

Iowa College Student Aid Commission
**Application for Registration (Authorization) of Postsecondary
Schools Iowa Code Chapter 261B**

Introduction

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

All items must be completed. If it is necessary to submit separate attachments with the completed application please number them to correspond to the application item.

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

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

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 nonprofit or for-profit educational 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 #33.

Initial Registration Application Fee: A school must submit a nonrefundable \$5,000 application fee at the time the school submits the initial registration application. See below for the mailing address to which schools must direct all fee payments.

Renewal Registration Application Fee: No fee is payable to the Commission at the time the school submits a registration renewal application.

Annual Registration Fee: Upon registration approval, each registered school must submit a nonrefundable fee payable to the Commission by July 15th of each year in an amount determined by the school's full-time equivalent (FTE) enrollment, as reported to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS):

- Under 2,500 FTE - \$2,000.
- 2,500 to 9,999 FTE - \$4,000.
- 10,000 FTE or more - \$6,000.

The Commission will invoice schools that owe annual registration fee payments approximately 90 days in advance of the July 15 due date.

All fees must be paid by check mailed to:

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

Navigating the Application: Enter or "copy and paste" the text after each application question. Alternatively, you may include links to your website where Iowa College Aid can find information that addresses each application question.

To navigate within a table: 1) Click on the first empty row to the left under the column heading; 2) use the "tab" button to move right under each column; 3) under the far right column use "tab" to move to the next row. If you need additional space, include a separate Word or Excel attachment referencing the question number and additional information. Any attachment(s) can be emailed with the completed application to Carolyn.Small@iowa.gov.

Application Citations: Provisions of Iowa Code sections are cited in the application as exemplified by "IC 261B.4," etc. Provisions of Iowa Administrative Code (rule) sections are cited in the application as exemplified by "IAC 283-21.2."

A school that needs more information about cross-referenced Iowa Code should visit the Iowa Legislature's website at www.legis.iowa.gov/law/statutory and use the "Iowa Code Quick Search."

A school that needs more information about cross-referenced Iowa Administrative Code (rule) should visit the Iowa Legislature's website at www.legis.iowa.gov/law/administrativerules and follow these instructions:

- Click on the link for "Iowa Administrative Code (IAC) (Current and Archive)" under "Overview" at the top of the page.
- Scroll down to "Education Department." Under "Education Department," you will find "College Student Aid Commission [283]." Click on "Chapters" to the right.
- In the Chapter list, scroll down to "Chapter 21 Approval of Postsecondary Schools" and click on "Rules" to the right.

For assistance or questions regarding the registration application, fees, or process, contact the Postsecondary Registration Team:

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

Lisa.Pundt@iowa.gov
(515) 725-3426

Application

- (1) Provide the name of the school and the address of the principal office as defined in IC 490.140 [IC 261B.4(2)] and [IC 261B.4(1)].

Name of School:

Street:

Suite: City:

State: Zip: Country:

- (2) Provide the name and contact information for the school's primary state authorization contact.

Name:

Telephone Number:

Email Address:

- (3) What school sector do you represent?

For-profit Non-profit Public

- (4) 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(s), the school may record below the location of that Iowa field experience site(s).

Street:

Suite: City:

State: Zip:

Telephone:

(5) Provide the total estimated tuition charges, fees and other costs payable to the school by a student over the course of each entire program [IC 261B.4(3) and (10)]. If the school is applying to offer both residential programs that require some face-to-face interaction between students and faculty at an Iowa location in addition to programs that are offered fully "at a distance," please list distance education programs in the separate table provided below.

Residential Programs Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total Estimated Program Charges
Please see Attachment 1					

Distance Education Programs Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total Estimated Program Charges
Please see Attachment 1					

(6) 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 [IC 261B.2(4)]. For each program that includes a field experience, please provide a link(s) to the school's website or separately attach documentation that describes the expectations of the student, school faculty and a site supervisor during the field experience.

Please see Attachment 2.

(7) Does the school offer a first time educator licensure program that requires the approval of the Iowa Board of Education [IC 261B.3A(2)]? If so, attach documentation of the school's approval.

No Yes

If "yes," what is the name of the program(s)?

Not applicable. Western Illinois University's Museum Studies and Distance Education programs do not require 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 speech pathologist. Nor does the University offer a post licensure nursing program.

(8) Does the school plan to offer programs other than educator licensure programs in Iowa that prepare a student for first-time, licensed professional employment?

No Yes

(8a) If "yes," what is the name of the program(s)?

Not applicable. See response to Question #7 (above).

(8b) If your answer to #8 above was "yes," then for each professional licensure preparation program, separately 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 [IAC 283-21.3(11)].

- (9) Describe the school's policy for refunding tuition, fees, or other charges [IC 261B.4(4)] to students who never begin attendance or who withdraw, or provide the link to the school's website where that policy is posted. 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 IC 714.23.

Weblink: Page #:

If no weblink, describe the school's tuition refund policy, describe the means by which the school discloses the policy and separately attach the document(s) containing the policy.

Western Illinois University has separate Withdrawal from Courses or University and Refund and Credit Policies. They are available at www.wiu.edu/vpas/policies/withdraw.php and www.wiu.edu/vpas/policies/refcred.php, respectively. Please see Attachment 3 #for additional details.

- (10) Provide the name, business address and telephone number of the school's chief executive officer [IC 261B.4(6)].

Name:

Street:

Suite: City:

State: Zip: Country:

Telephone Number:

(11) In the space below, provide a link(s) to the school's website where the school provides the following disclosures to prospective students [IC 261B.9]. 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. If these disclosures are not posted to the school's website, describe the means by which the school provides the disclosures and separately attach the document(s) containing the disclosures.

- The name or title of the course.
- A brief description of the subject matter of the course.
- 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.
- Whether a certificate or other credential to a student upon completion of a program is applicable toward a degree granted by the school and, if so, under what circumstances.

Course titles and descriptions are displayed on pages 102-365 in Western Illinois University's 2017-2018 Undergraduate Catalog, available at www.wiu.edu/catalog. Similar information is displayed on pages 66-332 in the 2017-2018 Graduate Catalog, available at http://www.wiu.edu/graduate_studies/catalog/.

Tuition and Fee Rate information is available at http://www.wiu.edu/vpas/business_services/tuition. University admissions policies and the acceptance of credit is explained on pages 23-45 of the Undergraduate Catalog. Graduate Information is displayed on pages 30-37 of the Graduate Catalog.

(12) If the school is applying for registration to operate at a fixed location in Iowa, provide the name, address, and telephone number of a contact person in Iowa [IC 261B.4(9)]. 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:

Street:

Suite: City:

State: Zip:

Telephone Number:

(13) Provide the name, title and a summary of the education and experiential qualifications of the officers and members of the legal governing body of the school [IC 261B.4(5)]. If the school has no legal governing body, provide the names, titles, and the education and experiential qualifications of persons holding key academic and operational leadership positions at the school. If the school posts a profile of the person on its website, the school may enter the weblink to that profile under "Qualifications." A school may also separately attach a profile for the members of its legal governing body, or if it has no legal governing body, persons who hold key academic and operational leadership positions [IAC 283-21.3(18)].

Officer Name	Title	Qualifications
Jack Thomas	President	Ph.D./34 years in higher education
Kathleen Neumann	Interim Provost and Academic VP	Ph.D./26 years in higher education
Brad Bainter	VP, Advancement & Public Service	M.S./34 years in higher education
Matt Bierman	VP, Administrative Services	M.A./21 years in higher education
Joseph Rives	VP, Quad Cities & Planning	Ph.D./28 years in higher education

Ron Williams	VP, Student Services	Ph.D./19 years in higher education
See Attachment #4 for membership & qualifications of the Western Illinois University Board of Trustees.		

(14) For a for-profit institution, provide the name(s) and business contact information for any person or entity that owns more than 10% of the school [IC 261B.4(6)].

Name	Address	Telephone Number
Not applicable.	Not applicable.	Not applicable.

(15) Provide the name of school's institutional accrediting agency and, if applicable, the name of any specialized accrediting agency that accredits the school's programs if that programmatic accreditor is recognized by the U.S. Department of Education [IC 261B.4(8)].

Separately attach a copy of the school's current accreditation status for each agency or provide a weblink below to where the accrediting agency discloses the school's current accreditation status. A school that has been notified of a pending or final accrediting agency sanction must also provide the Commission with a copy of that notice.

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, separately attach 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:

Weblink (if available):

Accrediting Agency 2

Name:

Weblink (if available):

Accrediting Agency 3

Name:

Weblink (if available):

(16) Describe the procedures followed by the school for safeguarding and preservation of student records [IC 261B.4(11)]. Please include information about how you securely store paper and/or electronic records to prevent destruction or unauthorized disclosure or theft; what disaster recovery processes you maintain; and how long you retain key student academic records including your plan for transcript retention in the event the school closes.

Weblink:

Page #:

If no weblink, describe your record safeguarding procedures.

See Attachment #6.

(17) Provide the contact information to be used by students and graduates who seek to obtain transcript information [IC 261B.4(11)]:

Name:

Street:

Suite: City:

State: Zip: Country:

Telephone Number: E-mail address:

Website (if applicable):

(18) Has a state ever revoked the school's approval to operate in that state [IAC 283-21.3(2)]?

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 [IAC 283-21.3(2)]?

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 [IAC 283-21.3(2)]?

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 [IAC 283-21.3(14)]?

Yes No

(22) Describe the academic and instructional methodologies and delivery systems to be used by the school for programs offered to lowans 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 [IC 261B.4(12)]. If the school offers instruction via distance education, include information such as what learning management system the school uses; how the school's online learning platform facilitates student-to-student and student-to-faculty interaction; and describe any synchronous instructional methods the school uses.

Weblink:

Page #:

If no weblink, describe instructional methodologies the school uses to deliver programs offered to lowans.

See Attachment #7.

(23) Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education [IAC 283-21.3(3)]?

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. See Attachment #8.

(24) Do you currently enroll students in Iowa?

No Yes If "yes," how many? 37

(25) Do you currently employ Iowa faculty [IC 261B.3(1)]?

No Yes If "yes," how many full-time? 28 How many part-time? 11

(26) Do you currently 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) [IC 261B.2(4)]?

No Yes If "yes," how many full-time? 20 How many part-time? 1

(27) If you are applying to offer face-to-face instruction at one or more fixed locations in Iowa, provide the name, title, business contact information for the Iowa resident(s) who is employed as a full-time faculty member or program coordinator devoted to Iowa students [IAC 283-21.4(1)]. In the space provided below, summarize this person's educational and experiential qualifications or provide a link to your internet site where this person is profiled. Alternatively, you may include a curriculum vitae summary as a separate attachment.

Contact information for Dr. Pam White is provided in response to Question #12. See Attachment # 9 for her curricular vita. Dr White directs the Museum Studies program and is a full-time faculty member. No other Western Illinois University programs will be offered face-to-face in Iowa.

Name:

Title:

Street Address:

Suite: City:

State: Zip Code: Country:

Telephone Number: E-mail address:

(28) 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?
How many are part-time?

Provide links below to your website, or separately attach documentation that describes 1) the educational and experiential qualifications of faculty or instructors who teach in the programs offered to Iowans, and 2) the general subject matter in which they teach [IAC 283-21.3(10)].

Western Illinois University has maintained continuous accreditation with the Higher Learning Commission since 1913. As such, we follow the Commission's Assumed Practices for faculty qualifications (see Attachment #10). Faculty Qualifications and disciplines for which individual faculty members teach are summarized in the 2017-2018 Western Illinois University Undergraduate Catalog, starting on page 376. The Catalog is available at <http://www.wiu.edu/catalog>.

(29) How will your school comply with IC 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?

Weblink: Page #:

If no weblink, describe how you will provide these disclosures and separately attach a document(s) containing the disclosures.

(30) Does your school post a list of required and suggested textbooks for all courses and corresponding international standard book numbers for the textbooks at least 14 days before the start of each semester or term at locations where textbooks are sold on campus (if applicable) and on the school's internet site? (Note: the Commission recommends but cannot require this posting.)

No Yes URL:

(31) A registered school must comply with the requirements of Iowa Code Section 261.9(1)"e" to "h" [IAC 283-21.3(5)]:

- A substance abuse policy for students and employees that prohibits unlawful possession and use, includes sanctions, information about counseling and rehabilitation programs, and provides prevention programs or referrals to local and national prevention programs [IC 261.9(1)"e"];
- A sexual abuse policy for students and employees that includes incident reporting, campus security (if applicable), educational and counseling resources or referrals to local and national education and counseling resources [IC 261.9(1)"f"];
- A tuition and mandatory fee refund policy for a student who is a deployed national guard member or US military reservist, or the spouse of such a deployed service member with a dependent child, that allows the student to request a full refund of tuition and mandatory fees [IC 261.9(1)"g"];
- A policy for school employees who in the course of their responsibilities suspect the physical or sexual abuse of a child that requires the employee to report to school officials and to law enforcement [IC 261.9(1)"h"]. **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 adopt this policy.

You must attach policies that are ready for implementation upon registration approval and that comply with these requirements. Below you must also explain how you will disclose these policies to, as applicable, students and employees.

Please see Attachment #11.

(32) Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities [IAC 283-21.3(6)]? (**Note:** At this time, the Commission does not require annual reports from any out-of-state school.)

Yes No

(33) Attach a copy of the school's most recent independent audit report prepared by a certified public accounting firm no more than 12 months prior to the application. The school's independent auditor must provide an unqualified opinion [IAC 283-21.3(7)]. See Attachment 12.

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.

(34) Describe how your school provides students with learning resources, including appropriate library and other support services requisite for the school's programs [IAC 283-21.3(8)].

Weblink:

Page #:

Weblink:

Page #:

Weblink:

Page #:

Weblink:

Page #:

If no weblink, describe the school's library and other learning resources.

See Attachment #13 for a comprehensive discussion on the Western Illinois University library and other learning resources available to students.

(35) Describe your process for developing and approving new courses and programs, and your process for the on-going evaluation of curriculum. Include information about the extent to which faculty with an appropriate discipline are directly involved in these processes [IAC 283-21.3(9)].

Weblink:

Page #:

If no weblink, describe your process for developing and evaluating curriculum.

See Attachment #14 for a discussion course and program development and approval processes at Western Illinois University.

(36) If the school is applying to offer instruction from a fixed location in Iowa, please separately attach a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Explain below how the school's physical facilities in Iowa will be adequate for the programs and student services the school offers. You are encouraged to attach a blueprint that illustrates or provide a narrative that describes the facility's classrooms; library; independent study, administrative, and faculty areas; parking; and, if applicable, laboratory or other experiential learning areas [IAC 283-21.4(3)].

See Attachment #15 for the Western Illinois University and Figge Art Museum space use agreement. Additional information about spaces used for Museum Studies and Western and Figge are also included in this Attachment.

(37) For a nonpublic school that is a subsidiary of another organization, provide the name of the parent organization and the names, titles, educational and experiential qualifications of the parent organization's legal governing body [IAC 283-21.3(19)]. In the absence of a legal governing body, provide the names, titles, educational and experiential qualifications of persons holding key academic and operational leadership positions at the parent organization. You may use the space provided below to summarize an individual's qualifications or enter a link to your website where the school posts a profile of the individual. Alternatively, provide separate attachments as necessary.

Not applicable. Western Illinois University is an Illinois public university.

(38) Describe the school's policy for the resolution of student and graduate comments and complaints. Alternatively, you may enter below a link to your website to where you disclose your complaint process to students. Provide complete contact information for the person or office at the school to which complaints may be referred.

Weblink:

Page #:

If no weblink, describe the school's policy for resolving student complaints, explain the means by which the school discloses its complaint policy to students, and separately attach the document(s) containing the policy.

The web link displayed above includes all the requisite information. This website shows that there are different institutional contacts depending on the content of the complaint. Since the Museum Studies program is housed at Western Illinois University-Quad Cities, and Dr. Rives serves as the complaint officer for that campus, his contact information is presented below.

Complaint contact at the school:

Name:

Title:

Street Address:

Suite: City:

State: Zip Code: Country:

Telephone Number: E-mail address:

(39) 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.

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

(41) Provide the graduation rate for each 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.

(42) For a nonpublic institution, provide the most recent official financial responsibility composite score that has been verified by the U.S. Department of Education. Separately attach confirmation of the school's composite score from the U.S. Department of Education. A school that does not participate in the federal student aid programs must calculate a composite score using the method prescribed by the U.S. Department of Education and provide written confirmation of its composite score from its accrediting agency or its independent auditor.

(43) For a for profit school, provide the school's most recently calculated 90/10 ratio that was verified by the U.S. Department of Education. Separately attach confirmation of the school's 90/10 ratio from the U.S. Department of Education.

(44) If the school participates in the federal student aid programs and is applying for registration to offer face-to-face instruction from a fixed location in Iowa, provide the weblink where the school posts an Education Loan Code of Conduct that complies with IC 261F.2.

Weblink:

(45) Do you provide a preferred lender list as defined in IC 261F.6 to students/parents?

Yes No

If yes, is this information on your website?

Yes No

If yes, provide a weblink:

If no, separately attach the document that contains your preferred lender list and disclosures that comply with IC 261F.6.

If the school does not provide a preferred lender list, please explain how financial aid staff responds to student requests for information about additional private loan financing.

Not Applicable. Western Illinois University provides a preferred lender list.

Signature:

Applicant School Chief Executive Officer

Name:

Title:

Signature:

Date:

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. Notwithstanding any limitations on student eligibility for a teach-out plan approved by a school's accrediting agency, the alternatives that the school provides under this agreement with the Commission shall ensure that all academically eligible students attending the programs the school offers under its registration are provided with a viable option(s) to finish the program(s). The school shall obtain the prior approval of the Commission for any agreement the school proposes to establish with another institution that provides completion alternatives for programs the school offered under its registration [IAC 283-21.3(15)].

Additional Instructions:

- If any information in this application changes before the Commission considers the application the school should inform the Commission via email.
- Registrations must be renewed every two years. **A registered school must submit a registration renewal application to the Commission at least six months before the ending date of the**

school's current registration term. The Commission does not issue renewal notices. Timely application for registration renewal is the sole responsibility of the school.

- During a registration term, a school must notify the Commission via email of any of the following:
 - A change of ownership or governance. Notice must be provided as soon as possible, but no later than within 30 days after the date of the change. In the case of a change of ownership the Commission will require the school to submit a new (initial) registration application to continue the school's authorization to operate in Iowa under the new owner.
 - Any substantive change in program offering, location, or accreditation. A substantive change in program offering occurs when a school proposes to initiate or modify a program that 1) requires that approval of the Iowa Board of Education or 2) prepares a student for an occupation that requires professional licensure in Iowa. Notice must be provided as soon as possible, but no later than within 90 days after the date of the change.
 - Other changes that occur to the information provided in this application (for example, a change in the school's chief executive officer; a new program that does not require the approval of an agency of the State of Iowa or that does not prepare a student for an occupation that requires a professional license issued by the State of Iowa). Notice must be provided as soon as possible, but no later than within 90 days after the change.

Appendix A
Western Illinois University's Accreditation Status with Regional and
Discipline-Specific Accreditation Agencies



WESTERN ILLINOIS UNIVERSITY

School of Music

NASM Commission Action Report

July 5, 2017

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support is sufficient to ensure continued operation of the music unit and its programs in accordance with applicable NASM standards for the projected period of accreditation (see Self-Study, pp. 13-17; Visitors' Report, p. 2; NASM *Handbook 2016-17*, Standards for Accreditation II.C.1.b. and c.). The Commission requests that the institution submit information that demonstrates compliance with the above-noted standards.

3. The Commission notes the institution's efforts to improve the physical plant, including painting, maintenance of drains and dehumidifiers that improve humidity control, and the lobby renovation (see Response, pp. 4-5). These efforts are particularly noteworthy, given the "historic budget impasse." The Commission also notes the new Recital Hall which has allowed for more effective use of space to support teaching and learning, the addition of recording/playback technology to one Wenger practice room, and the aforementioned plans to purchase additional pianos. It remains unclear, however, that the institution meets relevant standards pertaining to facilities, including those pertaining to the adequacy of space and equipment, and acoustical treatments (see NASM *Handbook 2016-17*, Standards for Accreditation II.F.1.b., d., and f.). The Commission requests an update on the Browne Hall basement practice room renovation project, any actions taken to address acoustical deficiencies in Sallee Hall, the status of the ongoing Wenger practice module project, and progress toward realizing the Center for Performing Arts facility.

The Commission recognizes the institution's careful use of available resources in a time of scarcity, and the difficulty of providing "budget plans and provisions...for adequate maintenance of the physical plant and for adequate acquisition, maintenance, and replacement of technology" (see NASM *Handbook 2016-17*, Standards for Accreditation II.F.1.e.). Following the Commission Action Report of July 6, 2016, the Commission requests that the institution submit information that demonstrates compliance with the above-noted standards, and that the institution's response provide both short- and long-term plans to address these issues.

4. The Commission notes actions taken by the institution's music library staff to provide a high level of service, including the continued purchase of requested course reserve materials and standing orders. The Commission also notes initiatives to grow the collection through "in kind" donations and other fundraising efforts. The statistical information indicating a significant increase in library usage reflects a commendable effort on the part of the music librarian to serve the needs of the institution (see Response, pp. 6-7). The Commission requests a status report regarding efforts to continue to meet relevant standards and ensure that appropriate services are offered, and necessary operations are carried out, with particular attention paid to the sustainability of the current practices (see NASM *Handbook 2016-17*, Standards for Accreditation II.G.7.a.; Optional Response, p. 8; Visitors' Report, p. 6; Self-Study, pp. 49-50).

