreement provides WIU with national

recognition and elite status among those working in fire related fields. Approving this proposed certificate will provide formal documentation of a student's achievement on the WIU academic record.

7. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a reaching load is to be redistributed to accommodate the new offering. *No new positions are requested based upon the inclusion of this certificate program.*

SUMMARY OF CHANGES:

A Certificate of Fire Prevention Technology requires a course sequence that includes a specific 30 semester hours of upper division courses that concentrate on fire related subject matter.

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January 16, 2008

Dr. Jack Thomas
Provost & Academic VP
Western Illinois University
211 Sherman Hall
Macomb, IL 61455

Dear Dr.Thomas:

At its December 4, 2007, meeting, the Illinois Board of Higher Education granted authority to Western Illinois University to establish the following degrees:

Western Illinois University

- Bachelor of Science in Nursing, CIP Code: 51.1601

The staff has assigned to the program the Classification of Instructional Programs (CIP) code shown above and will add the program to the Program Inventory. Please inform the appropriate persons on campus who need to know this information and those responsible for reporting data for the programs using the assigned codes.

Please contact Rick Pearce at pearce@ibhe.org, if you have any questions.

Sincerely,

Gary Alexander

Gary Alexander
Deputy Director for Academic Affairs

GA/clg

cc: Ocheng Jany
Carol Yoakum

11/15/08
c: A. Lyons.

10/21/15
c: J. Rives

WESTERN
ILLINOIS
UNIVERSITY

August 28, 2007

Dr. Gary Alexander
Deputy Director of Academic Affairs
Illinois Board of Higher Education
431 East Adams Street, Second Floor
Springfield, IL 62701-1418

Dear ~~Dr. Alexander~~ Gary

Western Illinois University requests approval to offer a new degree program, the Bachelor of Science in Nursing. We request the assignment of discipline code 51.1601—Nursing/Registered Nurse (RN, ASN, BSN, MSN).

The WIU Board of Trustees approved the creation of the Bachelor of Science in Nursing at its June 2, 2007 meeting.

Please do not hesitate to contact me if you require further information regarding this request.

Sincerely,

Barbara Baily
Associate Provost and Academic Vice President

c: Al Goldfarb, President
Inessa Levi, Dean of the College of Arts and Sciences
Richard Anderson, Chair of the Department of Biological Sciences
Lea Monahan, Director of Nursing Program
Ocheng Jany, Assistant Director of Academic Affairs

Provost and Academic Vice President
Sherman Hall 211, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1066 Fax 309.298.2021

REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. **Name of Institution:** Western Illinois University

2. **Title of Proposed Program:** Bachelor of Science in Nursing

3. **Contact Person:** Dr. Barbara Baily, Associate Provost

   3.1. Telephone: 309-298-1066

   3.2. E-mail: BA-Baily@wiu.edu

   3.3. Fax: 309-298-2021

4. **Level of Proposed Unit**

   __ Undergraduate Certificate (1-2 years)
   __ Undergraduate Certificate (2-4 years)
   __ Associate
   √ Baccalaureate
   __ Masters
   __ First Professional
   __ Doctorate
   __ Post-Baccalaureate Certificate
   __ Post-Master's Certificate
   __ First Professional Certificate

5. **Requested CIP Code** (6-digits) 51.1601

6. **Proposed Date for Enrollment of First Class:** Fall 2008

7. **Location Offered:** **On-Campus** √
   Off-Campus ___: Region Number(s)_____ or Statewide___

MISSION, OBJECTIVES AND PRIORITIES

8. **Mission**

   8.1. **Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities.**

   The proposed B.S. in Nursing (BSN) program at Western Illinois University will serve students seeking a baccalaureate degree which will add to and enhance their basic knowledge of the professional practice of nursing and provide an opportunity for career development and advancement in both practice and nursing education. The program will advance the field of nursing and, therefore, health care through safe and effective practice.

   The proposed program will support and enhance the mission of Western Illinois University by offering accessible university education, extending the educational

preparation of local health care providers, and preparing reasoned, thoughtful caregivers.

The proposed BSN program at Western Illinois University will join a number of programs in professional areas in health and human services. The nursing program will offer a RN to BSN program. Applicants who have completed a basic nursing education program from either an associate degree program or a diploma program and who have obtained state licensure to practice professional nursing will be considered. The nursing program will serve a very specific population. In the attempt to provide the number of practicing nurses needed for health care today and in the future, nursing education has offered many entry levels into the profession. For a variety of reasons, the profession has focused a great amount of resources at the basic entry level, i.e., associate degree nursing and diploma nursing. Professional practice, health care agencies, and policy making bodies, as well as the development of the health sciences, require many nurses to have more than this basic education. The current health care system is changing rapidly. The baccalaureate degree in nursing serves the needs of the patient, health care delivery, and the nurse seeking advance education.

The increasing demands of the health care system are such that baccalaureate prepared nurses are in great demand in all health care settings for staff and leadership positions, for positions in specialty care units, and for a variety of positions in public health and community health agencies as well as industry, long-term care, and clinics.

There is very limited access to baccalaureate nursing education for registered nurses prepared at the basic level in Western Illinois University's region of Illinois, especially in the public education arena. Health care agencies are eager to have nurses with a baccalaureate education.

8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to *The Illinois Commitment.*

The RN to BSN Program at Western Illinois University will respond to *The Illinois Commitment* in the following ways:

Policy Area One: Economic Growth

The RN to BSN program will support the education and development of the nursing profession by offering access to a baccalaureate program. Nurses with baccalaureate degrees are in high demand. They are responsible for a higher level of care and a higher quality of care. Health care organizations are trying to sustain high quality health care at the local level and ensuring health care will be available to local residents. Nurses are being recruited away from local health care agencies with offers of higher salaries, advanced education, and opportunities for professional development. This initiative would support increased retention of local nursing professionals. Local health care agencies have a lower percentage (3 to15%) of its nursing workforce prepared at the baccalaureate level than the state average (30%) and lower than model nursing departments in recognized hospitals (55%).

Policy Area Three: Affordability

There is no access to public higher education baccalaureate degrees in nursing in Macomb or the communities surrounding the Western Illinois University Macomb Campus. Registered nurses in the region either pay high tuition at private colleges or

out of state tuition in a neighboring state to obtain a bachelor's in nursing. While some health care agencies offer tuition assistance, the financial support does not pay for very much private tuition and slows progress toward a degree. Having a B.S. in Nursing degree program available at the WIU Macomb Campus would make the degree more affordable and available to area registered nurses.

Policy Area Four: Access and Diversity
It is a goal of nursing education to prepare a workforce which is reflective of its residents. Access to baccalaureate and then higher degrees in nursing assures a well prepared workforce to meet that goal.

Policy Area Five: High Quality
Western Illinois University is committed to high quality academic programs. The intent of the proposed RN to BSN program is to offer the highest quality program. The program will be guided by a set of measurable program outcomes. The outcomes will be based on a set of nationally recognized elements entitled *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing), *Nursing: Scope and Standards of Practice* (American Nurses Association), *Nursing's Social Policy Statement* (American Nurses Association), *Code of Ethics for Nurses with Interpretive Statements* (American Nurses Association), and *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education). Nursing education has a history of developing programs based on clear objectives and outcomes, measuring its outcomes, and improving its programs as needed.

Policy Area Six: Accountability and Productivity
The RN to BSN program will be guided by a framework of health promotion and maintenance using the nursing theory of Self Care Deficit postulated by Dorothea Orem. By using this framework, the program will have many measurable indices including mission resources, curricular appropriateness, and evaluation. The program will be accountable to the University, its students, the regional health care agencies, the nursing education community, and the nursing profession. This paradigm of wellness and patient/nurse responsibility is common in nursing education. The selection of a RN to BSN program is one with inherent productivity. The program builds on nursing education at the associate degree or diploma level and will offer upper division nursing courses and general education and support courses to meet baccalaureate requirements.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.

There are 34 Illinois colleges and universities that list nursing departments or schools. Of the 34, 33 offer the RN to BSN program. Only 21% of nursing programs are housed in public universities.

Institution	Public/Private	RN to BSN Program
Aurora University	Private	Yes
Benedictine University	Private	Yes
Blessing-Reiman College of Nursing	Private	Yes

Bradley University	Private	Yes
Chicago State University	Public	Yes
DePaul University	Private	Yes
Eastern Illinois University	Public	Yes
Elmhurst College	Private	Yes
Governors State University	Public	Yes
Illinois State University	Public	Yes
Illinois Wesleyan University	Private	No
Lakeview College of Nursing	Private	Yes
Lewis University	Private	Yes
Loyola University	Private	Yes
MacMurray College	Private	Yes
McKendree College	Private	Yes
Millikin University	Private	Yes
North Park University	Private	Yes
Northern Illinois University	Public	Yes
Olivet Nazarene University	Private	Yes
Quincy University	Private	Yes
Rockford College	Private	Yes
Roosevelt University	Private	Yes
Rush University	Private	Yes
Saint Xavier University	Private	Yes
Southern Illinois University – Edwardsville	Public	Yes
St.Anthony College of Nursing	Private	Yes
St. Johns College	Private	Yes
St. Francis Medical Center College of Nursing	Private	Yes
Trinity Christian College	Private	Yes
Trinity College of Nursing & Health Sciences	Private	Yes
University of Illinois-Chicago	Public	Yes**
University of St. Francis	Private	Yes
West Suburban College of Nursing	Private	Yes

**The College of Nursing at the University of Illinois-Chicago offers degree programs at the University of Illinois-Champaign-Urbana campus including the RN to BSN program.

The RN to BSN programs in the above colleges and universities are comparable to the proposed program at Western Illinois University. Some programs are offered in a distance learning format and others offer evening and/or weekend classes. There are comparable course and program requirements.

There is no baccalaureate nursing program, generic or RN to BSN, within fifty miles of the Western Illinois University Macomb campus.

8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.

There is an overall shortage of practicing nurses in the United States; approximately 20% more nurses are currently needed to meet the demand for health care. The nursing shortage is projected to continue for at least the next 15 years. There are several factors which contribute to the shortage. 1) The average age of practicing nurses in the U.S. is 44.5 years, 45.9 in Illinois, and 48 years in the area served by Western Illinois University as of August, 2006 (Baldwin, K.A. and Metcalfe, S. *The Illinois Registered Nurse Workforce at the Millennium: A Final Report,* Illinois Department of Professional Regulation, Springfield, IL, 2001). Although individuals are entering the profession, many will be leaving for retirement as the general population is aging. As the population ages, the health care needs become more complicated requiring more complicated care, intensive care, and more care delivered in the home. Basic, entry level programs, i.e., associate degree and diploma programs, do not include extensive public health and community health in their respective curricula. 2) Nationally the average age of nursing faculty is between 45 and 60 years old and likely to retire in the next 5 to 15 years (*National Survey Nursing Education*, National League for Nursing, NY, October 2006). The American Association of Colleges of Nursing (AACN) has stated that graduates of baccalaureate programs are more likely to pursue graduate education and achieve the credentials needed to serve as nursing educators (*Nursing Shortage,* AACN, March 2007).
3) The need for nurses prepared at the baccalaureate level is also increasing. Dr. Linda Aiken, from the University of Pennsylvania, reported in a study that there was a significant patient survival rate where the nursing care personnel had a higher proportion of baccalaureate prepared nurses. The study recommended that nursing education focus on shaping the workforce in order to be educationally prepared to meet the needs for the patient population. (Aiken, L., "Educational Levels of Hospital Nurses and Surgical Patient Mortality," *Journal of the American Medical Association,* September 24, 2003). The AACN states that nurses with a Bachelor of Science in Nursing (BSN) degree are well prepared to meet the demands placed on today's nurse. "BSN nurses are prized for their skills in critical thinking, leadership, case management, and health promotion and for their ability to practice across a variety of patient care settings." (*Nursing Fact Sheet,* AACN, March 2007).

There needs to be a renewed emphasis on supporting employers to encourage registered nurses to pursue education at the baccalaureate and higher degree levels. The American Organization of Nursing Executives advocates the elevation of the educational level of the nurse to the baccalaureate level through supportive partnerships within the education community. Nurse executives, federal agencies, the armed services, national nursing organizations, health care foundations, Magnet Hospitals, and minority nurse advocacy groups recognize the value of the baccalaureate prepared nurse. The National Advisory Council on Nurse Education and Practice proposes that at least two-thirds of the nurse workforce hold a baccalaureate or higher degree in nursing by the year 2010. Currently only 43% of nurses hold a degree at the baccalaureate degree or higher.

The Illinois Registered Nurse Workforce at the Millennium: A Final Report (2001) prepared by the Illinois Department of Professional Regulation, identified several data points which support the proposed program.

- There are approximately 141,408 registered nurses in Illinois.
- Approximately 83% of RNs are working and 73% of those are employed full time. Seventeen percent are retired.
- Hospitals are predominate employers: 58% work in that health care setting.
- Thirty-eight percent of nurses report their initial level of education as associate degree, 39.9% report the BSN as their highest level of education.
- The percentage of nurses educated at the baccalaureate level by county ranges from 25% to 60% with Cook and DuPage counties reporting the highest percentage.
- Approximately 54% of RNs returning to school are seeking a baccalaureate degree.
- The overall vacancy rate for RNs is 10.7% with staff turnover at 14.4%.
- RN vacancies are more serious in long term care facilities where the vacancy rate is 18.9%.

On July 28, 2005, the Governor of Illinois signed two RN Workforce Bills in an effort to reduce the shortage of nurses. These bills will facilitate foreign nurses' entrance into the Illinois workforce and address the use of mandatory overtime for nurses. Senate Bill 1842 and Senate Bill 2064 indicate a concern for not only the quantity of nursing care but the quality of nursing care. Mandatory overtime can lead to increased nurse error and decrease in time for nurses to continue their education.

Finally, in a formal survey of selected regional health care organizations, conducted by Susan Livingston and completed in 2006, 100% highly supported Western Illinois University starting an RN to BSN program. Ninety two health care organizations were surveyed with a response rate of 32.6%. Those responding were hospitals, long term care facilities, health departments, clinics, mental health facilities, physician offices, home health agencies, and adult day care centers. The largest employers were hospitals: 42% stated they preferred baccalaureate prepared nurses for staff positions and 87% preferred baccalaureate prepared nurses for supervisory positions. Fifty percent of health departments and home health agencies preferred baccalaureate prepared nurses for both staff and supervisory positions. Agencies reported anticipated vacancies of between 1 to 9 full time positions for registered nurses in the next five years. Officials of the agencies who responded to the survey offered support in terms of clinical facilities, staff serving as preceptors, and nursing leaders to assist students in learning activities. (Livingston, S. and Eathington, P., *Western Illinois Nursing Education Feasibility Study,* Western Illinois University, 2006)

9. Program Description

9.1. Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives. Provide a complete catalog description of the proposed program.

The RN to BSN curriculum was developed as a result of recommendations from Dr. Mary S. Collins PhD, RN, FAAN who served as a consultant in curriculum and program development. Dr. Collins has served as the director and dean of several schools of nursing and has had extensive experience in the development of undergraduate and graduate programs in nursing throughout the U.S. including most recently the development of the completion program at Eastern Illinois University. In addition to the recommendations received from Dr. Collins, the curriculum was also reviewed by a group of nursing educators from the west central region of Illinois including Dr. Pam Brown, President Blessing-Rieman College of Nursing, Quincy, IL; Ms Cheryl Hoffman, RN, Dean Nursing & Allied Health, Spoon River College, Canton, IL; Ms Sue Livingston, RN, Director Graham Hospital School of Nursing, Canton, IL; Mr. David Phillipi, Health Science Director, John Wood Community College, Quincy, IL; and Ms. Sally Day, RN, Director of Nursing, Carl Sandburg College, Galesburg, IL. Based on the recommendations of Dr. Collins and the review and recommendations of the area nursing educators, Dr. Jim Schmidt, Associate Dean, WIU College of Arts and Sciences and Dr. Richard Anderson, Chair, WIU Department of Biological Sciences, developed the curriculum and program requirements for the proposed RN to BSN program at Western Illinois University. The program was then approved through the curriculum process at WIU including the College of Arts and Sciences Curriculum Committee and Faculty Council and the WIU Council on Curricular Programs and Instruction and Faculty Senate.

The BSN program is a completion degree to allow individuals who currently are licensed registered nurses possessing a two year associate degree (associate degree in nursing or associate degree in applied science) or a three year "diploma" nursing degree to complete requirements for a baccalaureate degree. The 121-124 semester hour program assumes 60 s.h. of transferred work from a 2- or 3-year nursing program and is comprised of 61- 64 semester hours of coursework, including additional general education classes not generally included in 2- or 3-year nursing degrees, as well as 300- and 400-level nursing courses.

Program Objectives:
The RN-to-BSN program will prepare professional nurses to:

1. Apply liberal education knowledge and principles to clinical decision-making, evidence-based practice, and working with and appreciating individual and cultural differences that affect patient care.
2. Serve as a care provider to individuals, families, groups, communities, and populations.
3. Serve as a designer, manager, and coordinator of care.
4. Develop an identity as a professional nurse with concomitant development of appropriate professional values and ethics.
5. Communicate with patients, colleagues, and other members of health care teams.
6. Appreciate and pursue lifelong learning including post-baccalaureate degrees.

The BSN degree program will be housed administratively in the Department of Biological Sciences, an academic department within the College of Arts and Sciences. The Director of the BSN program will report to the Chair of Biological Sciences, who reports to the Dean of Arts and Sciences. Future plans include the development of a School of Nursing which will be an autonomous unit within the College of Arts and Sciences. Course delivery will be via face-to-face with some hybrid courses containing on-line components. The program will be delivered on the Macomb campus and

housed in Waggoner Hall. Adequate space is available for classrooms and required offices.

Initially, the program director will teach two courses, Nursing 300 and Nursing 408. Two additional faculty will be hired. One faculty person, whose specialty will be medical/surgical nursing will be hired to teach Nursing 301, 302, 303, 430, 409, and 432. An additional faculty person, whose specialty is community health nursing, will teach Nursing 403, 405, 407, 431, and 433.

Catalog Description:

Admissions Requirements - Bachelor of Science in Nursing (RN-to-BSN completion degree)

Acceptance into the RN-to-BSN program involves three stages. The first stage involves admission to the University. Upon admission to the University, an application to the pre-BSN program must be filed with the Director of Nursing. The third stage involves completion of pre-BSN requirements and formal acceptance as a BSN major.

Admission to Western Illinois University
Applicants to the Nursing program must first apply for and be granted regular admission to Western Illinois University. Applicants to the BSN program who have earned 24 or more semester hours of college work will be considered for admission on the basis of college performance only. A combined C average for all hours attempted from all institutions attended and good standing at the last college/university attended are required for admission.

Admission to Pre-BSN program
Students who seek admission to the pre-BSN program must:

1. Submit a completed application to the Director of Nursing (deadline for submission is July 1 for Fall semester; students applying to the Nursing Program after July 1 will be considered on a space-available basis).
2. Submit to the Director of Nursing official transcripts from each post-secondary institution (college, university, or school of nursing) attended. **All students admitted to the Pre-BSN program must have completed a registered nurse (RN) program.** This may be a 2-year associate's degree (either an associate's degree in nursing or an associates in applied science), or a 3 year diploma program. A minimum cumulative GPA of 2.5 on a 4.0 scale in all post-secondary coursework is required for consideration for admission.
3. Submit a copy of a current CPR card from Basic Life Support for the Professional (American Heart Association or American Red Cross).
4. Secure letters of reference from two (2) professional references – one academic (i.e., instructor or professor) and one clinical (i.e., supervisor).
5. Provide documentation that health requirements of the program have been met (see application)
6. Write a professional statement.

Please note that admission to the pre-BSN program is competitive and space in the program is limited. Meeting or exceeding the minimum requirements stated above does not guarantee admission.

Acceptance as a BSN major
Students who are admitted to the pre-BSN program and who successfully meet the BSN admissions standards will be accepted as BSN majors.

A student in the pre-BSN program becomes a BSN major when the following criteria are met:

1. The student completes a minimum of 12 semester hours at WIU. These twelve hours must include WIU's NURS 300 and NURS 301, and the student must have a cumulative GPA of at least 2.5 in all coursework.
2. The student possesses an active, unrestricted license as a Registered Nurse in Illinois.
3. The student has earned a grade of C or better in each of the following prerequisite courses at WIU or as transfer credits. A prerequisite course may not be repeated more than once. A minimum cumulative GPA of 2.75 is required in prerequisite science courses – items d, e, & f below.
    a. ENG 180, ENG 280 & COMM 241
    b. PSY 100
    c. SOC 100
    d. MICR 200 (Introductory Microbiology)
    e. ZOOL 230 & ZOOL 231 (Anat. and Phys. I & II)
    f. CHEM 101 & 102 (General Chem I & II) or CHEM 201 & 202 (Inorganic Chem I & II)
4. The student successfully has completed a drug screen and national criminal background check. (Students will be responsible for the cost of the background check.) Applicants with a felony conviction are ineligible for admission.

Retention as a BSN major

1. A student must earn a minimum grade of C in all nursing courses. If a student fails to earn a minimum grade of C in any nursing course, the student will be prohibited from taking any other nursing courses and the student will be required to repeat the course.
2. Each student must maintain a minimum 2.5 GPA in WIU courses. A student with a GPA below 2.5 but above 2.0 will be placed on probation in the BSN program and will not be allowed to register for additional nursing courses (those with a NURS prefix) until that student's cumulative GPA exceeds the 2.5 minimum.
3. Any student with a cumulative GPA below 2.0 in WIU courses will be dismissed from the BSN program. A student who has been dismissed from the program may appeal to the Director of the Nursing Program for readmission to the program. At the Director's discretion, a student whose appeal is granted will develop with the Director a remediation plan. A student who successfully completes the remediation plan and meets the minimum GPA requirements will be readmitted to the BSN program.
4. To register for classes, students in the nursing program are required to submit proof of yearly tuberculin skin testing, flu vaccine, and CPR certification. Students who fail to demonstrate proof of currency for the upcoming semester will not be allowed to register.

Catalog Description: B.S. in Nursing

I. Possess a license as a Registered Nurse and completion of a 2-year ADN or a 3-year nursing diploma program will be required for admission to program ..... 60 s.h.

II. Complete University General Education requirements..... 13-16 s.h.

III. Required Nursing courses ..... 33 s.h.
NURS 300 Theoretical and Conceptual Foundations of Professional Nursing (3 s.h.)*
NURS 301 Systems of Care in Professional Nursing (3 s.h.)*
NURS 302 Advanced Health Assessment (3 s.h.)*
NURS 303 Pathophysiology and Psychopathology (3 s.h.)*
NURS 304 Socialization into Professional Practice (3 s.h.)*
NURS 405 Nursing and the Community (6 s.h.)*
NURS 407 Leadership and Management in Professional Nursing (6 s.h.)*
NURS 408 Nursing Research (3 s.h.)†*
NURS 409 Professional Seminar (3 s.h.)†*

IV. Select one Nursing course from the following ..... 3 s.h.
NURS 430 Gerontological Nursing (3 s.h.)*

NURS 431 Rural Nursing (3 s.h.)*
NURS 432 Nursing Informatics (3 s.h.)*
NURS 433 Community Mental Health Nursing (3 s.h.)*

V. Other Requirements..... 12 s.h.
CH 211 Principles of Community Health (3 s.h.)
STAT 171 General Elementary Statistics (3 s.h.)
Choose 6 s.h. from the following:
EOS 311 Environmental and Occupational Health Problems (3 s.h.)
EOS 317 Health Effects of Environmental Hazards (3 s.h.)
HE 321 Women's Health (3 s.h.)
HE 325 Multicultural Health Issues (3 s.h.)
HE 432 The Coordinated School Health Program (3 s.h.)
HS 411 Principles of Epidemiology (3 s.h.)
HS 412 Principles and Practices of Public Health Administration (3 s.h.)
HS 413 Community Health Program Development and Evaluation (3 s.h.)
HSM 314 Health Care management (3 s.h.)
HSM 315 Long Term Care management (3 s.h.)
HSM 470 Legal Aspects of Health Services Management (3 s.h.)

TOTAL HOURS REQUIRED FOR THE DEGREE PROGRAM..... 121-124 s.h.

*New course.

†NURS 408 and 409 fulfill the Writing Instruction in the Discipline (WID) graduation requirement.

Catalog Description: New Courses

NURS 300, Foundations of Professional Nursing, 3 sh
The roles of a professional nurse as a primary care provider, health researcher, and patient educator are reviewed across a variety of health care systems.
Prerequisite: Licensure as a Registered Nurse and permission of program director.

NURS 301, Systems of Care in Professional Nursing, 3 sh
This course examines the development and current directions of the U.S. health care system as it relates to professional nursing. It explores the contexts of political, social, financial, and geographic differences as they pertain to the nursing profession.
Prerequisite: NURS 300 and permission of program director.

NURS 302, Health Assessment, 3 sh
This course presents the basic elements of health assessment of all body systems as well as recording a patient's medical history. Physical and psychosocial assessment will be practiced. A clinical/laboratory component course.
Prerequisite: Admission to the BSN program and permission of program director.

NURS 303, Pathophysiology and Psychopathology, 3 sh
Disease processes are discussed within the context of underlying pathology, clinical presentation and manifestation, and treatment alternatives. Diagnostic techniques, common therapies, nursing interventions, and review of body systems are included. Both physical and psychological manifestations of disease are discussed.
Prerequisite: Admission to the BSN program and permission of program director.

NURS 304, Socialization into Professional Nursing Practice, 3 sh
This course explores the role of professional organizations, including specialty organizations in the ongoing development of professional nurses, and life-long learning as a component of the nursing profession.
Prerequisite: Admission to the BSN program and permission of program director.

NURS 405, Nursing and the Community, 6 sh
This course focuses on understanding and practicing public health and community health nursing, including epidemiology, client system, health behavior, health accommodation, stress and adaptation, and levels of prevention, immunizations, home care, clinics, and community agencies. A clinical component course.
Prerequisite: STAT 171, CH 211, NURS 303, and permission of program director.

NURS 407, Management in Nursing, 6 sh
Reviews theories of leadership and management in the practice of professional nursing. Management of caseloads of patients, professional and support personnel, and specific nursing interventions will be practiced. A clinical component course.
Prerequisite: NURS 302, STAT 171, and permission of program director.

NURS 408, Nursing Research, 3 sh
An examination of research methods as they pertain to nursing, including the role of theory, modes of inquiry, research models, and ethical issues. Applying research in the development of patient care plans. Writing Instruction in the Discipline (WID) course.
Prerequisite: NURS 304, STAT 171, ENG 280, and permission of program director.

NURS 409, Professional Seminar, 3 sh
This capstone experience course explores the role of baccalaureate preparation for contemporary nursing practice, focusing on the influences of professional organizations, institutional support and personal change. A professional portfolio will be developed. Writing Instruction in the Discipline (WID) course.
Prerequisite: NURS 301, NURS 405, NURS 407, ENG 280, and permission of program director.

NURS 430, Geriatric Nursing, 3 sh
This course covers issues of health policy, financial and psychosocial support for young elders, functionally able elders, and frail elders. Assessment, diagnosis, and treatment of common health problems of the elderly will be addressed. A clinical component course.
Prerequisite: NURS 302, NURS 303, NURS 304, and permission of program director.

NURS 431, Rural Nursing, 3 sh
An examination of rural nursing, focusing on need, delivery, access, availability, acceptability, and types of health care in rural areas. A clinical component course.
Prerequisite: NURS 304 and permission of program director.

NURS 432, Nursing Informatics, 3 sh
This course examines the manner in which information, data, facts, and figures are developed, utilized, and analyzed for patient improvement.
Prerequisite: STAT 171, admission to the BSN program, and permission of program director.

NURS 433, Community Mental Health Nursing, 3 sh
Explores population-specific mental health issues, including access, treatment modalities, and follow-up, and drug and alcohol abuse in the context of community health nursing. A clinical component course.
Prerequisite: NURS 304, CH 211, and permission of program director.

9.2. Explain what students are expected to know and/or be able to do upon completing the program.

Baccalaureate in Nursing Program Outcomes with indicators

1. Provider of care: the graduate will use the nursing process to provide care for the whole person/group/community that is ethical, culturally competent and evidence based in a variety of health care settings to maximize health potential and reduce care deficits.
   a. Performs assessments that are culturally appropriate.

b. Accurately analyzes assessment data.
c. Collaborates to plan appropriate nursing interventions with the client (system) and other members of the health care team.
d. Demonstrates appropriate nursing interventions that are ethical, evidenced based, and culturally competent.
e. Evaluates client (system) care outcomes, revises plan where needed.
f. Documents care accurately in accordance with the accepted method of the health care organization.