Due Date:

May 1 for consideration at the Commission meetings of June 2018.

The *Procedures for Submitting Responses and Progress Reports* may be downloaded from the NASM

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website at <https://nasm.arts-accredit.org/accreditation/accreditation-materials/> (see “Procedures” and beneath that, “Responses and Progress Reports”).

Note:

The Commission recognizes that the institution is working diligently to fulfill its educational and artistic purposes, and that it is endeavoring to address and respond to the issues raised by the Commission. At this time, as a matter of procedure, the Commission asks the institution to review the policy in the NASM Rules of Practice and Procedure regarding continuous deferrals (see *NASM Handbook 2016-17*, Rules of Practice and Procedure, Part II, Article IV, Section 3). The next consideration of the institution’s Response will be the third consideration of the application for renewal of Membership.

Commendation:

The Commission commends the institution on its dedicated work to maintain the vitality and integrity of its program in light of such severe budgetary circumstances.

Karen P. Moynahan
Executive Director

KPM:jk

NASM Handbook

RULES OF PRACTICE AND PROCEDURE

**PART II: ARTICLE XIII
DISCLOSURE AND CONFIDENTIALITY**

Section 1. NASM provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public, some for a fee. Upon request, NASM will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

Section 2. Upon request, NASM will make publicly available all information about an institution that is published in NASM literature (see Rules of Practice and Procedure, Part II., Article XI., Section 3.). NASM will also indicate whether or not an institution holds or has held accredited Membership.

Section 3. NASM will not make publicly available any information supplied by the institution or by representatives of NASM in the course of the accreditation process. This includes Self-Study Reports, Visitors' Reports, and correspondence. While NASM encourages institutions to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

Section 4. NASM will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment. See Rules of Practice and Procedure, Part II., Article IV., Section 1.

Section 5. If an institution releases information that misrepresents or distorts any action by NASM with respect to any aspect of the accreditation process, or the status of affiliation with NASM, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASM Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASM, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASM.

NASM reserves the right to correct false or misleading information at any time.

Section 6. Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASM or an NASM evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

Explanation of Deferral

In the accreditation process, an accrediting Commission may find a situation in which an institution cannot be granted initial accreditation or renewal of accreditation on the basis of evidence presented. This may be because the institution clearly does not meet the standards as outlined in the *NASM Handbook*, or because sufficient information has not been provided.

Rather than deny accreditation or place the institution on probation, a Commission defers any action until certain conditions are met that clarify the situation and/or bring the institution into compliance. Deferral is not a negative action, but rather a mechanism for dialogue between a Commission and an institution. The deferral concept is intended to prevent short review cycles and to obviate the need for other review procedures that would be expensive to the institution.

Member institutions whose applications are deferred continue their current accreditation status and maintain all rights and responsibilities of accreditation. Deferral does not mean that an institution has lost its accreditation, its right to vote during an Annual Meeting, or its listing in *NASM* publications. Deferral simply indicates that the institution has one or more issues that need to be addressed, reviewed, or explained in more detail before the institution's application can be approved.

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the primary institutional representative to *NASM* and the chief executive officer of the institution. The *NASM* National Office staff does not discuss an institution's status or application with anyone other than the music executive or appropriate designated administrative officials of the institution.

Please do not hesitate to contact the National Office staff if further clarification or information concerning the actions of the Commission is necessary.

Thank you.

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

2

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").

NAST

NATIONAL
ASSOCIATION
OF SCHOOLS
OF THEATRE

ACCREDITED INSTITUTIONS SEARCH

WESTERN ILLINOIS UNIVERSITY

Macomb, IL 61455.

Web Site: www.wiu.edu/theatre

A department of theatre and dance in a state university.

Date of Initial Accreditation: 3/1/2009

Year of Most Recent Comprehensive Review: 2016

Academic Year of Next Scheduled Comprehensive Review: 2026-2027

Degree Granting, Non-Degree Granting, HLC, Not For Profit, Public, NCATE.

Contacts

Tammy L. Killian, Chairperson, Department of Theatre and Dance

Telephone: (309) 298-1543

Facsimile: (309) 298-2695

Degree and Program Listing

Bachelor of Arts-4 years: Theatre (Performance, Production/Design).

Bachelor of Fine Arts-4 years: Musical Theatre.

Master of Fine Arts-3 years: Acting; Design; Directing.

CONTACT US

National Association of Schools of Theatre

11250 Roger Bacon Drive, Suite 21

Reston, VA 20190-5248

703-437-0700 Phone

703-437-6312 Fax

info@arts-accredit.org

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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.

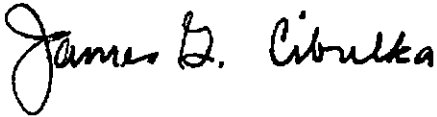
Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. 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
President

Enclosures: Action Report, Policies on Dissemination 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



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

National Association of Schools of Theatre

11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190-5248

Telephone: (703) 437-0700
Facsimile: (703) 437-6312
Email: info@arts-accredit.org
Web Site: nast.arts-accredit.org

November 8, 2017

Tammy Killian
Chairperson, Department of Theatre and Dance
Western Illinois University
101 Browne Hall
Macomb, IL 61455

Dear Professor Killian:

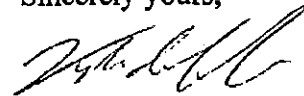
This letter will confirm that Western Illinois University gained accreditation in 2009 and is currently an accredited institutional member in good standing of the National Association of Schools of Theatre.

The next scheduled on-site review is slated to occur during the 2026-2027 academic year.

Please do not hesitate to contact us if we may provide further information or assistance.

Thank you.

Sincerely yours,



Kyle Dobbeck
Accreditation Assistant

KD:file



April 30, 2015

Kathleen Neumann PhD
Interim Dean
Western Illinois University
College of Business and Technology
101 Stipes Hall
Macomb IL 61455-1390

Vià Email: k-neumann@wiu.edu

Dear Dr. Neumann,

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the undergraduate, master's and doctoral degree programs in business offered by Western Illinois University is concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the School is to be commended on the following strengths and effective practices:

1. The College has a strong student focus. The average class size is approximately 22 students.
2. The Accounting and Supply Chain Management majors are designated by the University as "Signature Programs."
3. Supply Chain Management has high demand for interns and permanent jobs for students.
4. 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.
5. The College has developed undergraduate certificates in Marketing Technologies and Integrated Marketing Communications that will be offered to non-business majors at Western Illinois.

The following concerns relative to AACSB standards were identified and must be addressed by the next review. Actions taken and progress made by the school should be reported in the continuous improvement review application and at the time of the next review:

1. 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: Faculty Qualifications and Engagement)
2. The College should create a mechanism to annually insure that faculty members continue appropriate activities to maintain faculty qualifications. (Standard 15: Faculty Qualifications and Engagement)

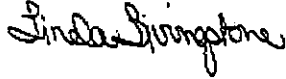
Your School has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2019-2020. A timeline specific to your visit year is attached.

Please note that your Continuous Improvement Review Application will be due on July 1st, two years prior to your review year. This application initiates the continuous improvement review process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next continuous improvement review.

Please refer to the **Continuous Improvement Review Handbook** for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Linda Livingstone, Chair
Board of Directors

cc: Peer Review Team
Randy Edwards, Business Chair
Donald Gribbin, Accounting Chair
Roger Best, Business Member
John Williams, Accounting Member

SCOPE OF ACCREDITATION
Continuous Improvement Review March 2015

Name of Institution:
Western Illinois University

Name of Business Academic Unit:
College of Business and Technology

List of Degree Programs Reviewed:
Bachelor of Business
Master of Accountancy
Master of Business Administration



ABET
111 Market Place, Suite 1050
Baltimore, MD 21202
Phone: +1.410.347.7700
Fax: +1.410.625.2238
www.abet.org
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.

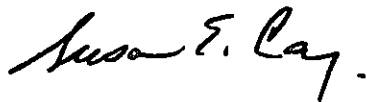
The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation 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 Accredite 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.



ACCREDITING COUNCIL FOR COLLEGIATE GRAPHIC COMMUNICATIONS, INC.

www.accgc.org

Ervin A. Dennis, Ed.D.
Managing Director

1034 West 15th Street
Cedar Falls, IA 50613-3659

Ph: 319-266-8432
E-mail: ea.dennis@cfu.net

Tuesday, July 08, 2014

Dr. Thomas L. Erikson, 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. Erikson 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.

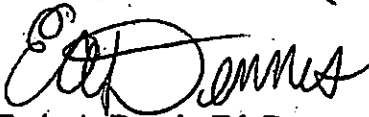
You and your colleagues at Western Illinois University are to be congratulated for your efforts in completing the detailed work needed to meet the requirements of compliance for all 14 ACCGC Standards. It's obvious that considerable work and commitment have been achieved since the original Site Team 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:

**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the
**eat
right.** Academy of Nutrition
and Dietetics

**ACEND® Board of Directors
2016-2017**

February 10, 2017

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Vice-Chair

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Program Administrator Representative
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Lorri L. Kanauss, PhD, RD, LDN, CDE
Director, Didactic Program in Dietetics
Western Illinois University
Department of Dietetics, Fashion Merchandising & Hospitality
115 Knoblauch Hall
1 University Circle
Macomb, IL 61455

Dear Dr. Kanauss:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) board regarding the Didactic Program in Dietetics at Western Illinois University. During its January 25-27, 2017 meeting, the ACEND board voted to continue full accreditation of your program for a term of seven years ending **June 30, 2024**. Accreditation is granted for a Didactic Program in Dietetics at the baccalaureate level for a maximum enrollment of 30 third-, 35 fourth-year and 10 post-graduate students.

The decision was based on a peer review of your self-study report addressing the 2012 Accreditation Standards, site visit report and your program's response. The board requests monitoring of the following standards:

Standard 6: Program Objectives, Guideline 6.1 National Pass Rate
Standard 8: On-going Program Improvement, Guideline 8.1

The program's first-time pass rate on the Registration Examination for Dietitian Nutritionists is 76% and one-year pass rate is 93% (2011-2015). The program has provided strategies for improving its pass rate. Because the first-time pass rate is below ACEND's first-time pass rate benchmark of 80%, the program must be monitored per ACEND's Pass Rate Monitoring Policy.

Lorri L. Kanauss, PhD, RD, LDN, CDE
February 10, 2017
Page 2 of 2


Note that the 2017 ACEND Accreditation Standards will become effective June 1, 2017. It is expected that you will make any modifications necessary to your program to come into compliance with the 2017 Standards by June 1, 2017. To view the 2017 Accreditation Standards visit www.eatright.orgpro/acend.

The next accreditation review of your program by the ACEND board will be in **2024**. You will receive correspondence at least one year in advance of the site visit, which will be scheduled in **April to May 2023**, inviting you to apply for full accreditation under the Accreditation Standards in effect at that time.

If you wish to propose a major change to the program, you must submit it in writing to ACEND for review prior to implementation. The ACEND board maintains the right to require an interim report, self-study report, and/or site visit as a result of any changes. Guidelines for requesting major changes are on the Accreditation Community of the ACEND Portal which can be accessed at <http://education.webauthor.com>.

ACEND values your commitment to the quality and continued improvement of dietetics education as demonstrated during the accreditation process. Thank you for your support of dietetics education and students. If you have any questions, call ACEND staff at 800-877-1600 x5400.

Sincerely,



Sharon K. Schwartz, MS, RD, LDN
Chair, Accreditation Council for Education in Nutrition and Dietetics

SKS/jj

cc: Jack Thomas, PhD
Kathleen Neumann, PhD
Erskine Smith, PhD RD
Mary Mhango, PhD
Catherine English, PhD, RD, LDN, Accompanying Program Reviewer
Angela J. Scheett, MPH, RDN, LRD, Accompanying Program Reviewer
Amy Anichini, MS, RD, LDN, ACEND Manager

**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the
**eat
right.** Academy of Nutrition
and Dietetics

**ACEND® Board of Directors
2016-2017**

February 10, 2017

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Director, Didactic Program in Dietetics
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115 Knoblauch Hall
1 University Circle
Macomb, IL 61455

Dear Dr. Kanauss:

This letter is to advise you of the action of the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) board regarding the Didactic Program in Dietetics at Western Illinois University. During its January 25-27, 2017 meeting, the ACEND board voted to continue full accreditation of your program for a term of seven years ending **June 30, 2024**. Accreditation is granted for a Didactic Program in Dietetics at the baccalaureate level for a maximum enrollment of 30 third-, 35 fourth-year and 10 post-graduate students.

The decision was based on a peer review of your self-study report addressing the 2012 Accreditation Standards, site visit report and your program's response. The board requests monitoring of the following standards:

Standard 6: Program Objectives, Guideline 6.1 National Pass Rate
Standard 8: On-going Program Improvement, Guideline 8.1

The program's first-time pass rate on the Registration Examination for Dietitian Nutritionists is 76% and one-year pass rate is 93% (2011-2015). The program has provided strategies for improving its pass rate. Because the first-time pass rate is below ACEND's first-time pass rate benchmark of 80%, the program must be monitored per ACEND's Pass Rate Monitoring Policy.

Lorri L. Kanauss, PhD, RD, LDN, CDE
February 10, 2017
Page 2 of 2

Note that the 2017 ACEND Accreditation Standards will become effective June 1, 2017. It is expected that you will make any modifications necessary to your program to come into compliance with the 2017 Standards by June 1, 2017. To view the 2017 Accreditation Standards visit www.eatright.org/pro/acend.

The next accreditation review of your program by the ACEND board will be in **2024**. You will receive correspondence at least one year in advance of the site visit, which will be scheduled in **April to May 2023**, inviting you to apply for full accreditation under the Accreditation Standards in effect at that time.

If you wish to propose a major change to the program, you must submit it in writing to ACEND for review prior to implementation. The ACEND board maintains the right to require an interim report, self-study report, and/or site visit as a result of any changes. Guidelines for requesting major changes are on the Accreditation Community of the ACEND Portal which can be accessed at <http://education.webauthor.com>.

ACEND values your commitment to the quality and continued improvement of dietetics education as demonstrated during the accreditation process. Thank you for your support of dietetics education and students. If you have any questions, call ACEND staff at 800-877-1600 x5400.

Sincerely,



Sharon K. Schwartz, MS, RD, LDN
Chair, Accreditation Council for Education in Nutrition and Dietetics

SKS/jj

cc: Jack Thomas, PhD
Kathleen Neumann, PhD
Erskine Smith, PhD RD
Mary Mhango, PhD
Catherine English, PhD, RD, LDN, Accompanying Program Reviewer
Angela J. Scheett, MPH, RDN, LRD, Accompanying Program Reviewer
Amy Anichini, MS, RD, LDN, ACEND Manager



CERTIFIED RETURN RECEIPT

March 20, 2017

Dr. Amanda B. Silberer
Western Illinois University
Communication Sciences & Disorders
Memorial Hall 230
1 University Circle
Macomb, IL 61455

CAA File #104

Master's program in speech-language pathology, residential

Dear Dr. Silberer,

I am pleased to inform you that during its meeting on February 15-18, 2017 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 2/1/2017 through 1/31/2025. CAA publishes notice of its accreditation actions, including the basis for the decisions, for all final accreditation decisions resulting from a comprehensive review (applications for candidacy, initial accreditation, or re-accreditation) or that affect an accreditation status (e.g., accredited to accredited-on probation). Recent decisions can be accessed online at <http://caa.asha.org/programs/accreditation-decisions/>.

The issues related to standards compliance provided in the attached *Accreditation Action Report* must be addressed in the program's next CAA report. At the time of the next report, the program must address the 2017 Accreditation Standards that go into effect August 1, 2017. The CAA expects that the program will demonstrate full compliance with the standards cited by the time of the next CAA report. If there is not sufficient evidence of full compliance by that date, the program's accreditation may be in jeopardy, in keeping with the US Department of Education's criteria for CAA's recognition:

(b) if the institution or program does not bring itself into compliance within the specified period, the agency must take immediate adverse action unless the agency, for good cause, extends the period for achieving compliance.

The program's first annual report will be submitted using an on-line reporting format on February 1, 2018. Four months prior to the due date of the program's next CAA report, the program director will be sent an email notification indicating the timeline for completing this report.

The CAA considers timely submission of all accreditation reports and fees a critical condition for continued accredited status. Thus, a program will be placed on administrative probation as described in the Accreditation Handbook (Chapter XI Expectations of Programs, D. Administrative Probation) when it has not met its reporting and/or financial expectations to the

CAA. Administrative Probation is an action taken by the CAA as a result of failure, by established deadlines, to complete and file any accreditation report, including all special requests for information or pay annual accreditation fees.

Public Notice of Accreditation Status:

The CAA requires programs to disclose *accurate* information about their accreditation status, to include the specific degree program awarded candidacy or accreditation, along with the full name, address, and phone number of the accrediting agency:

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800-498-2071

Effective January 1, 2017, a program must publish on its website the applicable accreditation statement in its entirety as articulated in the Public Notice of Accreditation Status policy; refer to the CAA Accreditation Handbook (Chapter XII Informing the Public) for the appropriate language to use in publicizing your program's accreditation status.

Notification of Changes:

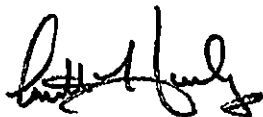
When the CAA awards an accreditation status, it does so based on the expectation that the program will continue to comply with all accreditation standards over the term of accreditation. On occasion, changes occur prior to the next regularly scheduled CAA report and require immediate notification to the CAA. These include:

1. Changes in institutional accreditation status
2. Program director changes
3. Administrative structure changes
4. Program closure

Should any of these changes occur prior to your next CAA report, please refer to the detailed information about the CAA's policies and procedures, which are available in Chapter XII Informing the Public of the CAA Accreditation Handbook.

Congratulations to you, the faculty, and staff in the program, as well as the administration, on this national distinction.

Sincerely,



Annette Hurley, PhD, Chair
Council on Academic Accreditation in Audiology and Speech-Language Pathology

cc: Kathleen Neumann, Interim Provost & Academic Vice President
Susan Flesher, Associate Director, Accreditation Services
CAA Members

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December 11, 2015 2015 DEC 14 AM 11 13

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Mrs. Kelly Schild
Director of Accreditation

Dr. Jack Thomas
Western Illinois University
1 University Circle
Sherman Hall 209
Macomb, IL 61455-1390

WIU
PRESIDENT'S OFFICE

Dear Dr. Thomas:

The ATMAE Board of Accreditation conducted hearings on Wednesday, November 11, 2015 at which your request for programmatic accreditation was among those considered. We are pleased to notify you that the following programs/options are granted ATMAE accreditation with a report due in two years:

- Bachelor of Science in Construction Management
- Bachelor of Science in Engineering Technology

The two-year report will be due September 17, 2017, forty-five (45) days before the scheduled date of the 2017 hearings which is Wednesday, November 1, 2017. Pending acceptance of the report, these programs may be accredited through November 2021.

We will contact you when it is time to submit the progress report and what the report should address. Meanwhile, it is the responsibility of each institution to inform ATMAE of material changes to accredited programs and of changes to the contact information for those handling ATMAE accreditation issues.

We hope that the accrediting services provided by ATMAE have been beneficial to your program and we look forward to your organization's participation in the development, implementation and evaluation of the appropriate standards for our profession.

Regards,



Kelly Schild
Director of Accreditation

ATMAE Accreditation

275 North York Street, Suite 401 Elmhurst, IL 60126-2752
Phone 630.433.4514 Fax 630.563.9181 Email: Kelly@atmae.org Visit: www.atmae.org
Recognized by the Council for Higher Education Accreditation (CHEA)

Board of Accreditation

August 31, 2017

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Farmingdale State College/SUNY

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Tennessee State University

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Connor Education Group, LLC

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Welter Associates

Mr. Tom Spoden
Water Quality Association (WQA)

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Morehead State University

Ms. Fatemeh Davoudi Kakhki
Graduate Student MSETM,
Morehead State University

Administration

Mrs. Caitlin Schwab-Falzone
Director of Accreditation

Western Illinois University- **Two Year Report Extension**

C. Ray Diez
Professor and Chair
Department of Engineering Technology
Western Illinois University
Macomb, IL 61455

Dear Mr. Diez:

The ATMAE Board of Accreditation reviewed your request for an extension. I am pleased to notify you that your request for an extension of your two year accreditation progress report was granted to 9/1/2019. You may wish to notify your Regional Accrediting Agency of this decision.

I hope the accrediting services provided by ATMAE have been beneficial to your program(s). We look forward to the continuing participation of professionals from your institution in the development, implementation and evaluation of appropriate standards for Technology Programs.

Sincerely,



Caitlin Schwab-Falzone
Director of Accreditation, ATMAE

CC: Mr. Glenn Rettig, Chair

ATMAE Accreditation

275 North York Street, Suite 401, Elmhurst, IL 60126-2752
Phone 630.433.4514 Fax 630.563.9181 Email: Kelly@atmae.org Visit: www.atmae.org
Recognized by the Council for Higher Education Accreditation (CHEA)



Commission on Accreditation
of Athletic Training Education

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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, 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.



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.

Western Illinois University

Page 2

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)



COPY

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

October 2, 2017

Dr. Jack Thomas
Office of the President
Western Illinois University
Sherman Hall 209
1 University Circle
Macomb, Illinois 61455

Dear Dr. Thomas:

Enclosed is a copy of the report submitted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) on-site visiting team members detailing their September 17 – 20, 2017, accreditation review of the Clinical Mental Health Counseling (M.S.Ed degree) and School Counseling (M.S.Ed degree) programs housed in the College of Education and Human Services at Western Illinois University. The team reviewed these programs under the 2016 CACREP Standards.

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four (4) copies of the Institutional Response in read-only format on CD/USBs are due in the CACREP office by November 6, 2017. The next CACREP Board of Directors meeting is scheduled for January 11 - 13, 2018. The Board will review these programs and make accreditation decisions at this meeting.

Please note that the Institutional Response should be clear, explicit, and standard specific. It should identify and address any standards that the site team indicated were not met and include any supplemental documentation necessary to clarify how this program meets the identified standards.

Please be advised that in making accreditation decisions, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the program, the on-site visitation team's report, and the institution's response to the team's report. In addition, please be advised that according to Board policy, the institution has the right to withdraw any program from further review at any time during the accreditation process prior to a decision by the Board, through written communication with the CACREP office.

Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the January meeting. We would appreciate being informed ahead of time who the contact person is and how to reach him or her should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the CACREP accreditation process.

Sincerely,



Charles F. Gressard, Ph.D.
Interim President and CEO

cc: Dr. Erskine Smith, Dean, College of Education and Human Services
Dr. Holly Nikels, Chair, Department of Counselor Education
Dr. Carrie Alexander-Albritton, CACREP Liaison

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WILU
PRESIDENT'S OFFICE



ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

November 19, 2015

P. Lea Monahan, PhD, RN, CNE
Director
School of Nursing
Western Illinois University
1 University Circle, 125 Currens Hall
Macomb, IL 61455-1390

RECEIVED

2015 NOV 23 AM 10 41

WIU
PRESIDENT'S OFFICE

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 19-22, 2015, to grant accreditation to the baccalaureate degree program in nursing at Western Illinois University for 10 years, extending to December 31, 2025. The accreditation action is effective as of February 9, 2015, which is 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 2025.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

A copy of the accreditation team report that was sent to you earlier, along with the program's 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 the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accreditation/seal-policy/baccalaureate-graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2020. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. 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 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process and your commitment to quality nursing education. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,



Judith F. Karshmer, PhD, PMHCNS-BC, FAAN
Chair, Board of Commissioners

cc: President Jack Thomas
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team



Leading by Advancing Standards

August 21, 2017

David Bell
Academic Director
Western's English As a Second Language (WESL) Institute
Western Illinois University
1 University Circle
Memorial Hall 348
Macomb, IL 61455

Dear David,

At its August 2017 meeting, the Commission on English Language Program Accreditation reviewed the application for reaccreditation of the Western Illinois University English As a Second Language (WESL) Institute. I am pleased to inform you that the Commission has granted 1-year reaccreditation to this site. The enclosed Certificate of Accreditation signifies this achievement in meeting the *CEA Standards for English Language Programs and Institutions*.

In reviewing a program or institution, the Commission seeks to determine that it provides the student services and programs described in its materials; is student-centered; provides a program that supports its mission; and has the resources, fiscal and human, to assure that students are well served through meeting the *CEA Standards for English Language Programs and Institutions*. The Commission has determined that the Western Illinois University English As a Second Language (WESL) Institute meets these requirements and commends the program for its achievement.

One-year reaccreditation may be granted to a program or institution that substantially meets the *CEA Standards* but needs time to address standards-related deficiencies. Enclosed in this packet is a Commission Action Report that includes the reporting requirements by standard and the reasons for the requirements. The program or institution must agree to meet the reporting requirements within one year. If the conditions are met within that period, the Commission will grant a nine-year continuation of reaccreditation. If the program or institution does not meet the reporting requirements within the year, the program or institution's accredited status may be denied.

Public Announcement

Within 30 days following the decision by the Commission, CEA will make the accreditation status through distribution to appropriate federal agencies, state licensing or authorizing agencies, accrediting agencies, the professional community, and the public as required by the U.S. Department of Education. The program will be listed on the CEA website with a link to your website.

CEA encourages you to display your accredited status on your website and in promotional materials as a way to not only promote your program, but also to promote CEA accreditation and the quality it exemplifies. You may announce your accredited status in promotional or informational literature using the following wording:

The Western Illinois University English As a Second Language (WESL) Institute is accredited by the Commission on English Language Program Accreditation for the period August 2017 through August 2018 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

We hope that you will take advantage of this opportunity to display your achievement of accreditation. Sites accredited by CEA are permitted to use the "Accredited by CEA" logo in promotional materials according to CEA's guidelines and terms of use in print and electronic materials, included in the electronic accreditation decision packet described below.

CEA will keep complete records of the review in a secure place and will make public only the type of accreditation granted and the length of the term of accreditation. Information provided by the program and related to the accreditation review is considered the property of the program.

Constituent Council

A CEA-accredited program or institution becomes a member of the CEA Constituent Council. Constituent Council Governing Rules are available on the CEA website in the *CEA Policies and Procedures* document. The annual meeting of the Constituent Council takes place annually at a time and place to be announced. Primary contacts must ensure that their accredited programs or institutions:

- a. post the *CEA Standards* in a public place accessible to all students, faculty, staff, and the public, along with information about how complaints may be filed with CEA
- b. maintain compliance with the *CEA Standards*
- c. adhere to Commission policies and procedures
- d. amend and adapt their programs as government rules and regulations change
- e. submit an annual review package and pay annual sustaining fees in a timely manner
- f. submit a report responding to accreditation reporting requirements if applicable
- g. promptly and thoroughly report any modifications that may affect the program's or institution's eligibility for accreditation
- h. promptly and thoroughly report substantive changes in mission, educational offerings, structure, policies, or ownership, including any changes that substantially alter the program or institution's ability to continue to meet any of the *CEA Standards*
- i. take the necessary steps to secure reaccreditation before the end of their current term of accreditation

Annual Reports and the Interim Report

Each year in November, CEA will send you forms for a required annual report. The annual report package has three parts: a form that confirms that the standards continue to be met, a form for sustaining fee calculation and payment, and an end of year financial report. Annual sustaining fees are

based on student weeks calculated for the calendar year prior to the time the annual report is due. These reports and fees are due in February of each calendar year of accredited status.

A longer interim report is required in place of the annual report in the 5th year of ten-year re-accreditation. In the interim report, the program will provide extensive information related to a subset of the *CEA Standards*. You will receive information for completing the interim report two years before the deadline.

Substantive Change

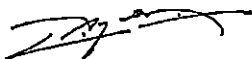
All accredited programs and institutions must promptly notify CEA in writing of any proposed substantive change in the program or institution since the most recent CEA accreditation review. This advance notice must be made prior to the change being implemented and must be reported using the Reporting Substantive Change Form, which is included with the electronic documents sent to the site's primary contact and is subsequently sent each year with the annual report package. The substantive change report should include a thorough explanation of any proposed change and a list of affected standards with an explanation of how they will continue to be met following the change. The proposed change must be approved by the Commission prior to the change being included in the grant of accreditation.

When a change is under consideration, CEA staff should be consulted to determine whether it is a substantive or minor change, whether a substantive change report must be filed, and to assess how the change will affect the program or institution in terms of meeting the CEA Standards.

Again, congratulations on your achievement. Accreditation is an intensive process of self-evaluation and review, and CEA recognizes your accomplishment.

Please contact Mary Reeves, Executive Director, at the CEA office if you have questions.

Sincerely,



Engin Ayyaz
Chair 2017

Enclosed:

Accreditation Certificate
Commission Action Report

Public documents available for download from the CEA website:

CEA Standards for English Language Programs and Institutions
CEA Policies and Procedures

Additional accreditation packet documents will be sent by email to the site's primary contact:

2017 CEA Substantive Change Reporting Guidelines
2017 CEA Logo Guidelines of Use
CEA Logos (web format)
CEA Constituent Council Governing Rules 2017
CEA Filing a Complaint against an Accredited Program
Commission Action Report (electronic version)
2017 CEA 1-YR Report Template

Please contact the CEA office if you need the accreditation decision packet documents sent again.

Note: CEA's mailing address is 1001 N. Fairfax St., Suite 630, Alexandria, VA 22314.

to PAWP



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COMMISSION ON
ACCREDITATION (COA)

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Francis X. R. Onganti, PhD
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Saint Louis University

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St. Thomas Collaborative

July 10, 2017

Jack Thomas, PhD
President
Western Illinois University
Office of the President
1 University Circle - Sherman Hall 209
Macomb, IL 61455



Dear President Thomas:

At its June 2017 meeting, the Commission on Accreditation (COA) reviewed the *Reaffirmation* application for the baccalaureate social work program. The COA voted to reaffirm the program's accreditation for 8 years, ending in June 2024, with a *Progress Report* to be reviewed by the program's accreditation specialist. The program's next reaffirmation timeline is shortened due to the program receiving a one-year postponement during this accreditation review cycle.

In taking this action, the Commission identified the following area of concern:

Accreditation Standard 3.3.2: *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

The program provided a discussion of courses offered; class sizes; number of full-time faculty; number of courses taught by adjuncts; and reported a faculty-to-student ratio. However, the program is currently out of compliance with the faculty-to-student ratio. The program also stated that it is currently in the process of hiring 2 new faculty members to address the issue.

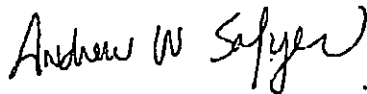
The program is requested to submit a report providing an updated ratio as well as procedures for calculating the ratio. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs.

Submit three (3) copies of the *Progress Report* no later than April 1, 2018 for review during the June 2018 Commission on Accreditation meeting.

Jack Thomas, PhD, President
Western Illinois University
July 10, 2017
Page 2 of 2

Please be in touch with Katie Gibson, Accreditation Specialist in the Department of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,



Andrew W. Safyer, PhD, MSW
Chair, Commission on Accreditation

AWS/KG

Cc: Karen Zellmann, BS, MSW
Program Director, Department of Social Work



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

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2011 AUG 22 AM 10:06
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
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Board Chair



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.

August 10, 2017

Dr. Tracy Knight
Program Coordinator
Department of Psychology
Western Illinois University
100 Waggoner Hall
1 University Circle
Macomb, IL 61455 USA

Dear Dr. Knight,

It is a pleasure to inform you that the Masters in Psychology and Counseling Accreditation Council (MPCAC) has voted to approve accreditation for the Master of Science program in Clinical/Community Mental Health at Western Illinois University for a 10 year period.

The Masters in Psychology Accreditation Committee (MPAC) report, including a summary of the site visit, is included. Accreditation is awarded for ten years with the expectation that you carefully consider the concerns and recommendations enclosed in the site visit report.

An Interim Report will be due by the end of the 4th year of accreditation (August 2021). At that time please respond to the stated recommendations and document any changes to the program, department, and institution that affect the master's program. It will not be necessary to conduct another comprehensive self-study for the interim report.

Please note that MPCAC published a new set of standards in 2017. As an accredited program, you will be required to meet the revised 2017 standards. This will involve a two-step process, according to which you should submit:

1. A plan on how your program will meet the new standards by the end of February 2018. MPCAC will review your plan and provide feedback as necessary.
2. Documentation of the implementation of that plan by the end of February 2019.

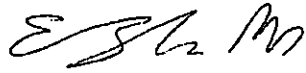
Approval of your program's meeting of the 2017 Standards will be contingent upon the successful implementation of the plan.

Please provide notice of your accreditation status on your program website and in other materials that are available to the public. The following wording is appropriate:

The M.S. in Clinical/Community Mental Health is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of August, 2017 through August, 2027.

It has been our pleasure to work with you and your colleagues on this accreditation application. Congratulations to you all on the quality of the materials submitted to the Council, as well as the professional manner in which you have proceeded with the task.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Bartoli'.

Eleonora Bartoli, Ph.D.
MPCAC Chair

2

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 23, 2017

WESTERN ILLINOIS UNIVERSITY
Department of Art

Actions:

Action 1 of 2: Application for Membership – Original

The Commission voted to continue the current Associate Membership status of the institution and to seek further information before completing its work with the application for Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

Items for Response:

1. It is not clear that the institution meets standards regarding health and safety (see *NASAD Handbook 2016-17*, Standards for Accreditation II.F.1.g.-i.). The institution is asked to provide documentation offering results of the risk assessment audit scheduled for fall 2017 and the resolution of the ventilation issues, particularly in its printmaking and painting studios (see Self-Study, pp. 35-39, 46; Visitors' Report, pp. 11-12, 28; Optional Response, pp. 3-4, 11-14). The Commission does not seek to bring inappropriate pressures to advance the institution's timetable; however, it does seek assurances of continued attention to this matter in order to bring it into compliance with NASAD standards.
2. With regard to the Certificate Program in Museum Studies, the institution is asked to provide sufficient information in the form of a) complete and comprehensive curricular table in the NASAD format, including course listings and credit hour allotment, and b) discussion of the development of competencies, which was not readily available in the institution's dossier (see Self-Study p. 111; Optional Response, p. 5; *NASAD Handbook 2016-17*, Standards for Accreditation XVIII.A.).
3. It is not clear that the institution meets standards regarding consistency of published materials (see *NASAD Handbook 2016-17*, Standards for Accreditation II.I.1.a.). The institution is requested to review and amend as appropriate the degree listings included in its publications and website to reflect all degree programs offered and as reported to NASAD, and to ensure consistency of degree program

2

WESTERN ILLINOIS UNIVERSITY
Department of Art
NASAD Commission Action Report
May 23, 2017
Page 2

titles and time-to-degree measures in publications. The institution is asked to provide documentation of its efforts in this regard.

Action 2 of 2: Application for Plan Approval and Final Approval for Listing – Original

The Commission voted to grant Plan Approval and Final Approval for Listing for the following degree:

Bachelor of Fine Arts-4 years: Studio Arts (General).

Due Date:

March 1 for consideration at the Commission meetings of April 2018.

The Procedures for Submitting Responses and Progress Reports may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see "Accreditation Procedures" and beneath that, "Other Procedures").

Notes:

1. The Commission notes that the degree Bachelor of Fine Arts-4 years: Studio Arts (General) replaces the Bachelor of Fine Arts-4 years: Art (Ceramics, Drawing, Painting, Printmaking, Sculpture). NASAD will update the *Directory Listing* to reflect this change.
2. The Commission notes that the institution has discontinued offering the degree Bachelor of Fine Arts-4 years: Art (Graphic Design) (see Optional Response, p. 3). This degree will be removed from the NASAD *Directory Listing*. If the institution wishes to reactivate the degree, an application for Plan Approval will be required. Instructions for submitting Plan Approval applications are found in the NASAD document *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASAD Format*. These documents may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see "New Curricula").
3. The Commission notes that the institution has announced its intention to transform its Bachelor of Arts-5 years: Art Teacher Certification to a Bachelor of Fine Arts degree (see Self-Study, pp. 103-110; Visitors' Report, p. 5; Optional Response, p. 7). The Commission reminds the institution that an application for Plan Approval for the new degree should be submitted after institutional approval has been received and prior to enrollment into and publication of the degree program.
4. The institution is encouraged to contact the National Office for assistance in preparing its reply.

Commendation:

The Commission commends the institution on the success of its Master of Arts-1 year: Museum Studies

WESTERN ILLINOIS UNIVERSITY
Department of Art
NASAD Commission Action Report
May 23, 2017
Page 3

degree, noting that this was created on the Quad Cities Campus in collaboration with the Department of Recreation, Park and Tourism Administration, and with off-campus partners which include the Figge Museum in Davenport (IA).



Karen P. Moynahan
Executive Director

KPM:bt

NASAD Handbook

RULES OF PRACTICE AND PROCEDURE

**PART II: ARTICLE XIII
DISCLOSURE AND CONFIDENTIALITY**

Section 1. NASAD provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public, some for a fee. Upon request, NASAD will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

Section 2. Upon request, NASAD will make publicly available all information about an institution/program that is published in NASAD literature (see Rules of Practice and Procedure, Part II., Article XI., Section 3.). NASAD will also indicate whether or not an institution/program holds or has held accredited membership.

Section 3. NASAD will not make publicly available any information supplied by the institution or by representatives of NASAD in the course of the accreditation process. This includes Self-Study reports, Visitors' Reports, and correspondence. While NASAD encourages institutions/programs to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

Section 4. NASAD will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment. See Rules of Practice and Procedure, Part II., Article IV., Section I.

Section 5. If an institution releases information that misrepresents or distorts any action by NASAD with respect to any aspect of the accreditation process, or the status of affiliation with NASAD, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASAD Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASAD, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASAD.

NASAD reserves the right to correct false or misleading information at any time.

Section 6. Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASAD or an NASAD evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

Explanation of Deferral

In the accreditation process, the Commission on Accreditation often finds a situation in which an institution cannot be granted initial accreditation or renewal of accreditation on the basis of evidence presented. This may be because the institution clearly does not meet the standards as outlined in the *NASAD Handbook*, or because sufficient information has not been provided.

Rather than deny accreditation or place the institution on probation, the Commission defers any action until certain conditions are met that clarify the situation and/or bring the institution into compliance. Deferral is not a negative action, but rather a mechanism for dialogue between the Commission and an institution. The deferral concept is intended to prevent short review cycles and to obviate the need for other review procedures that would be expensive to the institution.

Member institutions whose applications are deferred continue their current membership status and maintain all rights and responsibilities of Membership. Deferral does not mean that an institution has lost its accreditation, its right to vote during the Annual Meeting, or its listing in the *NASAD Directory*. Deferral simply indicates that the institution has one or more issues that need to be addressed, reviewed, or explained in more detail before the institution's application can be approved.

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the primary institutional representative to NASAD and the chief executive officer of the institution. The NASAD National Office staff does not discuss an institution's status or application with anyone other than the art/design executive or other designated administrative officials of the institution.

Please do not hesitate to contact the National Office staff if we may provide further clarification or information concerning the actions of the Commission.

Thank you.

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

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

2

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

OFFICE OF THE EXECUTIVE DIRECTOR
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190-5248

TELEPHONE: (703) 437-0700 FACSIMILE: (703) 437-6312
EMAIL: INFO@ARTS-ACCREDIT.ORG WEB SITE: NASM.ARTS-ACCREDIT.ORG

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2017 JUL 10 A 9:46

July 5, 2017

WIU
PRESIDENT'S OFFICE
Tammie Walker
Director, School of Music
Western Illinois University
122 Browne Hall, 1 University Circle
Macomb, IL 61455

Dear Director Walker:

Thank you for submitting your application for review by the NASM Commission on Accreditation. The Commission, at its June 2017 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This Report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of Western Illinois University according to the NASM accreditation standards in effect in June 2017.

As an accredited institutional member of NASM, the institution is reminded of its responsibility to participate in reviews and revisions to the NASM *Handbook*, and to maintain its operations and programs current with NASM standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASM accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of music and higher education.

Please contact the NASM National Office staff if you have questions, or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution.

Thank you.

Sincerely yours,

Karen P. Moynahan
Executive Director

KPM:lk
Enclosure

cc: Jack Thomas, President
Western Illinois University

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.

July 5, 2017

WESTERN ILLINOIS UNIVERSITY
School of Music

Action:

Action 1 of 1: Application for renewal of Membership – Response

The Commission voted to continue to defer action pending Response to the concerns listed below. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues and concerns by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the concerns below.

Items for Response:

1. The Commission notes that the institution has opened an on-site Music Therapy Clinic, and anticipates that it will ease the burden of managing the required “fieldwork/clinical training portion” of the curriculum (see Response, p. 2). The institution is asked to provide a detailed analysis of the impact of this new facility on faculty loads, and the institution’s capacity to support the size and scope of the music therapy program in a sustainable way (see *NASM Handbook 2016-17*, Standards for Accreditation II.B.1.a.(1); Self-Study, p. 94). It remains unclear that the number and ratio of full- and part-time faculty positions is sufficient to achieve the music unit’s purposes, and support the size and scope of the program (see *NASM Handbook 2016-17*, Standards for Accreditation II.E.2.a.(1)). The Commission requests that the institution provide an update on the plan to hire a Music Therapy Clinical Trainer and bring the institution into compliance with the applicable standards. The institution’s reply should include an analysis of enrollment trends in Music Therapy so as to confirm the projections made in the Self-Study (p. 94; MDP III, p. 335).

2. The Commission recognizes the institution’s efforts to carry out its mission in a fiscally bleak environment, and acknowledges the unit’s recent success in securing two tenure-track lines, funds for minor physical plant improvements, and live-streaming equipment. The Commission also notes the progress made toward addressing deficiencies in the piano inventory through fundraising (see Response, p. 3). It remains unclear, however, that the budget allocations for personnel, space, equipment, and materials are appropriate and sufficient to sustain the program, and that financial

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

(5) Provide the total estimated tuition charges, fees and other costs payable to the school by the student over the course of each entire program [IC261B.4(3) and (10)]. If the school is applying to offer both residential programs that require some face-to-face interaction between students and faculty at an Iowa location in addition to programs that are fully "at a distance," please list distance education programs in the separate table provided below.

Western Illinois University offers one per credit hour tuition rate to all domestic students. The University does not offer in- and out-of-state tuition to citizens of the United States. Furthermore, the University's *Cost Guarantee* allows new students to pay the same tuition and fees for four years, provided that the student maintain continuous fall and spring enrollment.

Undergraduate and graduate student tuition rates are currently \$284.70 and \$323.64 per credit hour, respectively. Fee rates at the University are \$90.85 and \$24.88 per credit hour on the Macomb and Quad Cities campuses. Students are only assessed fees for the programs and services that they can access. The Quad Cities campus is a branch campus and students, for example, do not pay housing, dining, athletic, and health services fees.