2. Leader of care: the graduate will demonstrate leadership through collaboration with providers and consumers to design and direct safe, effective, quality care for individuals, groups, and communities that is cost effective and timely to promote health potential and reduce care deficits.
   a. Demonstrates appropriate coordination, delegation, supervision of nursing care for groups of clients in a variety of care settings.
   b. Designs and evaluates safe, effective, quality care for clients, groups, and communities.
   c. Collaborates with the health care team to advocate for clients, groups, and communities for health promotion.
3. Member of a profession: the graduate will demonstrate professional behavior that communicates respect for self and others, acts ethically, commits to lifelong learning, and participates in the advancement of nursing.
   a. Practices nursing using professional standards.
   b. Communicates clearly through verbal, nonverbal, and written methods.
   c. Demonstrates commitment to the profession by ongoing learning and participation in professional activities that promote nursing.
   d. Demonstrates knowledge of sociopolitical, economic, and ecological forces that impact nursing.

9.3. Describe the strategies to be incorporated into the proposed program to promote student learning.

Courses will be presented in active learning formats as well as clinical and/or laboratory components for applied learning. Student learning will be assured with the following activities:

- The undergraduate catalog of Western Illinois University will include the program objectives. Other materials including brochures, the University website, and the Nursing program handbook, will include all information (specifically program objectives) needed to understand and appreciate the nursing program.
- Student learning and academic performance will be measured with course requirements in each course. In addition clinical performance objectives will be measured with each clinical course. Students will meet with course faculty twice during a clinical course to review performance in relation to meeting all objectives. The student's academic advisor will meet with the student twice a year prior to the oncoming semester to plan courses to meet program requirements. Discussions of academic performance will occur on additional occasions as needed.
- Student examinations, papers, and projects will be evaluated promptly. Feedback in relation to meeting course and program objectives will include suggestions to improve performance as needed.
- Students will have the opportunity through formal coursework to understand and appreciate the expectations of the profession. Since all students come with an associate degree in nursing or a diploma in nursing and have practiced nursing to

some extent, they have a familiarity with the underpinning of the profession. Students will have the opportunity to meet leaders in the profession through guest presentations in courses, the development of a nursing student organization, and participation in professional conferences. In addition, faculty members serve as role models of professional practice and socialize the student into the professional role on an ongoing basis.

- It is common for nursing faculty members to make themselves available to students both in the classroom and at other times. Faculty members can also enhance their courses with mechanisms such as internet chat rooms and e-mail. Professional activities such as seminars, conferences, colloquia, and other activities will be used by faculty and students to increase contact. In the same way, students can increase their contact with each other by means of the internet, student organization activities, group projects, and professional activities.
- Nursing faculty can avail themselves of resources on the campus to maintain and improve teaching and scholarship. There are numerous offerings on campus for improving teaching. Faculty members can also participate in state and national conferences and workshops on nursing education. Scholarship is supported with participation in clinical and course related activities and the pursuit of activities that meet the individual development needs of the faculty.

RESOURCES

10. Complete Table I to show student enrollment projections for the program.

Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	1st Year FY09	2nd Year FY10	3rd Year FY11	4th Year FY12	5th Year FY13
Number of Program Majors (Fall headcount)	16	48	80	80	64
Annual Full-Time-Equivalent Majors	8	24	40	40	32
Annual Credit Hours in EXISTING Courses[1]	96	1296	2112	2880	2400
Annual Credit Hours in NEW Courses[1]	96	1296	2668	4320	3120
Annual Number of degrees Awarded	0	0	0	16	32

[1]Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

11. **Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:**

Table II
TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		FY08	FY09	FY10	FY11	FY12
1	Total Resource Requirements	211,678	306,071	383,571	407,571	407,571
2	Resources Available from Federal Sources[1]					
3	Resources Available from Other Non-State Sources[1]					
4	Existing State Resources[2]		146,178	302,571	377,571	407,571
5	Resources Available through Internal Reallocation[3]	211,678*	159,893*	81,000*	30,000	0
6	New State Resources Required[4]					
	Breakdown: New State Resources Required					
7	FTE Staff[5]					
8	Personal Services					
9	Equipment and Instructional Needs					
10	Library					
11	Other Support Services[6]					

[1]These lines reflect funds available (not incremental funds) from non-state sources in any given year

[2]Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

[3]Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

[4]Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

[5]Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

[6]Other dollars directly assigned to the program. Do not include allocated support services.

*$65,500 is a one-time allocation in FY08; $3,500 is a one-time allocation in FY09; $6,000 is a one-time allocation in FY10.

Budget
The budget is predicated on the assumption that one 16 student cohort will be admitted to the program each academic year, with the exception of the second year, where two cohorts will be admitted to address pent-up demand in the service region. All funds will be reallocated from the current Western Illinois University budget; no new State funds are requested.

Personnel

- The FYO8 personnel budget covered by central administration reallocations will fund the director position for the new program ($120,000).
- In FY09, a full-time tenure-track Ph.D. nursing faculty with a medical-surgical nursing specialty ($75,000) and a .25 FTE medical librarian position ($10,000) will also be funded by WIU central administration reallocations. Reallocations within the College of Arts and Sciences in FY09 will fund an FTE Level IV Secretary ($22,608), a 1.5 FTE (i.e., Fall-Spring-Summer) graduate assistant ($7,915) to serve as a lab technician for the Health Assessment teaching lab, and a .45 FTE academic advisor ($17,372).
- In FY10, central administration reallocations will fund a full-time tenure-track Ph.D. faculty position with a specialty in community health nursing.
- In FY11, central reallocations will fill a .50 FTE master's-level adjunct nursing faculty position ($30,000), at which point the program will be fully staffed.

Operating Expenses
The College of Arts and Sciences will reallocate funds to cover operating and contractual expenses, purchase of lab supplies and equipment, and to support faculty and administrative travel. In FY08, these reallocations will total $57,175 and will include outfitting new health assessment labs and the purchase of startup equipment. In FY09 and thereafter, the College reallocation will total $24,500 annually for these operating expenses.

Costs related to accrediting the program ($3,500 in FY09 and $6,000 in FY10) will be assumed by the College.

Reallocations from WIU central administration will cover library expenses ($20,000 in FY09, with 10% annual increases thereafter) and expenses associated with program membership in professional associations ($1,678 in FY08; and $3,498 in successive years).

Capital Expenses
Reallocations within the College of Arts and Sciences ($32,825) will fund renovation of space for health assessment laboratory space and for office space for the nursing faculty.

FY08 New Resources Available through Internal Reallocations

1 FTE Nursing Program Director	$120,000
Operating Exp. ($32,675 one-time allocation)	57,175
Professional Organization Membership	1,678
Waggoner Renovation (one-time allocation)	32,825
Total New Internal Reallocations	$211,678

FY09 New Resources Available through Internal Reallocations	
1 FTE Tenure-Track Nursing Faculty	$75,000
1 FTE Secretary IV	22,608
1.5 FTE Graduate Assistant	7,915
.25 FTE Medical Librarian	10,000
.45 FTE Academic Advisor	17,372
Operating Expenses	24,500
Library	20,000
Accreditation Costs (one-time allocation)	3,500
Professional Organization Membership	3,498
Total New Internal Reallocations	$96,893

FY10 New Resources Available through Internal Reallocations	
1 FTE Tenure-Track Nursing Faculty	75,000
Accreditation Costs (one-time allocation)	6,000
Total New Internal Reallocations	$81,000

FY11 New Resources Available through Internal Reallocations	
.50 FTE Adjunct Nursing Faculty	$30,000
Total New Internal Reallocations	$30,000

12. Describe the institutional resources available to develop and maintain a quality program.

The program will initially be administered by the Department of Biological Sciences with a School of Nursing being developed as student enrollment in the program and curriculum offerings develop. The program will be administered by a Director of Nursing.

Faculty must have at least a master's degree in nursing to meet minimum qualifications. The director of the program will have an earned doctorate. A reward structure exists through annual evaluations and the promotion/tenure process. Faculty will be evaluated according to the contractual criteria established by the Department Personnel Committee, per the WIU/UPI Agreement.

The Malpass Library at WIU has hard copies of professional journals and on-line access to most professional journals, including full-text, through the Illinois library consortium. Reference texts are also available and new materials needed to support specific curricula will be purchased with the program's annual library allocation.

Student support is available through a departmental student assistance center and University student support services, which offer free tutoring services conducted by graduate students. The Director of Nursing will act as the academic advisor for students in the program. Rooms in the Department of Biological Sciences have been renovated and are being equipped to meet the specific needs of the nursing curriculum. Program support also includes clerical and office support personnel specific to the program.

Course evaluation and faculty teaching evaluations will be used as input for program assessment and development. Program review will be enacted around specialized accreditation. The program will be developed around *The Essentials of Baccalaureate*

Education for Professional Nursing Practice (American Association of Colleges of Nursing), the American Nurses Association *Standards and Scope of Nursing Practice* and the Commission on Collegiate Nursing Education's *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs.* The program will conduct a self-study as part of the accreditation process.

The University and the approved Nursing program will apply for accreditation through the Illinois Association of Colleges and Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

QUALITY ASSURANCE

13. Program/Student Learning Outcomes Assessment

13.1. Describe the program's assessment plan, which should include the following elements:

- Statement of program objectives and intended learning outcomes

The RN to BSN Program will:

1. Prepare professional nurses to provide care to individuals, families, groups, communities, and populations.
2. Use general and liberal education courses and nursing knowledge to support clinical decision-making, evidence-based practice, and evaluative nursing practice.
3. Expand the skills of nurses to include participation as a collaborative member of the health care team, a manager, leader and coordinator of care, and one who participates in professional activities.
4. Foster accountability and responsibility for professional development and life-long learning.
5. Build an ethical value system for informed nursing practice.
6. Provide a framework by which nurses can serve clients in a variety of settings with diverse needs.
7. Support communication with clients, nursing colleagues, and other members of the health care team.
8. Foster the use of knowledge and research to form an inquiry-based practice.

- Assessment of student learning

Within the University, each degree program has an assessment plan that is annually reviewed by the department, college and the assistant Provost for Undergraduate Studies. Annual assessment reports are also prepared and reviewed at the departmental, college, and University levels for each degree. This review is based on completion of the learning outcomes listed above

Assessment of student learning will be conducted as part of a capstone project in a professional seminar course at the end of each student's program. Students will be evaluated on each of the identified learning outcomes listed above using rubrics applied to the complete project.

- Multiple performance measures

The standardized examination in nursing is the NCLEX-RN. All students will have passed the NCLEX-RN for nursing licensure for entrance into the program.

- Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.);

Graduates will be surveyed to determine their satisfaction with the program and suggestions for improvement. Prospective and actual employers and representatives of graduate programs will be asked to provide information about how well the degree prepares employees and graduate students.

- Evidence of a formal feedback/improvement mechanism

Quality of instruction will be evaluated both by students (at the end of each course), and by classroom evaluation by peers, at least once a semester. In addition, both the college and University require annual assessment of all majors and degree programs. These periodic reports will assess student satisfaction with the content of the degree program, opportunity for occupational placement after graduation, relevance of course offerings to current trends in the field, and projections for future improvements in the structure of the degree.

Simple changes, such as the times of course offerings or the frequency of offerings, will be monitored on a semester-by semester basis. Other more substantive improvements will be made if the quality of the courses indicates a need for adjustment in offerings or course content.

13.2. Identify measures to be used to assess and improve student learning, curriculum, and instruction.

At the time of the program review (approximately every 4 years), a detailed and thorough assessment of accomplishments of graduates will be conducted. This will include the number of graduates working in nursing, the number satisfied with the program, list of employers and their satisfaction with graduates, and number of graduates going on for advance degrees. In the interim, records will be kept on student accomplishments, and job placement information provided by graduates of the program.

The University routinely provides the following data to all departments and programs:

- Retention and graduation rates and time-to-degree completion
- Grade analysis for all classes offered in the major

As part of cyclical program review, the following data will be collected:

- Enrollment of graduates in graduate and professional programs
- Percent of graduates employed in the field
- Graduate satisfaction with the program

As part of annual academic reports, the following data will be collected:

- Percent of students involved in undergraduate research projects

Student satisfaction surveys are administered to students on a periodic basis. These surveys give the department feedback on general areas of strength or weakness within the learning outcomes. Alumni surveys are conducted on a routine basis and provide the department with alumni (an employer) feedback on the strength and weakness of the program as well as developing trends in the workplace.

number of WIU's - BOG degree students = 11,000 + current students 3/28/93

if no action taken to complete degree for 2 yrs. student is taken off the program.

$ 6 - 700,000 - budget

1988-89 ACADEMIC PROGRAM REVIEW SUMMARY

December 27, 1989

Chicago State University
Eastern Illinois University
Governors State University
Northeastern Illinois University
Western Illinois University

DEGREE: Board of Governors Bachelor of Arts Degree Program

CIP CODE: 30.9999

APPROVAL DATE: 1972

INTRODUCTION

The Board of Governors Bachelor of Arts Degree Program is a special and unique degree program, created and approved in 1972, that provides a flexible, quality educational opportunity for highly competent adult learners to earn a bachelor's degree. The degree program is offered cooperatively at the five BOG universities: Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, Western Illinois University and at thirteen approved off-campus sites in various parts of the state. There are five approved off-campus sites for Eastern Illinois University which include the Community College Districts of Kaskaskia, Parkland, Danville, Belleville and Illinois Eastern and eight approved off-campus sites for Western Illinois University which include the Jacksonville area and the Community College Districts of Black Hawk, Sauk Valley, Illinois Central, Carl Sandburg, Spoon River, John Wood and Rock Valley.

OBJECTIVES

In general, the BOG/BA degree program is intended to facilitate the acquisition of a baccalaureate degree by modifying or simplifying, within specified guidelines, the rules and procedures that often inhibit capable adult students from participating in a traditional degree program. The specific objectives of the program are:

1) To provide adults with an opportunity to earn a high quality, academically sound baccalaureate degree which provides sufficient flexibility to allow them to meet their educational goals while maintaining other adult responsibilities related to work and family;

2) To serve individuals with a diversity of educational experiences by facilitating transfer of college level credit from regionally accredited colleges and universities and by awarding appropriate academic credit through an assessment of prior learning;

WESTERN
ILLINOIS
UNIVERSITY

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APR 2 2010
WIU

Memorandum

To: Dr. Jack Thomas, Provost and Academic Vice President
Dr. Ken Hawkinson, Associate Provost for Budget, Planning & Personnel

From: Dr. Richard W. Carter, Director

Date: 4/2/2010

Re: School and Degree Program Name Changes

In an effort to provide students with a more recognizable degree that allows them the opportunity to individually focus their education, I am formally requesting permission to change the name of the Board of Trustees Bachelor of Arts Degree (BOT/BA) to the Bachelor of Arts in General Studies (BGS).

I am also requesting permission to change the name of the School of Extended Studies (which houses the BOT/BA degree and Non-Credit Programs) to the School of Distance Learning and Outreach. This name more accurately represents the functions within these offices.

I am hopeful that these name changes can officially come into effect July 1, 2010.

approved
J Thomas
4/8/10

School of Extended Studies, Horrabin Hall 6, 309/298-1929

10/21/15
c: J. Rives

3/29/13
c: A. Schulz
S. Lawson
J. Brenner

Western Illinois University School of Graduate Studies

Request for Post-Baccalaureate Certificate Program

(All requests for new post-baccalaureate certificate programs must include a feasibility study - www.wiu.edu/provost/curriculum/FeasibilityStudy.pdf - and follow the WIU new certificate development process)

College: **Business and Technology** Date: **February 4, 2013**

Department responsible for certificate program: **Dean's Office, College of Business and Technology**

Name of department chairperson: **John Drea, Associate Dean**

Name of graduate program: **Post-Baccalaureate Certificate in Business Administration**

Proposed date of first offering: **Fall 2013**

Proposed location(s) of offering: X Macomb X WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	Peppi Kenny	Date: 2/5/13
Department Chairperson	John Drea	Date: 2/4/13
College Curriculum Committee (if appropriate)		Date:
UTEC (if Teacher Ed)		Date:
College Dean	Thomas Gale	Date: 2-6-13
Graduate Council	Approved. SP	Date: 3-4-13
Academic Vice President	R. Hawkins	Date: 3-20-13

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SCHOOL OF GRADUATE STUDIES

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.
2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.
5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?
7. Description of any special features of the certificate program.
8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.
10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.
11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

Request for a Post-Baccalaureate Certificate Program: The Post-Baccalaureate Certificate in Business Administration (12 hrs.)

Contact: John Drea, DBA, Associate Dean
College of Business and Technology
October 10, 2012

Background: Understanding the area of graduate certificates is not a simple task, since the term "graduate certificate" means different things at different universities. For example:

- The University of Illinois - Urbana/Champaign offers both a "Certificate in Business for Non-Business Graduate Students" and a "Certificate in Business Management for Engineers." The former is a non-credit program, the latter is for graduate credit, and neither certificate is approved as an IBHE post-baccalaureate certificate.
- Northwestern University offers 15 "post-baccalaureate certificates." These certificates, however, are undergraduate courses that are targeting individuals with degree in other areas and are not listed by IBHE as post-baccalaureate certificates.
- Eastern Illinois University offers two post-baccalaureate certificate programs, both approved by IBHE, though each program had only one student enrollment as of fall 2011.
- The University of Illinois-Springfield offers four post-baccalaureate certificates, but only one of those certificates (non-profit management) is an IBHE-recognized post-baccalaureate certificate. It is not considered a post-baccalaureate business certificate, however, since it is offered by the UIS College of Public Affairs and Administration.

The net result is that the term "graduate certificate" means different things at different places. At many universities, it seems to refer to a piece of paper created at the college or department level to recognize the completion of a specific set of courses. Alternatively, the term may refer to a piece of paper that only recognizes that someone attended a training program where no testing was involved.

For the purposes here, a post-baccalaureate certificate refers to a defined academic program offered at the graduate level that contains criteria for admission, graduate courses, a means of assessment for both the student and the overall certificate (i.e., an IBHE program review), and a posting of the certificate to the official academic transcript for each student that meets all appropriate degree requirements.

The concept of a graduate certificate has generally been more popular in non business areas than in business areas. Currently, the Illinois Board of Higher Education indicates there are 50 post-baccalaureate certificate programs in place at Illinois public universities. Of these fifty PBC programs, only two have CIP codes assigned to business (both at Eastern Illinois University, and each certificate had only one student enrolled for Fall 2011). There are six other business-related PBC programs, including Health Information (CSU, UIC), Quality Systems (EIU), Health Care Informatics (GSU), Corporate and

Organizational Communication (SIU-E), and Management of Non-Profit Organizations (UIS), though each PBC is taught outside of a business school.

Admission criteria: The Post-Baccalaureate Certificate in Business Administration proposes to have the following admission criteria:

1. An applicant for the Post-Baccalaureate Certificate in Business Administration must have "a bachelor's degree from an institution that is accredited by the appropriate regional accrediting agency" (WIU Graduate Studies Catalog 2012-13, p. 241) AND
2. One of the following:
    a. A cumulative undergraduate GPA of 3.0 (or a cumulative undergraduate GPA of 3.3 over the last 60 semester hours), OR
    b. Meet the criteria for acceptance into the WIU Master of Business Administration (MBA) program, OR
    c. Significant acceptable work experience/career relevance (a letter from the applicant describing his/her experience and the relevance of the certificate to his/her career goals.)

Admission into the proposed Post-Baccalaureate Certificate in Business Administration does not grant or imply admission into the MBA program. Students who complete the Post-Baccalaureate Certificate in Business Administration and wish to continue on into the MBA program will be required to meet the admission criteria for the MBA program, which is primarily based upon the MBA applicant's GPA and GMAT score. Maintaining separate admission criteria for a post-baccalaureate certificate and the MBA program is consistent with how other AACSB-accredited business programs with certificates and MBA programs handle admission decisions.

AACSB Accredited University with a Post-Baccalaureate Certificate and an MBA Program	Admission Criteria for Post-Baccalaureate Certificate and MBA Program
University of Baltimore	**Certificate:** 3.0 GPA (no GMAT) **MBA:** GPA and GMAT based
Eastern Michigan University	**Certificate:** 2.75 GPA (no GMAT) **MBA:** GMAT of 450 or higher
Kansas State University	**Certificate:** 3.0 GPA or concurrent enrollment in another KSU grad program (No GMAT) **MBA:** Requires separate application to the MBA program (including GMAT)
University of West Florida	**Certificate:** No minimum GPA specified (no GMAT) MBA: GMAT of 450 or higher
University of Texas-Dallas	**Certificate:** No minimum GPA specified (no GMAT required, but GMAT scores will be considered if submitted) MBA: GPA and GMAT based
California State University – East Bay	**Certificate:** Requires two of three – good GPA, good GMAT, work experience **MBA:** GPA and GMAT based

Administration: The proposed post-baccalaureate certificate would be administered by the Associate Dean for the College of Business and Technology, who is also the MBA Director.

****

The following are the required questions for the "Request for Post-Baccalaureate Certificate Program" form from the School of Graduate Studies.

Please provide the following to support the request for a post-baccalaureate certificate program:

1. **Statement of educational objectives of the program.**

The objectives of the proposed Post-Baccalaureate Certificate in Business Administration are:

1. Provide students with a solid foundation of graduate education in business administration.
2. Prepare students with non-business undergraduate degrees for management opportunities.
3. Create a laddering approach to graduate education for students who may be interested in a Master of Business Administration (MBA) degree but who cannot currently commit to the full 33 semester hours of an MBA degree

2. **Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).**

The proposed Post-Baccalaureate Certificate in Business Administration meets several different needs present in the market. First, the proposed certificate fits into a "laddering approach" that has been at the forefront of national educational reforms to coordinate curricula from elementary school through college and employment. (A bibliography of such research is available at http://www.blackboardinstitute.com/pdf/TMG_Pipeline_Bibliography.pdf). Courses completed as a part of the proposed post-baccalaureate certificate would apply towards the Master of Business Administration degree as a seamless step towards achieving employment as a professional manager.

Secondly, the proposed Post-Baccalaureate Certificate in Business Administration provides an opportunity for students interested in entering the MBA program to explore graduate business education without making the commitment involved in pursuing a full MBA degree. A twelve hour certificate will allow a potential MBA student to try a range of MBA courses to see if a full MBA degree is appropriate for the student. If the student decides not to pursue an MBA following the completion of the certificate, the student will have a transcriptable record of his/her graduate achievement

Thirdly, there is significant demand in the market for individuals with business management skills, both within Illinois and nationally. Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). While overall demand for

managers is somewhat modest, there are specialty areas within the field of management that are growing rapidly:

Occupation	Annual Growth Rate, Illinois (IL avg = +0.35%)	Annual Growth Rate, National	Median Occupational Wage
Medical and health services managers	+1.46%	+1.60%	$80,240
Advertising, marketing, public relations and sales managers	+1.03%	+1.29%	$80,220
Administrative services managers	+ 0.97%	+1.25%	$73,520
Human resource managers	+ 0.86%	+0.96%	$86,500

3. **Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.**

Illinois Colleges/Universities with Graduate Certificate Programs in Business Administration		IBHE Approved	AACSB Accredited Institution
University (Location)	Certificate Title and Semester Hrs.		
North Central College (Naperville, IL)	Business Foundations (9 hrs.)		
	Change Management (9 hrs.)		
	Finance (9 hrs.)		
	Human Resource Management (9 hrs.)		
	Investments and Financial Planning (9 hrs.)		
	Management (9 hrs.)		
	Marketing (9 hrs.)		
University of Illinois (Urbana, IL)	Business Management for Engineers (6 hrs.)		X
University of Illinois-Springfield (Springfield, IL)	Business Process Management (9 hrs.)		X
	Information Technology Project Mgt. (9 hrs.)		X
	Digital Organizations (9 hrs.)		X
	Management of Non-Profit Organizations (20 hrs., taught from College of Public Affairs and Administration)	X	X
Northwestern University (Evanston, IL)	15 Post-Baccalaureate Certificates (however, these are groups of undergraduate courses, targeting individuals with bachelor's degrees in other fields)		X
Northern Illinois University (DeKalb, IL)	Geographic Information Analysis (16-18 hrs.)		X
	Management Information Systems (12 hrs.)		X
Illinois Institute of Technology (Chicago, IL)	Innovation and Emerging Enterprises (9 hrs.)		
	Marketing Management (9 hrs.)		
	Business Analytics (9 hrs.)		
DeVry University (Multiple locations)	Accounting (21 hrs.)	X	
	CPA Preparation (30 hrs.)		
	Business Administration (24 hrs.)	X	

	E-Commerce Management (24 hrs.)		
	Entrepreneurship (24 hrs.)		
	Financial Analysis (21 hrs.)		
	Health Services Management (21 hrs.)		
	Human Resources Management (24 hrs.)	X	
	Information Security (18 hrs.)		
	Information Systems Management (21 hrs.)	X	
	Network & Communications Management (21 hrs.)		
	Project Management (21 hrs.)	X	
	Wireless Communications (18 hrs.)		
Eastern Illinois University (Charleston, IL)	Accountancy (only open to students in the MBA program)	X	X
	Work Performance Improvement	X	X
Illinois State University (Normal, IL)	Organizational Leadership (12 hrs.)		X
Argosy University (Schaumburg, IL)	International Business and Advanced International Business (hrs. not specified)		
Dominican University (River Forest, IL)	Knowledge Management (hrs. not specified, no students enrolled since 2008)	X	
St. Xavier University (Chicago and Orland Park, IL)	Accounting (hrs. not specified, no students enrolled since 2006)	X	
Southern Illinois University-Edwardsville (Edwardsville, IL)	Corporate and Organizational Communication (taught from Speech Communication program)	X	X

In addition to the above Illinois Universities, the following are other AACSB-accredited US universities with post-baccalaureate certificates in business administration. This includes only certificates that are defined as separate graduate academic programs and would not include non-credit programs or academic programs that are not recognized by the university as a distinct academic offering. (In other words, a university that offers a certificate of completion for taking four related courses would not be included in this listing, but a university that has a university-defined offering that is subject to oversight similar to other graduate degree programs would be included.

AACSB Accredited University	Graduate Certificate Title	Hours (semester hours, unless otherwise noted)	Online?
University of Baltimore	Accounting Fundamentals	12	No
	Business Fundamentals	12	No
University of Baltimore/Towson State University (joint)	Leadership for Organizations	12	No
California State University – East Bay	Taxation	28 (quarter)	Yes
Eastern Michigan University	Business Administration	18	No
	E-business	15	No
	Entrepreneurship	15	No
	Finance	15	No
	Human Resource Management	15	No
	International Business	15	No

	Management	15	No
	Marketing Management	15	No
	Non-Profit Management	15	No
	Organizational Development	15	No
	Supply Chain Management	15	No
Kansas State University	Business Administration	15	Yes
	Organizational Leadership	15	Yes
	Management of Animal Health Organizations	16	No
University of Texas – Dallas	Product Management	12	No
	Marketing Analytics and Marketing Research	12	No
	Product Life Cycle and Supply Chain Mgt.	15	No
University of West Florida	Entrepreneurship	18	No

4. **Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.**

Post-Baccalaureate Certificate in Business Administration

FIN 565 – Financial Management: Theory and Practice	3
MKTG 576 – Decision Making for Global Markets	3
ACCT 547 – Corporate Financial Reporting and Analysis	3
MGT 520 – Organizational Behavior and Leadership	3
TOTAL PROGRAM	12

Each of the above courses already exist. No new courses are proposed for the certificate.

The required courses for the program have prerequisites that must be met prior to taking the graduate course.

- FIN 311 – Intro. to Finance *or* FIN 331 - Financial Management I (3 hrs.) (prerequisite for FIN 565)
- MKTG 327 – Marketing Principles (3 hrs.) (prerequisite for MKTG 576)
- ACCT 307 – Accounting for Managers and Management Decisions (3 hrs.) (or ACCT 201 – Financial Accounting *and* ACCT 202 – Managerial Accounting (6 hrs.) (prerequisite for ACCT 547)
- MGT 349 – Principles of Management (3 hrs.) (prerequisite for MGT 520)

Students must have completed the appropriate undergraduate prerequisite course before taking the graduate course, but all four prerequisite courses do not have to be completed prior to beginning the certificate.

Course Descriptions:

ACCT 547 – Corporate Financial Reporting and Analysis (3)

An analysis of corporate financial reports and other disclosures with emphasis on how this information can be used for making investment and credit decisions. This course will also consider the impact of accounting choice decisions on financial reporting and analysis. Not open to undergraduate or graduate accountancy students. Prerequisite: ACCT 307 or equivalent.

FIN 565 – Financial Management: Theory and Practice (3)

An advanced course in corporate financial management intended to provide a conceptual framework for analyzing the major types of decisions made by financial executives. Topics dealing with the acquisition and administration of corporate capital will be discussed in an applied setting stressing their relevance to practical problems in financial management. Case studies and team written reports are used to provide students with an opportunity to apply known concepts and principles to realistic situations. Prerequisite: FIN 311 or FIN 331 or equivalent.

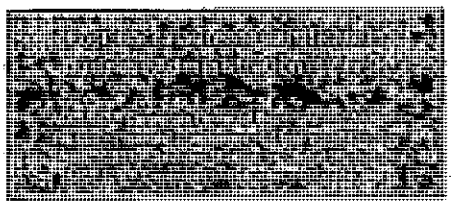
MGT 520 – Organizational Behavior and Leadership (3)
Examines theory and research on the behavioral and conceptual skills accounting for managerial effectiveness in modern complex organizations, with an emphasis on leadership skill building. Special topics include understanding power and influence processes, managerial communication responsibilities, empowerment and motivational strategies, developing productive teams, managing culture, the human implications of technology, organizational change and development, and creating learning organizations, among other current topics. Prerequisite: MGT 349 or equivalent.

MKTG 576 – Decision Making for Global Markets (3)
Integrative analysis and study of ethical marketing decision making strategies of industries and organizations in the international/global environment. All topics emphasize an integrative approach of world class marketing planning with organizational structure to optimally serve customer needs and expectations at home and abroad. Not available to students with credit in MKTG 566 or MKTG 586. Prerequisite: MKTG 327 or equivalent.

5. **Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.**

The courses selected for the certificate are intended to represent a broad range of managerial skills required in today's workplace. The proposed certificate requires separate courses in leadership and understanding organizations (MGT 520), reading and using accounting information for business decisions (ACCT 547), managing financial resources in a corporation (FIN 565), and applying decision making tools for making international marketing decisions (MKTG 576). The emphasis with the certificate is to provide a graduate student with the *breadth* of knowledge necessary for managerial positions.

The goals of the certificate are related but different from the goals of the Master of Business Administration (MBA) degree. The MBA program seeks to provide both *breadth* and *depth* of academic preparation in business. The MBA program provides *breadth* by requiring seven graduate courses from six business areas (similar to what the certificate does with four courses in four business areas) and it also provides *depth* by requiring a three course concentration in one area (such as Finance, Management, Supply Chain, International, Corporate Security, Accounting, or Economics). The MBA program is more suitable for individuals seeking advancement into a specific field, such as becoming a Financial Analyst, Branch Manager, Purchasing Manager, etc.



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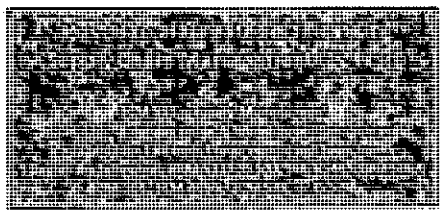

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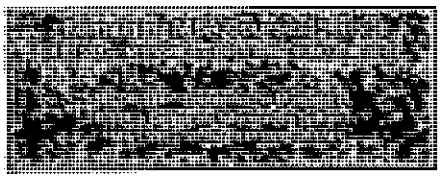

results in

6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?

The proposed certificate is intended to complement the existing MBA degree program, particularly the program offered at the WIU-QC market.
Completing the four-course sequence in the proposed post-baccalaureate certificate provides a solid introduction to graduate business education and provide students with an understanding of whether an MBA would be appropriate for their own career advancement. The certificate exposes graduate business students to nearly all of the course concentrations available in the MBA program.

Three of the proposed certificate courses (ACCT 547, FIN 565, and MKTG 576) are required courses in the MBA degree, and MGT 520 is a common elective (it can also be used in the Management concentration). The intention is to allow students to count credits earned in the proposed certificate towards the MBA degree. As a result, the proposed certificate is an ideal "stepping stone" towards the completion of an MBA degree. It allows a student who is unsure whether he/she can make the 33 semester hour commitment of an MBA degree to complete four graduate business courses that would apply towards the MBA, receive the academic credential of a post-baccalaureate certificate, and then decide if he/she wants to take 21 remaining hours to earn an MBA degree.

MBA Course Concentration	Certificate courses that expose the student to this concentration and its related career options
Finance Concentration	• FIN 565 – Financial Management: Theory and Practice • ACCT 547 – Corporate Financial Reporting and Analysis
Management Concentration	• MGT 520 – Organizational Behavior and Leadership
International Concentration	• MKTG 576 – Decision Making for Global Markets
Accounting Concentration	• ACCT 547 – Corporate Financial Reporting and Analysis
Supply Chain Management Concentration	• MKTG 576 – Decision Making for Global Markets

As a result, the proposed certificate complements the MBA program by:

- Providing a starting point for students who may be interested in an MBA degree but are uncertain about making a commitment to complete 33 semester hours, and
- Introducing graduate students to potential MBA concentrations that are introduced in required certificate courses.

7. Description of any special features of the certificate program.

One of the defining features of the proposed Post-Baccalaureate Certificate in Business Administration is the variety of delivery systems that will be available to students. Each of the four required courses in the certificate is currently delivered face-to-face at the Macomb and QC campuses, and each course will continue to be delivered at least once per year at each campus. Concurrent with the submission of this proposal, three of the four required courses for the certificate are also being developed for online delivery, effective fall 2013 (ACCT 547 was developed for online delivery in summer 2012.) Students enrolled in the certificate would have the option of taking courses in Macomb, QC, or online (or any combination) to complete the four required courses in the certificate.

8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The addition of the Post-Baccalaureate Certificate in Business Administration is not expected to require the addition of any new faculty in the short-term, however, it may become necessary to add staffing in the future if the certificate is successful in adding additional students into the graduate business program

	2011-12			2010-11			2009-10			Avg. Total Available Seats Per Year
	Summer 12	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	
ACCT 547	28 (25 cap.)	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		19.33 seats
FIN 565		34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
MKTG 576		13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats
MGT 520		8 (25 cap.)	21 (24 cap)		22 (25 cap.)			35 (54 cap)		14.00 seats

In the short-term, each of the four required courses in the certificate could absorb at least fourteen additional students (using a three-year enrollment average).

The plan is to offer each one of the four certificate courses at least once per year in each of the delivery systems available (Macomb on-campus, QC on-campus, and online). Currently ACCT 547, FIN 565 and

MKTG 576 are offered once per year at QC on campus and two times per year at Macomb on-campus. In effect, the proposed certificate and the online alternative for delivery would involve shifting one section per semester from Macomb on-campus to online.

	Current Schedule			*Proposed* Schedule		
	Fall	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
ACCT 547	Macomb	Macomb	QC	Macomb	QC	Online[1]
FIN 565	Macomb	Macomb QC		Macomb Online	QC	
MKTG 576	Macomb QC	Macomb		QC	Macomb Online	
MGT 520	QC	Macomb		QC	Macomb Online	

Macomb = course delivered in Macomb, on-campus; *QC* = course delivered in Moline, on-campus; *Online* = course delivered online

[1] – ACCT 547 wouldd be offered online during the summer during the first semester; however, each of the four classes would be rotated for summer delivery. When a different course (not ACCT 547) is offered in the summer, ACCT 547 would be offered online in the fall (counter scheduled with QC on-campus)

As can be seen above, the intention is to develop an online schedule to counter-schedule with courses offered for QC on-campus delivery. Thus, if FIN 565 was offered in QC on-campus in the spring, it would be offered online in the fall. Similarly, if MKTG 576 is offered in QC on-campus in the fall, it would be offered online in the spring. The intention is to provide QC MBA students with as much convenience as possible and to avoid having online sections compete with QC on-campus sections.

The proposed schedule does create the possibility of having online sections compete directly with Macomb on-campus sections; however, the belief is that since most students in the Macomb MBA program are in Macomb specifically to be in the MBA program, they are likely to choose face-to-face, on-campus course offerings when given the choice. Convenience is less likely to be a motivating factor for these students than with QC students.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.

No additional space will be required to support the certificate program.

10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.

No additional journals or other library resources are required. The four courses contained in the proposed Post-Baccalaureate Business Administration Certificate are already in existence and taught on both the Macomb and QC campuses. There is no need for additional library resources beyond what is already available for these existing courses.

11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

No additional equipment will be necessary to support the delivery of on-campus sections of the courses in the certificate. Three of the four courses in the proposed certificate are currently in development, and there are development costs associated with each of these ($5K to $10K per course); however, these courses are being developed for online delivery regardless of whether the proposed certificate is approved. Other equipment needs are relatively minor – faculty need access to relatively updated computers for developing and delivering online courses, and faculty need access to iPads and other tablet devices so they can see how the online sections of the certificate courses are displayed. No additional equipment needs are anticipated.

4 WEST OLD CAPITOL PLAZA, ROOM 500
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BOARD OF HIGHER EDUCATION

STATE OF ILLINOIS

June 9, 1999

Dr. Burton O. Witthuhn
Provost and Vice President for Academic Affairs
Western Illinois University
Macomb, IL 61455-1390

Dear Burt,

The Board of Higher Education staff accepts as reasonable and moderate extension actions at **Western Illinois University** as approved by Western Illinois Board of Trustees and reported in your letters of May 25th and 27th involving addition of the following post-baccalaureate certificate programs in:

- Instructional Technology–Distance Learning
- Instructional Technology-Multimedia
- Instructional Technology-Technology Integration in Education
- Police Executive Certification. This certificate will be added to the Program Inventory with CIP code 43.0103.
- A name change of the M.A. in Public Communication and Broadcasting to M.A. in Communication.
- A name change of the option in Foods, Nutrition and Dietetics within the B.S. in Consumer Sciences to Dietetics.

The staff also acknowledges the elimination of the option in Child Development/Family Life and Gerontology reported in your letter.

If you have any questions, please let me know.

Sincerely,

Ann

Ann Kieffer Bragg
Interim Deputy Director
Academic Affairs

c Ocheng Jany
Donna Corriveau
Carol Yoakum

6/15/99
c: President Spencer
Dean Taylor
Dean Butterworth
Mr Hassan
LTC Reinhart
Ken Hawkinson
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May 20, 2008

Dr. Jack Thomas
Provost and Academic Vice President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear Dr. Thomas:

Your letter to Dr. Richard Pearce dated May 13, 2008, informed the Illinois Board of Higher Education (IBHE) staff that Western Illinois University has approved a new 24-semester hour **Post-Baccalaureate Certificate in Instructional Design and Technology: Educational Technology Specialist.** The letter also requested that we assign the Classification of Instructional Programs (CIP) code for the program.

It is correct that establishment of the certificate by the University does not require IBHE staff approval because a master's program in the same discipline is currently offered by the University. On the basis of the list of courses for the certificate, I have assigned CIP code 13.0501 for the program. It is the same code currently used for the University's M.S. in Instructional Design and Technology.

Please inform appropriate persons at the University who should know this information and those responsible for reporting data for the certificate to the IBHE using the assigned code.

If you have any question about this letter, please contact me by email: jany@ibhe.org or by telephone: (217) 557-7361.

Sincerely,

Ocheng Jany
Associate Director for Academic Affairs

cc: Dr. Barbara Baily, Associate Provost
Carol Yoakum
Doug Franklin

10/21/15
c: J. Rives

3/29/13
c: A. Schulz
S. Lawson
J. Brenner

Western Illinois University School of Graduate Studies

Request for Post-Baccalaureate Certificate Program

(All requests for new post-baccalaureate certificate programs must include a feasibility study - www.wiu.edu/provost/curriculum/FeasibilityStudy.pdf - and follow the WIU new certificate development process)

College: **Business and Technology** Date: **February 4, 2013**

Department responsible for certificate program: **Dean's Office, College of Business and Technology**

Name of department chairperson: **John Drea, Associate Dean**

Name of graduate program: **Post-Baccalaureate Certificate in Supply Chain Management**

Proposed date of first offering: **Fall 2013**

Proposed location(s) of offering: X Macomb X WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	Peppi Kenny	Date: 2/5/13
Department Chairperson	John Drea	Date: 2/4/13
College Curriculum Committee (if appropriate)		Date:
UTEC (if Teacher Ed)		Date:
College Dean	[signature]	Date: 2-6-13
Graduate Council	Approved. ST	Date: 3-4-13
Academic Vice President	K. Hawkinson	Date: 3-20-13

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SCHOOL OF
GRADUATE STUDIES

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.
2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.
5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?
7. Description of any special features of the certificate program.
8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.
10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.
11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

Request for a Post-Baccalaureate Certificate Program: The Post-Baccalaureate Certificate in Supply Chain Management (12 hrs.)

Contact: John Drea, DBA, Associate Dean
College of Business and Technology
October 24, 2012

Background: Understanding the area of graduate certificates is not a simple task, since the term "graduate certificate" means different things at different universities. For example:

- The University of Illinois - Urbana/Champaign offers both a "Certificate in Business for Non-Business Graduate Students" and a "Certificate in Business Management for Engineers." The former is a non-credit program, the latter is for graduate credit, and neither certificate is approved as an IBHE post-baccalaureate certificate.
- Northwestern University offers 15 "post-baccalaureate certificates." These certificates, however, are undergraduate courses that are targeting individuals with degree in other areas and are not listed by IBHE as post-baccalaureate certificates.
- Eastern Illinois University offers two post-baccalaureate certificate programs, both approved by IBHE, though each program had only one student enrollment as of fall 2011.
- The University of Illinois-Springfield offers four post-baccalaureate certificates, but only one of those certificates (non-profit management) is an IBHE-recognized post-baccalaureate certificate. It is not considered a post-baccalaureate business certificate, however, since it is offered by the UIS College of Public Affairs and Administration.

The net result is that the term "graduate certificate" means different things at different places. At many universities, it seems to refer to a piece of paper created at the college or department level to recognize the completion of a specific set of courses. Alternatively, the term may refer to a piece of paper that only recognizes that someone attended a training program where no testing was involved.

For the purposes here, a post-baccalaureate certificate refers to a defined academic program offered at the graduate level that contains criteria for admission, graduate courses, a means of assessment for both the student and the overall certificate (i.e., an IBHE program review), and a posting of the certificate to the official academic transcript for each student that meets all appropriate degree requirements.

The concept of a graduate certificate has generally been more popular in non business areas than in business areas. Currently, the Illinois Board of Higher Education indicates there are 50 post-baccalaureate certificate programs in place at Illinois public universities. Of these fifty PBC programs, only two have CIP codes assigned to business (both at Eastern Illinois University, and each certificate had only one student enrolled for Fall 2011). There are six other business-related PBC programs, including Health Information (CSU, UIC), Quality Systems (EIU), Health Care Informatics (GSU), Corporate and

Organizational Communication (SIU-E), and Management of Non-Profit Organizations (UIS), though each PBC is taught outside of a business school.

Admission criteria: The Post-Baccalaureate Certificate in Supply Chain Management proposes to have the following admission criteria:

1. An applicant for the Post-Baccalaureate Certificate in Supply Chain Management must have "a bachelor's degree from an institution that is accredited by the appropriate regional accrediting agency" (WIU Graduate Studies Catalog 2012-13, p. 241) AND
2. One of the following:
    a. A cumulative undergraduate GPA of 3.0 (or a cumulative undergraduate GPA of 3.3 over the last 60 semester hours), OR
    b. Meet the criteria for acceptance into the WIU Master of Business Administration (MBA) program, OR
    c. Significant acceptable work experience/career relevance (a letter from the applicant describing his/her experience and the relevance of the certificate to his/her career goals.)

Admission into the proposed Post-Baccalaureate Certificate in Supply Chain Management does not grant or imply admission into the MBA program. Students who complete the Post-Baccalaureate Certificate in Supply Chain Management and wish to continue on into the MBA program will be required to meet the admission criteria for the MBA program, which is primarily based upon the MBA applicant's GPA and GMAT score. Maintaining separate admission criteria for a post-baccalaureate certificate and the MBA program is consistent with how other AACSB-accredited business programs with certificates and MBA programs handle admission decisions.

AACSB Accredited University with a Post-Baccalaureate Certificate and an MBA Program	Admission Criteria for Post-Baccalaureate Certificate and MBA Program
University of Baltimore	**Certificate:** 3.0 GPA (no GMAT) **MBA:** GPA and GMAT based
Eastern Michigan University	**Certificate:** 2.75 GPA (no GMAT) **MBA:** GMAT of 450 or higher
Kansas State University	**Certificate:** 3.0 GPA or concurrent enrollment in another KSU grad program (No GMAT) **MBA:** Requires separate application to the MBA program (including GMAT)
University of West Florida	**Certificate:** No minimum GPA specified (no GMAT) **MBA:** GMAT of 450 or higher
University of Texas-Dallas	**Certificate:** No minimum GPA specified (no GMAT required, but GMAT scores will be considered if submitted) **MBA:** GPA and GMAT based
California State University – East Bay	**Certificate:** Requires two of three – good GPA, good GMAT, work experience **MBA:** GPA and GMAT based

Administration: The proposed post-baccalaureate certificate would be administered by the Associate Dean for the College of Business and Technology, who is also the MBA Director.

****

The following are the required questions for the "Request for Post-Baccalaureate Certificate Program" form from the School of Graduate Studies.

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.

The objectives of the proposed Post-Baccalaureate Certificate in Supply Chain Management are:

1. Provide students with a solid foundation of graduate education in supply chain management.
2. Prepare individuals with existing work experience in the field of supply chain management for career advancement opportunities within SCM.
3. Create a laddering approach to graduate education for students who may be interested in a Master of Business Administration (MBA) degree but who are unable to currently commit to the full 33 semester hours of an MBA degree

2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).

The proposed Post-Baccalaureate Certificate in Supply Chain Management meets several different needs present in the market.

Strong demand. First, the demand for skilled supply chain management professionals currently exceeds the supply. According to the Bureau of Labor Statistics, the demand for "logisticians" is expected to increase by 26% during the period of 2010-2020 (compared to an increase of 14% for all jobs). Individuals capable of managing the flow of resources in and out of organizations are critical in an increasingly complex and interconnected global economy. Supply chain careers are critical both in the private sector as well as in government and military applications. This increases the likelihood that demand for SCM careers will remain strong in the future.

At the October 1, 2012 Supply Chain Management Advisory Board meeting, employers indicated support for a WIU Post-Baccalaureate Certificate in Supply Chain Management. Feedback from advisory board members indicated that the graduate students earning this proposed certificate would be perceived as having value at their companies, with some of the companies indicating that the proposed post-baccalaureate SCM certificate would likely appeal to their current employees, particularly if it was offered in a hybrid or online delivery system.

Consistent with college and university priorities. Supply Chain Management is one of six undergraduate "signature degree programs" at Western Illinois University, and WIU occupies an advantageous position within the higher education marketplace in Illinois. WIU is one of only three universities in Illinois with a bachelor's degree in supply chain management (the University of Illinois – Urbana/Champaign and Elmhurst College are the other two schools with undergraduate SCM degrees)., and it remains one of the fastest growing majors at WIU (from eight majors in 2004 to 129 majors/pre-majors as of October 2012.) The program has strong ties to major employers, including John Deere, Caterpillar, and ADM, with high placement rates and above average starting salaries. These positive developments provide WIU with significant brand equity among employers for developing a post-baccalaureate certificate in Supply Chain Management.

Laddering graduate curricula. The proposed certificate fits into a "laddering approach" that has been at the forefront of national educational reforms to coordinate curricula from elementary school through college and employment. (A bibliography of such research is available at http://www.blackboardinstitute.com/pdf/TMG_Pipeline_Bibliography.pdf). Courses completed as a part of the proposed post-baccalaureate certificate would apply towards the Master of Business Administration degree as a seamless step towards achieving employment as a professional manager.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.

As discussed in the introduction, there are a number of different meanings of the term "certificate" as it applies to post-baccalaureate education. Within Illinois higher education, there are several graduate business "certificates" being promoted to potential students. Most of these certificates, however, are basically a piece of paper from the university indicating completion of a set of courses and NOT transcripted or approved by the Illinois Board of Higher Education (IBHE).

Illinois Colleges/Universities with Graduate Certificate Programs in Business Administration		IBHE Approved	AACSB Accredited Institution
University (Location)	Certificate Title and Semester Hrs.		
North Central College (Naperville, IL)	Business Foundations (9 hrs.)		
	Change Management (9 hrs.)		
	Finance (9 hrs.)		
	Human Resource Management (9 hrs.)		
	Investments and Financial Planning (9 hrs.)		
	Management (9 hrs.)		
	Marketing (9 hrs.)		
University of Illinois (Urbana, IL)	Business Management for Engineers (6 hrs.)		X

University of Illinois-Springfield (Springfield, IL)	Business Process Management (9 hrs.)		X
	Information Technology Project Mgt. (9 hrs.)		X
	Digital Organizations (9 hrs.)		X
	Management of Non-Profit Organizations (20 hrs., but taught from College of Public Affairs and Administration, so outside of AACSB accreditation)	X	X
Northwestern University (Evanston, IL)	15 Post-Baccalaureate Certificates (however, these are groups of undergraduate courses, targeting individuals with bachelor's degrees in other fields)		X
Northern Illinois University (DeKalb, IL)	Geographic Information Analysis (16-18 hrs.)		X
	Management Information Systems (12 hrs.)		X
Illinois Institute of Technology (Chicago, IL)	Innovation and Emerging Enterprises (9 hrs.)		
	Marketing Management (9 hrs.)		
	Business Analytics (9 hrs.)		
DeVry University (Multiple locations)	Accounting (21 hrs.)	X	
	CPA Preparation (30 hrs.)		
	Business Administration (24 hrs.)	X	
	E-Commerce Management (24 hrs.)		
	Entrepreneurship (24 hrs.)		
	Financial Analysis (21 hrs.)		
	Health Services Management (21 hrs.)		
	Human Resources Management (24 hrs.)	X	
	Information Security (18 hrs.)		
	Information Systems Management (21 hrs.)	X	
	Network & Communications Management (21 hrs.)		
	Project Management (21 hrs.)	X	
	Wireless Communications (18 hrs.)		
Eastern Illinois University (Charleston, IL)	Accountancy (only open to students in the EIU MBA program)	X	X
	Work Performance Improvement	X	X
Illinois State University (Normal, IL)	Organizational Leadership (12 hrs.)		X
Argosy University (Schaumburg, IL)	International Business and Advanced International Business (hrs. not specified)		
Dominican University (River Forest, IL)	Knowledge Management (hrs. not specified, no students enrolled since 2008)	X	
St. Xavier University (Chicago and Orland Park, IL)	Accounting (hrs. not specified, no students enrolled since 2006)	X	
Southern Illinois University-Edwardsville (Edwardsville, IL)	Corporate and Organizational Communication (taught from Speech Communication program)	X	X

In addition to the above programs that are offered for graduate academic credit, there are several non-credit offerings that are presented as "certificate programs" in the area of supply chain management.

University	Non-Credit Certificate
University of Illinois-Chicago	Lean Performance Certificate
DePaul University	Supply Chain Management Certificate
DePaul University	Purchasing and Supply Management
Loyola University	Supply Management Professional

These "certificates" are not perceived as direct competitors to the proposed post-baccalaureate certificate in Supply Chain Management since they are more continuing education offerings.

A comprehensive examination of the competitive landscape for a post-baccalaureate certificate should include graduate degree programs in Illinois in SCM or a closely related area. These would include:

University	Graduate Degree Program
Western Illinois University	MBA, concentration in SCM
DePaul University	MBA, concentration in Operations Management
Elmhurst College	MS in Supply Chain Management (not AACSB accredited)
Governors State University	MBA, specialization in SCM (classroom and online) (not AACSB accredited)
Loyola University	MBA, specialization in Operations Management
Loyola University	MS in Supply Chain Management
Northwestern University	MBA, concentration in Operations Management
University of Illinois (Urbana)	MBA, concentration in Operations Management

With the exception of WIU and the University of Illinois, all of these programs are located in the Chicago area, and (with the exception of the non-AACSB accredited program at Governors State) all programs are available only in a classroom setting.

In addition to the above Illinois universities, the following are other AACSB-accredited US universities with post-baccalaureate certificates in business related areas. This includes only certificates that are defined as separate graduate academic programs and would not include non-credit programs or academic programs that are not recognized by the university as a distinct academic offering. (In other words, a university that offers a certificate of completion for taking four related courses would not be included in this listing, but a university that has a university-defined offering that is subject to oversight similar to other graduate degree programs would be included.)

AACSB Accredited University	Graduate Certificate Title	Hours	Online?
University of Baltimore	Accounting Fundamentals	12	No
	Business Fundamentals	12	No
University of [illegible]	[illegible]	[illegible]	[illegible]
California State University – East Bay	Taxation	18 (quarter)	Yes
Eastern Michigan University	[illegible]	15	No
	[illegible]	15	No
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
	Management	15	No
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
	[illegible]	15	[illegible]
	[illegible]	15	[illegible]

Kansas State University	Business Administration	15	Yes
	Organizational Leadership	15	Yes
	Management of Animal Health Organizations	16	No
University of Texas – Dallas	Product Management	12	No
	Marketing Analytics and Marketing Research	12	No
	Product Life Cycle and Supply Chain Mgt.	15	No
University of West Florida	Entrepreneurship	18	No

4. **Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.**

Post-Baccalaureate Certificate in Supply Chain Management

SCM 531 – Supply Management..... 3
SCM 539 – Transportation and Warehouse Management..... 3
SCM/OM Elective (one of the following)..... 3

- SCM 529 – Worldwide Logistics and E-Commerce
- SCM 549 – Strategic Procurement and Sourcing
- OM 551 – Integrated Global Operations Management

Directed Elective (one of the following) 3

- HRM 532 – Seminar in Human Resource Management
- DS 533 – Applied Business Planning and Forecasting
- MGT 540 – Applied Business Research
- OM 457G – Project Management
- OM 551 – Integrated Global Operations Management
- SCM 529 – Worldwide Logistics and E-Commerce
- SCM 549 – Strategic Procurement and Sourcing
- SCM 465G – Supply Chain Risk Management
- IS 524 – Corporate Information Systems

TOTAL PROGRAM 12

Each of the above courses already exist. No new courses are proposed for the certificate.

The first course to be taken in the certificate is SCM 531, which has no prerequisite. SCM 531 is the sole prerequisite for both SCM 539 and SCM 549. As a result, a student in the post-baccalaureate certificate in Supply Chain Management can be expected to follow to the course sequence listed below:

Fall Semester	Spring Semester
SCM 531 – Supply Management (3)	SCM 539 – Transportation and Warehouse Management (3)
Directed Elective (3)	SCM 549 – Strategic Procurement and Sourcing (3)

Courses, Prerequisites, Delivery, and How the Course Fits into the Certificate and MBA Program

Course	SCM Certificate	MBA Program	Prerequisite	Method of Delivery
SCM 531 – Supply	Required for SCM	Elective or Concentration	None	Classroom and

Management	Certificate	Course for MBA Degree		Online/Hybrid
SCM 539 – Transportation and Warehouse Management	Required for SCM Certificate	Elective or Concentration Course for MBA Degree	SCM 531	Classroom and Online/Hybrid
SCM 549 – Strategic Procurement and Sourcing	Required for SCM Certificate	Elective or Concentration Course for MBA Degree	SCM 531	Classroom and Online/Hybrid
HRM 532 – Seminar in Human Resource Management	Directed Elective for SCM Certificate	Elective or Concentration Course for MBA Degree	None	Classroom and Online
IS 524 – Corporate Information Systems	Directed Elective for SCM Certificate	Required MBA Course	IS 340	Classroom
DS 533 – Applied Business Planning and Forecasting	Directed Elective for SCM Certificate	Required MBA Course (or MGT 540)	STAT 171 or equivalent	Classroom
MGT 540 – Applied Business Research	Directed Elective for SCM Certificate	Required MBA Course (or DS 533)	STAT 171 or equivalent	Classroom
OM 457G – Project Management	Directed Elective for SCM Certificate	Elective or Concentration Course for MBA Degree	SCM 211 or OM 352 or consent	Classroom
OM 551 – Integrated Global Operations Management	Directed Elective for SCM Certificate	Elective or Concentration Course for MBA Degree	None	Classroom
SCM 465G – Supply Chain Risk Management	Directed Elective for SCM Certificate	Elective or Concentration Course for MBA Degree	SCM 340 or SCM 411 or SCM 453 or consent (SCM 211 is hidden prerequisite)	Classroom
SCM 529 – Worldwide Logistics and E-Commerce	Directed Elective for SCM Certificate	Elective or Concentration Course for MBA Degree	None	Classroom

Course Descriptions, Required Courses

SCM 531 – Supply Management (3)
A survey course in supply chain management from the perspective of the operations and/or supply chain manager. Students will examine effective supply chain strategies involving logistics, transportation, physical distribution, customer materials flow, order processing, inventory management, materials flow, warehousing, distribution network design, procurement and supply management, supply base risk management, and global logistics.