Western Illinois University offers reduced fee rates in the summer. Values are \$58.17 and \$12.12 per credit hour for the Macomb and Quad Cities campuses. These reduced fee rates are not reported in the table below since not all students choose to attend summer course(s).

Tuition and fee rates for the Integrated Degree programs reported below are based on the campus(es) offering the undergraduate program and the Quad Cities rate for Museum Studies. The Museum Studies program is exclusively housed on the Quad Cities campus. However, no in-person instruction occurs in the undergraduate component of integrated degree programs in Iowa. Only the Museum Studies component is offered in Iowa.

Tuition values reported below are lower than what was reported in 2015. The Western Illinois University Board of Trustees lowered undergraduate tuition for academic year 2016-2017 by three percent, and there were no undergraduate or graduate tuition increases for academic year 2017-18. Fees reported below are also based on where the student completes the undergraduate degree.

Residential Programs Offered in Iowa	<u>Tuition</u>	<u>Fees</u>	<u>Books and Supplies</u>	<u>Other</u>	<u>Total</u>
Post Baccalaureate Certificate in Museum Studies (18 Hours)	\$6,273.36	\$447.84			\$6,273.36
Master of Arts in Museum Studies (34 hours)	11,003.76	845.92			11,849.68

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

Residential Programs Offered in Iowa	<u>Tuition</u>	<u>Fees</u>	<u>Books and Supplies</u>	<u>Other</u>	<u>Total</u>
Integrated Degree Programs: Anthropology or Art with Museum Studies (151 Hours) *Undergraduate component only offered on the Macomb campus	44,313.66	11,475.37			55,789.03
Integrated Degree Program: Fine Arts with Museum Studies (148 Hours) *Undergraduate component only offered on the Macomb campus	43,459.36	11,202.82			54,662.38
Integrated Degree Program: Recreation, Park and Tourism Administration with Museum Studies (148 Hours) *Undergraduate component on the Macomb campus.	43,459.36	11,202.82			54,662.38
Integrated Degree Program: Recreation, Park and Tourism Administration with Museum Studies (148 Hours) *Undergraduate component on the Quad Cities campus	\$43,459.56	\$11,003.76			\$47,141.80
Distance Education Programs Offered in Iowa	<u>Tuition</u>	<u>Fees</u>	<u>Books and Supplies</u>	<u>Other</u>	<u>Total</u>
Undergraduate Certificates: Fire Administration and Management and Fire Prevention Technology (both 30 hours)	\$8,541.00	\$1,500.00			\$10,041.00
Undergraduate Degree: Anthropology (120 hours)	34,164.00	6,000.00			40,164.00
Undergraduate Degree: RN-BSN Completion (125 hours. Assumes student entry at 60 hours. Program only for Registered Nurses)	\$18,505.50	3,250.00			21,755.50
Undergraduate Degree: Bachelors of General Studies (120 hours)	34,164.00	6,000.00			40,164.00
Post Baccalaureate Certificate: Instructional Technology and Design, Educational Technology Specialist (24 hours)	7,767.36	1,200.00			8,967.36

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

Distance Education Programs Offered in Iowa (continued)	<u>Tuition</u>	<u>Fees</u>	<u>Books and Supplies</u>	<u>Other</u>	<u>Total</u>
Post Baccalaureate Certificate: Online and Distance Learning Development (18 hours)	5,124.60	900.00			6,024.60
Post Baccalaureate Certificate: Technology Integration in Education (18 hours)	5,124.60	900.00			6,024.60
Post Baccalaureate Certificate: Workplace Learning and Performance (18 hours)	5,124.60	900.00			6,024.60
Post Baccalaureate Certificate: Supply Chain Management (18 hours)	5,124.60	900.00			6,024.60
Integrated Degree Program: Accountancy or Computer Science with Business Administration (150 hours) *Undergraduate Component on Macomb campus	43,639.56	12,647.10			56,286.66
Integrated Degree Program: Accountancy with Business Administration (150 hours) *Undergraduate Component on Quad Cities campus	43,639.56	4,334.88			47,974.44
Integrated Degree Program: Economics with Business Administration (143 hours) *Undergraduate Component on Macomb campus	41,763.48	11,888.60			53,652.08
Integrated Degree Program: Finance with Business Administration (143 hours) *Undergraduate Component on Macomb campus	44,610.48	12,797.10			57,407.58
Integrated Degree Program: Human Resource Management, Management, or Marketing, Supply Chain Management with Business Administration (153 hours) *Undergraduate Component on Macomb campus.	44,610.48	12,797.10			57,407.58
Integrated Degree Program: Human Resource Management, Management, or Marketing, Supply Chain Management with Business Administration (153 hours) *Undergraduate Component on Quad Cities campus.	\$44,610.48	\$4,484.88			\$49,095.36

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

Distance Education Programs Offered in Iowa (continued)	Tuition	Fees	Books and Supplies	Other	Total
Integrated Degree Program: Law Enforcement and Justice Administration with Business Administration (151 hours) *Undergraduate Component on Macomb campus	44,610.48	\$12,797.10			57,407.58
Integrated Degree Program: Law Enforcement and Justice Administration with Business Administration (151 hours) *Undergraduate Component on Quad Cities campus	44,610.48	8,488.88			49,095.36
Integrated Degree Program: General Studies, Graphic Design, or Media and Instructional Technology with Instructional Design and Technology (155 hours)	45,140.94	7,750.00			52,890.94
Integrated Degree: Anthropology with Museum Studies (154 hours) *Undergraduate Component on Macomb campus	44,817.30	12,341.65			57,158.95
Integrated Degree: Anthropology with Museum Studies (154 hours) *Undergraduate Component online	44,817.30	7,072.00			\$51,889.30
Master's in Business Administration in hybrid or online format (33 hours)	10,680.12	1,650.00			12,330.12
Master's in Curriculum and Instruction (31 hours)	10,032.84	1,550.00			11,582.84
Master's in Instructional Design and Technology (35 hours)	11,327.40	1,750.00			13,077.40
Master's degree in College Student Personnel in hybrid format (42 hours)	13,592.99	2,100.00			15,692.88
Master's degree in Community and Economic Development in hybrid format (36 hours)	11,651.04	1,800.00			13,451.04

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(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

Responses to Question #5 included cost information for on campus undergraduate programs delivered in Illinois (Macomb or Moline) that are part of the University's integrated programs. This information was provided so Iowa residents could make informed cost decisions in determining whether to attend Western Illinois University, given its proximity to the State of Iowa.

However, the remaining responses will be limited to 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 in Illinois will not be reported in the remainder of this *Application*.

Summary

The RN-BSN, Bachelor's degrees in Anthropology and General Studies, as well as Masters degrees in Business Administration, College Student Personnel, Community and Economic Development, Curriculum and Instruction, and Instructional Design and Technology provide opportunity for simulated experiences or structured field experience(s). Verbatim course descriptions from the Western Illinois University 2017-2018 *Undergraduate and Graduate Catalogs* (www.wiu.edu/catalog/2017-2018 and www.wiu.edu/graduate_studies/catalog) are provided below.

Following the University's *Course Syllabus Policy* (www.wiu.edu/vpas/policies/syllabus.php), 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	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. Anthropology	Elective Course	Anthropology 326
	Internship	Anthropology 494
4. General Studies	Internship	University 490

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	Type of Structured Field Experience(s)	Structured Field Experience Course Number
Post Baccalaureate Certificates		
5. Business Administration	--	--
6. Instructional Design and Technology		
6A. Educational Technology Specialist	--	--
6B. Online and Distance Learning Development	--	--
6C. Technology Integration in Education	--	--
6D. Workplace Learning and Performance	--	--
7. Supply Chain Management		
Master's Degrees		
8. 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
9. College Student Personnel		
	Internship	College Student Personnel 597
	Internship	College Student Personnel 598
10. Community and Economic Development		
	Internship (Capstone)	Illinois Institute for Rural Affairs 697
	Applied Project (Capstone)	Illinois Institute for Rural Affairs 698
11. Curriculum and Instruction		
11A. Elementary Curriculum	Exit Option	Mathematics 607
	Exit Option	Science Education 602
11B. Literacy Education	Exit Option	Mathematics 607
	Exit Option	Science Education 602
12. Instructional Design and Technology		
12A. 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
12B. Technology Specialist	Internship	Instructional Design and Technology 620
	Exit Option	Instructional Design and Technology 600

Detailed Response

1) Undergraduate Certificates

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- 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. Verbatim course descriptions from the Western Illinois University 2017-2018 *Undergraduate Catalog* appear below.

405 Nursing and the Community. (4) 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.

430 Geriatric Nursing. (3) 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.

431 Rural Nursing. (3) An examination of rural nursing, focusing on need, delivery, access, availability, acceptability, and types of health care in rural areas. A clinical component course.

433 Community Mental Health Nursing. (3) 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.

3) Bachelor of Arts in Anthropology

There are two elective courses that provide students with structured field experiences. They are:

326 Archaeological Field Methods. (1–6, repeatable to 12 for different projects) Intensive field training in the theory, problems, methods, and ethics of archaeological research. Usually taught during summer months at a camp located some distance from campus.

494 (Cross-listed with SOC 494) Internship. (3) Supervised applied experience in occupationally related area. Seminars and written reports required.

4) Bachelor 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

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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.

5) 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.

6) Post Baccalaureate Certificates in Instructional Design and Technology:

- A. Educational Technology Specialist.
- B. Online and Distance Learning Development.
- C. Technology Integration in Education.
- D. Workplace Learning and Performance.

There are no structured field experiences in any of these four 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.

7) 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.

8) 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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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

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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.

9) 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.

10) Community and Economic Development

The Master of Community and Economic Development (CED) degree provides current and aspiring professionals with the latest tools and skills in community development, economic development, and marketing and data analysis. The program provides a strong background for those working as community and economic developers with community-based organizations, city, state, and federal agencies, foundations, banks, utilities, or universities. In addition to a thesis option, students can either complete one of the following courses (described below) for six credit hours. A completion of one of these three options meets the capstone requirement for the CED degree.

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697 Internship. (1–6, repeatable to 6) Students engage in an internship in a relevant work environment to apply the theory and principles that they have learned. Students serve an internship of at least 12 weeks (300 hours).

698 Applied Project. (1–6, repeatable to 6) Students engage in an applied community development project utilizing a field experience to better understand the theory and principles that they have learned. Students either identify a project within their current professional duties or a project in a related organization.

11) 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.

12) Masters in Instructional Design and Technology (IDT)

- 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.

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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 3
Response to Question #9
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(9) Describe the school's policy for refunding tuition, fees, or other charges [IC 261B.4(4)] to students who never begin attendance or who withdraw, or provide link to the school's where that policy is posted. For a for-profit school with at least one program of more than four months is length that leads to a recognized educational credential, the school's tuition refund policy must comply with IC 714.23.

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 #13
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(13) Provide the name, title and a summary if the education and experiential qualifications of the officers and legal governing body of the school [IC261 B.4(5)]. If the school has no legal governing body, provide the names, titles and the education and experiential qualifications holding key academic and operational leadership positions at the school. If the school posts a profile of the person on its website, the school may enter the weblink to that profile under "Qualifications." A school may also separately attach a profile of the members of its legal governing body, or if it has no governing body, persons who hold key academic and operational leadership positions [IAC 283-21.3(18)].

The Western Illinois University Board of Trustees originally was appointed in October 1995 by Illinois Governor Jim Edgar, after the Illinois General Assembly passed legislation creating the individual board, effective Jan. 1, 1996. Previously, WIU had been governed by the Board of Governors of State Colleges and Universities.

Per *Illinois Public Act 99-695*, seven trustees are appointed by the Governor for six-year terms, and an eighth trustee is elected by and from the student body. Trustee qualifications are demonstrated below by highest degree attained, occupation field, and year of initial appointment. Each Board Member's title and additional Board committee assignments are also displayed below. The Board operates as a committee of the whole.

<u>Officer Name</u>	<u>Title</u>	<u>Qualifications</u>
Ms. Cathy Early	Chairperson	B.S., Insurance, 2012
Dr. Steve Nelson	Vice-Chairperson and Chairperson of the Academic and Student Services Committee	J.D., Law, 2006; reappointed to a second term in 2016
Mr. Roger Clawson	Member and Audit Committee Member	B.S., Insurance, 2013
Mr. Lyneir Cole	Member and Chairperson of the Audit Committee	B.S., Social Services, 2011
Ms. Carolyn Ehlert Fuller	Member and Member of the Presidential Evaluation and Assessment Committee	M.B.A., Public Affairs, continuous appointments since 1998
Mr. Todd Lester	Member and Chairperson of the Finance Committee	B.B., Banking, 2016
Ms. Yvonne Savala	Member, Chairperson of the Presidential Evaluation and Assessment Committee, and Member of the Finance Committee	M.S., Corporate Administrative Support (2013)
Mr. Wil Gradle	Member and Member Academic and Student Services Committee	B.B., Economics, Student Trustees, elected in 2016 and 2017

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Western Illinois University has maintained continuous accreditation from the Higher Learning Commission since 1913. Our current accreditation status with the Commission can be validated at http://www.wiu.edu/university_planning/accreditation.php. Additionally, Western's academic programs maintain accreditation from 17 discipline-specific agencies. The University's *Accreditation Schedule* is displayed at www.wiu.edu/provost/accredit.php. The specific agencies accrediting Western Illinois University and its academic programs are:

1. The Higher Learning Commission
2. Council for the Accreditation of Educator Preparation (formerly the National Council for
3. ABET: Engineering Accreditation Commission of ABET
4. Academy of Nutrition and Dietetics/Accreditation Council for Education in Nutrition and Dietetics
5. Accrediting Council for Collegiate Graphic Communications, Inc.
6. American Speech-Language-Hearing Association/Council on Academic Accreditation
7. AACSB International-The Association to Advance Collegiate Schools of Business
8. The Association of Technology, Management, and Applied Engineering
9. Commission on Accreditation of Athletic Training Education
10. Commission on Collegiate Nursing Education
11. Council for Accreditation of Counseling & Related Educational Programs
12. Council on Social Work Education/Commission on Accreditation
13. National Association of Schools of Art and Design
14. National Association of Schools of Music
15. National Association of Schools of Theatre
16. National Recreation and Park Association/Council on Accreditation
17. Commission on English Language Program Accreditation

Appendix A 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. Please also note:

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. 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.

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(16) Described the procedures followed by the school for safeguarding and preservation of student records [IC 261B.4(11)]. Please include information about how you securely store paper and/or electronic records to prevent destruction or unauthorized disclosure or theft; what disaster recovery processes you maintain; and how long you maintain student academic records including your plan for transcript retention in the event the school closes.

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.

University Technology maintains both disaster recovery and business continuity plans for Western Illinois University. In the highly unlikely and historically unprecedented event that any Illinois public university closed, the effected public university would follow directions of the Illinois Board of Higher Education-the State's Coordinating Board for postsecondary education-with regard to future record storage. The State of Illinois has a historical archive for state records.

Attachment 7
 Response to Question #22
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(22) Describe the academic and instructional methodologies and delivery systems to be used by the school for programs offered to Iowans 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, electric communications, independent study, and portfolio experience evaluation [IC 261B.4(12)]. If the school offers instruction via distance education, include information such as what learning management system the school uses; how the school's online learning platform facilitates student-to-student and student-to-faculty interaction; and describe any synchronous instructional methods the school uses.

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		
	<u>Total</u>	<u>Instruction</u>	<u>Internship/ Practicum</u>	<u>Instruction</u>	<u>Internship/ Practicum</u>	<u>Independent Study</u>
Post Baccalaureate Certificate	18	6	3	6-9	--	0-3
Integrated Degrees						
Anthropology	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. The University uses Desire-to-Learn as its learning management system. Synchronous and asynchronous educational experiences are designed to be as consistent as possible. Faculty hosting office hours, class attendance tracking, blogs, discussion boards, video-conferencing, group assignments, e-mail, and electronic access to student services, academic support, and library collections and holdings facilities interactions between distance education students, faculty, and staff.

In reviewing data from the table 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.

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- 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 www.wiu.edu/cas/nursing/rn-bsn/.

2) Bachelor of Arts in General Studies (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 [http://www.wiu.edu/catalog/2017 - 2018/programs/general.php](http://www.wiu.edu/catalog/2017-2018/programs/general.php).

3) Bachelor of Arts in Anthropology

- a. Students may choose to complete all degree requirements through direct instruction.
- b. The program has elective hours in field work (Anthropology 326 for up to six credit hours), independent study (Anthropology 490 for up to three credit hours), and internship (Anthropology 494 for up to 3 hours).

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- c. For additional information on the Anthropology program, please visit [www.wiu.edu/catalog/2017 - 2018/programs/soc-anth.php](http://www.wiu.edu/catalog/2017-2018/programs/soc-anth.php).
- 4) 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).
- 5) 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.
 - c. Additional information is available at www.wiu.edu/cbt/mba.
- 6) 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.
 - b. For additional program information, please visit the following website, [www.wiu.edu/coehs/curriculum and instruction/gradprogonline/index.php](http://www.wiu.edu/coehs/curriculum%20and%20instruction/gradprogonline/index.php)
- 7) Master's in 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

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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.

- b. For additional program information, please visit the following website, at www.wiu.edu/coehs/csp/hel/heltrack.php

8) Masters in Community and Economic Development

- a. This degree provides current and aspiring professionals with the latest tools and skills in community development, economic development, and marketing and data analysis. The program provides a strong background for those working as community and economic developers with community-based organizations, city, state, and federal agencies, foundations, banks, utilities, or universities.
- b. Students have the option to complete three credit hours of independent study must complete six hours in an exit option that can either be a thesis, internship, or applied project.
- c. For additional information, please visit www.wiu.edu/graduate_studies/catalog/commecondev.php

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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. Bachelor of Arts in Anthropology	120	108-120	--	--	3	3-9	--
4. Bachelor of Arts in General Studies	120	Varies	Varies	Varies	0-12	Varies	0-30
Post Baccalaureate Certificates							
5. Business Administration	12	12	0	--	--	--	--
6. 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	--	--	--	--
7. Supply Chain Management	12	6	0	6	--	--	--
Master's Degrees							
8. Business Administration	33	21		3-12	0-6	0-3	--
9. College Student Personnel	43	37-43	0-6	--	--	--	--
10. Community and Economic Development	36	27-30	6	--	--	3	--
11. Curriculum and Instruction	36						--
11A. Elementary Curriculum	30	24	--	6	--	--	
11B. Literacy Education	30	24	--	0-6	0-6	0-6	
12. Instructional Design and Technology							
12A. General Instructional Design and Technology Emphasis	32	11	--	18-21	0-3	0-3	--
12B. Technology Specialist	35	11	0	18-24	0-6	0-6	--

Attachment 8
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Western Illinois University's
Federal Student Aid
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.
- **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.

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--

(1) 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.	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> 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: Jack Thomas Date: 6/18/12

Print Name and Title: Jack Thomas, Ph.D.
President, Western Illinois University

For the Secretary: [Signature] Date: 6-26-12
U.S. Department of Education

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If you are applying to offer face-to-face instruction at one or more fixed locations in Iowa, provide the name, title, business contact information for the Iowa resident(s) who is employed as a full-time faculty member or program coordinator devoted to Iowa students [IAC 283-21.4(1)]. In the space provided below, summarize this person's educational and experiential qualifications or provide a link to your internet site where this person is profiled. Alternatively, you may include a curriculum vitae summary as a separate attachment.

**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 Illinois University- Quad Cities. (WIU-QC)
August 2013 to July 2015	Faculty, Museum Studies Graduate Program, WIU-QC
August 2011 to July 2013	Adjunct Assistant Professor, WIU-QC
February 1, 2012 to present	Principal, WHITE COW ART CONSULTING, LLC: Clients include: the University of Iowa, Art in State Buildings Program among others
April 2013—September 2013	Wxternal Reviewer for Museum Studies Graduate Program, Southern University of New Orleans
Summer 2012	Curatorial Consultant, Figge Art Museum, Davenport, Iowa

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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, Museum Studies Graduate Program, WIU-QC
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

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Fall 2016	#599	Q01 Legal Issues in Museums	12
Fall 2016	#599	Q02 Public Art	8
Summer 2016	#599	The Museum Profession	7
Spring 2016	#500	Introduction to Museums, online	8
Spring 2016	#502	Museum Exhibitions	15
Spring 2016	#424G	RPTA Fundraising/Volunteerism	20
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	#424G	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

<u>Semester</u>	<u>Course Name and Number(s)</u>	<u>Students Enrolled</u>
Spring 2017	01:P185, 024:170 Grant Writing for the Arts	13
Spring 2016	01:P185, 024:170 Grant Writing for the Arts	17
Spring 2015	01:0185, 024:170 Grant Writing for the Arts	19
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

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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, <i>Collections: A Journal for Museum and Archive Professionals</i> , Altamira Press
2005	Obermann Interdisciplinary Research Semester <i>Articulating the Animal</i>
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 <i>Sir Edward John Poynter</i>
1994	Publication Subvention Award by UI VP for Research for <i>George John Pinwell: A Victorian Artist and Illustrator, 1842-1875</i>
1994	Travel Grant for <i>Victorian Fairy Painting</i> exhibition to London, England from UI International Studies Program
1993	Research Fellowship for <i>Victorian Fairy Painting</i> 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

TEACHING

Classes for Western Illinois University—Quad Cities, Museum Studies Graduate Program

In addition to classes listed below, I supervise all Internships, Practicums, Independent Studies and Workshops for the Students enrolled in the MST Program.

<u>Semester</u>	<u>Course Name and Number(s)</u>	<u>Students enrolled</u>
Fall 2017	#599 (Q01) Legal Issues in Museums	14
Fall 2017	#599 (Q02) Public Art, Monuments	12
Spring 2017	#502 Museum Exhibitions	22
Spring 2017	#500 Introduction to Museums, online	8
Spring 2017	#424G RPTA-Fundrasing/Volunteerism	28
Fall 2016	#500 Introduction to Museums	15

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Fall 2011	01P:185, 024:170 Grant 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

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.

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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 Discussing Pietro 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.

2. Selected Lectures and Conference Presentations

August 2017	“Public Art, Monuments, and Memorials: Some Thoughts about the Future”
June 2016 & August 2016	Grant Writing and Legal Issues in Museums, International Preservation Study Center
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

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3. Professional Organizations

2015-present	Association of Midwest Museums
2015-present	Iowa Museum Association
2004-present	<i>Collections: A Journal for Archive and Museum Professionals</i>, Editorial Board, Rowman and Littlefield, publishers
2002-2016	Reader, Table Leader, and Question Leader, Advanced Placement Art History Examinations, Educational Testing Service, The College Board

Attachment 10
Response to Question #28
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(28) Provide links below to your website, or separately attach documentation that described 1) the educational and experiential qualifications of faculty or instructors who teach in the programs offered to Iowans, and 2) the general subject matter in which they teach [IAC 293-21.3 (10)].

Determining Qualified Faculty Through HLC's
Criteria for Accreditation and Assumed Practices
Guidelines for Institutions and Peer Reviewers



DETERMINING QUALIFIED FACULTY THROUGH HLC'S CRITERIA FOR ACCREDITATION AND ASSUMED PRACTICES

Guidelines for Institutions and Peer Reviewers

What's New

These guidelines have been revised twice in Academic Year 2015–2016 (October 2015 and March 2016) in response to the interests and needs of Higher Learning Commission (HLC) member institutions and peer reviewers following the adoption of a policy revision to Assumed Practice B.2. by HLC's Board of Trustees on June 26, 2015. This policy revision restated HLC's longstanding expectations regarding the qualifications of faculty and the importance of faculty members having appropriate expertise in the subjects they teach. Of particular note, the March 2016 revision to these guidelines makes more explicit how HLC intends to review institutions and how peer reviewers will examine contextual nuances regarding faculty qualifications, including as they apply to dual credit faculty.

Introduction

The following information provides guidance to institutions and peer reviewers in determining and evaluating minimal faculty qualifications at institutions accredited by HLC. These guidelines explain the Criteria for Accreditation and Assumed Practices that speak to the importance of institutions employing qualified faculty for the varied and essential roles that faculty members perform.

HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member's content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program.

The following guidelines apply to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and/or non-tenure-track faculty. An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.

Background on HLC's Qualified Faculty Requirements

Together, HLC's Criteria for Accreditation and Assumed Practices define the quality standards that all member institutions must satisfy to achieve and maintain HLC accreditation.

In June 2015, HLC revised Assumed Practice B.2. to assure academic quality by requiring institutions to demonstrate that faculty members who deliver college-level content are appropriately qualified to do so, and to ensure that institutions establish clear policies and consistent procedures to achieve such quality. It must be noted that the revisions to Assumed Practice B.2. reflect longstanding HLC expectations that had appeared in various written forms in previous years and that through this revision process, HLC sought to support its mission of assuring and advancing the quality of higher learning.

When HLC's Board of Trustees approved the revisions to Assumed Practice B.2. in June 2015, it also extended the date of compliance to September 1, 2017, to allow institutions time to work through the details of the requirement and to bring their faculty into compliance through individual professional development plans. Later, during its meeting in November 2015, the Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about the extension application is available on HLC's website.

In this March 2016 revision to the guidelines, HLC seeks to offer important additional perspective on Assumed Practice B.2. and to convey its expectations and timeline for compliance. Many clarifications were made throughout this guidelines document based on inquiries from the membership, including significant new information related to earned faculty credentials, tested experience, and dual credit. Further, these guidelines seek to clarify the role of peer reviewers in determining the minimal qualifications of faculty teaching at institutions accredited by HLC.

HLC's Commitment to the Importance of Qualified Faculty

Core Component 3.C. refers to "the faculty and staff needed for effective, high-quality programs and student services," which entails, in part, a faculty member's ability to understand and convey the essentials of a specific discipline in a collegiate environment. Minimally qualified faculty should be able to engage professionally with colleagues regarding the learning objectives for program graduates, as well as possess the knowledge, skills and dispositions appropriate to the credential awarded. HLC expects that through the curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to an institution's educational programs. Qualified faculty should also be aware of student learning through the ongoing collection and analysis of appropriate data, because an institution should be able to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning. It is important to note that none of these abilities are intended to substitute for content expertise or tested experience, as described below.

Note: See HLC's Criteria 3 and 4 (specifically, 3.B. and 4.B.) for more information on expectations regarding teaching and learning.

Relevant Criteria and Assumed Practices

Criterion Three speaks to faculty qualifications, specifically Core Component 3.C., subcomponents 3.C.1., 3.C.2., and 3.C.4. Assumed Practice B.2.a. and B.2.b. are central to this topic and are presented below as they will be effective September 1, 2017.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

[Effective January 1, 2013.]

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Assumed Practice B. Teaching and Learning: Quality, Resources, and Support

[Effective September 1, 2017.]

B.2. Faculty Roles and Qualifications

- a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
- b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Quality Assurance Expectations in Determining Minimally Qualified Faculty

Accreditation agencies expect that accredited institutions will use *credentials* as the primary mechanism to ascertain minimal faculty qualifications. HLC recognizes that *experience* also may be considered in determining faculty qualifications. (See page 4.) In some situations, a combination of these may be appropriate.

Using Credentials as a Basis for Determining Minimally Qualified Faculty

Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom. Common expectations for faculty credentials in higher education include the following:

- Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield* (as applicable) in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable.
- With the exception noted in the bullet immediately following, faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught. These decisions should be supported by policy and procedure that are acceptable to the professional judgment of HLC peer reviewers. See the following subsection for more information about how *experience* may be considered in determining faculty qualifications.

- Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. (Note: See the *Tested Experience* section below.) Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice.
- Faculty teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.

* *Assumed Practice B.2. refers to academic subfields. An academic subfield refers to a component of the discipline in which the instruction is delivered. The focus, in the context of HLC accreditation, is on the courses being taught and the general appropriateness of faculty qualifications with reference to such courses. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses the faculty member would teach in accordance with the conventions of the academic field.*

Using Tested Experience as a Basis for Determining Minimally Qualified Faculty

Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be *tested experience* in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. (Note: *Tested experience*, as is explained in the following section on dual credit, is typically not based exclusively on years of teaching experience, although other experiential factors as noted below may be considered on a case-by-case basis.)

The value of using tested experience to determine minimal faculty qualifications depends upon the relevance of the individual faculty member's experience both to the degree level and to the specific content of the courses the faculty member is teaching. An institution that intends to use tested experience as a basis for hiring faculty must have well-defined policies, procedures and documentation that demonstrate when such experience is sufficient to determine that the faculty member has the expertise necessary to teach students in that discipline. In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences. Documented qualifications would ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution—a step that should be highlighted for peer review teams, as appropriate.

Determining Minimally Qualified Faculty in the Context of Dual Credit

The subject of *dual credit*** was the focus of HLC's national study completed in 2012. This research entailed the analysis of dual credit activities across 48 states and revealed the dramatic expansion of dual credit offerings. Citing research conducted by the National Center for Education Statistics, HLC's study reported that by 2010–2011 dual credit enrollments had reached 2.04 million students, up from 1.16 million in 2002–2003, an increase of 75 percent. Even though the study was a descriptive

analysis of dual credit and by design did not advocate a position, it did report on both the benefits and the drawbacks of dual credit arrangements and prompted HLC to address some critical concerns, including inadequate instructor qualifications.

(See *Dual Credit for Institutions and Peer Reviewers* for additional information.)

To address these concerns, HLC determined that accredited institutions awarding college credit by means of dual credit arrangements must assure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution's main campus or at the institution's other locations. As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to minimally qualified dual credit faculty, as stated in Criterion Three (3.A., 3.C.2.), Criterion Four (4.A.4.), and Assumed Practice B.2.

This requirement is not intended to discount or in any way diminish the experience that the high school teacher brings into a dual credit classroom. Such classroom experience alone, however lengthy or respected, is not a substitute for the content knowledge needed for college credit.

HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students' achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom. However, evidence of students' achievement, on its own, is not sufficient to demonstrate minimal qualifications.

HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master's degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC's expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC's dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member's Master of Education degree is sufficiently related to the discipline of the dual credit course.

Accredited institutions should monitor closely the earned credentials along with the tested experience of dual credit faculty with the understanding that allowances for tested experience may occur.

*** Dual credit refers to courses taught to high school students at the high school for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; HLC's Criteria on dual credit apply to all of them, as they involve the accredited institution's responsibility for the quality of its offerings.*

The Centrality of Peer Review in Evaluating Faculty Credentials

In keeping with HLC's 120-year commitment to peer review processes, it must be stressed that the professional judgment of HLC's peer review teams has always been and remains central to the evaluation of member institutions and the credentials of the faculty members who work there. HLC's reliance on the expertise of its peer corps members—reviewers who are drawn from the member institutions themselves based upon their knowledge and expertise—is an honored and time-tested tradition. It is as much valued as it is necessary given the wide range of institutional types that HLC accredits across an even wider array of geographical and political contexts. Such diversity presents incredible opportunities for advancing learning and deeper understanding among higher education professionals by means of accreditation, although it also makes especially challenging (if not impossible) the enforcement of

Continued...

“one-size-fits-all” requirements. HLC and its peer reviewers understand that there may be circumstances that will need to be explained and justified to the peer review teams charged with assuring the quality and integrity of educational offerings within an institution.

Peer reviewers are charged to evaluate the entire institution and its compliance with policy and not to evaluate the hiring of specific faculty members. If systemic non-compliance is identified, the peer team will seek additional information and, possibly, recommend HLC follow-up to ensure that the institution meets HLC’s expectations. Several specific scenarios are outlined in the next section.

HLC’s Review of Faculty Qualifications Related to the Revised Assumed Practice

HLC has identified circumstances under which the revised Assumed Practice, once in effect, will influence the review of an institution. These descriptors are intentionally brief, as information about HLC’s processes is documented on hlcommission.org.

Institutions Hosting Comprehensive Evaluations

Institutions in good standing hosting routine comprehensive evaluations, whether on the Standard, AQIP or Open Pathway, need *not* write specifically to the Assumed Practices. However, all institutions preparing for a comprehensive evaluation must write specifically to Core Component 3.C.

1. Peer review teams conducting comprehensive evaluations may randomly select a sample of faculty members and request to see their personnel records (i.e., curriculum vitae and transcripts) in conjunction with the list of courses to which said faculty members are assigned.
2. Peer reviewers may also legitimately probe what process the institution uses to determine that its faculty members are appropriately credentialed to teach the courses to which they are assigned.
3. Reviewers may evaluate the institution’s policies and procedures for determining qualified faculty, particularly when tested experience is a determining factor.

Institutions Previously Identified as Having Met Core Component 3.C. With Concerns

As of September 1, 2017, those institutions identified previously as at risk of non-compliance with Core Component 3.C. (i.e., placed on Notice) and those institutions previously subject to interim monitoring related to Core Component 3.C. should take the revised Assumed Practice on faculty qualifications into account in their Notice report or Interim report (as applicable). Although institutions on Notice or subject to interim monitoring on the basis of Core Component 3.C. must write explicitly to that Core Component prior to September 1, 2017, such institutions need not write explicitly to the revised Assumed Practice. Peer review processes for evaluating faculty qualifications will mirror those described for comprehensive evaluations.

Institutions for Whom HLC Receives Complaints Related to Faculty

After September 1, 2017, HLC may request information about institutional conformity with Assumed Practice B.2. if the HLC staff’s review of a complaint received about a faculty member’s credentials is deemed to merit additional inquiry. Following [HLC’s complaint protocol](#), this inquiry may take place even though the institution has not yet hosted a comprehensive evaluation after the revised Assumed Practice became effective. As is typical for complaints meriting additional inquiry, the institution may be asked to provide documentation that is responsive to HLC questions about the perceived accreditation issue. Should the response be deemed sufficient, HLC will conclude the complaint process with a response letter. Should the outcome of the complaint review be a determination that the institution is not in conformity with the Assumed Practice, HLC will follow up with monitoring.

Institutions Not in Conformity With the Revised Assumed Practice After September 1, 2017

Should an institution be found not to be in conformity with the revised Assumed Practice B.2. after September 1, 2017, or an HLC-approved extension date (if applicable), HLC will seek an interim report within three months that either explains

how the situation has been rectified or indicates how the situation will be rectified within two additional years. The latter case may require additional follow-up in the form of a second report or an on-site evaluation to confirm the issue has been fully remedied and the institution is in full compliance. An institution acting in good faith to meet the revised Assumed Practice after September 1, 2017, or an HLC-approved extension date (if applicable) will not be at risk of losing its accreditation solely related to its conformity with Assumed Practice B.2. (As noted previously, during its meeting in November 2015, the HLC Board acted to allow institutions with dual credit programs to apply for an extension of up to five additional years. Information about this application is available on HLC's website.)

Limitations on the Application of HLC Requirements Related to Qualified Faculty

It is important that institutions review these limitations carefully in implementing HLC's requirements related to qualified faculty:

- HLC requirements related to qualified faculty, including recent revisions to Assumed Practice B.2., are in no way a mandate from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure that they meet HLC's requirements (whether through credentials or tested experience or a combination thereof). HLC also expects that institutions will honor existing contracts with individual faculty or collective bargaining units until such time as institutions have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that in many cases such renegotiation or revision may not be able to take place until the contract expires or at the contract's next renewal date.
- As a part of its ongoing evaluation of faculty, institutions may determine that there need to be changes in faculty hiring requirements and to new or existing institutional policies pursuant to best (and emerging) practices in higher education related to faculty (not necessarily related to HLC's requirements). Institutions may also determine that certain faculty members have not performed well according to the institutions' expectations related to faculty performance and should not be retained. Such decisions are within the institutions' purview. They should not be handled differently than they would have been prior to the promulgation of the revised Assumed Practice B.2. Under no circumstances should institutions use HLC's requirements as a pretext to eliminate faculty members who have not performed well or who do not meet institutional hiring requirements for faculty members and would otherwise have not been retained for these reasons.
- The implementation date for the revised Assumed Practice B.2. is September 1, 2017, unless the institution has sought an extension related to dual credit that was subsequently approved by HLC. No institution will be held accountable for compliance with the revised Assumed Practice in any HLC evaluation prior to that date. Institutions are free to set a more aggressive timetable for compliance with this revised requirement, but must make clear to the institutional community that the more aggressive timetable is their timetable, not that of HLC.
- These requirements, including recent changes to Assumed Practice B.2., in no way apply to staff members at accredited institutions; **they apply to instructional faculty and faculty responsible for developing curriculum only**. To understand HLC's requirements related to staff members, institutions should review subcomponent 3.C.6., which requires that "staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development." HLC has no further requirements identifying what the appropriate qualifications are for staff members; rather, it is up to each accredited institution to determine what appropriate qualifications are for such personnel.

Questions?

Please contact your liaison.

Attachment 11
Response to Question #31
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

A registered school must comply with the requirements of Iowa Code Section 261.9(1) "e" to "h" [IAC 283-2.3(5)]. This includes:

- *A substance abuse policy for students and employees that prohibits unlawful possession and use, includes sanctions, information about counseling and rehabilitation programs, and provides prevention programs.*

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.

- *A sexual abuse policy for students and employees that includes incident reporting, campus security (if applicable), educational and counseling resources and referrals to local and national education and counseling resources [IC261.9(1) "f"].*

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. These policies apply to all students, faculty, staff, and guests of Western Illinois University. Preventative measures are also reinforced through the University's *Governing Board Statement on Disruption* and *Anti-Harassment Policy*, www.wiu.edu/policies/harassment.php.

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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* (www.wiu.edu/vpas/policies/sexualaslt.php). 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.

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. University Relations (UR) provides timely warning messages and updates to the campus and external communities, and UR. The Office of the Vice President for Administrative Services provides announcements on Western's Emergency Alert System.

Education and Counseling

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

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.

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

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access to local referrals within Unity Point for confidential counseling services to address personal, emotional, and psychological issues.

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.

- *A tuition and mandatory fee refund policy for a student who is deployed as a national guard member or US military reservist, or the spouse of such a deployed service member with a dependent child, that allows the student to request a full refund of tuition and mandatory fees [IC 261.9(1) "g"].*

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).

- *A policy for school employees who in the course of their responsibilities suspect the physical or sexual abuse of a child that requires the employee to report to school officials and to law enforcement [IC261.9(1) "h"].*

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 their 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 (appearing at the end of Attachment #11) and institutional policies and procedures were based on benchmarking of materials from the Iowa Regents Universities, and was last sent to the Western Illinois University community on November 16, 2017.

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.

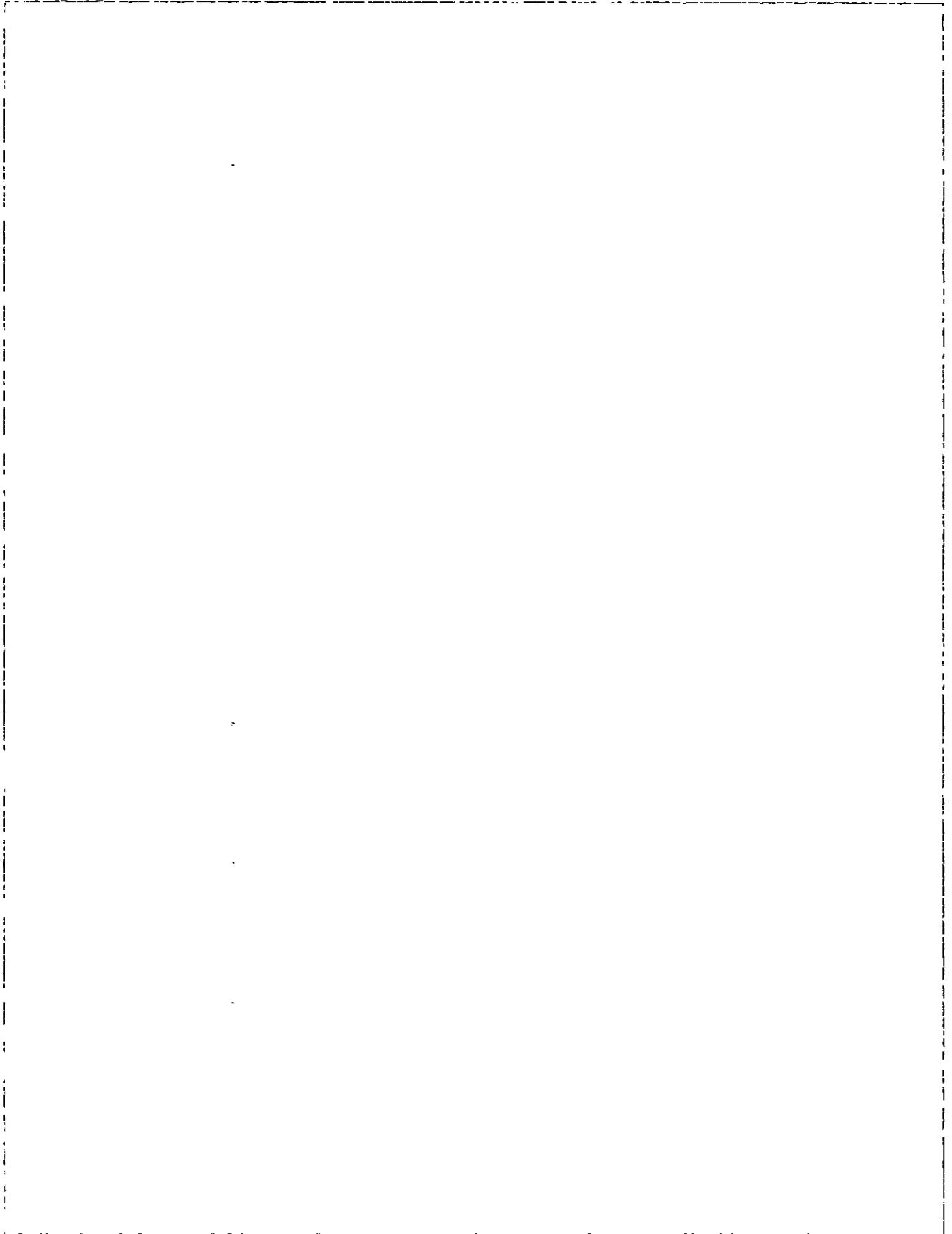
Disciplinary Actions

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:

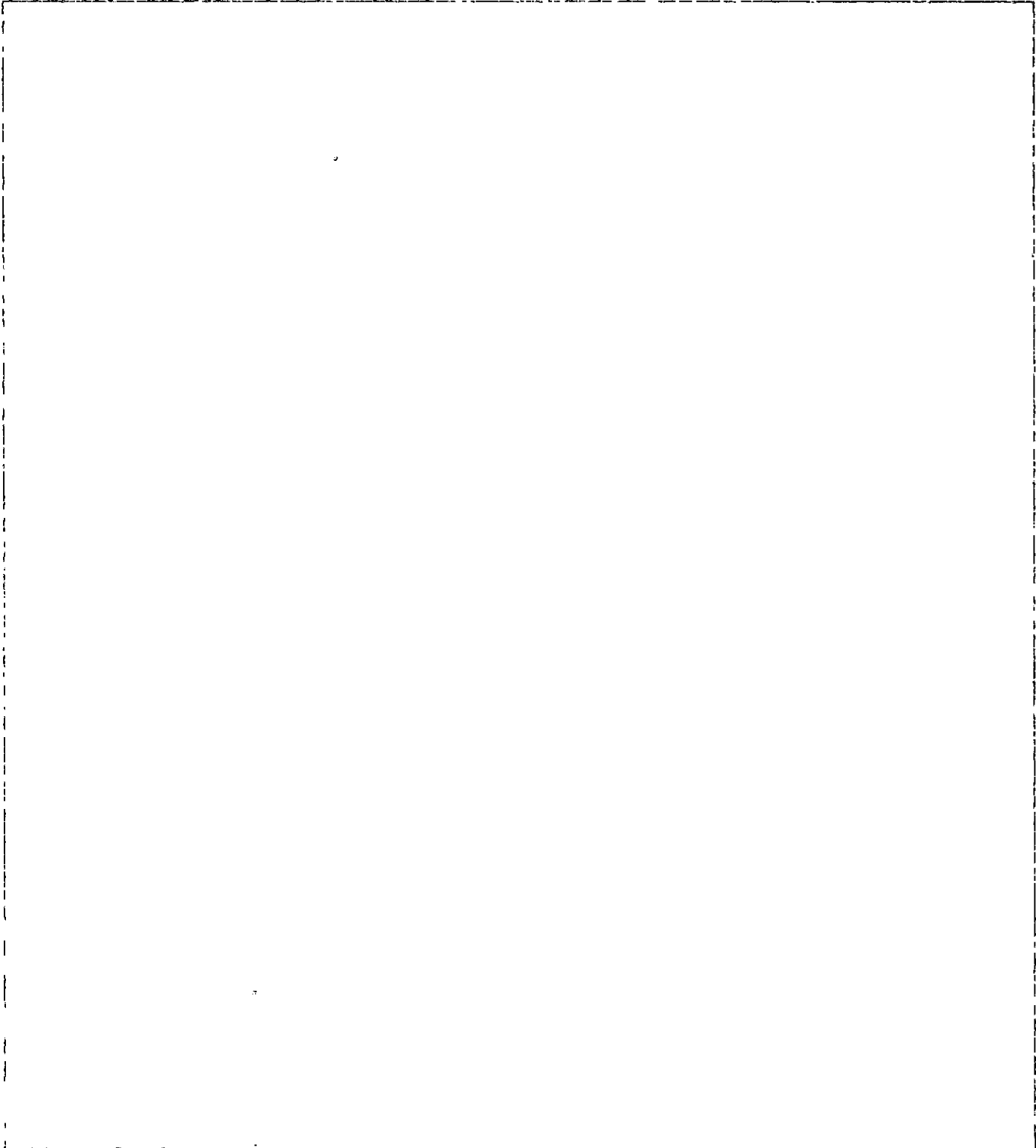
- Your lifestyle includes the use of illicit drugs.
- Alcoholic beverages or drugs play a significant role in your leisure activities.
- You are losing time from school due to the use of alcohol and drugs.
- Your drinking or drug use makes you careless of your friends' welfare.
- You drink or use drugs 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.



**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.

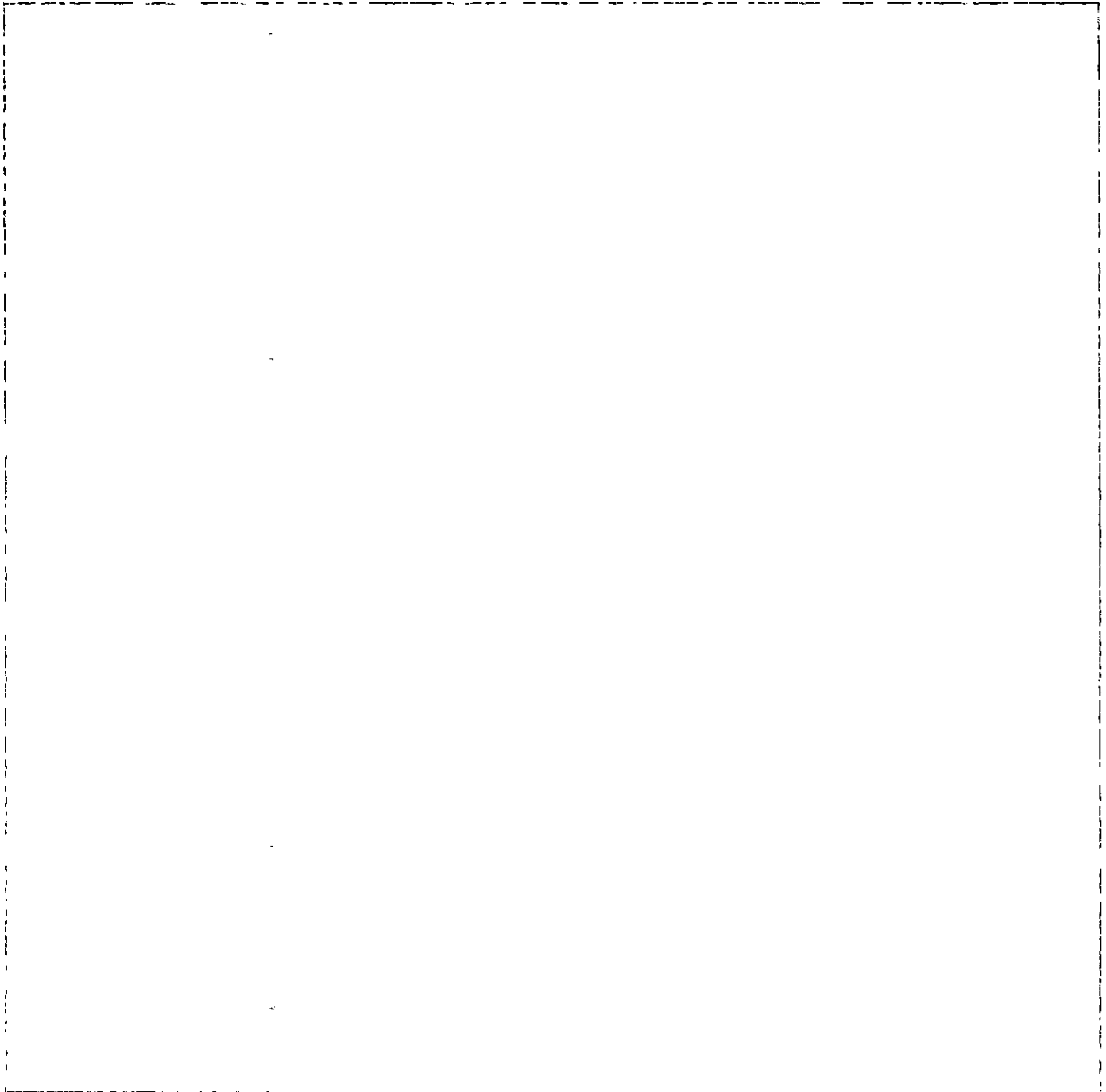
The term sexual assault as used by Western Illinois University in this policy encompasses the legal definitions of sexual assault contained in Illinois State Law. It includes but is not limited to: acts of rape (stranger and acquaintance) and other forms of coerced sexual activity, including unwanted 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/>) > VPAS (<http://www.wiu.edu/vpas/>) > Policies
(<http://www.wiu.edu/vpas/policies/>)*

File code: ADM.WORKVIOL.POL

Approval Date: 06/15/98

Approved By: President's Staff

Policy on Workplace Violence

The safety and security of Western Illinois University faculty, staff, students, and visitors are very important. Threats, threatening behavior, acts of violence, or any related conduct which disrupts another's work performance or the University's ability to carry out its mission will not be tolerated.

Any person who makes threats, exhibits threatening behavior, or engages in violent acts on University-owned or leased property may be removed from the premises pending the outcome of an investigation. Threats, threatening behavior, or other acts of violence executed off University-owned or leased property but directed at University employees or members of the public while conducting official University business, are a violation of this policy. Off-site threats include but are not limited to threats made via telephone, fax, electronic or conventional mail, or any other communication medium.

Violations of this policy may lead to disciplinary action that may include dismissal, arrest, or prosecution. In addition, if the source of such inappropriate behavior is a member of the public, the response may also include barring the person(s) from University-owned or leased premises, termination of business relationships with that individual, and/or prosecution of the person(s) involved.

Employees are responsible for notifying their supervisor of any threats which they have witnessed or received. Employees should also report any behavior they have witnessed which they regard as threatening or violent or might be carried out on University-owned or leased property or in connection with state employment.

Each employee who receives a protective or restraining order which lists University/state owned or leased premises as a protected area is required to provide the Office of Public Safety with a copy of such order.

Workplace violence incidents should be reported to the Office of Public Safety.

**Administrative
Services**

WIU Home (<http://www.wiu.edu/>) > Policies (<http://www.wiu.edu/policies/>)

File code: PRES.ANTIHARASS.POL

Approval Date: 11/16/04

Approved By: President

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

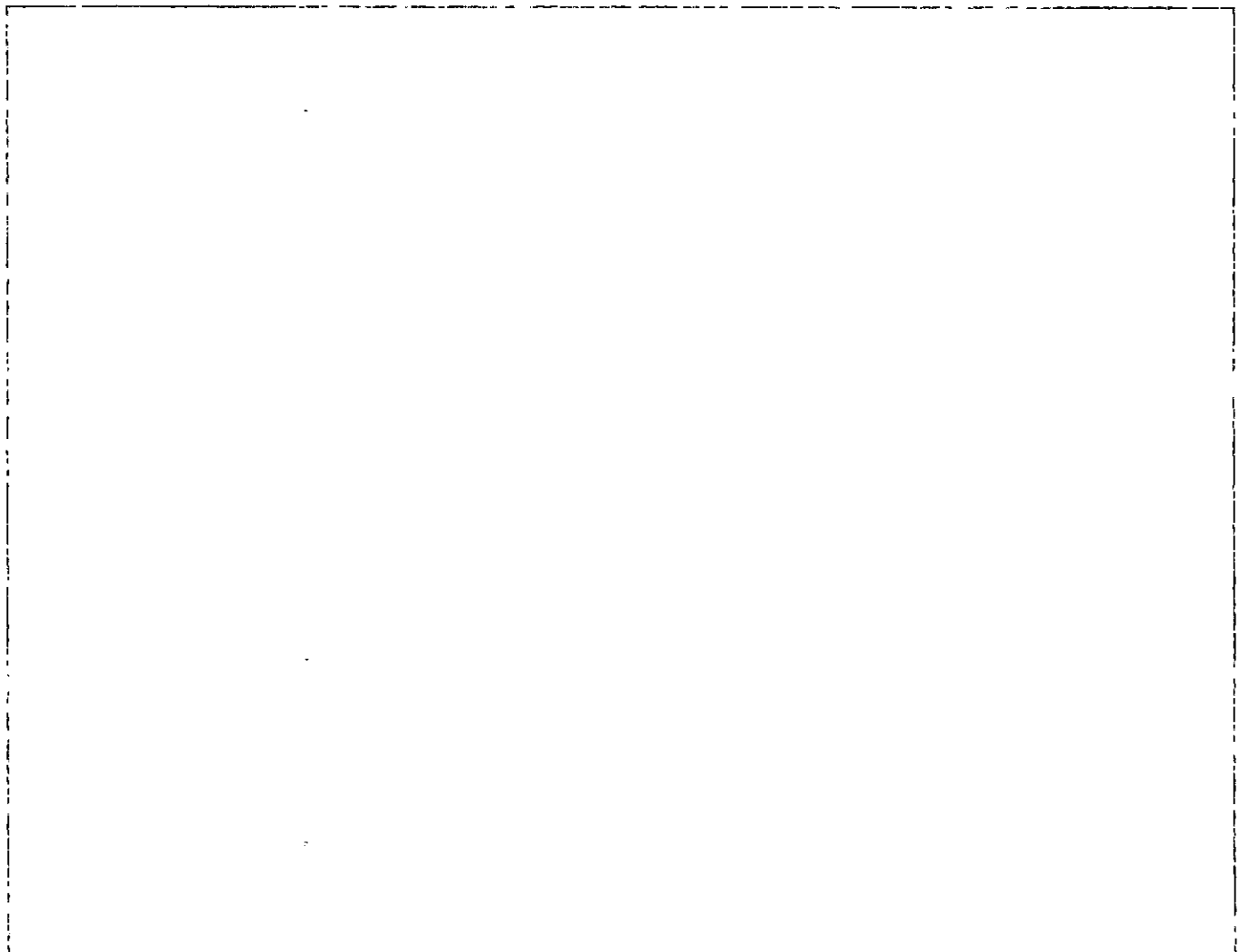
and prevention of harassment. Education and training programs also include informational materials about the University's Anti-Harassment Policy as well as training for responsible personnel in conducting investigations and management and implementation of the complaint procedure.

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/>) > 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.

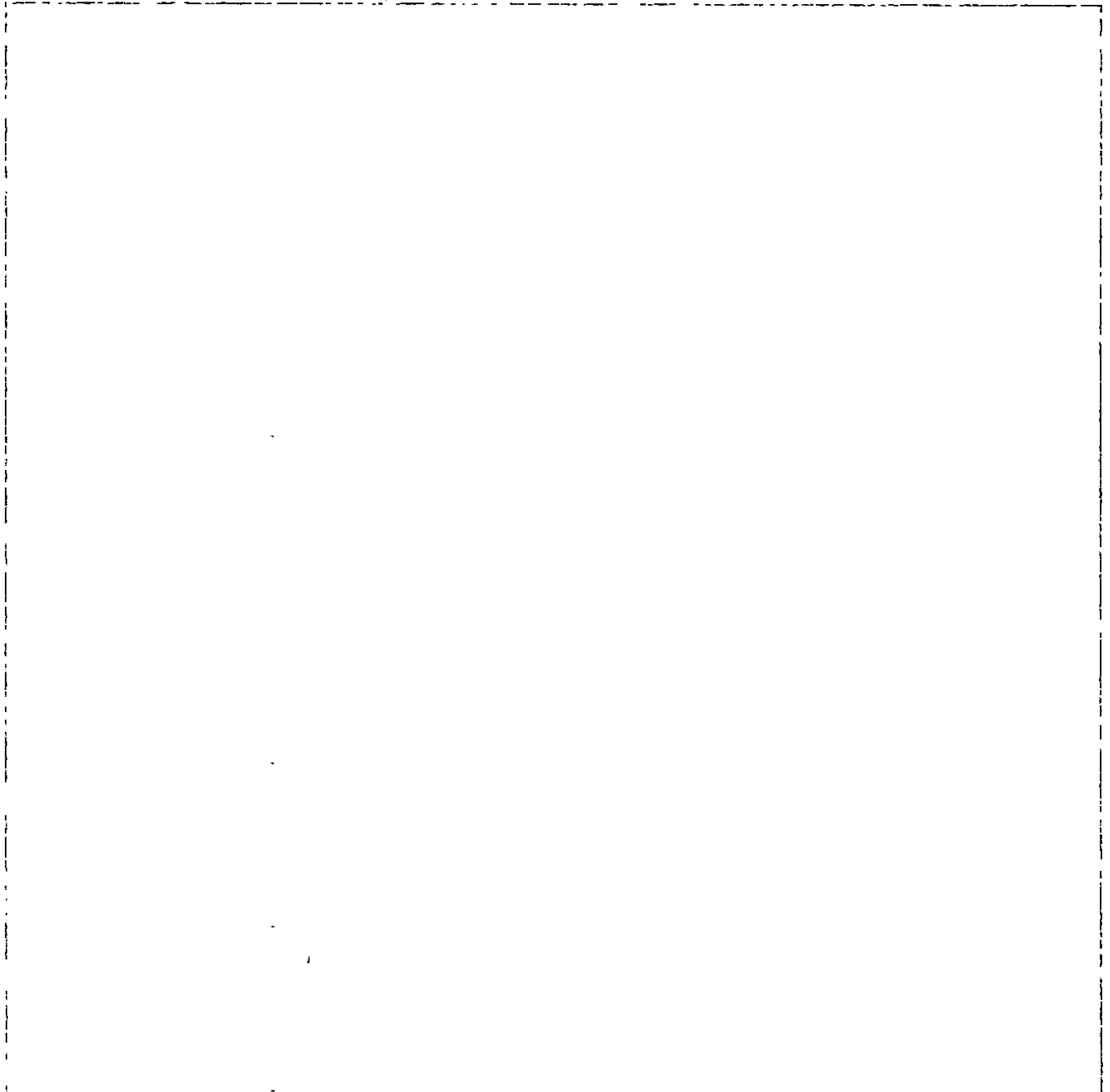
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A person who has been a victim of sexual assault should report the crime to the Office of Public Safety or the local police. The University provides support services for persons who have been victims of sexual assault. Staff will serve in an advocacy 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.

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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.



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 (PDF) (<http://www.wiu.edu/clery/Security-Reports-2016.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) (<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

- 2017-09-28 - Campus Safety Notices: Sexual Misconduct
- 2017-11-01 - Campus Safety Notice: Sexual Misconduct
- 2017-11-08 - Campus Safety Notice: Sexual Misconduct

Weekly Reports for Past 60 Days

November 2017

- 2017-11-13 through 2017-11-15
- 2017-11-10 through 2017-11-13
- 2017-11-08 through 2017-11-10
- 2017-11-06 through 2017-11-08
- 2017-11-03 through 2017-11-06
- 2017-11-01 through 2017-11-03

October 2017

- 2017-10-30 through 2017-11-01
- 2017-10-27 through 2017-10-30
- 2017-10-25 through 2017-10-27
- 2017-10-23 through 2017-10-25 -- No Incidents Reported
- 2017-10-20 through 2017-10-23
- 2017-10-18 through 2017-10-20
- 2017-10-16 through 2017-10-18
- 2017-10-13 through 2017-10-16
- 2017-10-11 through 2017-10-13
- 2017-10-09 through 2017-10-11
- 2017-10-06 through 2017-10-09
- 2017-10-04 through 2017-10-06
- 2017-10-02 through 2017-10-04

September 2017

- 2017-09-29 through 2017-10-02
- 2017-09-27 through 2017-09-29
- 2017-09-25 through 2017-09-27 -- No Incidents Reported
- 2017-09-22 through 2017-09-25
- 2017-09-20 through 2017-09-22
- 2017-09-18 through 2017-09-20

Search Reports

To search the Campus Crime Reports, enter a search term or phrase below.

Search Term:

Search

**Administrative
Services***WU Home (<http://www.wiu.edu/>) > Policies (<http://www.wiu.edu/policies/>)*

Policy on Discrimination Complaint Procedures

File Code: PRES.DISCRIM.POL

Approval Date: 07/1997

Revised: 04/12/06, 02/06/09, 09/30/14, 08/01/16

Approved By: President

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.

3. 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.
4. 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.
5. 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.
6. After notifying the Office of Equal Opportunity and Access, either party may bring a person to serve in a supportive/observer role.

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.

7. When all the information has been reviewed, an Investigative Report will be prepared by the investigator.
 - a. If the respondent is a student and there is sufficient evidence to move forward, Student Judicial Programs will be notified and will determine charges to be filed pursuant to the Code of Student Conduct.

Parties will be notified and a hearing will be convened to determine whether the University's Sexual Misconduct Policy or any other Codes of Student Conduct 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.

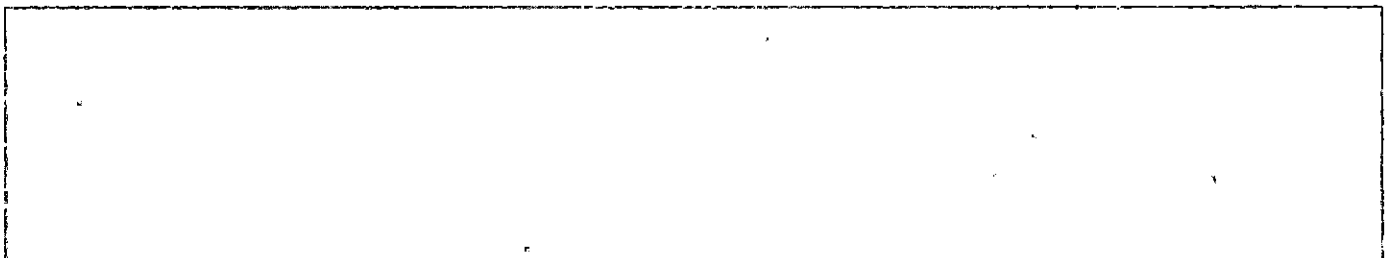
- b. If the Respondent is an employee the report will include a finding of whether the University's Non-Discrimination or Sexual Misconduct policies have been violated based on an evaluation of the totality of the record, using a preponderance of the evidence standard. The finding will be provided to both parties in writing.
8. If it is determined that a Code of Student Conduct or policy violation has not occurred, no further action will be taken, unless it is determined that the party (parties) would benefit from further education and/or awareness training. Either party in a complaint involving a

student respondent may appeal the outcome to the Vice President for Student Services. Either party in complaint involving an Employee Respondent may appeal the finding to the University President.