SCM 539 – Transportation and Warehouse Management (3)
A survey course covering the fields of transportation and warehousing. Transportation topics include modes of transportation, pricing, regulation, traffic management, and other special issues. Topics discussed in warehousing include receiving, handling, storage, and interfaces with purchasing, inventory control, transportation, and operations. Prerequisite: SCM 531 or consent of instructor.

Course descriptions, directed electives (choose one of the following)

HRM 532 – Seminar in Human Resource Management (3)
Concepts drawn from various disciplines (such as psychology, management, law, and statistics) are applied to human resource management activities (such as staffing, training, appraisal, and compensation) to improve human resource outcomes (such as performance, turnover, satisfaction, and costs. Emphasizes case work and readings.

IS 524 – Corporate Information Systems (3)
A survey of information systems in organizations including their role, associated technologies, functionality, development, impacts, and management. Prerequisite: IS 340.

DS 533 – Applied Business Planning and Forecasting (3)
A survey of the basic forecasting methods and techniques essential for modern managers. Topics include moving average and decomposition techniques, ARIMA processes, regression techniques, and technological methods such as Delphi and S-curves. Prerequisite: STAT 171 or equivalent.

MGT 540 – Applied Business Research (3)
A general outline of the methods of conducting research in business, including research design, data collection and analysis, and presentation of results. The emphasis is on the methodology of conducting applied business research. Prerequisite: STAT 171 or equivalent.

OM 457G – Project Management (3)
Examines principles of selecting, organizing, staffing, controlling, and directing projects in operations/supply chain management. Topics include developing cross-functional teams, leading and mentoring team members, applying critical thinking methods while meeting outcomes and objectives, CPM/PERT techniques, and utilizing project management software. Prerequisites: SCM 211 or OM 352 or permission of the instructor.

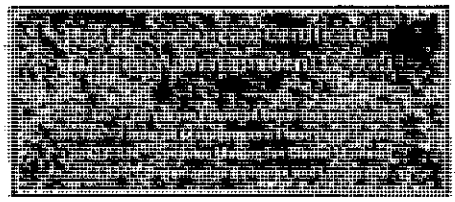
OM 551 – Integrated Global Operations Management (3)
Deals with the dynamics of providing high quality goods and services in a rapidly changing and exceedingly competitive global marketplace. The focus is on designing, managing, and operating value-adding transformation processes to support a truly integrated supply chain to satisfy customer demand. Substantial emphasis is placed on total quality management and lean operations as viewed from both the operations and supply chain management executive perspectives.

SCM 465G – Supply Chain Risk Management (3)
Examination of effective risk management in global supply chains. Topics include identification of risk sources contingency planning, risk and disaster mitigation and recovery, responses to government regulatory, sustainability, societal, and stakeholder demands, and financial aspects of managing supply chain risk. Prerequisites: SCM 340 or SCM 411 or SCM 453 or permission of the instructor.

SCM 529 – Worldwide Logistics and E-Commerce (3)
Introduction to worldwide logistics that include both domestic and global logistics. Topics covered include transportation, warehousing, inventory control, material handling, packaging, documentation, terms of trade, and other domestic and global issues. E-commerce is also introduced as it pertains to supply chain management and especially logistics.

SCM 549 – Strategic Procurement and Sourcing (3)
Survey of direct and indirect procurement in service and manufacturing industries. Topics include supply base management, supply risk, supplier selection and evaluation, sourcing strategy, supplier quality, global sourcing, contracting, lean procurement, and total cost analysis. Prerequisite: SCM 531 or consent of instructor.

5. **Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.**



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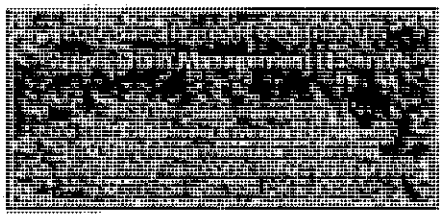

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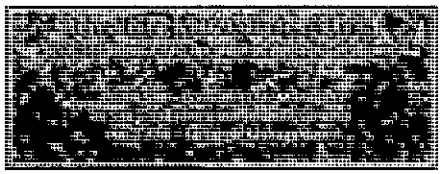

results in

The courses selected for the post-baccalaureate certificate in supply chain management are intended to represent a broad understanding of the field of supply chain management. The proposed certificate begins with an introductory course in supply chain management (SCM 531 – Supply Management), and this course serves as the prerequisite for two subsequent supply chain management courses that cover more specific aspects of SCM: SCM 539 – Transportation and Warehousing and SCM 549 – Strategic Procurement and Sourcing. Because SCM 531 is a prerequisite for SCM 539 and SCM 549, the post-baccalaureate certificate will require a minimum of two semesters to complete.

The goals of the certificate are related but different from the goals of the Master of Business Administration (MBA) degree. The proposed certificate is a relatively narrow curriculum that provides depth in a single area (supply chain management.) In contrast, the MBA program seeks to provide both *breadth* and *depth* of academic preparation in business. The MBA program provides *breadth* by requiring seven graduate courses from six business areas and it also provides *depth* by requiring a three course concentration in one area. The MBA program is more suitable for individuals seeking advancement into a specific field, such as becoming a Financial Analyst, Branch Manager, Purchasing Manager, etc. and who seek to prepare themselves for additional opportunities throughout his/her career.

6. **Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?**

The proposed certificate is intended to complement the existing MBA degree program, particularly the program offered at the WIU-QC market. The MBA program requires students to choose a course concentration of nine semester hours in one of several fields, with Supply Chain Management as one of the potential course concentration areas. The proposed post-baccalaureate certificate in SCM fits within the MBA degree so that students who complete the certificate will have also completed the nine

hour course concentration in SCM for the MBA program. The proposed certificate requires a fourth course - a directed elective to be chose from a listing of eight possible courses.

- If the directed elective is HRM 532, OM 457G, OM 553, SCM 465G, or SCM 529 and the student chooses a SCM concentration in the MBA program, the certificate directed elective course would be counted as a directed elective within the MBA program.
- If the directed elective is DS 533, MGT 540, or IS 524, the certificate directed elective course would meet a core requirement for the MBA program.

As a result, the proposed certificate is an ideal "stepping stone" towards the completion of an MBA degree. It allows a student who is unsure whether he/she can make the 33 semester hour commitment of an MBA degree to complete four graduate business courses that would apply towards the MBA, receive the academic credential of a post-baccalaureate certificate, and then decide if he/she wants to take 21 remaining hours to earn an MBA degree.

7. Description of any special features of the certificate program.

One of the frequently cited barriers to enrolling in graduate business education at WIU is a concern over whether the student will be able to complete the degree in a timely manner. At the QC campus, required MBA courses are offered once per year. If a student anticipates a schedule conflict with a required/desired course, he/she often chooses to not pursue the degree (i.e., "why start if I know I can't finish?"). The proposed post-baccalaureate certificate would significantly reduce this barrier by providing a shorter term graduate academic goal (a four course certificate) and options for taking required courses.

One of the defining features of the proposed Post-Baccalaureate Certificate in Supply Chain Management is the variety of delivery systems that will be available to students. SCM 531, SCM 539, and SCM 549 are currently being developed for hybrid/online delivery. Students in the certificate program will have the option of taking all certificate courses in a hybrid/online delivery format, OR by taking all courses in a face-to-face classroom environment, OR by combining both face-to-face courses and hybrid/online courses. The intention is to maximize the convenience of the program by providing different alternatives to different students.

8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The addition of the Post-Baccalaureate Certificate in Supply Chain Management is likely to result in some changes in teaching assignments. The SCM program currently has four permanent faculty members and two adjunct faculty members to support instruction in the program.

SCM Faculty	Rank	Courses per	Supply Chain Courses Taught in Last 2-3 years

Member		Semester	
Bart Jennings, PhD	Professor	3	SCM 211 – Supply Chain Management SCM 330 – Warehouse Management SCM 340 – Transportation Management SCM 370 – Inventory Strategy SCM 465G – Supply Chain Risk Management SCM 480 – Seminar in Supply Chain Management SCM 539 – Transportation and Warehouse Management
Mike Tracey, PhD	Associate Professor	3	SCM 411 – Global Supply Chain Management SCM 453 – Supply Management SCM 480 – Seminar in Supply Chain Management SCM 529 – Worldwide Logistics and E-Commerce SCM 549 – Strategic Procurement and Sourcing OM 457G – Project Management OM 551 – Integrated Global Operations Management
Honey Zimmerman, MBA, CPM	Instructor	4	SCM 211 – Supply Chain Management SCM 451 – Supply Chain Negotiation SCM 453 – Supply Management SCM 549 – Strategic Procurement and Sourcing
Jim Patterson, PhD, CPM	Associate Professor, Interim Asst. Dean for QC	1 (3 per year)	SCM 211 – Supply Chain Management SCM 330 – Warehouse Management SCM 340 – Transportation Management SCM 411 – Global Supply Chain Management SCM 451 – Supply Chain Negotiation SCM 453 – Supply Management SCM 531 – Supply Management SCM 539 – Transportation and Warehouse Management SCM 549 – Strategic Procurement and Sourcing OM 551 – Integrated Global Operations Management
Craig Conrad, DBA	Interim Dept. Chair	1	SCM 400 – Supply Chain Management Internship
Milt Shaw, MBA	Adjunct Instructor, QC	0-1	SCM 211 – Supply Chain Management SCM 451 – Cost Negotiations
Clyde D'Cruz, MBA	Adjunct Instructor, QC	0-1	SCM 330 – Warehouse Management SCM 340 – Transportation Management SCM 451 – Supply Chain Negotiation SCM 453 – Supply Management

The intention is not to replace face-to-face classroom offerings with hybrid/online sections of SCM 531, SCM 539, and SCM 549, but to add additional sections of these courses to the SCM course schedule. In a related issue, Dr. Patterson's transition into administrative responsibilities has reduced his teaching from six sections per year to three sections. As a result, there is a change of three sections annually added to the SCM schedule while there are also three fewer sections of SCM faculty available.

There are two potential solutions to this problem:

1. If Dr. Patterson's faculty position is eventually replaced at WIU-QC with another Unit A SCM faculty member, the additional six sections taught by the incoming faculty member would balance the increase in SCM sections (3) and the decrease in available faculty sections (3).
2. If an additional SCM faculty member is not hired to replace Dr. Patterson, it will be necessary to add additional adjuncts into the SCM undergraduate program in order to make graduate faculty available for teaching new sections of SCM 531, SCM 539, and SCM 549.

One other consideration is to re-examine existing SCM staffing patterns, both at the undergraduate and graduate levels, to seek efficiencies of operation. In some semesters, low demand for some upper division and graduate courses have occasionally resulted in less than full faculty loads (usually only 1-2 sections per year). It is also worth noting that existing face-to-face graduate SCM enrollments have been low, averaging 8.2 students per section for the past two years. If hybrid/online enrollments grow but graduate face-to-face classroom sections remain low, there will need to be discussion regarding whether all existing face-to-face graduate classroom offerings can be continued.

	2011-12			2010-11			2009-10			Avg. Total Available Seats Per Year
	Summer 12	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	
SCM 531		5 (25 cap.)								20.00 seats
SCM 539			12 (25 cap.)		16 (25 cap.)	12 (25 cap.)			25 (25 cap)	11.67 seats
SCM 549		12 (25 cap.)						12 (50 cap.)		17.00 seats

In the short-term, each of the three required courses in the certificate could absorb at least eleven additional students (using a three-year enrollment average).

The plan is to offer each one of the three required certificate courses at least once per year in each of a hybrid/online delivery system while maintaining the frequency of classroom-based course offerings in SCM 531, 539, and 549.

	Current Schedule (4 sections)			*Proposed* Schedule (7 sections)		
	Fall	Spring	Summer	Fall	Spring	Summer
SCM 531	QC	Macomb		Online/Hybrid	Macomb	QC
SCM 539				QC	Online/Hybrid	
SCM 549	Macomb	QC		Macomb	Online/Hybrid	

Macomb = course delivered in Macomb, on-campus; *QC* = course delivered in Moline, on-campus; *Online/Hybrid* = course delivered online with approximately 10-12 hours of content delivered face-to-face in a classroom setting. Students unavailable to attend the face-to-face meetings could watch a videotape of these sessions.

As can be seen above, the intention is to develop a hybrid/online schedule to counter-schedule with courses offered for QC on-campus delivery. Thus, if SCM 539 is offered in QC on-campus in the fall, it would be offered in a hybrid/online format in the spring. Similarly, if SCM 531 is offered in QC on-campus in the spring, it would be offered in a hybrid/online format in the fall. The intention is to provide QC certificate and MBA students with as much convenience as possible and to avoid having hybrid/online sections compete with QC on-campus sections.

The proposed schedule does create the possibility of having hybrid/online sections compete directly with Macomb on-campus sections; however, the belief is that since most students in the Macomb MBA

program are in Macomb specifically to be in the MBA program, they are likely to choose face-to-face, on-campus course offerings when given the choice. Convenience is less likely to be a motivating factor for Macomb students than with QC students.

9. **Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.**

No additional space will be required to support the certificate program.

10. **Listing of journals or other library resources needed to permit effective teaching of the certificate program.**

No additional journals or other library resources are required. The four courses contained in the proposed Post-Baccalaureate Supply Chain Management Certificate are already in existence and taught on both the Macomb and QC campuses. There is no need for additional library resources beyond what is already available for these existing courses.

11. **Description of any special equipment that will be necessary to permit effective delivery of the certificate program.**

No additional equipment will be necessary to support the delivery of on-campus sections of the courses in the certificate. Three of the four courses in the proposed certificate are currently in development, and there are development costs associated with each of these ($5K to $10K per course); however, these courses are being developed for hybrid/online delivery regardless of whether the proposed certificate is approved. Other equipment needs are relatively minor – faculty need access to relatively updated computers for developing and delivering hybrid/online courses, and faculty need access to iPads and other tablet devices so they can see how the hybrid/online sections of the certificate courses are displayed. No additional equipment needs are anticipated.

INSTITUTION PROFILES

New Search

Compare

Western Illinois University

Website:	http://www.wiu.edu/
Open Admission:	No
City:	Macomb
County:	McDonough
Institution Type:	Public Universities | Public, 4-year or above
Carnegie Classification:	Master's Colleges and Universities (larger programs)
Carnegie Undergraduate Profile:	Full-time four-year, selective, higher transfer-in

Degrees and certificates offered:
- Bachelors
- Post-Baccalaureate Certificate
- Masters
- Post-Masters Certificate
- Doctoral Research

For more information:
- U.S. Department of Education College Navigator

[+] Student Success Measures

[+] Profile

[+] Enrollments - No data available for this institution.

[+] Degrees/Certificates

[−] Academic Degree Programs

Agriculture, Agriculture Operations, And Related Sciences
Area, Ethnic, Cultural, Gender, And Group Studies
Biological And Biomedical Sciences

Business, Management, Marketing, And Related Support Services

Degree Level	CIP Code	IBHE Program Name
Bachelors	52.0201	B.B. in Management
Bachelors	52.0203	B.B. in Supply Chain Management
Bachelors	52.0301	B.B. in Accountancy
Bachelors	52.0601	B.B. in Economics
Bachelors	52.0801	B.B. in Finance
Bachelors	52.1001	B.B. in Human Resource Management
Bachelors	52.1401	B.B. in Marketing
Bachelors	52.2001	B.S. in Construction Management
Post-Baccalaureate Certificate	52.1302	Post-baccalaureate Certificate in Business Analytics
Masters	52.0201	Master of Business Administration
Masters	52.0301	Master of Accountancy

Communication, Journalism, And Related Programs
Communications Technologies/Technicians And Support Services
Computer And Information Sciences And Support Services
Education

Engineering Technologies And Engineering-Related Fields
Engineering
English Language And Literature/Letters
Family And Consumer Sciences/Human Sciences
Foreign Languages, Literatures, And Linguistics
Health Professions And Related Programs
History
Homeland Security, Law Enforcement, Firefighting And Related Protective Services
Liberal Arts And Sciences, General Studies And Humanities
Mathematics And Statistics
Multi/Interdisciplinary Studies
Natural Resources And Conservation
Parks, Recreation, Leisure, And Fitness Studies
Philosophy And Religious Studies
Physical Sciences
Psychology
Public Administration And Social Service Professions
Social Sciences
Visual And Performing Arts

Finance

Accreditation

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5/4/12
c: B. Sullivan
S. Lawson
5/4/12
c: J. Drea
J. Elfrink
S. Tugrett

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Accounting and Finance

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Jack Elfrink (ACCT)

Name of degree program: B.B. in Accountancy/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012 Cat 5-9-12

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson John Drea / John A Elfrink Date: 4/4/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean Thomas Eden Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President K Hawkinson Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

PROVOST OFFICE RECEIVED APR 25 2012 WIU

Proposed Integrated B.B. in Accountancy/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Accountancy undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Accountancy/MBA program are:

1. Provide students admitted to the integrated ACCT/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the ACCT/MBA program with specific academic preparation in Accountancy.
3. Provide students admitted to the integrated ACCT/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated ACCT/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Two of the following:

ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
ACCT 442(G) – Advanced Accounting II (prerequisite: ACCT 342 with a grade of "C" or higher[2])
ACCT 445(G) – The Analysis and Use of Financial Statements (prerequisite: ACCT 441 with a grade of "C" or higher[2])
ACCT 471(G) – Advanced Federal Taxation (prerequisite: ACCT 371 with a grade of "C: or higher[2])

MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232)
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])

DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite course is a required course that all ACCT majors must complete.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and ACCT degree requirements.

Bridge Course	How it would apply in the B.B. in Accounting	How it would apply in the MBA
ACCT 457(G) – Fraud Examination ACCT 442(G) – Advanced Accounting II ACCT 445(G) – The Analysis and Use of Financial Statements ACCT 471(G) – Advanced Federal Taxation	Directed Elective in ACCT major	Directed elective or concentration course in MBA
MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics ~~MGT 481(G) – Management and Society: Ethics and Social Responsibility~~ duplicate DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The other listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. These courses would count as "general electives" towards the B.B. in Accountancy degree, and as either an elective or concentration course in the MBA program

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

Employment needs.

- Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). By comparison, *the demand for accountants and auditors in Illinois is expected to grow nearly five times as fast over the next ten years*, with over 2,000 projected openings each year.

Position Title	**Projected Annual Growth 2008-18, Statewide**	**Annual Projected Openings, 2008-18, Statewide**
Accountants and Auditors	+1.74%	1,975
Credit Analysts	+1.45%	121

Strong growth in accounting and financial services employment will also lead to increased demand for individuals with the skills and preparation to manage and lead accountants and financial services professionals.

- At a national level, there is also significant demand for financial management occupations (Occupational Outlook Handbook, 2010).

Occupational Cluster	2008 Employment	2018 Projected Employment	Change, 2008-18	Median Salary
Financial Managers	539,300	580,500	+41,200	$99,330
Financial Analysts	250,600	300,300	+49,600	$73,150
Loan Officers	327,800	360,900	+33,000	$54,700
Personal Financial Advisor	208,400	271,200	+62,800	$69,050

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

"Most accountant and auditor positions require at least a bachelor's degree in accounting or a related field. *Some employers prefer to hire applicants who have a master's degree, either in accounting or in business administration with a concentration in accounting*... Work experience is important for getting a job, and most states require experience before an accountant can apply for a CPA license. Many colleges help students gain practical experience through summer or part-time internships with public accounting or business firms."

Thus, students would be well-prepared with a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

Integrated Bachelor's Degree in Business/MBA, Illinois

- North Central College (Naperville) B.S in Accounting/MBA

Integrated Bachelor's Degree in Business/MBA, USA

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required; however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she

would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that

might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA Program
LEJA[1, 2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

- ACCT 471(G) – Advanced Federal Taxation
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] - If ACCT 442G, 445G, 457G, or 471G are taken as bridge courses, they will satisfy six hours of required ACCT directed electives. If non-ACCT courses are taken as bridge courses, the non-ACCT bridge courses will count as general electives and the student will need to take six hours of other courses specified in the catalog as a part of the ACCT directed elective requirement.

References:

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Accountants and Auditors," *Occupational Outlook Handbook*, available at: http://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

Wilinski, Eric (2011), "Who Should Get an MBA – And Who Shouldn't," *Wet Feet* (Career Counseling), available online at http://www.wetfeet.com/advice-tools/career-planning/who-should-get-an-mbaand-who-shouldnt

Model Integrated Degree Plan for B.B. in Accountancy/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*	• Humanities/Fine Arts Requirement (3) • ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • Open Elective (3)[2] • COMM 241 – Introduction to Public Speaking (3) *Total for Semester: 15 hrs.*
3	• ACCT 341 – Intermediate Accounting I (3) • ACCT 351 – Management Accounting (3) • MGT 349 – Principles of Management (3) • BCOM 320 – Business Communications (3) • CS 302 – Spreadsheet and Database Applic. (3) *Total for Semester: 15 hrs.*	• ACCT 342 – Intermediate Accounting II (3) • ACCT 371 – Principles of Taxation (3) • FIN 331 – Financial Management I (3) • MKTG 327 – Marketing Principles (3) • IS 340 – Introduction to Information Systems (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• ACCT 441 – Advanced Accounting I (3) • ACCT 451 – Accounting Systems and Control (3) • *Bridge Course chosen from list (3)*[2] • BL 431 – The Law of Commercial Transactions (3) • DS 303 – Applied Business Forecasting and Regression (3) *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1] • ACCT 480 – Financial Auditing (3) • ACCT Elective (3) • MGT 490 – Business Strategy (3) • Open Electives (3)[2] *Total for Semester: 15 hrs.*
Graduation with B.B. in Accountancy (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)		

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs. (3) • FIN 565 – Financial Management: Theory and Practice (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• IS 524 – Corporate Management Information Systems (3) • MKTG 576 – Decision Making for Global Markets (3) • MBA Concentration Course/Elective (3) • MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

[1] – Choose from one of the following bridge courses:

- ACCT 442(G) – Advanced Accounting II
- ACCT 445(G) – The Analysis and Use of Financial Statements
- ACCT 457(G) – Fraud Examination

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

5/4/12
c: G. Sullivan
S. Dawson
5/4/12
c: J. Drea
D. DeVolder
S. Tygrett

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Computer Science

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Dennis DeVolder (CS Dir.)

Name of degree program: B.S. in Computer Science/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Cat 5-9-12

Proposed location(s) of offering: ✓ Macomb ___ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson [signature] Date: 4-4-2012

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean [signature] Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President K. Hawkinson Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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PROVOST OFFICE Received APR 9 2012 WIU

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.S. in Computer Science and Pre-MBA Minor/Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Computer Science undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated CS/MBA program are:

1. Provide students admitted to the integrated CS/MBA program with solid academic preparation in computer science through the completion of the CS major.
2. Provide students admitted to the integrated CS/MBA program with a broad background in business through the completion of the Pre-MBA minor.
3. Provide students admitted to the integrated CS/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated CS/MBA program will be permitted to take the following two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

1. IS 524 – Corporate Management Information Systems
2. CS 470(G) – Database Systems

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and CS degree requirements.

- IS 524 (Corporate Management Information Systems) requires a knowledge of information systems as a prerequisite. IS 340 – Introduction to Information Systems is a requirement in the pre-MBA minor, so the combination of IS 340 and a CS major would provide students in the integrated degree with an appropriate undergraduate background for success in IS 524. The course would count as a "depth course" towards the B.S. in Computer Science and is also a required course in the MBA program.
- CS 470(G) (Database Systems) requires five courses as prerequisites (see below). All of these courses are specifically required for the B.S. in Computer Science.
    - CS 211 – Principles of Computer Science I (2)
    - CS 212 – Basics of Java (1)
    - CS 214 – Principles of Computer Science II (3)
    - CS 350 – Data Structures I (3)
    - CS 351 – Data Structures II (3)

  CS 470(G) is an option as a "depth course" for the B.S. in Computer Science degree. At the MBA level, it would be considered as an elective.

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. The integrated program has been designed to enable a student to complete a B.S. in Computer Science and an MBA degree in five years. This is achieved by having the student complete the Pre-MBA minor as an undergraduate, thereby completing all 21 semester hours of required foundation courses, and two bridge courses. As a result, a student in the integrated program would need to complete 27 additional graduate semester

hours after his/her undergraduate CS degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

Individuals who have undergraduate degrees in computer science frequently face a dilemma concerning graduate school: choose an M.S. in Computer Science or an MBA (*IT World*, July 25, 2011). Both degrees can effectively prepare computer science graduates for futures, but in different ways.

- Graduate degrees in computer science are an excellent degree path for students who seek career advancement through *increased technical knowledge and/or specializations* in emerging areas, such as database administration or enterprise system architecture.
- MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

The problem for many graduates from non-business undergraduate programs is that most top MBA programs (including the WIU MBA) require incoming students to have undergraduate preparation in business before taking graduate-level courses in business. (Students can be accepted into an MBA program without these courses, but they need to complete these undergraduate foundation courses before starting actual MBA courses.) For students with no prior business courses, this typically results in an additional year of additional full time study to prepare for entry into an MBA program in which courses in accounting, economics, management, finance, marketing, statistics, and information systems are completed. This makes a typical B.S. in Computer Science + MBA combination often require six years and 170+ semester hours to complete. In contrast, the proposed integrated B.S. in Computer Science with a pre-MBA minor/MBA degree would reduce this to five years and147 semester hours w/o lowering any expectations.

<u>Employment needs.</u> One of the needs in the overall labor market is for individuals who are capable of managing and leading technology related occupations. In Illinois, the job title of "Computer and Information Systems Manager" is expected to grow from 13,677 positions to 14, 894 positions by 2018, with an annual growth rate (0.86%) that is over twice as fast as the statewide average for all managerial positions (0.35%). (*Illinois Department of Employment Security,* 2008-18 Long-Term Statewide Projections)

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of combining a B.S. in Computer Science with an MBA degree.

> "A bachelor's degree in a computer-related field usually is required for management positions, although employers often prefer a graduate degree, *especially an MBA with technology as a core component*. Common majors for undergraduate degrees are computer science, information science, or management information systems (MIS)." (*italics* added) Source: 2010-11 Occupational Outlook Handbook, Computer and Information Systems Managers.

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

We are not aware of any Illinois universities that offer an integrated B.S. in Computer Science with a Pre-MBA minor/MBA degree program. There is at least one domestic university that offers an integrated program B.S. in Computer Engineering/MBA degree - the University of Kentucky. Within the US, the most common integrated degree is to offer a combined MS in Computer Science/MBA degree.

There does, however, appear to a growing international trend towards the integration of undergraduate technical degrees with the MBA degree. Nearly a dozen universities in India now offer integrated programs featuring a Bachelor of Technology degree with the MBA degree. (The "B.Tech." degree is commonly offered at universities in India with majors in engineering disciplines, including computer science engineering.) As shown in the listing below, it is increasingly common for Indian universities to develop an integrated B.Tech./MBA degree program in order to prepare Indian students for managing that nations emerging technology.

Integrated B.S. in Computer Science/MBA, Illinois

- None.

Integrated B.S. in Computer Science/MBA program, USA

- University of Kentucky (Lexington) – B.S. from College of Engineering (includes CS)/MBA

Integrated M.S. in Computer Science/MBA Programs, USA (Integrated MS in CS/MBA)

- Baylor University (Waco, TX) – MS in Information Systems Development/MBA
- University of Michigan-Flint (Flint, MI) – MS in Computer Science and Information Systems/MBA
- University of Illinois (Urbana) - MS in Electrical/Computer Engineering/MBA
- University of Tennessee (Knoxville) – MS in Computer Science/MBA
- University of Utah (Salt Lake City) – MS in Computer Science/MBA

International Integrated B.Tech./MBA Degree Programs

- Birla Institute of technology (India) – Integrated B.Tech./MBA
- Bharathiar University (India) – Integrated B.Tech./MBA
- Chitkara University (India) – B.S. in Computer Science Engineering/MBA
- Indian Institute of Technology-Kharagpur – Integrated B.Tech./MBA
- Indian Institute of Technology-Mumbai – Integrated B.Tech./MBA
- Jawaharal Nehru Technical University – Hyderabad (India) – Integrated B.Tech./MBA
- Karnataka State Open University (India) – Integrated B.Tech./MBA
- Lovely Professional University (India) – Integrated B.Tech./MBA
- Mody Institute of Technology (India) – Integrated B.Tech./MBA
- Narsee Monjee institute of Management Studies-Mumbai (India) – Integrated B.Tech./MBA
- Vellore Institute of Technology (India) – Integrated B.Tech./MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) on courses in the pre-MBA minor is required. If the pre-MBA minor GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. A minimum of nine semester hours of pre-MBA minor courses completed with a GPA of 3.0 or higher on pre-MBA minor courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their CS advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the pre-MBA minor would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The two courses that would be offered as bridge courses have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Spring 11	Fall 10	Spring 10	Fall 09	Average Available Seats

CS 470G	21 (30 cap.)	28 (30 cap.)	26 (30 cap.)	29 (30 cap.)	20 (30 cap.)	38 (60 cap.)	8.0
IS 524	10 (25 cap.)	40 (40 cap.)	18 (25 cap.)	32 (32 cap.)	14 (25 cap.)	23 (25 cap.)	5.83

The above table indicates that (on average) there are 5-8 seats available in each of the bridge courses each time the course has been offered. Initial projections are that the proposed integrated program will add approximately 2-3 students per year to the MBA program.

There is sufficient capacity to absorb students from the integrated program into other MBA courses. Average class sizes for the MBA courses are 15.1 (Macomb) and 16.1 (QC), with most classes capped at a maximum of 25 students.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.S. in Computer Science (Traditional Option) with a Pre-MBA Minor/MBA Degree

Year	Fall Semester	Spring Semester
1	ECON 231 – Principles of Macroeconomics I (3)[1] Humanities Requirement (3) ENG 180 – College Writing I (3) CS 211 – Principles of Computer Science I (2) CS 212 – Basics of Java (1) Natural Sciences and Mathematics Requirement (3) *Total for Semester: 15 hrs.*	ECON 232 – Principles of Microeconomics II (3)[1] CS 214 – Principles of Computer Science II (3) MATH 255 – Discrete Mathematical Structures for Computer Science (3) Lab Science for General Education (4) COMM 241 – Introduction to Public Speaking or COMM 242 – Fund. of Public Speaking (3) *Total for Semester: 16 hrs.*
2	ENG 280 – College Writing II (3) CS 350 – Data Structures I (3) MATH 129 – Pre-calculus Trigonometry (3) Human Well Being Requirement (1) Human Well Being Requirement (2) Social Sciences Requirement (3) *Total for Semester: 15 hrs.*	MATH 133 – Calculus and Analytic Geometry I (4) CS 351 – Data Structures II (3) CS 371 – UNIX I (3) Fine Arts Requirement (3) Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
3	STAT 276 – Intro. to Probability and Statistics (3)[1] CS 355 – Automata and Computability Theory (3) CS 310 – Computer Organization I (3) ACCT 307 – Accounting for Managers and Management Decisions (3)[1] Humanities and Fine Arts Elective (3) *Tatal for Semester: 15 hrs.*	MATH 311 – Linear Algebra (3) CS Depth Course (CS 400, 410, 420, 460, or 465) (3)[3] CS Depth Course (CS 400, 410, 420, 460, or 465) (3)[3] MKTG 327 – Marketing Principles (3)[1] FIN 311 – Introduction to Finance (3)[1] *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 9 hrs. of Pre-MBA minor courses with 3.0 GPA)		
4	**CS 470G – Database Systems (3)[2,3]** MGT 349 – Principles of Management (3)[1] IS 340 – Introduction to Information Systems (3)[1] CS 491 – Software Engineering I (3) Computer Science Elective (3) *Total for Semester: 15 hrs.*	**IS 524 – Corporate Management Information Systems (3)[2,3]** Computer Science Elective (3) CS 492 - Software Engineering II (3) Open Elective (4) *Total for Semester: 13 hrs.*
Graduation with B.S. in Computer Science with Pre-MBA Minor (must maintain 3.4 cumulative GPA and 3.0 GPA in Pre-MBA minor)		

	Summer	Fall	Spring
5	ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	DS 533 – Applied Business Forecasting and Planning <u>or</u> MGT 540 – Applied Business research (3) MKTG 576 – Decision Making for Global Markets (3) ECON 538 – Economics for Managers (3) MBA Concentration Course (3) *Total for Semester: 12 hrs.*	FIN 565 – Financial Management: Theory and Practice (3) MBA Concentration Course (3) MBA Concentration Course (3) MGT 590 – Strategic Management (3) BAT 611 – MBA Outcomes (0) *Totol for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

ECON 231 and 232 replace ECON 408 in the pre-MBA minor. The student will work with his/her advisor regarding the FLGI requirement with either the university elective hours or with a gen. ed. multicultural or humanities course.

[1] – Pre-MBA Minor Course

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

[3] – Used as a "computer science depth course" (The 12 hours of CS depth courses would be CS 470G, IS 524, and two of the following: CS 400, 410, 420, 460 and 465)

Model Integrated Degree Plan for B.S. in Computer Science (Business Option) with a Pre-MBA Minor/MBA Degree

Year	Fall Semester	Spring Semester
1	ECON 231 – Principles of Macroeconomics I (3)[1] Humanities Requirement (3) ENG 180 – College Writing I (3) CS 211 – Principles of Computer Science I (2) CS 212 – Basics of Java (1) MATH 128 – Pre-calculus Algebra(3) *Total for Semester: 15 hrs.*	ECON 232 – Principles of Microeconomics II (3)[1] CS 214 – Principles of Computer Science II (3) MATH 255 – Discrete Mathematical Structures for Computer Science (3) Human Well Being Requirement (1) Human Well Being Requirement (2) Fine Arts Requirement (3) *Total for Semester: 15 hrs.*
2	ENG 280 – College Writing II (3) CS 220 – Introduction to COBOL (3) CS 350 – Data Structures I (3) MATH 137 – Applied Calculus I (3) Lab Science for Gen. Education Requirement (4) *Total for Semester: 16 hrs.*	CS 230 – External Files (3) CS 351 – Data Structures II (3) STAT 276 – Intro. to Probability and Statistics (3)[1] Humanities and Fine Arts Requirement (3) Social Sciences Requirement (3) *Total for Semester: 16 hrs.*
3	COMM 241 – Introduction to Public Speaking or COMM 242 – Fund. of Public Speaking (3) CS 310 – Computer Organization I (3) CS Depth Course (CS 400, 410, 420, 460, or 465) (3)[4] ACCT 307 – Accounting for Managers and Management Decisions (3)[1] Natural Sciences and Math Requirement (3) *Total for Semester: 15 hrs.*	CS 355 – Automata and Computability Theory (3) Multicultural Studies Requirement (3) CS Depth Course (CS 400, 410, 420, 460, or 465) (3)[3] MKTG 327 – Marketing Principles (3)[1] FIN 311 – Introduction to Finance (3)[1] *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 9 hrs. of Pre-MBA minor courses with 3.0 GPA)		
4	**CS 470G – Database Systems (3)[2,3]** MGT 349 – Principles of Management (3)[1] IS 340 – Introduction to Information Systems (3)[2] CS 491 – Software Engineering I (3) Computer Science Elective (3) *Total for Semester: 15 hrs.*	**IS 524 – Corporate Management Information Systems (3)[2,3]** CS 492 - Software Engineering II (3) General Elective (3) Open Upper Division Elective (4) *Total for Semester: 13 hrs.*
Graduation with B.S. in Computer Science with Pre-MBA Minor (must maintain 3.4 cumulative GPA and 3.0 GPA in Pre-MBA minor)		

	Summer	Fall	Spring
5	ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business research (3) MKTG 576 – Decision Making for Global Markets (3) ECON 538 – Economics for Mgrs. (3) MBA Concentration Course (3) *Total for Semester: 12 hrs.*	FIN 565 – Financial Management: Theory and Practice (3) MBA Concentration Course (3) MBA Concentration Course (3) MGT 590 – Strategic Management (3) BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

ECON 231 and 232 replace ECON 408 in the pre-MBA minor. The student will work with his/her advisor regarding the FLGI requirement with either the university elective hours or with a gen. ed. multicultural or humanities course.

[1] – Pre-MBA Minor Course

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

[3] – Used as a "computer science depth course" (The 12 hours of CS depth courses would be CS 470G, IS 524, and two of the following: CS 400, 410, 420, 460 and 465)

References:

Bloom, Eric (2011), "An MBA or a Master's in Computer Science? It's Your Call," *IT World* (July 25) available at http://www.itworld.com/career/186303/mba-or-masters-computer-science-it-s-your-call

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Computer and Information Systems Managers," *Occupational Outlook Handbook*, available at: http://www.bls.gov/oco/ocos258.htm

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

10/21/15 c: J. Rives

5/4/12 c: B. Sullivan, S. Dawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Economics and Decision Sciences

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Tej Kaul (ECON)

Name of degree program: B.B. in Economics/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ____ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson _____ Date: 4-4-2012

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean _____ Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President K. Hawkinson Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Economics/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Economics undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Economics/MBA program are:

1. Provide students admitted to the integrated ECON/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the ECON/MBA program with specific academic preparation in Economics.
3. Provide students admitted to the integrated ECON/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated ECON/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Two of the following:

ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 432(G) – Public Finance (prerequisite: ECON 330 or 331[2])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232)
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite courses are all required courses for all B.B. in ECON majors.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and SCM degree requirements.

Bridge Course	How it would apply in the B.B. in Economics	How it would apply in the MBA
ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics	Potentially used as a Directed Elective in "Emphasis of Study" in ECON major	Directed elective or concentration course in MBA
ACCT 457(G) – Fraud Examination ECON 435(G) – Comparative Capitalist Systems MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ACCT 457(G) – Fraud Examination MGT 481(G) – Management and Society: Ethics and Social Responsibility DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The other listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. These courses would count as "general electives" towards the B.B. in Economics degree, and as either an elective or concentration course in the MBA program.

The undergraduate B.B. in Economics program requires students to choose two of five "emphases of study," with each emphasis having nine semester hours of courses. The proposed ECON bridge course listed above fit well into the prescribed emphases:

Emphasis of Study	ECON Bridge Courses that Fit into each B.B. Economics Emphasis
Monetary Economics	• ECON 425(G) - Money Markets, Capital Markets and Monetary Policy • ECON 471(G) – International Monetary Economics • ECON 487(G) – Econometrics
Public Policy	• ECON 445(G) – Game Theory and Economic Behavior • ECON 460(G) – Urban and Regional Economic Analysis • ECON 487(G) – Econometrics
Quantitative Economics	• ECON 445(G) – Game Theory and Economic Behavior • ECON 487(G) – Econometrics

International Economics	• ECON 420(G) – Economic Development • ECON 425(G) - Money Markets, Capital Markets and Monetary Policy • ECON 470(G) – International Trade • ECON 471(G) – International Monetary Economics • ECON 487(G) – Econometrics
Business Economics	• ECON 445(G) – Game Theory and Economic Behavior • ECON 460(G) – Urban and Regional Economic Analysis • ECON 487(G) – Econometrics

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

<u>Employment needs.</u>

- Most economics majors who earn an MBA are anticipated to work in the fields of management, finance, or supply chain management, with their background in Economics providing a solid preparation for the MBA program. Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*).

- It is important to recognize that during a more competitive labor market where the number of applicants exceeds the available position openings, it is the least qualified applicants that are likely to be unsuccessful in their job search. As a result, obtaining a graduate degree in business is likely to help differentiate a job applicant from applicants with only a bachelor's degree in business and from applicants who seek business positions without a business education.
- The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "A bachelor's degree in finance, accounting, economics, or business administration is the minimum academic preparation.... <u>However, many employers now seek graduates with a master's degree, preferably in business administration, finance, or economics.</u> These academic programs develop analytical skills and teach financial analysis methods and technology."

Thus, students would be well-prepared for employment by completing a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

<u>Integrated Bachelor's Degree in Business/MBA, Illinois</u>

- North Central College (Naperville) B.S in Accounting/MBA

<u>Integrated Bachelor's Degree in Business/MBA, USA</u>

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA

- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

<u>MBA Foundation Courses</u> (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the

student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA

3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA Program
LEJA[1,2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Economics/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) • ECON 197 – Skill Development (0) *Total for Semester: 15 hrs.*	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • ECON 231 – Principles of Macroeconomics I (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • Fine Arts Requirement (3) • ECON 232 – Principles of Microeconomics II (3) *Total for Semester: 15 hrs.*	• Humanities and Fine Arts Requirement (3) • ACCT 202 – Principles of Managerial Accounting (3) • BL 230 – The Legal Environment of Business (3) • COMM 241 – Introduction to Public Speaking (3) • Multicultural Studies Requirement (3) *Total for Semester: 15 hrs.*
3	• ECON 330 – Intermediate Microeconomic Theory or ECON 332 – Managerial Economics (3) • ECON Emphasis Course (3) • MGT 349 – Principles of Management (3) • MKTG 327 – Marketing Principles (3) • CS 302 – Spreadsheet and Database Applications or DS 490 – Statistical Software for Data Management and Decision Making (3) *Total for Semester: 15 hrs.*	• ECON 331 – Intermediate Macroeconomics (3) • ECON Emphasis Course (3) • FIN 311 – Introduction to Finance (3) • IS 340 – Introduction to Information Systems (3) • DS 303 – Applied Business Forecasting and Regression (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• *Bridge Course chosen from list (3)*[1,2] • ECON Emphasis Course or Open Elective (3)[3] • ECON Emphasis Course (3) • BCOM 320 – Business Communications (3) • Open Elective (3) *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1,2] • ECON Emphasis Course or Open Elective (3)[3] • ECON Emphasis Course (3) • MGT 490 – Business Strategy (3) • Open Electives (2) *Total for Semester: 14 hrs.*

Graduation with B.B. in Economics (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)			
	Summer	**Fall**	**Spring**
5	• ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning <u>or</u> MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs.	• IS 524 – Corporate Management Information Systems (3) • MKTG 576 – Decision Making for Global Markets (3) • MBA Concentration

		(3) • FIN 565 – Financial Management: Theory and Practice (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	Course/Elective (3) • MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

[1] – Choose from one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

[3] – If the bridge courses selected meet a directed elective requirement in an "emphases of study" in the B.B. in Economics, the student would have six hours of open electives in the fall semester and five hours of open electives in the spring semester. If the bridge course selected does not meet the directed elective requirement in the B.B. in Economics, the student would have three hours of open electives during the fall semester and two hours of open electives in the spring semester.

References:

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

Wilinski, Eric (2011), "Who Should Get an MBA – And Who Shouldn't," *Wet Feet* (Career Counseling), available online at http://www.wetfeet.com/advice-tools/career-planning/who-should-get-an-mbaand-who-shouldn't

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Management and Business Financial Occupations," *Occupational Outlook Handbook*, available at: http://www.bls.gov/oco/oco1001.htm#business

10/21/15 c: J. Rivas

5/4/12 c: D. Sullivan, S. Lawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Accounting and Finance

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Jack Elfrink (FIN)

Name of degree program: B.B. in Finance/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ____ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson John Drea / John A Elfrink Date: 4/4/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean Thomas Eblen Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President K. Hardman Date: 5-5-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Finance/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Finance undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Finance/MBA program are:

1. Provide students admitted to the integrated FIN/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the FIN/MBA program with specific academic preparation in Finance.
3. Provide students admitted to the integrated FIN/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated FIN/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Required bridge course: FIN 496(G) – Seminar in Investments (prerequisites: FIN 371[2])

One of the following:

MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232)
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite courses are all required courses for all B.B. in FIN majors.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and FIN degree requirements. FIN 496(G) can be used to satisfy both a departmental elective within the B.B. in Finance program and as an elective/concentration course within the MBA.

Bridge Course	How it would apply in the B.B. in Finance	How it would apply in the MBA
FIN 496(G) – Seminar in Investments	Directed Elective in FIN major	Directed elective or concentration course in MBA
ACCT 457(G) – Fraud Examination MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ACCT 457(G) – Fraud Examination ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics MGT 481(G) – Management and Society: Ethics and Social Responsibility DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The other listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. These courses would count as "general electives" towards the B.B. in Finance degree, and as either an elective or concentration course in the MBA program

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

Employment needs.

- Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). While overall demand for managers is somewhat modest, there are specialty areas within the field of management that are growing rapidly:

Position Title	**Projected Annual Growth 2008-18, Statewide**	**Annual Projected Openings, 2008-18, Statewide**
Financial Managers	+0.60%	559
Credit Analysts	+1.45%	121
Financial Analysts	+1.60%	504
Personal Financial Advisors	+2.61%	227
Financial Examiners	+1.84%	52
Loan Officers	+0.93%	346
Loan Counselors	- 0.16%	20
Financial Specialists, All Other	+0.87%	292

These eight sub fields of finance account for an average of 2,121 openings each year in Illinois. It is important to recognize that during a more competitive labor market where the number of applicants exceeds the available position openings, it is the least qualified applicants that are likely to be unsuccessful in their job search. As a result, obtaining a graduate degree in business is likely to help differentiate a job applicant from applicants with only a bachelor's degree in business and from applicants who seek business positions without a business education.

- At a national level, there is also significant demand for financial management occupations (Occupational Outlook Handbook, 2010).

Occupational Cluster	2008	2018 Projected	Change,	Median

	Employment	Employment	2008-18	Salary
Financial Managers	539,300	580,500	+41,200	$99,330
Financial Analysts	250,600	300,300	+49,600	$73,150
Loan Officers	327,800	360,900	+33,000	$54,700
Personal Financial Advisor	208,400	271,200	+62,800	$69,050

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "A bachelor's degree in finance, accounting, economics, or business administration is the minimum academic preparation for financial managers. <u>However, many employers now seek graduates with a master's degree, preferably in business administration, finance, or economics.</u> These academic programs develop analytical skills and teach financial analysis methods and technology. Experience may be more important than formal education for some financial manager positions—most notably, branch managers in banks. Banks typically fill branch manager positions by promoting experienced loan officers and other professionals who excel at their jobs. Other financial managers may enter the profession through formal management training programs offered by the company."

Thus, students would be well-prepared with a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

<u>Integrated Bachelor's Degree in Business/MBA, Illinois</u>

- North Central College (Naperville) B.S in Accounting/MBA

<u>Integrated Bachelor's Degree in Business/MBA, USA</u>

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA

- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA Program
LEJA[1,2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20,33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Finance/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*	• Humanities and Fine Arts Requirement (3) • ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • BL 230 – The Legal Environment of Business (3) • COMM 241 – Introduction to Public Speaking (3) *Total for Semester: 15 hrs.*
3	• DS 303 – Applied Business Forecasting and Regression (3) • FIN 331 – Financial Management I (3) • MGT 349 – Principles of Management (3) • MKTG 327 – Marketing Principles (3) • CS 302 – Spreadsheet and Database Applic. (3) *Total for Semester: 15 hrs.*	• FIN 341 – Financial Institutions (3) • FIN 351 – Risk Management and Insurance (3) • FIN 371 – Investments (3) • IS 340 – Introduction to Information Systems (3) • BCOM 320 – Business Communications (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• FIN 321 – Principles of Real Estate(3) • *FIN 496(G) – Seminar in Investments (3)*[2] • FIN 400-level elective (3) • FIN 400-level elective (3) • Open Elective (3) *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1,2] • FIN 400-level elective (3) • FIN directed elective (3) • MGT 490 – Business Strategy (3) • Open Electives (2) *Total for Semester: 14 hrs.*
Graduation with B.B. in Finance (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)		

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning <u>or</u> MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs. (3)	• IS 524 – Corporate Management Information Systems (3) • MKTG 576 – Decision Making for Global Markets (3) • MBA Concentration Course/Elective (3)

		• FIN 565 – Financial Management: Theory and Practice (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

[1] – Choose from one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

References:

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Management and Business and Financial Occupations," *Occupational Outlook Handbook*, available at: http://www.bls.gov/oco/oco1001.htm#management

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

Wilinski, Eric (2011), "Who Should Get an MBA – And Who Shouldn't," *Wet Feet* (Career Counseling), available online at http://www.wetfeet.com/advice-tools/career-planning/who-should-get-an-mbaand-who-shouldnt

10/21/15 c: J. Rives

5/4/12 c: D. Sullivan, S. Dawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Management and Marketing

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Gordon Rands (HRM)

Name of degree program: B.B. in Human Resource Management/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson [signature] Date: 4/5/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean [signature] Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President K. Hawkinson Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Human Resource Management/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Human Resource Management undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Human Resource Management/MBA program are:

1. Provide students admitted to the integrated HRM/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the HRM/MBA program with specific academic preparation in Human Resource Management.
3. Provide students admitted to the integrated HRM/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated HRM/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Required Bridge Course: MGT 445(G) – Organization Development (prerequisite: MGT 350)

One of the following:

ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232)
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite course is a required course that all ACCT majors must complete.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and HRM degree requirements.

Bridge Course	How it would apply in the B.B. in Human Resource Management	How it would apply in the MBA
MGT 445(G) – Organization Development	Directed Elective in HRM major	Directed elective or concentration course in MBA
ACCT 457(G) – Fraud Examination MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. These courses would count as "general electives" towards the B.B. in Human Resource Management degree, and as either an elective or concentration course in the MBA program

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

Employment needs.

- Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). By comparison, human resource management positions are expected to increase by 0.66% to approximately 213 projected openings each year.

Position Title	**Projected Annual Growth 2008-18, Statewide**	**Annual Projected Openings, 2008-18, Statewide**
Compensation and Benefits Managers	0.66%	63
Training and Development Managers	0.94%	41
Human Resource Managers, all others	0.86%	109

- At a national level, there is also significant demand for human resource professionals is stronger at the national level, where the annual growth is approximately 2.1% per year (Occupational Outlook Handbook, 2010).

Occupational Cluster	2008 Employment	2018 Projected Employment	Change, 2008-18	Median Salary
Human Resources, Training, and Labor Relations Specialists, All Other	442,200	532,900	90,700	$52,690

The U.S. Department of Labor's "Occupational Outlook Handbook" does not indicate that a graduate degree is required for positions in human resource management of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "Most positions require a bachelor's degree. When hiring a human resources generalist, for example, most employers prefer applicants who have a bachelor's degree in human resources, business, or a related field."

The MBA program does not offer a concentration in Human Resource Management, so students in the integrated B.B. in HRM/MBA program will not be using the MBA to primarily deepen their understanding of HRM. The MBA will add a complementary set of skills to augment their undergraduate degree through the completion of a concentration most likely in one of the following areas: Supply Chain, Management, Finance, and International.

This provides a breadth of preparation for employment and increased opportunities for leadership development.

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

Integrated Bachelor's Degree in Business/MBA, Illinois

- North Central College (Naperville) B.S in Accounting/MBA

Integrated Bachelor's Degree in Business/MBA, USA

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA

falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required; however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be tanght by existing staff. In the latter case, indicate how a teaching load is to be redistrihuted to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA

					Program
LEJA[1,2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Human Resource Management/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 –	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4)

	Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*	• Humanities/Fine Arts Requirement (3) • ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • BL 230 – The Legal Environment of Business (3) • COMM 241 – Introduction to Public Speaking (3) *Total for Semester: 15 hrs.*
3	• HRM 353 – Human Resource Management (3) • MKTG 327 – Marketing Principles (3) • MGT 349 – Principles of Management (3) • FIN 331 – Financial Management I (3) • CS 302 – Spreadsheet and Database Applic. (3) *Total for Semester: 15 hrs.*	• HRM 446 – Human Resource Management in the Legal Environment (3) • MGT 350 – Organizational Behavior (3) • BCOM 320 – Business Communications (3) • DS 303 – Applied Business Forecasting and Regression (3) • IS 340 – Introduction to Information Systems (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• *MGT 445(G) – Organizational Development (3)*[2] • HRM 441 – Staffing (3) • HRM 442 – Compensation Management (3) • HRM directed elective (3) • OM 352 – Operations Management *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1,2] • HRM 449 – Appraising and Developing Employees (3) • HRM directed elective (3) • MGT 490 – Business Strategy (3) • BL 431 – The Law of Commercial Transactions or BL 432 – The Law of Business Organizations (3) *Total for Semester: 15 hrs.*

Graduation with B.B. in Human Resource Management
(must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs. (3) • FIN 565 – Financial Management: Theory and Practice (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• IS 524 – Corporate Management Information Systems (3) • MKTG 576 – Decision Making for Global Markets (3) • MBA Concentration Course/Elective (3) • MGT S90 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*

Graduation with Master of Business Administration Degree

[1] – Choose one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis

- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge course.**

References:

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Human Resource Specialists," *Occupational Outlook Handbook*, available at: http://www.bls.gov/ooh/business-and-financial/human-resources-specialists.htm#tab-1

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10/21/15 c: J. Rivera

5/4/12 c: G. Sullivan, S. Dawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Management and Marketing

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Gordon Rands (MGT)

Name of degree program: B.B. in Management/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson [signature] Date: 4/5/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean [signature] Date: 4/5/12

Graduate Council approved [signature] Date: 4/23/12

Academic Vice President [signature] Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
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8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
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10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Management/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Management undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Management/MBA program are:

1. Provide students admitted to the integrated MGT/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the MGT/MBA program with specific academic preparation in Management.
3. Provide students admitted to the integrated MGT/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated MGT/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Required bridge course: MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])

One of the following:

MGT 445(G) – Organizational Development (prerequisite: MGT 350[2])
MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
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ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite course is a required course that all MGT majors must complete.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and MGT degree requirements. The listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. Both MGT 474(G) and MGT 483(G) are particularly well-suited as bridge courses for B.B. in Management majors who are interested in a Management concentration within the MBA – these two courses would also be counted as a directed elective within the B.B. in Management. If the other bridge courses are selected, they would count as "general electives" towards the B.B. in Management degree, and as either an elective or concentration course in the MBA program.

Bridge Course	**How it would apply in the B.B. in Management**	**How it would apply in the MBA**
MGT 481(G) – Management and Society: Ethics and Social Responsibility	Required course in the MGT major	Directed elective or concentration course in MBA
MGT 445(G) – Organizational Development MGT 474(G) – Small Business Management MGT 483(G) – Managing Organizations for Environmental Sustainability	Directed elective in MGT major	Directed elective or concentration course in MBA
ACCT 457(G) – Fraud Examination ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

Employment needs.

- Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). While overall demand for managers is somewhat modest, there are specialty areas within the field of management that are growing rapidly:
    - Medical and health services managers: + 1.46% annually
    - Advertising, marketing, public relations and sales managers: + 1.03%
    - Administrative services managers: + 0.97%
    - Human resource managers: + 0.86%

  These six sub fields of management account for an average of 2,091 openings each year in Illinois. It is important to recognize that during a more competitive labor market where the number of applicants exceeds the available position openings, it is the least qualified applicants that are likely to be unsuccessful in their job search. As a result, obtaining a graduate degree in business is likely to help differentiate a job applicant from applicants with only a bachelor's degree in business and from applicants who seek business positions without a business education.
- At a national level, there is also significant demand for managerial occupations (Occupational Outlook Handbook, 2010).

Occupational Cluster	2008 Employment	2018 Projected Employment	Change, 2008-18	Median Salary
Human Resource Managers	133,900	146,800	+12,900	$86,500
Administrative Services Managers	259,400	291,700	+32,300	$73,520
Advertising and Marketing Managers	623,800	704,100	+80,300	$80,220
Medical and Health Services Managers	283,500	328,800	+45,400	$80,240

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "For marketing, sales, and promotions management positions, employers often prefer a bachelor's or master's degree in business administration with an emphasis on marketing. Courses in business law, management, economics, accounting, finance, mathematics, and statistics are advantageous. In addition, the completion of an internship while the candidate is in school is highly recommended."