9. If it is determined that a violation of either the Code of Student Conduct, or University Non-Discrimination or Sexual Misconduct & Gender Non-Discrimination policies has occurred:
 - a. If the respondent to the complaint is a student 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.
 - b. 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 both the respondent and complainant. Such notification will be in writing and include the findings of fact, sanction(s), and rationale for determinations.
 - c. Either party of a complaint involving a student respondent may appeal the finding to the Vice President for Student Services. Appeals must be filed within 5 calendar days of written decision. Appeals 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:
 - i. 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.
 - ii. 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.
 - iii. 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.
 - iv. 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.

- d. 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 and complainant 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 agreement.
 - e. 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.
10. Either party of a complaint involving an employee respondent may appeal the finding to the President. Appeals must be filed within 10 calendar days of the receipt of the finding and must be based on one or both 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.
11. The President or his/her designee may request 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: 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.

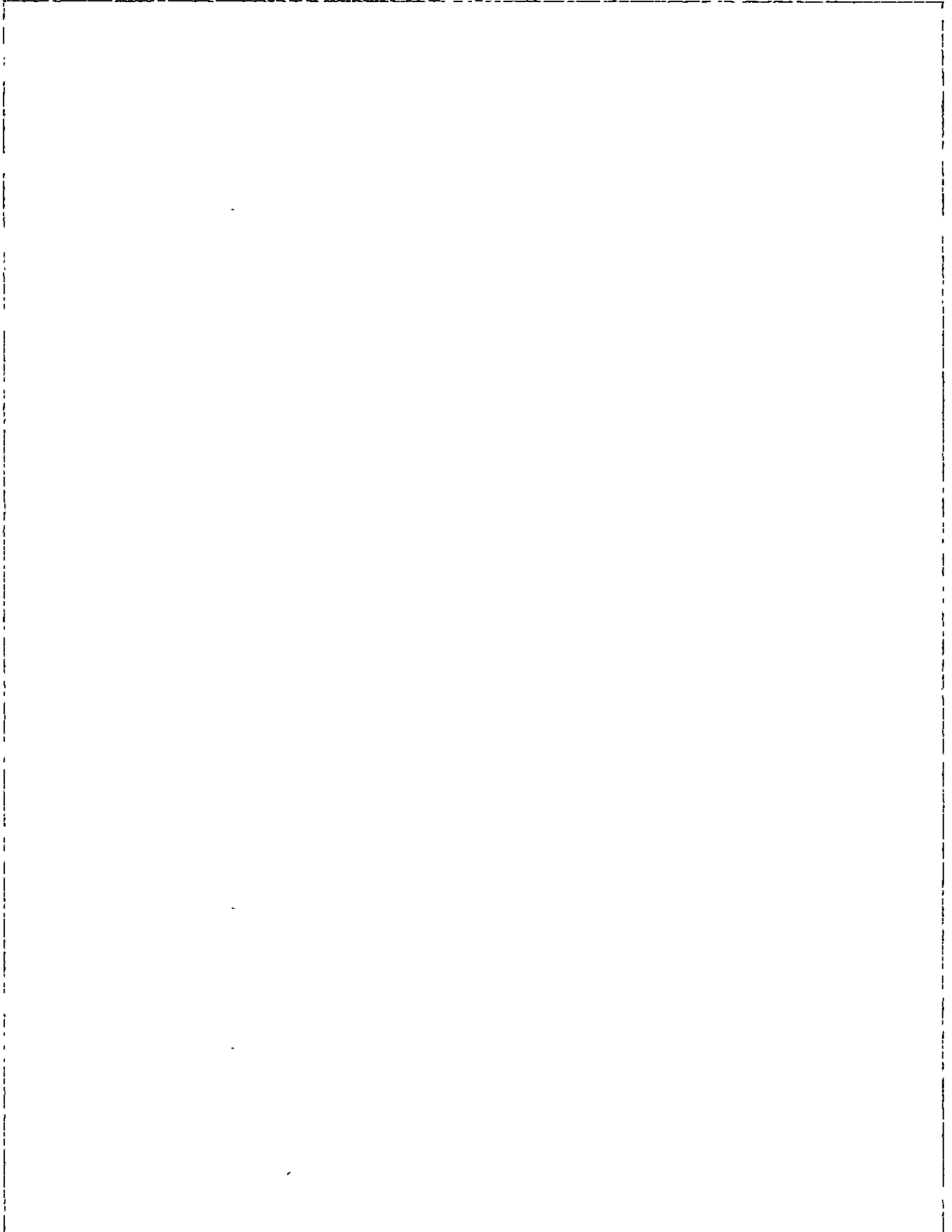
Disciplinary Actions

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: 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.

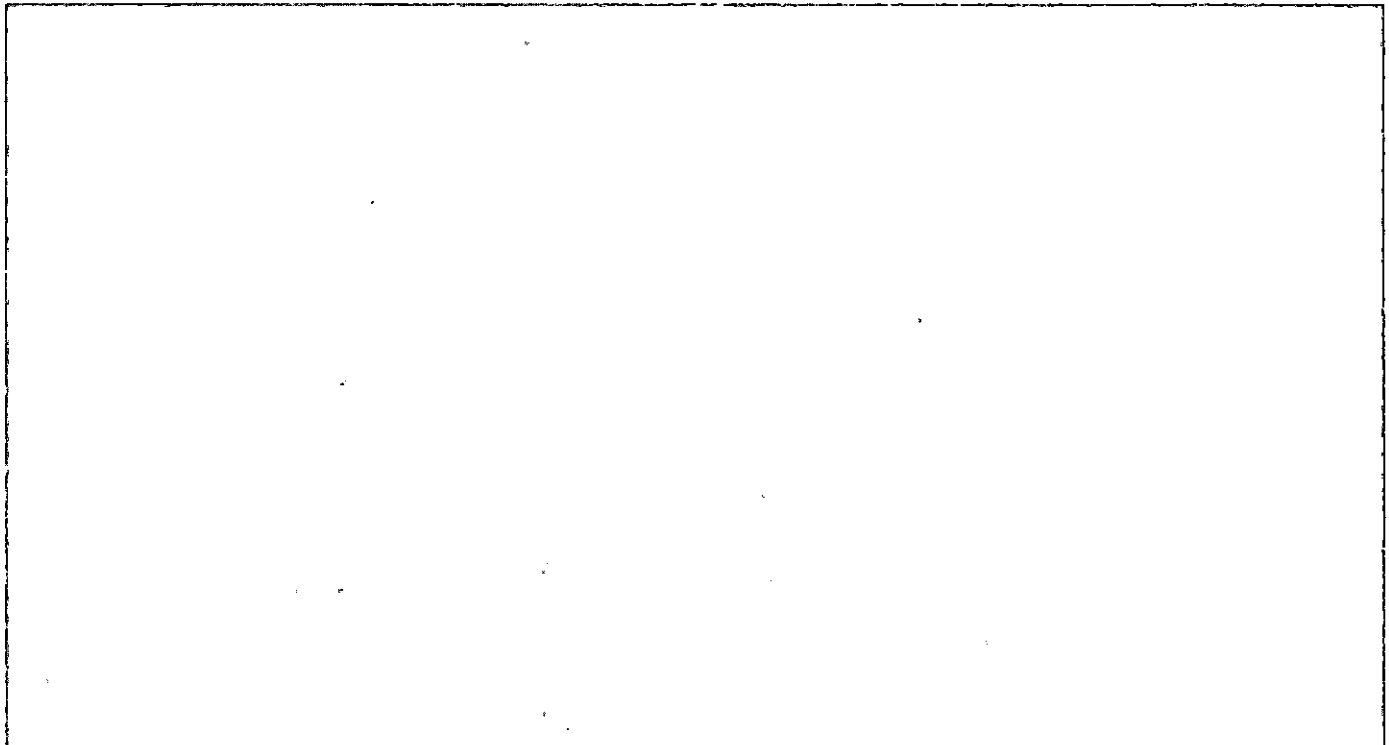
FERPA rights cease upon a student's death. However, it is the policy of Western Illinois

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

Revision Date: 12/11/08

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).

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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 received by 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
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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/>) > 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.

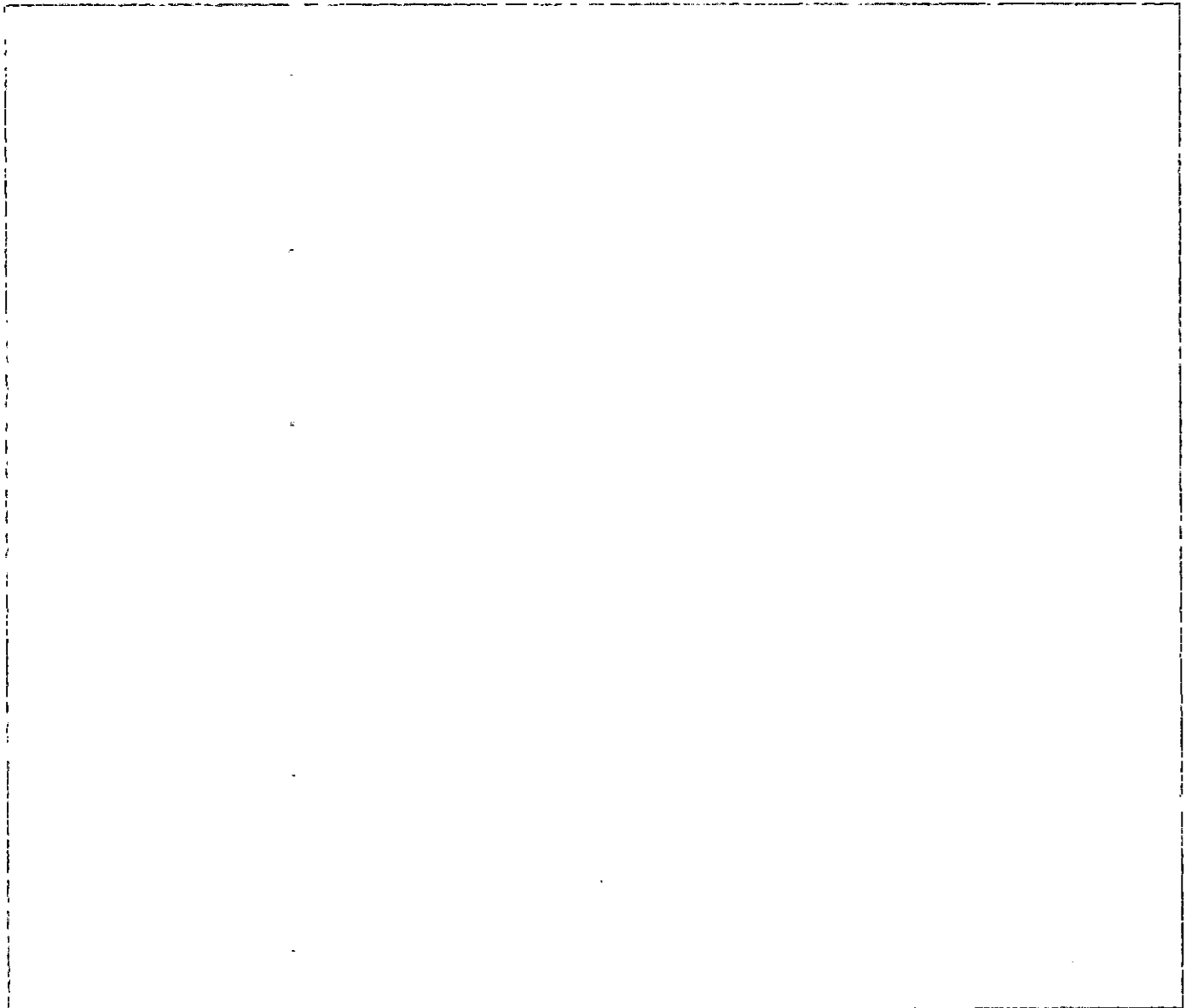
Any student originally assessed the Student Health Insurance fee who chooses to remain enrolled in less than nine semester hours of on-campus courses will receive a credit of the entire fee. Exceptions will be made in the event that a claim has been filed for the semester in which the student is withdrawing.

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.



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 Western Illinois University-Quad Cities campus, 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 (309-298-3070).

Attachment 12
Response to Question #33
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

State of Illinois
Western Illinois University
Financial Audit
For the Year Ended June 30, 2016
Adelfia LLC
Certified Public Accountants



ADELFA LLC

CERTIFIED PUBLIC ACCOUNTANTS

400 E. RANDOLPH ST., SUITE 705

CHICAGO, IL 60601

TEL (312) 240-9500 FAX (312) 856-0025

www.adelfiacpas.com

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY**

**FINANCIAL AUDIT
FOR THE YEAR ENDED JUNE 30, 2016**

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, 2016**

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**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
FINANCIAL AUDIT
For the Year Ended June 30, 2016**

University Officials

President	Dr. Jack Thomas
Provost and Academic Vice President	Dr. Kathleen Neumann, Interim
Vice President for Student Services	Dr. Ronald Williams (01/11/16 to Present) Dr. Gary Biller (Through 01/08/16)
Vice President for Administrative Services	Mr. Matthew Bierman, Interim (01/01/16 to Present) Ms. Julie DeWees (Through 12/31/15)
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
Director of Internal Auditing	Mr. Michael Sartorius (09/08/15 to Present) Vacant (07/01/15 to 09/07/15)

Board of Trustees (as of June 30, 2016)

Chair	Roger D. Clawson, Macomb
Vice Chair	Yvonne S. Savala, Moline
Secretary	Michael W. Quigley, Student Member
Member	Todd V. Lester, Macomb
Member	Carolyn J. Ehlert Fuller, Milan
Member	Lynier R. Cole, Chicago
Member	Cathy E. Early, Macomb
Student Member	Michael W. Quigley

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, 2016**

Financial Statement Report

Summary

The audit of the accompanying financial statements of Western Illinois University (University) was performed by Adelfia LLC.

Based on their audit, the auditors expressed an unmodified opinion on the University's basic financial statements.

Summary of Finding

The auditors identified a matter involving the University's internal control over financial reporting that they considered to be a material weakness. The material weakness is described in the accompanying Schedule of Finding on pages 53 through 55 of this report as item 2016-001, *Failure to apply accounting and financial reporting standards for impairment of capital assets.*

Exit Conference

The University waived having an exit conference in a letter dated December 7, 2016 from Dr. Jack Thomas, President.

The response to the recommendation was provided by Dr. Jack Thomas, President, in a letter dated December 7, 2016.



ADELFA LLC

CERTIFIED PUBLIC ACCOUNTANTS

400 E. RANDOLPH ST., SUITE 705

CHICAGO, IL 60601

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www.adelfiacpas.com

Independent Auditor's Report

Honorable Frank J. Mautino
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, 2016, 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 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 Western Illinois University and its aggregate discretely presented component unit, as of June 30, 2016, 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 21 to the financial statements, the University's financial statements have been restated as of July 1, 2015 due to the correction of errors in valuation of certain capital assets that were deemed to be impaired and capitalization of demolition costs in prior periods instead of being expensed as incurred. Our opinion is not modified with respect to the matter.

In addition, as discussed in Note 16 to the financial statements, the University received \$37,328,112 of Fiscal Year 2017 appropriations as reimbursement for Fiscal Year 2016 expenses paid. In accordance with GASB Statement No. 33, the revenues and receivables were not recognized in Fiscal Year 2016. Our opinion is not modified with respect to this matter.

Finally, as discussed in Note 22 to the financial statements, the State of Illinois has not adopted a complete Fiscal Year 2017 operating budget as of the date of this report, January 20, 2017. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

The University's June 30, 2015 financial statements were audited by other auditors whose report thereon dated December 18, 2015, 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 opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived. Certain 2015 amounts have been reclassified to conform to the 2016 presentations.

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, Required Supplementary Information - Pension on page 49, and Notes to the Required Supplementary Information - Pension on page 50 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 January 20, 2017 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.

SIGNED ORIGINAL ON FILE

Chicago, Illinois
January 20, 2017

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

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, 2016. 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

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

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 summary of the condensed Statement of Net Position for the years ended June 30, 2016 and 2015 is as follows. The information below includes certain prior-year partial comparative information, which has been derived from the University's 2015 financial statements. This information should be read in conjunction with Footnote 21 in the notes to the basic financial statements which explain certain prior period adjustments.

Condensed Statement of Net Position

	<u>2016</u>	<u>2015</u>
Assets		
Current assets	\$ 56,105,710	\$ 86,483,309
Capital assets, net of accumulated depreciation	241,014,063	261,653,910
Other assets	<u>1,587,463</u>	<u>2,136,771</u>
Total assets	<u>298,707,236</u>	<u>350,273,990</u>
Deferred outflows of resources	<u>1,374,100</u>	<u>821,013</u>
Liabilities		
Current liabilities	38,325,710	34,784,411
Noncurrent liabilities	<u>91,846,009</u>	<u>99,587,729</u>
Total liabilities	<u>130,171,719</u>	<u>134,372,140</u>
Net position		
Net investment in capital assets	152,236,859	166,916,855
Restricted - Expendable	1,876,455	1,889,880
Unrestricted	<u>15,796,303</u>	<u>47,916,128</u>
Total net position	<u>\$ 169,909,617</u>	<u>\$ 216,722,863</u>

A review of the University's Statement of Net Position at June 30, 2016 shows that although the University had a decline in Net Position, its financial foundation remains strong with assets and deferred outflow of resources of \$300.1 million and liabilities of \$130.2 million. Net position - the difference between total assets and deferred outflow of resources and total liabilities,

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

decreased by approximately \$46.8 million or 21.6% over the previous year.

Total assets and deferred outflow of resources decreased \$51.0 million or 14.5% during Fiscal Year 2016. Cash and cash equivalents decreased \$22.1 million due to a reduction in State appropriations offset in part by a reduction in spending. Capital assets decreased \$20.6 million due to depreciation expense of \$15.4 million, impairment loss of \$719 thousand, and a prior period adjustment to correct an error in the valuation of certain capital assets of \$7.6 million offset slightly by asset additions of \$3.1 million.

Total liabilities decreased \$4.2 million or 3.1% during Fiscal Year 2016. Total long-term debt decreased due to scheduled debt payments and the refunding of the Series 2006 Revenue Bonds and the 2005 and 2011 Certificates of Participation.

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position present 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, 2016 and 2015 is as follows:

Condensed Statement of Revenues, Expenses and Changes in Net Position

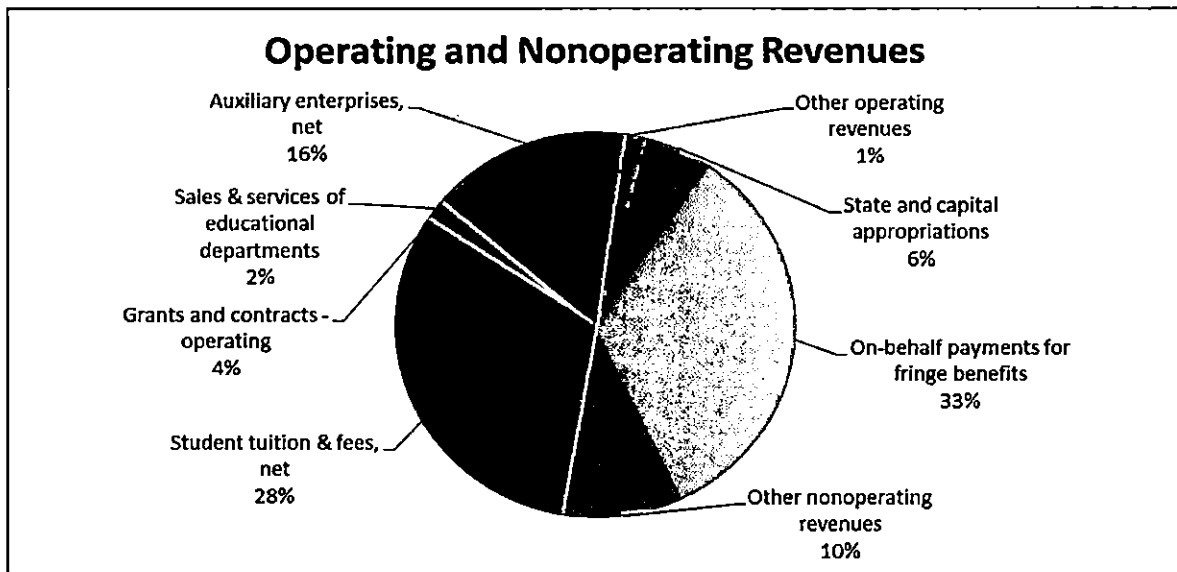
	2016	2015
Total operating revenues	\$ 135,293,327	\$ 142,149,667
Total operating expenses	(299,311,221)	(309,223,143)
Operating loss	(164,017,894)	(167,073,476)
Nonoperating revenues	129,214,719	167,063,219
Nonoperating expenses	(4,502,405)	(4,522,528)
Loss before capital items	(39,305,580)	(4,532,785)
Capital State appropriations	112,992	7,799,444
Increase (decrease) in net position	(39,192,588)	3,266,659
Net position, beginning of year, as previously reported	216,722,863	215,952,340
Prior period adjustments	(7,620,658)	(2,496,136)
Net position, beginning of year, as restated	209,102,205	213,456,204
Net position, end of year	<u>\$ 169,909,617</u>	<u>\$ 216,722,863</u>

Total revenues decreased \$52.4 million or 16.5% to \$264.6 million in 2016. Capital State appropriations decreased \$7.7 million in funds from the Capital Development Board, as the University completed Phase II of construction on the University's Quad Cities campus.