Thus, students would be well-prepared with a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

Integrated Bachelor's Degree in Business/MBA, Illinois

- North Central College (Naperville) B.S in Accounting/MBA

Integrated Bachelor's Degree in Business/MBA, USA

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA Program
LEJA[1,2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Management/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3)	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3)

	• ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*	• ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • Humanities and Fine Arts Requirement (3) • BL 230 – The Legal Environment of Business (3) • COMM 241 – Introduction to Public Speaking (3) *Total for Semester: 15 hrs.*
3	• MKTG 327 – Marketing Principles (3) • MGT 349 – Principles of Management (3) • CS 302 – Spreadsheet and Database Applic. (3) • DS 303 – Applied Business Forecasting and Regression (3) • FIN 311 – Introduction to Finance (3) *Total for Semester: 15 hrs.*	• HRM 353 – Human Resource Management (3) • MGT 350 – Organizational Behavior (3) • OM 352 – Operations Management (3) • BCOM 320 – Business Communications (3) • IS 340 – Introduction to Information Systems (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• *MGT 481(G) – Management and Society: Ethics and Social Responsibility (3)*[2] • MGT Elective (3) • BL 431 – The Law of Commercial Transactions or BL 432 – The Law of Business Organizations (3) • Upper Division Business Elective (3) • Open Elective (3) *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1,2,3] • OM 455 – Total Quality Management (3) • MGT Elective (3)[3] • Open Elective (2) • MGT 490 – Business Strategy (3) *Total for Semester: 14 hrs.*
Graduation with B.B. in Management (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)		

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning <u>or</u> MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs. (3) • IS 524 – Corporate Management Information Systems (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• FIN 565 – Financial Management: Theory and Practice (3) • MKTG 576 – Decision Making for Global Markets (3) • MBA Concentration Course (3) • MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

[1] – Choose from one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics

- ECON 487(G) – Econometrics
- MGT 445(G) – Organizational Development
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

[3] – If MGT 445(G), MGT 474(G), or MGT 483(G) is chosen as a bridge course, the bridge course would also be counted as a MGT elective. This would create space for an additional three hours of upper division elective.

References:

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Management and Business Financial Occupations," *Occupational Outlook Handbook*, available at: http://www.bls.gov/oco/oco1001.htm#business

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

Wilinski, Eric (2011), "Who Should Get an MBA – And Who Shouldn't," *Wet Feet* (Career Counseling), available online at http://www.wetfeet.com/advice-tools/career-planning/who-should-get-an-mbaand-who-shouldnt

10/21/15
c: G. Rivera

5/4/12
c: D. Sullivan
S. Lawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Management and Marketing

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Gordon Rands (MKTG)

Name of degree program: B.B. in Marketing/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson _____ Date: 4/17/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean _____ Date: 4/17/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President _____ Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Marketing/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Marketing undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Marketing/MBA program are:

1. Provide students admitted to the integrated MKTG/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the MKTG/MBA program with specific academic preparation in Marketing.
3. Provide students admitted to the integrated MKTG/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated MKTG/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Required Bridge Course: MKTG 576 – Decision Making for Global Markets

One of the following:

ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232[1])
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])
DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

[1] – Prerequisite course is a required courses that all B.B. majors must complete.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and MKTG degree requirements. MKTG 576 (Decision Making for Global Markets) assumes that an incoming student have a knowledge of marketing as a prerequisite (all students entering this course have had MKTG 327 – Marketing Principles or its equivalent as a prerequisite to enter the MBA program.) MKTG majors should have completed at least nine hours of MKTG courses entering their senior year, making MKTG 576 an ideal course for them. MKTG 576 would count as a directed elective within the B.B. in Marketing degree, and as a required course in the MBA program.

Bridge Course	**How it would apply in the B.B. in Marketing**	**How it would apply in the MBA**
MKTG 576 – Decision Making for Global Markets	Directed Elective in MKTG major	Required course in MBA
ACCT 457(G) – Fraud Examination MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

The other listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. The selected course would be counted as a "general elective" towards the B.B. in Marketing degree, and as an either an elective or concentration course in the MBA program

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and

accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

Employment needs. One of the fastest growing occupations in Illinois and nationally is for professional marketing managers.

- In a job market where Illinois managerial occupations are expected to increase by 0.35% annually from 2008-20018, the demand for the subset of "advertising, marketing, public relations, and sales force managers" in Illinois is expected to grow by 1.03% annually – nearly three times the state average for the same time period. Marketing management employment in Illinois is projected to increase from 32,952 in 2008 to 36,491 by 2018, making it one of the faster growing occupational areas in Illinois (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*).
- At a national level, the occupational cluster of "advertising, marketing, public relations, and sales force managers" is expected to grow by 1.3% per year from 2008-18 (from 623,800 in 2008 to 704,100 in 2018 (Occupational Outlook Handbook, 2010). The median wage in this occupation cluster is $105,960.

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "For marketing, sales, and promotions management positions, employers often prefer a bachelor's or master's degree in business administration with an emphasis on marketing. Courses in business law, management, economics, accounting, finance, mathematics, and statistics are advantageous. In addition, the completion of an internship while the candidate is in school is highly recommended."

Thus, students would be well-prepared with a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.)

This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

Integrated Bachelor's Degree in Business/MBA, Illinois

- North Central College (Naperville) B.S in Accounting/MBA

Integrated Bachelor's Degree in Business/MBA, USA

- Chapman University (Orange, CA) B.A. or B.S. (any field)/MBA
- Clark University (Worchester, MA) B.S. in Business/MBA
- Ferris State University (Big Rapids, MI) B.S. in Accountancy/MBA
- Frostburg State University (Frostburg, MD) B.S. in Accounting/MBA
- Hofstra University (Hempstead, NY) B.S. in Economics/MBA
- Indiana University (Bloomington, IN) B.S. in Accounting/MBA
- Long Island University (Brookville, NY) B.S. in Business/MBA
- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA
- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year

ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 caps)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	**FY10 Degrees Awarded**	**FY11 Degrees Awarded**	**Three Year Average, Degrees Awarded**	**Estimated Increase in Enrollment from Integrated MBA Program**
LEJA[1, 2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8

TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Marketing/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*	• ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • Humanities and Fine Arts Requirement (3) • BL 230 – The Legal Environment of Business (3) • COMM 241 – Introduction to Public Speaking (3)

		Total for Semester: 15 hrs.
3	• MKTG 327 – Marketing Principles (3) • MGT 349 – Principles of Management (3) • CS 302 – Spreadsheet and Database Applic. (3) • DS 303 – Applied Business Forecasting and Regression (3) • FIN 311 – Introduction to Finance (3) *Total for Semester: 15 hrs.*	• MKTG 329 – Marketing Research (3) • MKTG 333 – Consumer Behavior (3) • MKTG Elective (3) • BCOM 320 – Business Communications (3) • MKTG 335 – Professional Selling (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• IS 340 – Introduction to Information Systems (3) • MKTG Elective (3) • MKTG Elective (3) • MKTG Directed Elective (3) • MKTG 497 – Marketing Management (3) *Total for Semester: 15 hrs.*	• *Bridge Course chosen from list (3)*[1,2] • *MKTG 576 – Decision Making for Global Mkts. (3)*[2] • MKTG Directed Elective (3) • Open Elective (2) • MGT 490 – Business Strategy (3) *Total for Semester: 14 hrs.*
Graduation with B.B. in Marketing (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)		

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis (3) *Total for Semester: 3 hrs.*	• DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business Research (3) • ECON 538 – Economics for Mgrs. (3) • IS 524 – Corporate Management Information Systems (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• FIN 565 – Financial Management: Theory and Practice (3) • MBA Concentration Course (3) • MBA Concentration Course (3) • MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

[1] – Choose from one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

References:

The Wharton School, University of Pennsylvania (2012), "Why a Wharton MBA?" available at, http://www.wharton.upenn.edu/mba/admissions/why-a-wharton-mba.cfm

U.S. Department of Labor, Bureau of Labor Statistics (2010-11), "Advertising, Marketing, Public Relations, and Sales Managers," *Occupational Outlook Handbook*, available at: http://www.bls.gov/oco/ocos020.htm#projections_data

Illinois Department of Employment Security (2011) "Statewide Projections, Long-Term 2008-18 and Short-Term 2010-12," *IDES Employment Projections*, available at http://www.ides.illinois.gov/page.aspx?item=911

Wilinski, Eric (2011), "Who Should Get an MBA – And Who Shouldn't," *Wet Feet* (Career Counseling), available online at http://www.wetfeet.com/advice-tools/career-planning/who-should-get-an-mbaand-who-shouldnt

10/21/15
c: J. Rivas

5/4/12
c: D. Sullivan
S. Dawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology Date: 4-4-2012

Department: MBA (CBT Dean's Office) and Department of Management and Marketing

Name of department chairperson: Dr. John Drea (MBA Dir.) and Dr. Gordon Rands (SCM)

Name of degree program: B.B. in Supply Chain Management/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson _____ Date: 4-4-2012 4/5/12

College Curriculum Committee (if appropriate) _____ Date: _____

College Dean _____ Date: 4/5/12

Graduate Council approved GS Date: 4/23/12

Academic Vice President _____ Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.B. in Supply Chain Management/ Master of Business Administration Degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing Supply Chain Management undergraduate students with a graduate degree that will prepare them for employment in a managerial capacity. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated B.B. in Supply Chain Management/MBA program are:

1. Provide students admitted to the integrated SCM/MBA program with solid overall academic preparation in business through the completion of the Bachelor of Business degree.
2. Provide students admitted to the SCM/MBA program with specific academic preparation in Supply Chain Management.
3. Provide students admitted to the integrated SCM/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.

Students in the integrated SCM/MBA program will be permitted to take two courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

Required bridge course: *SCM 465(G) – Supply Chain Risk Management (prerequisite: SCM 340 or SCM 411 or SCM 453[2])

One of the following:

MGT 474(G) – Small Business Management (prerequisites: MGT 349[1], MKTG 327[1], and FIN 311[1] or 331[1])
MGT 481(G) – Management and Society: Ethics and Social Responsibility (prerequisite: MGT 349[1])
MGT 483(G) – Managing Organizations for Environmental Sustainability (prerequisite: MGT 349[1])
*OM 457(G) – Project Management (prerequisite: OM 352, SCM 211, or permission of instructor)
ACCT 457(G) – Fraud Examination (prerequisite: ACCT 200 or 201[1])
ECON 420(G) – Economic Development (prerequisite: ECON 232[1])
ECON 425(G) – Money Markets, Capital Markets and Monetary Policy (prerequisite: ECON 231[1])
ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232)
ECON 445(G) – Game Theory and Economic Behavior (prerequisites: MATH 137[1] and ECON 232[1])
ECON 460(G) – Urban and Regional Economic Analysis (prerequisite: ECON 232[1])
ECON 470(G) – International Trade (prerequisite: ECON 232[1])
ECON 471(G) – International Monetary Economics (prerequisites: MATH 137[1] and ECON 231[1])
ECON 487(G) – Econometrics (prerequisites: MATH 137[1] or STAT 171[1])
DS 435(G) – Applied Data Mining for Business Decision Making (prerequisite: STAT 171[1])

DS 490(G) – Statistical Software for Data Management and Decision Making (prerequisite: STAT 171[1])

* - indicates a course where is (G) designation is being separately requested.
[1] – Prerequisite course is a required course that all B.B. majors must complete.
[2] – Prerequisite courses are all required courses for all B.B. in SCM majors.

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and SCM degree requirements. SCM 465(G) can be used to satisfy both a directed elective within the B.B. in SCM program and as an elective/concentration course within the MBA.

Bridge Course	**How it would apply in the B.B. in SCM**	**How it would apply in the MBA**
*SCM 465(G) – Supply Chain Risk Management	Directed Elective in SCM major	Required course in MBA program
*OM 457(G) – Project Management MGT 474(G) – Small Business Management MGT 481(G) – Management and Society: Ethics and Social Responsibility MGT 483(G) – Managing Organizations for Environmental Sustainability ACCT 457(G) – Fraud Examination ECON 420(G) – Economic Development ECON 425(G) – Money Markets, Capital Markets and Monetary Policy ECON 435(G) – Comparative Capitalist Systems (prerequisite: ECON 232) ECON 445(G) – Game Theory and Economic Behavior ECON 460(G) – Urban and Regional Economic Analysis ECON 470(G) – International Trade ECON 471(G) – International Monetary Economics ECON 487(G) – Econometrics DS 435(G) – Applied Data Mining for Business Decision Making DS 490(G) – Statistical Software for Data Management and Decision Making	General elective	Directed elective or concentration course in MBA

* - indicates a course where is (G) designation is being separately requested.

The other listed bridge courses are all (G) designated courses that only list prerequisite courses that are required of all B.B majors. These courses would count as "general electives" towards the B.B. in Supply Chain Management degree, and as either an elective or concentration course in the MBA program

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. Students who receive a B.B. from WIU will have already completed all undergraduate foundation courses for the MBA. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate B.B. degree. This could be completed in one calendar year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

MBA degrees prepare students to *manage others* through preparation in areas such as finance, accounting, marketing, and information systems, with an emphasis on teamwork. The degree combines "the 'hard skills' of economics, finance, marketing, operations, management, and accounting, as well as the 'soft skills' of leadership, teamwork, ethics, and communication that are so critical for effective management." (Wharton MBA, 2012)

An MBA degree is an appropriate graduate degree program for some, but not all individuals. Individuals who have been described as a "good fit" for an MBA program include (Wilinski 2011):

- Individuals with clear career goals
- Individuals who want to be leaders
- Individuals who seek to change careers
- Individuals seeking a position in an industry that requires the MBA

By comparison, some individuals have been described as being a "poor fit" for an MBA program.

- Individuals who seek an "academic focus" from a graduate program.
- Individuals who want to become entrepreneurs.
- Individuals without a deep desire for a career in business.

Students in an integrated program are likely to have clearer career goals (they need to choose to be in the program, and admission to the MBA requires the submission of a statement of career goals) and often seek employment in careers where the MBA is the expected degree of entry, such as financial management.

<u>Employment needs.</u>

- Neither Illinois nor national labor market data has kept pace with changes in employment related to supply chain management. There is widespread recognition that supply chain management offers outstanding career opportunities for college graduates with quality academic preparation specifically in SCM.
    - Fortune magazine's "2011 Hottest Job You Never Thought Of" (Fisher 2010)
    - CNN/Money "Best Jobs in America" (Anonymous 2009)
    - U.S. News and World Reports "Best Jobs 2012" (Palmer 2012)

  Unfortunately, most professional supply chain positions are combined into other employment managerial categories, or confused with other supply chain positions that require minimal educational preparation (truck driver, warehouse worker, etc.)
- Overall, managerial employment in Illinois is expected to grow by 0.35% annually from 2008-2018, creating 11,030 annual job openings for managers statewide (source: Illinois Department of Employment Security, *Statewide Projections 2008-18*). While overall demand for managers is somewhat modest, there are specialty areas within the field of management that are growing rapidly:
    - Medical and health services managers: + 1.46% annually
    - Advertising, marketing, public relations and sales managers: + 1.03%
    - Administrative services managers: + 0.97%
    - Human resource managers: + 0.86%

  These six sub fields of management account for an average of 2,091 openings each year in Illinois. It is important to recognize that during a more competitive labor market where the number of applicants exceeds the available position openings, it is the least qualified applicants that are likely to be unsuccessful in their job search. As a result, obtaining a

graduate degree in business is likely to help differentiate a job applicant from applicants with only a bachelor's degree in business and from applicants who seek business positions without a business education.

- At a national level, there is also significant demand for managerial occupations (Occupational Outlook Handbook, 2010).

Occupational Cluster	2008 Employment	2018 Projected Employment	Change, 2008-18	Median Salary
Human Resource Managers	133,900	146,800	+12,900	$86,500
Administrative Services Managers	259,400	291,700	+32,300	$73,520
Advertising and Marketing Managers	623,800	704,100	+80,300	$80,220
Medical and Health Services Managers	283,500	328,800	+45,400	$80,240

The U.S. Department of Labor's "Occupational Outlook Handbook" indirectly supports the concept of an integrated B.B./MBA degree program. According to the Occupational Outlook Handbook,

> "For marketing, sales, and promotions management positions, employers often prefer a bachelor's or master's degree in business administration with an emphasis on marketing. Courses in business law, management, economics, accounting, finance, mathematics, and statistics are advantageous. In addition, the completion of an internship while the candidate is in school is highly recommended."

Thus, students would be well-prepared with a strong graduate degree in business administration, combined with an internship at the graduate level (which is encouraged in the MBA degree.)

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

Most integrated undergraduate business/MBA degree programs integrate the B.S. in Accounting with an MBA degree (the B.S. in Accounting/M.S. in Accounting is an even more popular combination.) This combination primarily serves to prepare students for the CPA exam (which requires 150 semester hours) and for managerial positions in the accounting profession. Integrating undergraduate and graduate degrees within the field of business is a relatively recent concept. We were able to identify only one Illinois college/university that provided an integrated degree program with a bachelor's degree in business with an MBA, though there are several universities nationally that offer integrative programs, including some well-respected universities that include Indiana University, Rutgers, Hofstra, Seton Hall, and Simmons.

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- Mount Saint Mary College (Newburgh, NY) B.S. in Accounting/MBA
- New Jersey Institute of Technology (Newark, NJ) B.B. in Business/MBA

- River College (Nashua, NH) B.S. (any field)/MBA
- Rutgers University (Newark and New Brunswick, NJ) B.S. in Professional Accounting/MBA
- Sacred Heart University (Fairfield, CT) B.S. in Business/MBA
- Seton Hall University (South Orange, NJ) B.A or B.S. in a liberal arts field/MBA
- Simmons College (Boston, MA) B.A. (any field)/MBA
- SUNY Oswego (Oswego, NY) B.S. in Accounting/MBA
- University of Dayton (Dayton, OH) B.S. in Accounting/MBA

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) is required in the MBA foundation courses.

MBA Foundation Courses (these are required of all B.B. majors at WIU)

- ACCT 201 – Principles of Financial Accounting
- ACCT 202 – Principles of Managerial Accounting
- ECON 231 – Principles of Macroeconomics I
- ECON 232 – Principles of Microeconomics II
- FIN 311 – Introduction to Finance or FIN 331 – Financial Management I
- IS 340 – Introduction to Information Systems
- MGT 349 – Principles of Management
- MKTG 327 – Marketing Principles
- STAT 171 – General Elementary Statistics

If the MBA foundation course GPA falls below 3.0 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. a 3.0 GPA in MBA foundation courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their B.B. advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the MBA foundation courses would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.)

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The seven required courses in the MBA have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Summer 11	Spring 11	Fall 10	Summer 10	Spring 10	Fall 09	Avg. Total Available Seats Per Year
ACCT 547	11 (25 cap.)	18 (25 cap.)	17 (25 cap.)	10 (25 cap.)	23 (25 cap.)	15 (30 cap.)	25 (25 cap.)		20.33 seats
DS 533 or MGT 540	35 (50 cap.)	37 (50 cap.)		33 (50 cap.)	35 (50 cap.)		29 (25 cap.)	37 (50 cap.)	23 seats
ECON 538	26 (25 cap.)	13 (25 cap.)		38 (50 cap.)	24 (25 cap.)		22 (50 cap.)	17 (25 cap.)	20 seats
FIN 565	34 (50 cap.)	12 (25 cap.)		42 (50 cap.)	24 (25 cap.)		33 (50 cap.)	24 (25 cap.)	18.67 seats
IS 524	10 (25 cap.)	40 (50 cap.)		18 (25 cap.)	32 (25 cap.)		14 (25 cap.)	23 (25 cap.)	12.67 seats
MGT 590	40 (50 cap.)	17 (25 cap.)		37 (50 cap.)	27 (25 cap.)		35 (50 cap.)	16 (25 cap.)	17.67 seats
MKTG 576	13 (25 cap.)	45 (50 cap.)		5 (25 cap.)	31 (50 cap.)		7 (25 cap.)	35 (50 cap.)	29.67 seats

The above table indicates that (on average) there are 12-29 seats available annually in each of the required MBA courses across both the Macomb and QC campus. This suggests that approximately 12 additional FTE could be absorbed into the MBA program without the need for additional resources, and 18 additional students could be absorbed with the addition of only one additional section of IS 524.

It is worth noting that the MBA program is pursuing the development of multiple integrated degree programs simultaneously.

1. B.S. in LEJA + Pre-MBA minor/MBA
2. B.S. in Computer Science + Pre-MBA minor/MBA
3. B.B. in Accountancy/MBA
4. B.B. in Economics/MBA
5. B.B. in Finance/MBA
6. B.B. in Human Resource Management/MBA
7. B.B. in Management/MBA
8. B.B. in Marketing/MBA
9. B.B. in Supply Chain Management/MBA

While each of these separate initiatives is unlikely to result in the need for any additional resources for the MBA program, they collectively could add sufficient additional enrollments into the MBA that might trigger a need for additional sections of each required course. If the integrated degree proposals are successful in building enrollment to the point where it outstrips existing resources, a decision will need to made to either allocate additional instructions to the MBA program or to increase the admission formula for the program and become more selective in admissions.

	FY09 Degrees Awarded	FY10 Degrees Awarded	FY11 Degrees Awarded	Three Year Average, Degrees Awarded	Estimated Increase in Enrollment from Integrated MBA Program
LEJA[1,2]	374	324	327	341.67	3.4
CS[1]	17	23	21	20.33	0.2
ACCT[2]	70	64	68	67.33	0.7
ECON[2]	7	8	15	10.00	0.1
FIN[3]	82	42	41	55.00	1.7
HRM[3]	6	8	16	10.00	0.3
MGT[3]	74	91	81	82.00	2.5
MKTG[3]	54	58	49	53.67	1.6
SCM[3]	32	18	28	26.00	0.8
TOTALS	716	636	646	666.00	11.3

[1] – Enrollment from LEJA and CS requires that a student also be enrolled in the pre-MBA minor. As a result, enrollment is conservatively estimated at 1% of graduates for these programs.

[2] – Accounting, Computer Science, and Economics already have existing integrated programs within their own majors (ex: B.B in ACCT/M.A. in ACCT), so enrollments from these majors is estimated at 1%

[3] - Graduates from all B.B. majors will have already satisfied the foundation course requirements for the MBA, so enrollment from these degrees is estimated at 3%.

As shown in the above table, the addition of all proposed integrated degrees would add approximately eleven additional students to the MBA program. Combining this result with the previous table that indicates available capacity, there appears to be sufficient capacity within the MBA program for all of the integrated degrees. Admittedly, this is based on the 1-3% graduate participation rates, and that rate is an estimate.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Model Integrated Degree Plan for B.B. in Supply Chain Management/MBA Degree

Year	Fall Semester	Spring Semester
1	• MATH placement course (3) • ENG 180 – College Writing I (3) • PSY 100 – Introductory Psychology or SOC 100 – Introduction to Sociology (3) • ECON 170 – The Global Economic Environment or MGT 125 – Business and Technology in a Global Society (3) • CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*	• MATH 137 – Applied Calculus I (3) • Lab Science for General Education Requirement (4) • Humanities Requirement (3) • Human Well Being Requirement (1) • Human Well Being Requirement (2) • Multicultural Studies Requirement (3) *Total for Semester: 16 hrs.*
2	• ENG 280 – College Writing II (3) • STAT 171 – General Elementary Statistics (3) • ACCT 201 – Principles of Financial Accounting (3) • ECON 231 – Principles of Macroeconomics I (3) • SCM 211 – Supply Chain Management (3) *Total for Semester: 15 hrs.*	• Humanities and Fine Arts Requirement (3) • ACCT 202 – Principles of Managerial Accounting (3) • ECON 232 – Principles of Microeconomics II (3) • BL 230 – The Legal Environment of Business (3) • Fine Arts Requirement (3) *Total for Semester: 15 hrs.*
3	• DS 303 – Applied Business Forecasting and Regression (3) • SCM 451 – Cost negotiation and Target Pricing (3) • SCM Directed Elective • CS 302 – Spreadsheet and Database Applic. (3) • COMM 241 – Introduction to Public Speaking (3) *Total for Semester: 15 hrs.*	• SCM 453 – Supply Management (3) • SCM Directed Elective (3) • BCOM 320 – Business Communications (3) • MGT 349 – Principles of Management (3) • MKTG 327 – Marketing Principles (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 3.0 GPA in business courses)		
4	• SCM 340 – Transportation Management (3) • SCM 411 – Global Supply Chain Management (3) • IS 340 – Introduction to Information Systems (3) • OM 352 – Operations Management (3) • *Bridge Course chosen from list (3)*[1,2] *Total for Semester: 15 hrs.*	• **SCM 465(G) –Supply Chain Risk Management (3)*[1,2] • SCM 400 – Supply Chain Management Internship (3) • MGT 490 – Business Strategy (3) • FIN 311 – Introduction to Finance (3) • Open Electives (2) *Total for Semester: 14 hrs.*
Graduation with B.B. in Supply Chain Management (must maintain 3.4 cumulative GPA and 3.0 GPA in MBA foundation courses)		

	Summer	Fall	Spring
5	• ACCT 547 – Corporate Financial Reporting and Analysis (3)	• DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business Research (3)	• FIN 565 – Financial Management: Theory and Practice (3) • MKTG 576 – Decision Making for Global Markets (3)

	Total for Semester: 3 hrs.	• ECON 538 – Economics for Mgrs. (3) • IS 524 – Corporate Management Information Systems (3) • MBA Concentration Course (3) *Total for Semester: 12 hrs.*	• MBA Concentration Course/Elective (3) • MGT 590 – Strategic Management (3) • BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree			

* - indicates a course where is (G) designation is being separately requested.

[1] – Choose from one of the following bridge courses:

- ACCT 457(G) – Fraud Examination
- ECON 420(G) – Economic Development
- ECON 425(G) – Money Markets, Capital Markets and Monetary Policy
- ECON 435(G) – Comparative Capitalist Systems
- ECON 445(G) – Game Theory and Economic Behavior
- ECON 460(G) – Urban and Regional Economic Analysis
- ECON 470(G) – International Trade
- ECON 471(G) – International Monetary Economics
- ECON 487(G) – Econometrics
- MGT 481(G) – Management and Society: Ethics and Social Responsibility
- MGT 474(G) – Small Business Management
- MGT 483(G) – Managing Organizations for Environmental Sustainability
- *OM 457(G) – Project Management
- DS 435(G) – Applied Data Mining for Business Decision Making
- DS 490(G) – Statistical Software for Data Management and Decision Making

[2] – **Bridge Course** – used to satisfy both undergraduate and graduate requirements.

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10/21/15
c: J. Rivera

c: S. Sullivan
S. Lawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: Business and Technology, Education and Human Services Date: 1-25-2012

Department: MBA (CBT-Dean's Office) and Law Enforcement and Justice Administration

Name of department chairperson: Dr. John Drea (MBA Director) and Dr. Terry Mors (LEJA)

Name of degree program: B.S. in LEJA/MBA Integrated Degree Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ____ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate) _____ Date: _____

Department Chairperson _____ Date: 2/2/12 2/3/12

College Curriculum Committee (if appropriate) _____ Date: 2/14/12

College Dean _____ Date: 2/7/12

Graduate Council approved GS Date: 3-5-12

Academic Vice President Kathleen Neumann Date. 3/14/12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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SCHOOL OF GRADUATE STUDIES

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Proposed Integrated B.S. in Law Enforcement and Justice Administration and Pre-MBA Minor/Master of Business Administration degree

Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

The purpose of the proposed degree is to provide high performing LEJA undergraduate students with a graduate degree that will prepare them for employment in the field of corporate security. In addition to the general education objectives for all undergraduate students at WIU, the *specific educational objectives* of the integrated LEJA/MBA program are:

1. Provide students admitted to the integrated LEJA/MBA program with solid academic preparation in law enforcement and justice administration through the completion of the LEJA major.
2. Provide students admitted to the integrated LEJA/MBA program with a broad background in business through the completion of the Pre-MBA minor.
3. Provide students admitted to the integrated LEJA/MBA program with an advanced understanding of business strategy through the completion of the MBA degree.
4. Provide students admitted to the integrated LEJA/MBA program with an opportunity to pursue specific graduate academic preparation in corporate security.

Students in the integrated LEJA/MBA program will be permitted to take two of the following three courses as bridge courses, i.e., count towards both graduate and undergraduate credit.

1. LEJA 509 - Security: Theory and Practice
2. DS 435(G) - Applied Data Mining for Business Decisions (prerequisite of STAT 171)
3. ACCT 457(G) - Fraud Examination (prerequisite of ACCT 307)

Regarding the *academic soundness* of the proposed integrated program, the courses chosen as bridge courses have been specifically selected to fit both MBA and LEJA degree requirements. Both DS 435(G) and ACCT 457(G) have prerequisites (STAT 171 and ACCT 307, respectively) that are required courses in the Pre-MBA minor. The two bridge courses would be counted as general electives. Collectively, these three courses would constitute the corporate security concentration within the MBA program (i.e., two courses would be taken as bridge courses, while the third course would be taken once the student is admitted into the MBA). As a result, a student coming through the integrated program would have completed two of the three required courses in the Corporate Security concentration within the MBA.

The MBA degree requires 54 semester hours of courses: 21 semester hours of foundation (undergraduate) courses and 33 semester hours of graduate courses. The integrated program has been designed to enable a student to complete a B.S. in LEJA and an MBA in five years. This is achieved by having the student complete the Pre-MBA minor as an undergraduate, which contains all 21 semester hours of required foundation courses, and two bridge courses. As a result, a student in the integrated program would need to complete 27 additional graduate semester hours after his/her undergraduate degree. This could be completed in one year (12 semester hours in the fall, 12 semester hours in the spring, and three semester hours in the summer).

Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

The proposed integrated program will serve two separate but related needs: preparing individuals for conducting corporate security activities, and preparing individuals to manage security operations. It also serves a greater need as identified within the law enforcement community for law enforcement/security personnel trained to fight fraud and identity crimes.

Employment needs. The WIU LEJA program has identified a need for security professionals who are trained in conducting investigations and also understand business principles. Corporate security requires an ability to design security environments that deter, prevent, and detect illegal or inappropriate activities in a business setting. This requires a different skill set than what is typically expected for law enforcement positions, including an ability to read and understand financial statements and to examine business data to detect patterns. Currently, there are over 1,000 job postings nationally for individuals in corporate security.

There is also a need for individuals who are capable of managing corporate security operations. Since corporate security exists within a business (for-profit) environment, it operates under a different set of parameters than traditional (public) law enforcement.

Societal needs. College business schools have been identified as an important resource for fighting fraud and identity crimes (*Police Chief*, February 2008, Volume 75, 2). Business schools have prepared their own students on the detection of fraud for several years, but now are being used to prepare and assist law enforcement personnel on how to detect fraud and identity-related crimes.

Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

We are not aware of any universities that offer an integrated B.S. in Law Enforcement and Justice Administration/MBA degree program in Illinois or anywhere in the US. There are, however, a limited number of degree programs that combine some elements of business education with criminal justice education. These are listed below.

Illinois

- Northwestern University (Evanston, IL) – Certificate in Investigation and Prevention of Commercial Fraud
- St. Xavier University (Chicago) – MBA in financial fraud examination and management

Other locations

- American Public University (Charlestown, WV) – M.A. in Security Management
- Benedictine College (Atchison, KS) – Executive MBA in Leadership targets law enforcement and public service professionals
- DeVry University (online) – Master of Accounting and Financial Management with an emphasis in Certified Fraud Examination
- George Washington University (Washington, DC) – M.A. in Criminal Justice – Computer Fraud Investigations
- Hilbert College (Hamburg, NY) – B.S. in Economic Crime Investigation
- Long Island University (Brookville, NY) – M.S. in Criminal Justice, specializing in Fraud Examination
- North Dakota State University (Fargo, ND) – Minor in Fraud Investigation
- University of South Florida (St. Petersburg, FL) – MBA with a forensic accounting concentration

- Utica College (Utica, NY) – MBA in Fraud Management, B.S. and M.S. in Economic Crime Management
- Villa Julie College (Stevenson, MD) – Master in Forensic Studies
- West Virginia University (Morgantown, WV) – Graduate Certificate in Forensic Accounting and Fraud Investigation

Number of credit hours permitted to satisfy both the baccalaureate and master's degree

Six semester hours of bridge courses are permitted.

Cumulative GPA requirements for admission to the program

A 3.4 cumulative GPA (or higher) is required for admission into the integrated program, and must be maintained through graduation in order to remain in the integrated program. If the cumulative GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Major GPA requirements for admission to the program

No specific major GPA is required, however a GPA of 3.0 (or higher) on courses in the pre-MBA minor is required. If the pre-MBA minor GPA falls below 3.4 at the time of graduation, the student would need to apply for admission into the MBA program as any student not in the integrated program would.

Specific departmental qualifications and methods of evaluation for students applying to the program

Admission into the proposed integrated program would be based upon the following

1. A minimum of 90 semester hours completed, and
2. a 3.4 overall GPA, and
3. A minimum of nine semester hours of pre-MBA minor courses completed with a GPA of 3.0 or higher on pre-MBA minor courses.

A student would likely apply for admission into the integrated program during the semester prior to when he/she has completed 90 semester hours. Once admitted into the integrated program, the student would meet with both their LEJA advisor and their MBA advisor during the senior year to make sure the correct courses are selected for both degrees. Applicants who meet and maintain these requirements would not be required to take the GMAT exam to be admitted into the MBA program.

A student who is admitted into the integrated degree program but who fails to maintain both a 3.4 cumulative GPA and a 3.0 GPA within the pre-MBA minor would be dropped from the integrated program. In such a case, credits earned for bridge programs would be counted only towards their undergraduate degree. Such a student could still pursue the MBA degree, but he/she would need to be admitted through normal channels (take the GMAT exam, achieve a score of 1100 or higher on the admission formula.) (graduate) credit.

Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

The proposed integrated program requires no new courses or additional sections of courses to be offered. The three courses that would be offered as bridge courses have had recent enrollments as follows (enrollment number followed by total capacity)

	Spring 12	Fall 11	Spring 11	Fall 10	Spring 10	Fall 09	Average Available Seats
LEJA 509	Not offered	20 (20 cap.)	Not offered	Not offered	Not offered	9 (20)	5.5
DS 435(G)	22 (20 cap.)	Not offered	6 (20)	Not offered	Not offered	Not offered	6
ACCT 457(G)	44 (50 cap.)	53 (60 cap.)	23 (25 cap.)	52 (60 cap.)	21 (30 cap.)	68 (73 cap.)	6.17

The above table indicates that (on average) there are 5-6 seats available in each of the bridge courses each time the course has been offered. Initial projections are that the proposed integrated program will add approximately 4-5 students per year to the MBA program, based on the following projection:

Spring 2011 LEJA graduates with a 3.4 cumulative GPA (or higher)	44 students
Estimate 10% will pursue Pre-MBA minor	x 10%
Subtotal, potential new enrollments in integrated program	4.4 students
Estimate 50% who complete integrated program enter MBA program	x 50%
Subtotal, estimated new enrollments in integrated program	2.2 students

If the projection is extended for students who graduate to students who graduate in fall or summer, this would likely result in approximately 4-5 additional students pursuing the integrated degree program and eventually entering the MBA program.

There is sufficient capacity to absorb students from the integrated program into other MBA courses. Average class sizes for the MBA courses are 15.1 (Macomb) and 16.1 (QC), with most classes capped at a maximum of 25 students.

Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

None.

Listing of journals or other library resources needed to permit effective teaching of the integrated program.

None, since the proposed integrated program does not require the offering of any new courses.

Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

None.

List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

Year	Fall Semester	Spring Semester
1	Social Sciences Elective (3) Humanities Elective (3) ENG 180 – College Writing I (3) LEJA 101 – Survey of Criminal Justice (3) Lab Science for General Education (4) *Total for Semester: 16 hrs.*	Social Sciences Elective (3) Fine Arts Elective (3) Human Well Being Elective (2) Human Well Being Elective (1) LEJA 201 – Juvenile Justice (3) CS 101 – Introduction to Computers I (3) *Total for Semester: 15 hrs.*
2	ENG 280 – College Writing II (3) LEJA 212 – Criminal Law (3) Mathematics Elective (3) Humanities and Fine Arts Elective (3) Social Sciences Elective (3) *Total for Semester: 15 hrs.*	LEJA 242 – Survey of Criminal Investigation (3) STAT 171 – General Elementary Statistics (3)[1] Natural Sciences and Mathematics Elective (3) Multicultural Studies Elective (3) COMM 241 – Intro. to Public Speaking or COMM 242 – Fundamentals of Public Speaking (3) *Total for Semester: 15 hrs.*
3	LEJA 306 – Organization and Administration in Criminal Justice (3) ACCT 307 – Accounting for Managers and Management Decisions (3)[1] MGT 349 – Principles of Management (3)[1] LEJA 303 – Quantitative Techniques for Law Enforcement (3) IS 340 – Introduction to Information Systems (3)[1] *Total for Semester: 15 hrs.*	LEJA 345 – Diversity, Ethics, and Professionalism in Criminal Justice (3) LEJA 312 – Criminal Procedure (3) MKTG 327 – Marketing Principles (3)[1] FIN 311 – Introduction to Finance (3)[1] Any elective (3) *Total for Semester: 15 hrs.*
Admission into the integrated program (requires 3.4 cum. GPA, 9 hrs. of Pre-MBA minor courses with 3.0 GPA)		
4	One of the following: LEJA 440, 441, 442, 443, or 444 (WID course) (3) ECON 408 – Economics for Decision Makers (3)[1] Two of the following (6 hrs.): • LEJA 509 - Security: Theory and Practice (3)[2] • DS 435(G) - Applied Data Mining for Business Decisions (3)[2] • ACCT 457(G) - Fraud Examination (3)[2] Any elective (2) *Total for Semester: 14 hrs.*	LEJA 490 – Internship in Law Enforcement (12) LEJA 491 – Internship Summary (3) *Total for Semester: 15 hrs.*
Graduation with B.S. in Law Enforcement and Justice Administration with Pre-MBA Minor (must maintain 3.4 cumulative GPA and 3.0 GPA in Pre-MBA minor)		

	Summer	Fall	Spring
5	ACCT 547 – Corporate Financial reporting and Analysis (3) *Total for Semester: 3 hrs.*	DS 533 – Applied Business Forecasting and Planning or MGT 540 – Applied Business research (3) MKTG 576 – Decision Making for Global Markets (3) ECON 538 – Economics for Mgrs. (3) MBA Concentration Course (3) *Total for Semester: 12 hrs.*	FIN 565 – Financial Management: Theory and Practice (3) IS 524 – Corporate Management Information Systems (3) MGT 590 – Strategic Management (3) MBA Directed Elective (3) BAT 611 – MBA Outcomes (0) *Total for Semester: 12 hrs.*
Graduation with Master of Business Administration Degree with concentration in Corporate Security			

[1] – Pre-MBA Minor Course

[2] – Bridge Course – used to satisfy both graduate and undergraduate requirements

INSTITUTION PROFILES

New Search

Compare

Western Illinois University

Website:	http://www.wiu.edu/
Open Admission:	No
City:	Macomb
County:	McDonough
Institution Type:	Public Universities | Public, 4-year or above
Carnegie Classification:	Master's Colleges and Universities (larger programs)
Carnegie Undergraduate Profile:	Full-time four-year, selective, higher transfer-in

Degrees and certificates offered:
- Bachelors
- Post-Baccalaureate Certificate
- Masters
- Post-Masters Certificate
- Doctoral Research

For more information:
- U.S. Department of Education College Navigator

[+] Student Success Measures

[+] Profile

[+] Enrollments - No data available for this institution.

[+] Degrees/Certificates

[−] Academic Degree Programs

Agriculture, Agriculture Operations, And Related Sciences
Area, Ethnic, Cultural, Gender, And Group Studies
Biological And Biomedical Sciences
Business, Management, Marketing, And Related Support Services
Communication, Journalism, And Related Programs
Communications Technologies/Technicians And Support Services
Computer And Information Sciences And Support Services

Education

Degree Level	CIP Code	IBHE Program Name
Bachelors	13.0201	B.S.Ed. in Bilingual/Bicultural Education
Bachelors	13.0501	B.S. in Instructional Design and Technology
Bachelors	13.1001	B.S.Ed. in Special Education
Bachelors	13.1202	B.S.Ed. in Elementary Education
Bachelors	13.1307	B.S. in Health Sciences
Bachelors	13.1314	B.S. in Physical Education
Bachelors	13.1325	B.S. in French Teacher Education
Bachelors	13.1330	B.A. in Spanish Teacher Education
Post-Baccalaureate Certificate	13.0501	Post Bacc. Cert in Instructional Design & Tech: Educ. Tech Specialist
	13.1401	

Post-Baccalaureate Certificate		Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
Masters	13.0401	M.S.Ed. in Educational Leadership
Masters	13.0501	M.S. in Instructional Design and Technology
Masters	13.0901	M.S.Ed. in Educational and Interdisciplinary Studies
Masters	13.1001	M.S.Ed. in Special Education
Masters	13.1101	M.S.Ed. in Counseling
Masters	13.1102	M.S. in College Student Personnel
Masters	13.1202	M.S.Ed. in Elementary Education
Masters	13.1205	M.A.T. (Secondary Education)
Masters	13.1307	M.S. in Health Education
Masters	13.1315	M.S.Ed. in Reading
Post-Masters Certificate	13.0411	Ed.S. in Educational Leadership
Doctoral Research	13.0499	Ed.D. in Educational Leadership

Engineering Technologies And Engineering-Related Fields
Engineering
English Language And Literature/Letters
Family And Consumer Sciences/Human Sciences
Foreign Languages, Literatures, And Linguistics
Health Professions And Related Programs
History
Homeland Security, Law Enforcement, Firefighting And Related Protective Services
Liberal Arts And Sciences, General Studies And Humanities
Mathematics And Statistics
Multi/Interdisciplinary Studies
Natural Resources And Conservation
Parks, Recreation, Leisure, And Fitness Studies
Philosophy And Religious Studies
Physical Sciences
Psychology
Public Administration And Social Service Professions
Social Sciences
Visual And Performing Arts

⊞ Finance

⊞ Accreditation

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WESTERN ILLINOIS STATE TEACHERS COLLEGE BULLETIN

Vol. XXIV, No. 1 June, 1944

CONTENTS

General Information
Curriculums of Study
Report of 1943-1944
Mid-Spring Term, 1945
Summer Terms, 1945
Undergraduate and Graduate Courses

The contents of this Bulletin have been prepared under the direction of a faculty committee with the cooperation of each faculty member.

Published seven times yearly--January, March, May, June, September, October, December--by the Western Illinois State Teachers College, Macomb, Illinois.

(Printed by authority of the State of Illinois)

Entered as second class matter, April 17, 1909, at the post office at Macomb, Illinois, under the act of July 16, 1894. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized September 9, 1918.

86017

V. THE DIVISION OF EXTRA-INSTRUCTION

The Division of Extra-Instruction is responsible for the formulation of basic principles and the integration of certain agencies that deal with the educational program of a non-academic nature.

VI. THE DIVISION OF PUBLIC RELATIONS

The Division of Public Relations is responsible for the stimulation of interest of both the alumni and the general public in Western's educational program. Contacts with the alumni shall be kept in order to serve them and to retain their interest in Western's welfare.

ORGANIZATION OF THE COLLEGE

The College as organized has two divisions: (1) The Undergraduate Division, (2) The Graduate Division.

THE UNDERGRADUATE DIVISION

The Undergraduate Division consists of two parts: (A) The General College which offers a number of one-year and two-year non-professional curriculums. (B) The Teachers College which is a technical school for teachers. The Civil Administration Code of the State of Illinois gives the Teachers College Board the power to confer such professional degrees as are usually conferred by other institutions of like character for similar or equivalent courses of study. In order that Western Illinois State Teachers College may follow the plan adopted by the other teacher training institutions in Illinois and in many other states, the College offers three four-year curriculums leading to the degree of Bachelor of Science in Education. One is for elementary teachers, one for superintendents and elementary principals and supervisors, and one for high-school teachers and principals and for special teachers.

THE GRADUATE DIVISION

Permission to offer graduate work, starting June, 1944, was granted by the State Teachers College Board July 22, 1943. For requirements relative to the Master of Science in Education, see the special section dealing with graduate work.

THE TRAINING SCHOOLS

The Training Schools provide opportunity for creative educational experimentation and for the practical application of educational theory under normal public school conditions. Classes in psychology observe

tion in their various activities; classes in principles of teaching see prior teaching and management. After becoming grounded in subject matter and professional theory each student is assigned to teaching under direction of supervisors. A program is arranged, modified from time to time in the light of the nature of the student's development, to give him within the time allotted the kinds of experiences that will make for best development of teaching ability of which he is capable.

The campus school consists of Kindergarten, Elementary School and High School. The Kindergarten has a forenoon session for four-year-olds and an afternoon session for five-year-olds. The supervisor works out with student teachers every phase of procedure in the light of child interest and development on this level. The Elementary School provides training facilities for students who are specializing in the primary, in the intermediate, or in the upper grades or junior high-school level. The High School is a recognized and fully accredited public high school that has from one hundred forty to one hundred eighty pupils who come from the city of Macomb, from the rural districts and from small communities not far distant. The standards for admission are the same as for other state high schools and the student body is much like that of other schools of the same size.

In addition to the Campus School there are affiliated off-campus schools that provide student teaching facilities. The Bardolph High School and in some areas the Macomb High School, give student teaching in high-school subjects. The Bardolph and Adair grade schools and three rural schools close to Western, under the general supervision of the Director of Rural Training, provide opportunities for teaching for those preparing for rural work. Groups of children in each of the first six grades of the Macomb Schools who are more or less deficient in some phase of their work are organized into a summer school that gives opportunity for student teaching with stress on diagnostic and remedial procedures.

Jennette Terrill, Ph.M., University of Wisconsin (critic teacher)
*Moses N. Thisted, Ph.D., State University of Iowa
A. A. Wellck, Ph.D., Columbia University

ENGLISH

Irving Garwood, Ph.D., University of Chicago
Isabel Hoover, A.M., University of Illinois (critic teacher)
*Kent Pease, Ed.D., New York University
DeForest O'Dell, Ph.D., Columbia University
Juna Reynolds, A.M., Columbia University (critic teacher)
*John J. Welker, Ph.D., University of Chicago

FOREIGN LANGUAGE

Ruth Carson, Ph.D., Ohio State University
Grace M. Sproull, Ph.D., University of Chicago

GEOGRAPHY AND GEOLOGY

Arthur G. Tillman, Ph.D., University of Wisconsin
Claude J. Hesh, Ph.M., University of Wisconsin (critic teacher)

MATHEMATICS

Edwin W. Schreiber, A.M., University of Michigan; 77 hours graduate work beyond the Master's degree
H. G. Ayre, Ph.D., George Peabody College for Teachers
Loren E. Taylor, A.M., University of Illinois (critic teacher)

PHYSICAL SCIENCE

Fred H. Currens, Ph.D., University of Nebraska
Chester W. Bennett, Ph.D., University of Illinois
H. Waldo Horrabin, M.S., University of Iowa (critic teacher)

SOCIAL SCIENCE

Marcy G. Bodine, Ph.D., University of Iowa
Julian Archer, Ph.D., New York University
Harvey Seal, A.M., Columbia University; 126 hours graduate beyond the Master's degree
Hilda M. Watters, Ph.D., University of Iowa
A. A. Wellck, Ph.D., Columbia University

GRADUATE COMMITTEE

HISTORY AND ORGANIZATION

Graduate work at the Western Illinois State Teachers College was authorized by the State Teachers College Board on July 22, 1943 when State Teachers Colleges were granted permission to offer five-year programs leading to the degree of Science in Education.

*On leave for the duration of the war.

The faculty of the Graduate Division includes only those members of the college who have been selected by the Graduate Committee and resident of the college as meeting the requirements set up by the State Teachers College Board. All faculty members who teach graduate courses have a Doctor's degree or the equivalent. Administration of the graduate work is vested in the Graduate Committee which is appointed by the president of the college and the faculty council. This committee has general supervision of all graduate work in the college. The Graduate Committee recommends to the faculty students who have completed all the requirements for the Master's degree; the faculty, after approving the recommendations of the committee, asks the President to present the names of these students to the State Teachers College Board for approval.

OBJECTIVES

The program of graduate work at Western is planned to serve four types of students: (a) teachers in the elementary school; (b) teachers in various subject matter fields on the junior and senior high school level; (c) teachers who are administrators, supervisors, deans, and personnel deans; and (d) teachers who desire advanced courses merely to become more effective in their teaching without working for the Master's degree. The Master of Science in Education degree is primarily a teaching degree rather than a research degree.

PROPOSED FIVE-YEAR PLANS IN THE ELEMENTARY AND SECONDARY FIELDS

ADMISSION AND RETENTION IN THE FIFTH YEAR

Admission to courses for graduate credit shall be administered by the Graduate Committee, which shall be guided by the following general principles:

a. The completion of the first four years of the five year program, or the approximate equivalent, in a college or university that is accredited by the American Association of Teachers Colleges, the appropriate regional accrediting agency, or recognized by the state university of the state in which the college or university is located. It should be clearly understood that a student who is admitted to the five-year program at the beginning of the fifth year may be required to spend more than the minimum time to complete the work for the Master's degree. All academic deficiencies must be removed before students are admitted to candidacy.

b. A student with the Bachelor's degree from an institution not on the accredited or approved lists referred to above may be accepted conditionally as an unclassified student pending the satisfactory

GRADUATE WORK AT WESTERN

The Illinois State Teachers College Board at its meeting in Chicago on July 12, 1943, authorized graduate work in the teachers colleges of Illinois. The work will begin June, 1944, and will be given in those institutions that desire to commence the work and upon the assurance from the faculty of the institution to the teachers college board that it is properly prepared to commence such work.

The Western Illinois State Teachers College is definitely planning to offer graduate courses commencing with the summer term of 1944. The work will lead to the Master of Science in Education Degree. This work will be offered in certain limited fields on both the elementary and secondary level. Persons interested in such work should write to Dean F. H. Currens by April 1, 1944.

TWO-YEAR GENERAL CURRICULUM

Junior College Curriculum
Non-Professional

The Illinois State Teachers College Board approved the giving of a two-year, non-professional general curriculum at the five state teachers colleges in Illinois.

On pages 40 to 53 of the catalog, a number of one- and two-year curriculums have been set up in connection with Western's war effort. These two-year general non-professional curriculums will be available for students beginning September, 1944.

4 WEST OLD CAPITOL PLAZA, ROOM 500
SPRINGFIELD, ILLINOIS 62701-1287
(217) 782-2551
TDD (217) 524-3494

COPY

ARTHUR F. QUERN
CHAIRMAN

RICHARD D. WAGNER
EXECUTIVE DIRECTOR

BOARD OF HIGHER EDUCATION

STATE OF ILLINOIS

RECEIVED
96 JAN 19 PM 1:28
W.I.U.
PRESIDENT'S OFFICE

January 17, 1996

Dr. Donald S. Spencer
President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear President Spencer:

At its January 9, 1996 meeting, the Illinois Board of Higher Education granted authority to Western Illinois University to establish the following degree programs:

B.S.in Instructional Technology and Telecommunications, and
M.S. in Instructional Technology and Telecommunications.

We look forward to the successful development of these programs.

Sincerely,

Richard D. Wagner
Executive Director

1/24/96
cc: K. Beaty
J. Maguire
C. Gilbert
B. Camso
B. Bailey
D. Taylor
B. Barker

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COPY

WESTERN
ILLINOIS
UNIVERSITY

TO: Joseph Rallo, Provost and
Academic Vice President

FROM: Bonnie Smith-Skripps, Dean

DATE: January 27, 2006

RE: Department Name Change

I fully support the request put forth by Dr. Hoyet Hemphill and the ITT Faculty for a change in department name from Instructional Technology and Telecommunications to Instructional Design and Technology. The proposed name change presents a much clearer description of the curriculum as well as the research and outreach activities performed by the academic unit.

Your consideration of the department's request is appreciated.

c: Nick DiGrino, Associate Dean
Hoyet Hemphill, Chair

Attachments

Approved 1/30/06

Office of the Dean
College of Education and Human Services, Horrabin Hall 117, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1690 Fax 309.298.2222

10/21/15
c: G. Rives

4/24/13
c: A. Schulz
S. Lawson

Western Illinois University School of Graduate Studies

Request for Integrated Baccalaureate and Master's Degree Program

College: COEHS Date: 3/5/2013

Department: Instructional Design and Technology

Name of department chairperson: Hoyet Hemphill

Name of degree program: Master's of Science Degree - General Emphasis

Proposed date of first offering: Fall 2013.

Proposed location(s) of offering: _X_ Macomb ___WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	[signature]	Date:	3/25/13
Department Chairperson	[signature]	Date:	3/26/13
College Curriculum Committee (if appropriate)	[signature]	Date:	4/3/2013
UTEC (if Teacher Ed)		Date:	
College Dean	[signature]	Date:	4/3/2013
Graduate Council	Approved - AS	Date:	4-22-13
Academic Vice President	[signature]	Date:	4-24-13

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.

2013 APR -5 AM 10: 36
SCHOOL OF GRADUATE STUDIES

APR 23 2013

An integrated Master's Degree Program will allow exceptional IDT undergraduate students to take up to nine hours of classes that would count toward the requirements for the Bachelor's Degree in Instructional Design and Technology and the Master's Degree in Instructional Design and Technology.

This program will allow qualitifed students to complete the ID Bachelor's and Master's degrees in a shorter period of time. As a result of counting nine hours of classes for both degrees, these select students will have an opportunity to take more classes that focus exclusively on their chosen subfield. This could come in the form of existing courses or independent studies. Thus, students may opt to stay in the IDT program for an additional year, rather than pursuing a Master's degree at another university or not pursuing a Master's degree at all.

As will be evident in the following pages, this program is available only to exceptional IDT students. Students who have not demonstrated the academic ability to perform at a high level of academic achievement would not be admitted to the IDT Integrated Master's Program. The criteria for participation will ensure the academic rigor and integrity of the program.

2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).
   A Master's degree gives students an advantage when pursuing careers in the instructional design and technology field. The Bachelor's degree is designed to prepare students to assume only entry-level positions in the public, nonprofit, and commercial sectors. The Master's degree prepares students for middle and upper level administrative positions.
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.

   No integrated IDT M.S. programs currently exist in the State of Illinois.

   There are no other IDT B.S. degree programs in the State of Illinois.

   Northern Illinois University has a M.S. in Education in Instructional Technology.

   University of Illinois has a M.S. in Training and Development and Instructional Technology.

   Southern Illinois University has M.S. in Education with emphasis in Educational Technologies.

4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree (Maximum of nine).
   Maximum of nine hours

5. Cumulative GPA requirements for admission to the program.
   Cumulative GPA of 3.25 (WIU requirement)

6. Major GPA requirements for admission to the program.
   GPA of 3.25 in the IDT major (WIU requirement)

7. Specific departmental qualifications and methods of evaluation for students applying to the program.
   The IDT Department will adopt the WIU requirements for Integrated Master's Programs. No additional requirements will be necessary. Students applying for admission to the IDT Integrated Master's Program must submit:
   - A current grade transcript that includes cumulative GPA and GPA in the IDT major
   - Three letters of recommendation, two of which must come from IDT faculty
   - An essay including academic goals, career plans upon completion of the program, perceived motivations, attributes and abilities that will lead to their success in the IDT Integrated Master's Degree program.

8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter, case, indicate how a teaching load is to be redistributed to accommodate the new offering.

   The Integrated Master's Program in the IDT Department will require no additional faculty or staff. There will be no new classes, and existing classes will be taught by current faculty. Teaching loads will not need to be redistributed. None of these classes have a history of maximum enrollment. No additional sections will be necessary.
   Thus, there will be no need for additional classes or faculty.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated programs.
   No special space requirements will be needed for the program.

10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
    No additional library resources will be required.

11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
No special equipment will be required.

12. List the integrated program requirements (clearly indicate which course(s) may be used to satisfy both undergraduate and graduate degree requirements).

Students may select up to nine hours of credit from the following courses.

IDT 433G	Instructional 3D Modeling and Animation	(3)
IDT 460G	Instructional Virtual Reality Design	(3)
IDT 480G	Advanced Web-Based Instruction	(3)
IDT 500	Preseminar	(2)
IDT 505	Foundations of Instructional Technology	(3)
IDT 512	Instructional Development for Business and Training	(3)
IDT 516	Internet Resources for Education and Training	(3)
IDT 525	Grant Writing	(3)
IDT 530	Graphics Application in Education and Training	(3)
IDT 535	Photographic Applications in Education and Training	(3)
IDT 536	Video Production for Multimedia	(3)
IDT 538	Imaging Technology	(3)
IDT 560	Visual Literacy	(3)
EIS 500	Research Methods	(3)

WESTERN
ILLINOIS
UNIVERSITY

TO: Sterling Saddler, Dean of the College of Education and Human Services
Hoyet Hemphill, Chair of the Department of Instructional Design and Technology

FROM: Kenneth Hawkinson, Provost and Academic Vice President

DATE: April 23, 2014

RE: **Title Change for the B.S. in Instructional Design and Technology**

I have reviewed your request to change the title of the B.S. in Instructional Design and Technology to **B.S. in Media and Instructional Technology**. The request is approved and will become effective Fall 2014. The change will be included in our annual program change report to the Western Illinois University Board of Trustees and the Illinois Board of Higher Education.

By copy of this memo, I am notifying WIU offices of the title change and requesting that they update their files and databases as appropriate.

c: Nancy Parsons, Associate Provost for Undergraduate and Graduate Studies
Matt Bierman, Budget Office
Andy Borst, Undergraduate Admissions
Joan Brenner, Financial Aid
Rhonda Kline, Institutional Research
Sarah Lawson, Registrar's Office
Jeremy Merritt, University Technology
Joe Rives, Vice President for Quad Cities Campus and Planning
Darcie Shinberger, University Relations
Karin Chouinard, WIU—QC

Provost and Academic Vice President
Sherman Hall 212, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1066 Fax 309.298.2021

REQUEST FOR CHANGE OF MAJOR (TITLE)

COLLEGE: COEHS UNIT: Instructional Design & Technology

CHAIRPERSON/DIRECTOR: Hoyet Hemphill

ORIGINAL SIGNATURES REQUIRED BELOW:

*CHAIR/DIRECTOR: Hoyet Hemphill Date:

*COLLEGE CURR. COMM.: Date: 3-7-14

*DEAN/VICE PRES.: K. Dale Gibbins Date: 3/10/14

~~UTEC (if Teacher Ed)~~ DEAN: Date: 4/28/14

CCPI: Date:

SENATE: Date:

PROVOST: K. Hawkinson Date: 4-23-14

Current Major Title: Instructional Design and Technology
Proposed Major Title: Media and Instructional Technology

	EXISTING Major Requirements	Sem. Hrs.	PROPOSED Major Requirements	Sem. Hrs.
1. University General Ed.:	Same	43	Same	43
2. Core Courses:	Same	37	Same	37
3. Directed Electives:	Same	9	Same	9
4. Open Electives:	Same	6-15	Same	6-15
5. Other:	Same - Minor	16-25	Same - Minor	16-25
	A. Total Hours (add rows 1-5)	120	A. Total Hours (add rows 1-5)	120
	B. If line A above exceeds 120 s.h., how many hrs. may count toward BOTH Gen Ed & another category?	0	B. If line A above exceeds 120 s.h., how many hrs. may count toward BOTH Gen Ed & another category?	0
	C. Hours Required to Complete Program (subtract line B from line A)	120	C. Hours Required to Complete Program (subtract line B from line A)	120

* New course # Gen. Ed. course + WID course

RATIONALE FOR CHANGE: The bachelors program is primarily focused on the development of various media and products used in instructional technology. This reflects the fact that most students seek and find jobs in the production of media materials in instructional technology settings. The change in title is also in keeping with the original title of the program, Media and Educational Technology, and reflects the current focus on Instructional Technology in corporate and organizational settings.

SUMMARY OF CHANGES: The title of the Bachelors of Science in Instructional Design & Technology will be changed to Media and Instructional Technology. There will be no other changes to the major.

MAR - 5 2014

WESTERN
ILLINOIS
UNIVERSITY

TO: Sue Martinelli-Fernandez—Dean, College of Arts and Sciences
Kathy Neumann—Interim Dean, College of Business and Technology
Erskine Smith—Dean, College of Education and Human Services
Billy Clow—Dean, College of Fine Arts and Communication
Michael Lorenzen—Dean, University Libraries

CC: Jack Thomas—President, Western Illinois University
Joe Rives—Vice President, WIU QC
Matt Bierman—Budget Office
Andy Borst—Undergraduate Admissions
Joan Brenner—Financial Aid
Karin Chouinard—WIU QC
Rhonda Kline—Institutional Research
Sarah Lawson—Office of the Registrar
Jeremy Merritt—University Technology
Darcie Shinberger—University Relations
Michelle Yager—Director, University Advising and Academic Services Center

FROM: Kenneth S. Hawkinson, Provost and Academic Vice President

DATE: March 11, 2015

RE: **Program Elimination Schedule**

The schedule for elimination of curricular programs is specified below. **All of these programs are closed to new enrollments, effective immediately.** However, any students who are currently enrolled in these programs will be allowed to complete them according to the schedule below. Programs with no students enrolled are subject to elimination earlier than the dates shown.

The following programs will be eliminated on July 1, 2015:

Minor in Ethics
Minor in International Agriculture
Minor in Legal History
Pre-Professional Program in Pre-Architecture
Pre-Professional Program in Pre-Chemical Engineering

Provost and Academic Vice President
Sherman Hall 211, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1066 Fax 309.298.2021

The following programs will be eliminated no later than July 1, 2016:

Minor in Family and Consumer Sciences
Minor in Statistics

The following programs will be eliminated no later than July 1, 2017:

Minor in Communication Sciences and Disorders
Minor in Community Health
Minor in Entrepreneurship
Minor in Functional Morphology and Evolutionary Anatomy
Minor in Health Services Management
Minor in Kinesiology
Minor in Photographic Media
Minor in Urban Forestry
Pre-Professional Program in Pre-Pharmacy
B.S. in Media and Instructional Technology
Post-Baccalaureate Certificate in Applied Mathematics
Post-Baccalaureate Certificate in Women's Studies

By copy of this memo, I am notifying WIU offices of the program changes and requesting that they update their files and databases as appropriate.

Kenneth S. Hawkinson

Kenneth S. Hawkinson, Ph.D.
Provost and Academic Vice President

March 11, 2015
Date

Appendix L

Western Illinois University Facilities Agreement with the Figge Art Museum

Figge Art Museum
225 West Second Street
Davenport, Iowa 52801
t 563.326.7804
f 563.326.7876
www.figgeartmuseum.org

June 11, 2014

Joseph Rives
1 University Circle
Macomb, IL 61455

Dear Mr. Rives,

Thank you for Western Illinois University's Institutional Membership to the Figge Art Museum. We received your payment of $3,500.00 (check #101341) on 06/05/2014. Your support is truly appreciated, and is vital to helping fulfill the museum's mission of bringing art and people together.

Western Illinois University students, staff and faculty will receive the following benefits until 08/31/2015:

I. Unlimited free admission with valid ID
II. Faculty members may bring classes to the Figge without admission fees
III. Free private guided tours to view permanent collection highlights or special exhibitions
IV. Use of the auditorium and studios for art-related academic instruction (subject to availability)
V. 20% discount on museum facility rentals
VI. Museum updates via email

For questions regarding Western Illinois University's membership, please don't hesitate to contact me at the number below. We hope the students, staff and faculty at Western Illinois University enjoy the exclusive benefits of Figge membership and visit our changing exhibitions often!

The Figge Art Museum is a 501(c)(3) nonprofit organization and contributions are tax-deductible to the full extent allowable by law.

Sincerely,

Amy Martens

Amy Martens
Membership Manager
563.345.6638
amartens@figgeartmuseum.org

What an amazing gift to our students and faculty!
Joe - What can we do to ensure WIU is connected and aware of member events and opportunities?
Raelene
563-345-6637

Appendix M
Western Illinois University Compliant Policies

1) *Policy on Discrimination Complaint Procedures*

2) *Filing an Ethics Complaint*

3) *Western Illinois University Police Department Complaint/Allegation Form*

4) *Illinois Board of Higher Education Institutional Complaint System*

Administrative Services

WIU Home (http://www.wiu.edu/ /) > Policies (http://www.wiu.edu/ /policies/)

File code: PRES.DISCRIM.POL
Approval Date: 02/06/09
Revised: 09/30/2014
Approved By: President

Policy on Discrimination Complaint Procedures

Western Illinois University has established the following complaint procedures to demonstrate its commitment to non-discrimination on the basis of sex, race, color, sexual orientation, gender identity, gender expression, religion, age, marital status, national origin, disability, genetic information, veteran status, and any other classes protected by state or federal law. These procedures also fulfill obligations established by laws, statutes, and other non-discrimination guidance. Members of the University community who believe they have been discriminated against on any of these bases may file a complaint under these procedures.

The consideration of a complaint, including the investigation, attempts at informal resolution, and the formulation of a final decision will ordinarily be completed within 60 calendar days, inclusive of holidays, after receipt of a complaint. If consideration cannot be completed in the 60 day interval, the complainant, respondent, and other parties as appropriate will be notified, in writing, as to the delay.

If action is proposed as a result of a finding of discrimination, procedures required under relevant collective bargaining agreements, Board Regulations, or the State Universities Civil Service Statute and Rules will apply.

The following steps will be taken to resolve complaints filed under these procedures:

1. Complainants must file a written statement outlining the nature of the complaint, naming the respondent(s), and indicating the remedy sought.
2. The complainant will be interviewed by the Investigating Officer (investigator), at which time all materials provided by the complainant will be reviewed. Following this interview, the investigator will evaluate the complaint (including materials submitted) to determine if the allegation warrants further investigation under these procedures. If it is determined that there is insufficient evidence to support the allegation, the complainant will be notified in writing.

If it is determined that the complaint justifies further investigation, the Investigating Officer will send notice to the individual(s) named as respondent(s) in the complaint. The respondent(s) will be required to submit a written response within five (5) calendar days, and an interview will be conducted by the investigator to review their response to the complaint.

3. If needed, the investigator will conduct additional interviews with the complainant, respondent, or other individuals deemed appropriate to obtain additional information related to the charge.
4. Where there are conflicts of information or opinion, except in cases of sexual misconduct, the investigator may elect to conduct an informational meeting including both parties. The complainant and respondent will receive at least three (3) calendar days' notice of this meeting.
5. After notifying the Office of Equal Opportunity and Access, either party may bring a person to serve in a supportive/observer role.
    a. Those employees covered under collective bargaining agreements have the right to utilize a union representative as a support person; however, it is the employee's responsibility to affirmatively make such a request from their union.
6. When all the information has been reviewed, an Investigative Report will be prepared by the investigator. This report will include a finding of whether the University's Non-Discrimination or Sexual Misconduct policies have been violated based on an evaluation of the totality of the record, using a preponderance of the evidence standard. The finding will be provided to both parties in writing.
7. If it is determined that a policy violation has not occurred, no further action will be taken. Either party may appeal this finding to the President.
8. If it is determined that a policy violation has occurred:
    a. If the respondent to the complaint is classified as Faculty or Administrative/Professional staff, the investigator will meet with the appropriate Vice President, and other relevant supervisory personnel to review the Investigative Report. The Vice President will determine what appropriate action will be taken. The

Vice President will inform the respondent of action to be taken and provide a copy of the correspondence to the Office of Equal Opportunity and Access. If the respondent is a member of a bargaining unit, action will be taken in accordance with the appropriate collective bargaining contract.

b. If the respondent to the complaint is a student, the investigative findings will be provided to the Office of Student Judicial Programs for discipline, up to and including expulsion from the University.

c. If the respondent to the complaint is classified as Civil Service, the investigator will meet with the appropriate Vice President, the Human Resources Director, and relevant supervisory personnel to review the Investigative Report. The Human Resources Director in consultation with the Vice President will determine the appropriate action to be taken. The Human Resources Director will inform the respondent of action to be taken and provide a copy of the correspondence to the Office of Equal Opportunity and Access. If the respondent is a member of a bargaining unit, action will be taken in accordance with the appropriate collective bargaining contract.

9. Either party may appeal the finding to the President. Appeals must be filed within 10 calendar days of the receipt of the finding. Either party must base their appeal on one or more of the following circumstances:

   a. Procedural error; or

   b. New and material evidence exists that was previously unavailable to the party (despite due diligence) at the time of investigation.

10. The President or his/her designee may receive additional information if he/she believes such information would aid in the consideration of the appeal. A decision will be made within a reasonable time and the Office of Equal Opportunity, the appropriate administrator, complainant, and the respondent will be notified of the decision. The President's decision is final.

Complaints

Filing An Ethics Complaint

Complaints regarding allegations of State employee misconduct, fraud, waste, etc., can be made to the Office of Executive Inspector General for the Agencies of the Illinois Governor by anyone. However, the complaint must relate to the official conduct of a State employee of a State agency, board, commission, State public university or Illinois community college district under the jurisdiction of the OEIG or a person or entity (such as a vendor of the State) doing business with an employee or State agency under the jurisdiction of the OEIG.

Anyone who files a complaint should have a reasonable belief that the allegation being reported is true. In addition, anyone filing a complaint must provide sufficient detail concerning the allegation in order for an investigation to be initiated.

Examples of allegations of violations by State employees that may be investigated by the OEIG include (but are not limited to): fraud, abuse of authority, corruption, theft of State property, bid rigging, improper time reporting and the misuse of State property, equipment or other assets.

Complaints may be filed either orally or preferably in writing. Forms for this purpose are available at the OEIG website, www.inspectorgeneral.illinois.gov (http://www.inspectorgeneral.illinois.gov).

To report a violation you may do one of the following:

- Call the OEIG's toll-free hotline at 866-814-1113
- Contact the Office via teletype at 800-524-8794 (TTY)
- Send a completed Complaint Form to:
    - Office of Executive Inspector General
      for the Agencies of the Illinois Governor
      Attention: Complaint Division
      32 West Randolph, Suite 1900
      Chicago, Illinois 60601

- Fax a completed Complaint Form to 312-814-5479
- Visit the OEIG's Springfield or Chicago office to fill out a Complaint Form

The OEIG will not investigate complaints that are unrelated to its jurisdiction, such as those generally related to; city, municipal, county or federal government employees and officials or federal or state court judges and legislators. The OEIG may also decline to investigate complaints that are more appropriately dealt with as a State agency management issue, such as a complaint from a State employee who is simply dissatisfied, without legal recourse, with a supervisor, work assignment or performance rating.

By law, the OEIG cannot initiate an investigation of its own accord. Nor can it generally accept a complaint regarding an alleged violation, which occurred more than a year ago, unless there was an attempt to conceal the underlying facts during that time.

Confidentiality of Those Who File Complaints

The identity of those who file complaints with the OEIG will be kept confidential to the extent possible under the law. There may however be circumstances under which a complainant's identity must be revealed by law.

Any student, faculty, or staff member who believes they have witnessed a violation of the State Officials and Employees Ethics Act should report the violation immediately to:

Rica Calhoun
Ethics Officer/Legal Counsel
RH-Calhoun@wiu.edu (http://www.wiu.edu/ mailto:RH-Calhoun@wiu.edu)
Phone: 309-298-1800

Office of Executive Inspector General for the Agencies of the Illinois Governor
Illinois Building - 607 East Adams Street
14th Floor
Springfield, Illinois 62701
Phone: (217) 558-5600
Fax: (217) 782-1605
Office of Executive Inspector General (http://www2.illinois.gov/oeig/Pages/FileaComplaint.aspx)

WESTERN ILLINOIS UNIVERSITY POLICE DEPARTMENT
COMPLAINT/ALLEGATION FORM

This Complaint/Allegation Form should be used to report allegations of police employee misconduct. Complaints regarding Western Illinois University Police Department policies and procedures should be made in writing to Scott Harris, Director, Office of Public Safety. Disagreements over the merits of an arrest, citation, or ticket do not come under the purview of the Complaint/Allegation process, unless employee misconduct is alleged.

Please provide as much information as possible, including specific dates, times, and the names, report / incident / ticket numbers, badge or car numbers of the employees involved, what specifically you are complaining about, and what you would like to see happen. You may attach additional pages as needed. It is especially important that you provide us with the names of witnesses and how they can be contacted. Depending on the circumstances and information provided, you may be contacted again for additional information.

Once your complaint form is completed, you may mail it to Director Harris, or drop it off in person. Our address is:

Western Illinois University
Office of Public Safety
Mowbray Hall
One University Circle
Macomb, IL 61455

Generally, complaint investigations are concluded within 30 days, unless the Director extends that time because of extenuating circumstances. If an extension is granted, you will be contacted and given an update on the progress of the investigation. The officer or employee(s) concerned will be informed of the substance of the complaint unless to do so would prejudice the investigation. Upon completion of the investigation and determination ofthe appropriate action, you will be notified of the disposition.

You may request confidentiality by checking the appropriate box on the Complaint Form. If you request confidentiality, we will try to respect your request, however, it is not possible to guarantee confidentiality.

If you have any questions about the process, please call 298-1949 and ask for Director Harris.

WESTERN ILLINOIS UNIVERSITY POLICE DEPARTMENT COMPLAINT/ALLEGATION

Statement of:	**Please Check Appropriate Boxes:**
Name:_____	Statement giver is:
Address:_____	G Aggrieved party
_____	G Witness to Incident
DOB:_____	I request that my complaint be kept confidential to the extent allowed by law.
Phones:_____	G Yes G No
Best time to be contacted:	This statement consists of this form plus____pages
_____	and was given on _____. (Date)

I want to complain about (police employee, badge number, car number)_____

_____

Because on (date)_____ at about (time)_____

He/She/They_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please disclose the names and contact information of any witnesses and describe any supporting evidence.

What would you like to see happen as the result of your complaint?

Lastly, the Department is required by Illinois Law [720 ILCS 5/26-1(a)11] to inform you that whoever knowingl transmits a false report without reasonable grounds regarding the conduct of a law enforcement officer is subject to a Cla A misdemeanor.

Complainant's Certification:

"I hereby certify to the best of my knowledge, and under penalty of perjury, that the statements made herein are true."

(Complainant's signature)

Illinois Board of Higher Education Institutional Complaint System

Hot Links

- IBHE Website
- About IBHE

How to Register an Institutional Complaint with the Illinois Board of Higher Education (IBHE):

Step 1: Follow the institution's complaint procedures.
You must first make all attempts to resolve the matter directly with the institution. Check the institution's website, student handbook, and/or course catalog for information regarding the institution's complaint procedures.

In cases of criminal activity, contact the proper authorities (e.g. campus security or local police) immediately.

Step 2: Prepare to register a formal complaint with IBHE.
After you have made all attempts to resolve your issue(s) with the institution, IBHE may intercede with the identified institution depending upon pertinent laws governing agency oversite.

Some institutions are under different oversight statutes, thus limiting IBHE's authority to address complaints.

- Board of Higher Education Act 1961
- Private College Act 1945
- Academic Degree Act 1961
- Private Business and Vocational Schools Act of 2012

Gather all the documentation you have collected during your attempt to resolve the matter directly with the institution.

Step 3: Register a complaint using IBHE's Institution Complaint System.
You may register a new complaint or update an existing complaint. Providing personal information is voluntary. However, if you wish to remain anonymous, IBHE will not be able to contact you or address your formal complaint. Anonymous complaints will be reviewed, logged, and counted in IBHE reports about institutional complaints.

What would you like to do?

* Register New Complaint

* Update Existing Complaint

Appendix N

Western Illinois University Fiscal Year 2012 Official Three Year Cohort Default Rate

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2015

WESTERN ILLINOIS UNIVERSITY	OPE ID:	001780
1 UNIVERSITY CIRCLE	FY 2012 Official 3 Year Cohort	5.5
MACOMB, IL 61455-1390	Default Rate:	

RE: FY 2012 3-Year Official Cohort Default Rate Notification Letter

Dear President:

This letter officially notifies you of your school's fiscal year (FY) 2012 3-Year cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2012 3-Year cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the Department to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of three methods for calculation of cohort default rates:

1. Official non-averaged rate for schools with 30 or more borrowers entering repayment,
2. Official averaged rate for schools with 29 or fewer borrowers entering repayment,
3. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For a complete explanation of the types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are Calculated, available at http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

(1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans

(2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans

(3) Federal Supplemental Loans for Students (Federal SLS Loans). Although rare, it is possible for Federal SLS loans to be included in your school's cohort default rate calculation.

WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

Your school's FY 2012 3-Year official cohort default rate may be a non-averaged rate, an averaged rate, or an Unofficial rate (less than 30 borrowers entering repayment and not two years of previous data needed to calculate an averaged rate). Accordingly, the LRDR that accompanies this letter reflects all loans that went into repayment during FY 2012 and defaulted by September 30, 2014.

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Operations Performance Division at the email address given below. All schools must meet the established submission timeframes for cohort default rate adjustments and appeals. The Department will not review adjustments and appeals that any school submits outside of the established timeframes.

For more information on how to read the loan record detail report, please refer to Chapter 2.3 of the Cohort Default Rate Guide, Reviewing the Loan Record Detail Report, available at http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html

ARE THERE ANY SANCTIONS OR BENEFITS ASSOCIATED WITH MY RATE?

According to the Higher Education Act of 1965 (HEA), as amended, the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-171 and the Department's regulations, your school is not subject to any sanctions based on your school's FY 2012 3-Year cohort default rate. However, if your school's official FY 2012 cohort default rate is 30.0 percent or greater, the Department may provisionally certify your school when your school applies for recertification to participate in the Federal Student Aid Programs. For more information about provisional certification, please refer to 34 C.F.R. Section 668.16(m)(1) and (2)(i) or contact the School Participation Management Division at 202-377-3173.

WILL MY RATE BE CALCULATED THE SAME IF MY SCHOOL HAS MERGED WITH ANOTHER?

The FY 2012 3-Year cohort default rate for institutions involved in a merger or change of affiliation will be based on all borrowers from the parent and the underlying institutions which have borrowers that entered repayment during or after 2012. Please refer to Chapter 2.5 of the CDR Guide, available at http://ifap.ed.gov/DefaultManagement/guide/attachments/CDRGuideCh2Pt5StatusEvasion.pdf, for further information on how chnages in status affects an institution's cohort default rate.

WHAT RIGHTS DOES MY SCHOOL HAVE TO APPEAL THIS RATE INFORMATION?

Based on your school's FY 2012 3- year cohort default rate, your school may be eligible to submit the following adjustments/appeals:

Uncorrected Data Adjustment
http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html

Loan Servicing Appeal
http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html

New Data Adjustment
http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html

All Uncorrected Data Adjustments, New Data Adjustments and Loan Servicing must be made through the eCDR Appeals application (https://ecdrappeals.ed.gov/ecdra/index.html). The eCDR Appeals application, as it is known, allows schools to electronically submit certain challenge/ adjustment requests during the specified timeframes and allows data managers (guaranty agency or Federal Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to these challenge/adjustment requests. The application tracks the entire life cycle of each request from the time the case is submitted until the time a decision is made and the case is closed.

It has come to FSA's attention that a number of schools are challenging data in the school's cohort default rate based on an incorrect understanding of the cohort default rate calculation. This results in an unnecessary increase in the workload for the schools, data managers, and FSA. The following are some scenarios that have been noted, along with an explanation of why these allegations are considered invalid based on the current logic for the cohort default rate calculation.

- School requests that borrower be removed from numerator as borrower defaulted, then paid the loan in full (either through consolidation or another method). Borrower will continue to be counted as a defaulted borrower for cohort default rate purposes. Current regulations only allow for a defaulted loan to be removed from default for cohort default rate purposes if the borrower successfully rehabilitated the loan within the cohort period, or, for FFELs held by a guaranty agency, if the lender repurchased the loan due to the claim being submitted or paid in error. See 34 CFR Section 668.202(c)(2).

- School alleges that borrower be removed from numerator due to an incorrect date entered repayment that is resulting in the default date for the borrower being less than 360 days from the corrected date entered repayment. This allegation type applies to Direct Loans or loans that were PUT to the Department only, since FFELs held by a guaranty agency use the claim paid date as the default date, not the 360th day of delinquency. If a data manager agrees to correct the date entered repayment, they will update the

default date to the 360th day of delinquency based on the new date entered repayment. However, if the updated date entered repayment and default date still fall within the cohort period, the borrower will continue to be counted in both the numerator/denominator. If the updated date entered repayment causes the updated default date to fall outside of the cohort period, borrower will be removed from the numerator only. If the updated date entered repayment falls outside of the cohort period, borrower will be removed from both the numerator/denominator.

- Borrower is included in more than one cohort year. This may be correct, based upon the situation. If the borrower had a break in enrollment of greater than six months, then the borrower will enter repayment on the loans from the first period of enrollment six months and one day after the borrower's last date of attendance (LDA) or less than half-time date (LTHT), then will receive another six month grace period based on the LDA or LTHT date of the second period of enrollment. This may result in the borrower being included in more than one cohort year. If the borrower's break in enrollment was less than six months, this is considered continuous enrollment and the borrower should be in only one cohort year.

- School was involved in a change of affiliation/merger and has borrowers counted more than once in the cohort default rate. A borrower may be counted more than once in the school's cohort default rate if the borrower had loans certified under two or more of the OPE-IDs that were involved in the change of affiliation/merger. Please see page 2.5-2 of the CDR Guide.

If a school has any questions regarding the cohort default rate calculation, Chapter 2.1 of the CDR Guide includes a thorough explanation of how the rates are calculated. Additionally, a school involved in a change of affiliation/merger should read Chapter 2.5 of the CDR Guide for an explanation of how the change of affiliation/merger will affect the cohort default rates of all of the schools involved.

WHAT TOOLS AND INFORMATION ARE AVAILABLE TO HELP MONITOR AND MANAGE MY SCHOOL'S COHORT DEFAULT RATE?

Tools Information	Description	Contact Information
Cohort Default Rate Guide	http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html. Reference tool designed by U.S. Dept. of Education to help schools understand cohort default rates and various challenge/appeal/adjustment processes. The electronic version was revised September 2015 and may be found online.	May be printed from CDR Guide link
Default Management Website	http://ifap.ed.gov/DefaultManagement/DefaultManagement.html. Contains valuable information for schools, guaranty agencies	Operations Performance Division

	and borrowers. Contains link for eCDR process, including enrollment procedures and downloading instructions.	202-377-4259
eCDR Appeals	Electronic Cohort Default Rate Appeals Process eCDR Appeals facilitates the exchange of information between parties for four of the challenge/adjustment processes: Incorrect Data Challenge (IDC), Loan Servicing Appeals (LSA), Uncorrected Data Adjustments(UDA), and New Data Adjustments (NDA). The application allows schools to electronically submit these challenges and adjustment requests during a cohort default rate cycle, and allows data managers (guaranty agency or Direct Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to challenges and adjustment requests. The application tracks the entire life cycle of each challenge/adjustment/appeal request from the time the case is submitted until the time a decision is made and the case is closed. All users must complete the registration process to gain access to eCDR Appeals. The eCDR Appeals homepage contains a link to the Registration and User Account Guide, which gives step-by-step instructions for registration. Links to the User Guides for the four processes can also be found here, as well as a link to the Cohort Default Rate Guide.	Operations Performance Division 202-377-4259
National Student Loan Data System (NSLDS)	https://www.nsldsfap.ed.gov. Offers schools the opportunity to request reports in extract or preformatted formats that can be retrieved through the Student Aid Internet Gateway(SAIG) account associated with the NSLDS UserID that requested the report. Listed below are some of the reports that NSLDS offers.	NSLDS Customer Service at (800) 999-8219

Report Name	Brief Description of the NLSDS Reports
DRC035	School CDR Rate History Report provides school with a copy of the Loan Record Detail Report that lists students in default/repayment during the cohort period indicated.

SCHER1	Enrollment Reporting Summary Report provides school users with the chronology of enrollment reporting events.
DER001	Date Entered Repayment Report provides school users with a list of student borrowers with loan history who are scheduled to go into repayment during a specified date range.
DRC015 DRC016	School Repayment Information Loan Detail provides school users with the current repayment status of certain borrowers in FFEL/DL loan programs who attended a school during a specific period.
SCH01B	Exit Counseling Report provides school users with exit counseling information on students who attended the requesting schools and whose anticipated completion dates fall within a specified date range.
DELQ01	The Delinquent Borrower Report (DELQ01) provides School users a report of borrowers who have been reported as delinquent in making loan payments to one of the federal loan servicers.
SCHPR1	The School Portfolio Report (SCHPR1) provides ED users with information about all Direct Loan and/or FFEL program loans for a specified school.

Additional tools and information may be found in Chapter 3.2 of the Cohort Default Rate Guide, Monitoring Loan Repayment Status Year-Round, available at
http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart3.html

If you have any questions about this letter that are not answered in the Cohort Default Rate Guide, please contact Operations Performance Division, formerly Default Prevention and Management via email at FSA.Schools.Default.Management@ed.gov or via phone at (202) 377-4259.

Please be sure to include your Office of Postsecondary Education Identification Number (OPE ID) on all correspondence, as shown on page one of this letter.

Sincerely,

Katrina Turner
Service Director
Operations Performance Management Services
Business Operations