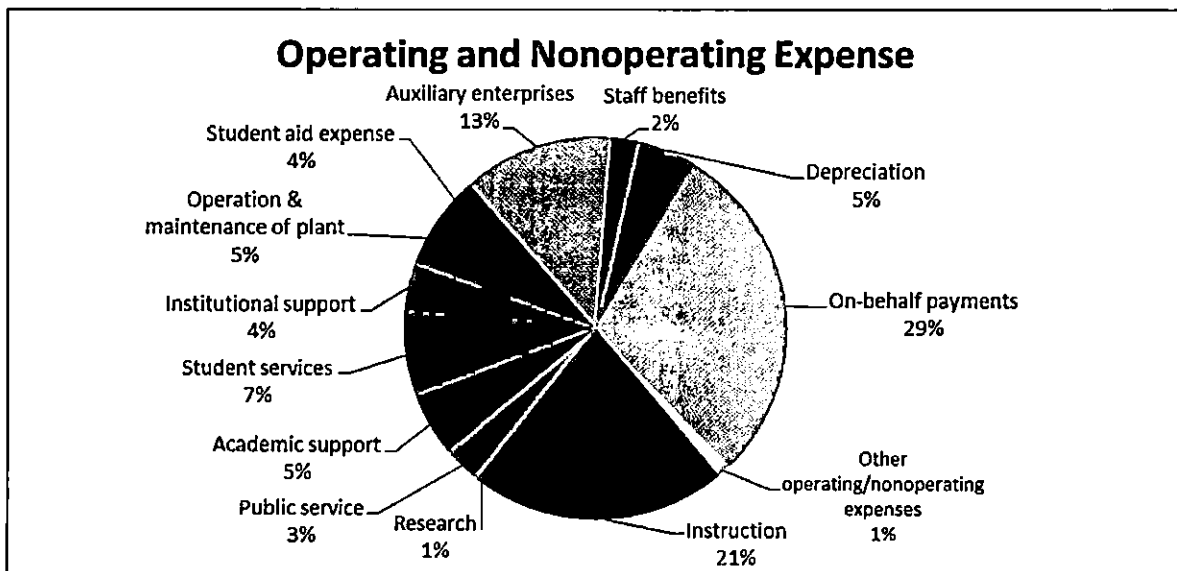
**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

Total expenses decreased \$9.9 million or 3.2% to \$303.8 million in 2016. Total operating expenses decreased by \$9.9 million in 2016 due to decreases in overall University expenses except for on-behalf payments which increased by approximately \$6.6 million.

For the fiscal year ended June 30, 2016, all sources of revenues totaled \$264.6 million. The following is a graphical illustration of revenues by source:



For the fiscal year ended June 30, 2016, expenses totaled \$303.8 million. The following is a graphical illustration of expenses:



**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

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, 2016 and 2015 is as follows:

Condensed Statement of Cash Flows

	2016	2015
Cash provided by (used in):		
Operating activities	\$ (57,292,654)	\$ (70,183,985)
Noncapital financing activities	47,347,681	92,968,557
Capital and related financing activities	(12,374,394)	(16,780,612)
Investing activities	266,599	144,469
Net increase (decrease) in cash and cash equivalents	(22,052,768)	6,148,429
Cash and cash equivalents, beginning of year	63,334,014	57,185,585
Cash and cash equivalents, end of year	\$ 41,281,246	\$ 63,334,014

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 decreased \$12.9 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 decreased \$45.6 million.

Several capital projects were completed in Fiscal Year 2015 contributing to an overall decrease of \$4.4 million in cash used in capital and related financing activities.

Cash provided by investing activity increased slightly from the prior year.

Capital Assets and Debt Administration

The University had \$510.9 million invested in capital assets at the end of Fiscal Year 2016. Capital assets net of accumulated depreciation totaled \$241 million. Depreciation expense for the current year was \$15.4 million.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

There were no major construction projects during Fiscal Year 2016. For the year ended June 30, 2016 construction in progress included engineering and planning costs associated with a new performing arts center on the Macomb campus with a balance of \$4.8 million.

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 pressures on the cost of attendance.

The State of Illinois has not adopted a complete Fiscal Year 2017 operating budget as of the date of this report, January 20, 2017. They have only passed a six-month stop gap measure that provided around 61.0% of Fiscal Year 2015 appropriations.

The University is part of the executive branch of government and operates under a budget approved by the State of Illinois, in which resources are appropriated for the use of the University. On-behalf payments and operating budget are the annual State appropriations provided by the State of Illinois to the University. Fiscal Year 2016 State appropriations' operating budget was \$14.9 million. This is a decrease in appropriations of \$36.5 million, or 71.0% from Fiscal Year 2015. Additionally, the appropriation for the Fiscal Year 2017 Monetary Assistance Program (MAP) has not yet been approved. The University has applied MAP funding to student accounts in anticipation of this appropriation. The expected MAP funds for Fiscal Year 2017 total \$11.2 million.

The University projects tuition and miscellaneous revenues to fall by approximately \$2.2 million as compared with Fiscal Year 2016. In December of 2015, the Board of Trustees passed a 3.0% reduction in the tuition rate for new students, those enrolling for the first time in Fall 2016. The University offers guaranteed tuition and fees, as well as guaranteed room and board rates for each new class of entering students. The University's recommended expenditure budget for income fund and State appropriations for Fiscal Year 2017 is \$126.0 million.

The University's Auxiliary Enterprises funds budget for Fiscal Year 2017 as approved by the Board of Trustees reflects a level less than Fiscal Year 2016 of approximately \$1.3 million. Other institutional funds include revenues from sponsored projects and departmental activity revenues. The 2017 budget for these funds as approved by the Board of Trustees reflects a \$900 thousand decrease in spending over Fiscal Year 2016.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
For the Year Ended June 30, 2016**

Private gifts are an important supplement to the University's sources of funding for operating costs. In Fiscal Year 2016, alumni, friends, staff, corporations, and other organizations contributed nearly \$5.8 million to the Foundation in support of the University. These contributions include gifts and additions to permanent endowments. The Foundation distributed nearly \$7.6 million in Fiscal Year 2016 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
For the Year Ended June 30, 2016
(With Partial Financial Information for the Year Ended June 30, 2015)

	University		Component Unit	
	2016	2015	2016	2015
ASSETS				
<i>Current assets:</i>				
Cash and cash equivalents	\$ 41,140,832	\$ 63,207,905	\$ 2,346,154	\$ 3,331,851
Cash and cash equivalents, restricted	140,414	126,109	-	-
Investments	-	-	3,576,152	5,191,351
Accounts receivable, net	10,750,762	10,574,095	966,077	966,537
Student loans receivable, net	389,081	390,748	-	-
Due from component unit	178,231	174,954	-	-
Due from primary government	1,057,369	9,044,265	-	-
Inventories	2,253,572	2,899,045	-	6,162
Prepaid expenses	169,547	50,904	345,761	70,269
Other assets	25,902	15,284	-	-
<i>Total current assets</i>	<u>56,105,710</u>	<u>86,483,309</u>	<u>7,234,144</u>	<u>9,566,170</u>
<i>Noncurrent assets:</i>				
Investments	-	-	7,941,601	2,610,694
Endowment investments	-	-	3,361,149	6,095,173
Endowment investments, restricted	-	-	38,027,028	36,953,431
Charitable remainder trusts, restricted	-	-	4,712,599	4,895,478
Accounts receivable, net	-	-	545,533	538,942
Student loans receivable, net	1,285,417	1,335,080	84,778	82,309
Capital assets, net of accumulated depreciation	241,014,063	261,653,910	658,304	388,304
Other assets	302,046	801,691	523,257	515,445
<i>Total noncurrent assets</i>	<u>242,601,526</u>	<u>263,790,681</u>	<u>55,854,249</u>	<u>52,079,776</u>
TOTAL ASSETS	<u>298,707,236</u>	<u>350,273,990</u>	<u>63,088,393</u>	<u>61,645,946</u>
DEFERRED OUTFLOW OF RESOURCES				
Unamortized losses on debt refunding	1,013,323	491,758	-	-
Pension	360,777	329,255	-	-
TOTAL DEFERRED OUTFLOW OF RESOURCES	<u>1,374,100</u>	<u>821,013</u>	<u>-</u>	<u>-</u>
LIABILITIES				
<i>Current liabilities:</i>				
Accounts payable and accrued liabilities	4,819,231	3,672,512	131,132	167,268
Accrued payroll	15,623,256	16,636,706	-	-
Due to primary government	1,943,375	110,034	178,231	174,954
Unearned revenue	5,008,790	5,183,253	267,847	324,767
Charitable remainder trust distributions payable	-	-	195,731	189,935
Other liabilities	2,146,117	1,165,283	49,991	45,896
Notes payable	147,521	145,175	19,381	-
Capital leases payable	5,526	9,275	-	-
Revenue bonds payable	4,563,107	4,377,649	-	-
Certificates of participation	2,333,599	1,666,177	-	-
Compensated absences	1,735,188	1,818,347	-	-
<i>Total current liabilities</i>	<u>38,325,710</u>	<u>34,784,411</u>	<u>842,313</u>	<u>902,820</u>
<i>Noncurrent liabilities:</i>				
Notes payable	-	147,521	197,225	-
Capital leases payable	16,369	11,982	-	-
Revenue bonds payable	60,524,955	64,776,575	-	-
Certificates of participation	22,199,454	24,103,013	-	-
Other liabilities	-	150,000	275,393	269,268
Compensated absences	9,105,231	10,398,638	-	-
<i>Total noncurrent liabilities</i>	<u>91,846,009</u>	<u>99,587,729</u>	<u>472,618</u>	<u>269,268</u>
TOTAL LIABILITIES	<u>130,171,719</u>	<u>134,372,140</u>	<u>1,314,931</u>	<u>1,172,088</u>
NET POSITION				
Net investment in capital assets	152,236,859	166,916,855	441,698	388,304
Restricted - nonexpendable	-	-	28,260,062	27,260,609
Restricted - expendable				
Loans	1,800,252	1,834,116	-	-
Other	76,203	55,764	13,116,425	12,218,862
Unrestricted	15,796,303	47,916,128	19,955,277	20,606,083
TOTAL NET POSITION	<u>\$ 169,909,617</u>	<u>\$ 216,722,863</u>	<u>\$ 61,773,462</u>	<u>\$ 60,473,858</u>

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, 2016
(With Partial Financial Information for the Year Ended June 30, 2015)

	University		Component Unit	
	2016	2015	2016	2015
OPERATING REVENUES				
Tuition and fees, net	\$ 73,732,875	\$ 75,644,261	\$ -	\$ -
Grants and contracts	9,547,337	10,684,439	-	-
Sales and services of educational departments	5,244,594	5,009,786	-	-
Auxiliary enterprises, net	42,536,027	46,132,136	-	-
Student loan activities	54,042	72,523	-	-
Other operating revenues	4,178,452	4,606,522	5,746,661	7,436,335
<i>Total operating revenues</i>	<u>135,293,327</u>	<u>142,149,667</u>	<u>5,746,661</u>	<u>7,436,335</u>
OPERATING EXPENSES				
Instruction	62,364,512	63,986,896	1,237,067	1,167,010
Research	3,439,674	3,496,122	61,232	158,235
Public service	9,859,816	10,990,006	1,142,344	1,129,495
Academic support	16,173,314	17,302,049	123,018	198,373
Student services	21,155,352	22,345,473	780,129	845,852
Institutional support	13,285,392	14,403,915	1,323,557	1,273,681
Operation and maintenance of plant	13,720,739	17,855,888	114,661	162,886
Student aid expense	10,668,851	12,255,127	2,825,189	2,677,398
Auxiliary enterprises	38,400,834	40,502,628	-	-
Staff benefits	6,738,577	7,661,259	-	-
Depreciation	15,391,211	16,573,123	-	-
On-behalf payments	88,073,687	81,503,276	-	-
Other operating expenses	39,262	347,381	-	-
<i>Total operating expenses</i>	<u>299,311,221</u>	<u>309,223,143</u>	<u>7,607,197</u>	<u>7,612,930</u>
OPERATING LOSS	<u>(164,017,894)</u>	<u>(167,073,476)</u>	<u>(1,860,536)</u>	<u>(176,595)</u>
NONOPERATING REVENUES (EXPENSES)				
State appropriations	14,931,400	51,465,200	-	-
On-behalf payments for fringe benefits	88,073,687	81,503,276	-	-
Gifts	570,218	923,695	-	-
Nonoperating grants	25,208,764	32,859,506	-	-
Gain/(loss) on disposal of capital assets	1,697	(8,638)	-	-
(Loss) on impairment of capital assets	(719,294)	-	-	-
Investment income(loss)	266,599	144,469	(771,752)	94,411
Interest on capital asset - related debt	(3,783,111)	(4,513,890)	-	-
Change in value of charitable remainder trusts	-	-	(236,199)	(91,640)
Change in value of land held for investment	-	-	2,617,460	-
Other nonoperating revenues	162,354	167,073	535,236	284,823
<i>Net nonoperating revenues</i>	<u>124,712,314</u>	<u>162,540,691</u>	<u>2,144,745</u>	<u>287,594</u>
INCOME (LOSS) BEFORE CAPITAL ITEMS	<u>(39,305,580)</u>	<u>(4,532,785)</u>	<u>284,209</u>	<u>110,999</u>
Capital State appropriations	112,992	7,799,444	-	-
Additions to permanent endowments	-	-	1,015,395	1,451,268
<i>Total capital items</i>	<u>112,992</u>	<u>7,799,444</u>	<u>1,015,395</u>	<u>1,451,268</u>
INCREASE (DECREASE) IN NET POSITION	<u>(39,192,588)</u>	<u>3,266,659</u>	<u>1,299,604</u>	<u>1,562,267</u>
NET POSITION, BEGINNING OF YEAR AS PREVIOUSLY REPORTED	<u>216,722,863</u>	<u>215,952,340</u>	<u>60,473,858</u>	<u>58,911,591</u>
PRIOR PERIOD ADJUSTMENT	<u>(7,620,658)</u>	<u>(2,496,136)</u>	<u>-</u>	<u>-</u>
NET POSITION, BEGINNING OF YEAR AS RESTATED	<u>209,102,205</u>	<u>213,456,204</u>	<u>60,473,858</u>	<u>58,911,591</u>
NET POSITION, END OF YEAR	<u>\$ 169,909,617</u>	<u>\$ 216,722,863</u>	<u>\$ 61,773,462</u>	<u>\$ 60,473,858</u>

See accompanying notes to the basic financial statements

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2016
(With Partial Financial Information for the Year Ended June 30, 2015)

	University		Component Unit	
	2016	2015	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES				
Tuition and fees, net	\$ 74,074,242	\$ 75,347,115	\$ -	\$ -
Grants and contracts	9,279,331	10,605,750	-	-
Gifts for other than capital and endowment purposes	-	-	4,137,902	5,718,605
Payments for employee salaries and benefits	(135,481,814)	(138,996,657)	-	-
Payments for goods and services	(48,255,541)	(60,162,058)	(4,510,460)	(4,688,705)
Payments to annuitants	-	-	(38,449)	(42,121)
Payments for scholarships and fellowships	(10,638,498)	(12,064,827)	(2,825,189)	(2,677,398)
Student loans issued	(382,288)	(614,252)	-	-
Student loans collected	403,317	567,231	-	-
Student loans interest and fees collected	54,042	72,523	-	-
Auxiliary enterprises charges	42,673,812	45,883,640	-	-
Sales and services of educational departments	6,952,291	4,421,028	-	-
Other receipts	4,028,452	4,756,522	964,200	949,750
Net cash used in operating activities	<u>(57,292,654)</u>	<u>(70,183,985)</u>	<u>(2,271,996)</u>	<u>(739,869)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES				
State appropriations	21,664,954	56,789,201	-	-
Capital appropriations for operating expenses	3,782	2,641,532	-	-
Gifts	316,756	466,952	1,015,395	1,451,268
Nonoperating grants	25,208,764	32,859,506	-	-
Nonoperating revenues, net	153,425	211,366	533,871	456,458
Cash provided by noncapital financing activities	<u>47,347,681</u>	<u>92,968,557</u>	<u>1,549,266</u>	<u>1,907,726</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES				
Acquisition of capital assets	(2,647,092)	(6,412,586)	(270,000)	-
Proceeds from sale of land	-	-	-	-
Principal paid on capital debt	(4,889,861)	(5,762,890)	-	-
Interest paid on capital debt	(3,982,753)	(4,680,136)	-	-
Bonds refunded	(25,984,316)	(4,088,410)	-	-
Proceeds from issuance of revenue bonds	10,009,255	4,190,000	-	-
Proceeds from issuance of certificates of participation	15,794,261	-	-	-
Deferred loss from bond refunding	(673,888)	(26,590)	-	-
Proceeds from note payable	-	-	270,606	-
Payments made on note payable	-	-	(54,000)	-
Net cash used in capital and related financing activities	<u>(12,374,394)</u>	<u>(16,780,612)</u>	<u>(53,394)</u>	<u>-</u>
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sales and maturities of investments	-	-	8,458,736	5,958,368
Earnings on investments	266,599	144,469	1,574,907	1,383,963
Purchase of investments	-	-	(10,243,216)	(8,719,863)
Net cash provided by (used in) investing activities	<u>266,599</u>	<u>144,469</u>	<u>(209,573)</u>	<u>(1,377,532)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(22,052,768)	6,148,429	(985,697)	(209,675)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	63,334,014	57,185,585	3,331,851	3,541,526
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 41,281,246	\$ 63,334,014	\$ 2,346,154	\$ 3,331,851

See accompanying notes to the basic financial statements

STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(With Partial Financial Information for the Year Ended June 30, 2015)

	University		Component Unit	
	2016	2015	2016	2015
Reconciliation of operating loss to net cash used in operating activities:				
Operating loss	\$ (164,017,894)	\$ (167,073,476)	\$ (1,860,536)	\$ (176,595)
Adjustments to reconcile operating loss to net cash used in operating activities:				
On-behalf payments	88,073,687	81,503,276	-	-
Stock gifts in process	-	-	-	(207)
Charitable remainder trust assets donated	-	-	(53,320)	(926,697)
Depreciation	15,391,211	16,573,123	-	-
Amortization	21,881	20,142	-	-
Actuarial adjustment to annuities payable	-	-	10,220	3,050
Changes in assets, deferred outflows and liabilities:				
Receivables, net	1,072,380	(1,338,237)	(15,047)	236,583
Student loans receivables, net	51,330	49,285	-	-
Inventories	645,473	79,388	6,162	(3,323)
Prepaid expenses and other assets	302,568	43,232	(275,492)	19,768
Pension	(31,522)	(23,296)	-	-
Accounts payable and accrued liabilities	2,905,895	109,231	(36,136)	59,811
Accrued payroll	(1,008,816)	43,690	-	-
Due to primary government, net	-	-	3,277	46,551
Charitable remainder trust distributions payable	-	-	5,796	75,526
Unearned revenue	(174,463)	335,631	-	-
Other liabilities	852,182	(176,277)	(56,920)	(74,335)
Compensated absences	(1,376,566)	(329,697)	-	-
Net cash used in operating activities	<u>\$ (57,292,654)</u>	<u>\$ (70,183,985)</u>	<u>\$ (2,271,996)</u>	<u>\$ (739,868)</u>
NONCASH OPERATING, NONCAPITAL FINANCING, AND CAPITAL AND RELATED FINANCING ACTIVITIES				
On-behalf payments	88,073,687	81,503,276	-	-
Capital asset acquisition via capital appropriations	109,210	5,157,912	-	-
Capital asset acquisition via support from Foundation	253,004	456,743	-	-
Capital asset changes in accounts payable	(69,531)	1,242,926	-	-
Gifts in kind	-	-	525,434	559,640
Gain/(loss) on disposal of capital assets	1,697	(8,638)	-	-

See accompanying notes to the basic financial statements

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

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 discretely presented 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

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities, as defined by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities*. Business Type Activities are those financed in whole or in part by fees charged to external parties for goods and services. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenue is recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

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.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

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, 2015, from which the partial information was derived.

D. Deferred Outflows of Resources

In addition to assets, the statement of financial position reports a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense) until then. The University deferred outflows of resources include a loss on refunding of bonds payable of \$477,667 and a loss on refunding of Certificates of Participation payable of \$535,656 at June 30, 2016. Also included in deferred outflows of resources is a net pension liability of \$360,777 (see Note 13 for more information) at June 30, 2016.

E. 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 date 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.

F. Cash Equivalents

The University considers all liquid investments with original maturities of three months or less to be cash equivalents. At June 30, 2016, cash equivalents consisted primarily of money market and similar funds. Included in restricted cash and cash equivalents is unspent loan funds.

G. Investments

The University accounts for its investments at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

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.

H. 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.

I. 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, 2016 was \$21,881.

J. 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.

K. 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.

L. 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, infrastructure, 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:

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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.

M. 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.

N. 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.

O. 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 – net position restricted by externally imposed

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stipulations.

Restricted net position - expendable – net position subject to externally imposed restrictions that can be fulfilled by actions of the University pursuant to those stipulations or that expire by the passage of time.

Unrestricted – net position not subject to externally imposed stipulations but may be designated for specific purposes by action of management or the Board of Trustees.

P. 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, (3) most Federal, State and local grants and contracts except for certain student financial aid classified as nonoperating revenues and (4) 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.

Q. 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, 2016 were \$21,713,715 and \$7,191,255, respectively.

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R. 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.

S. 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 1.15% 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, 2016, the Foundation had a total of \$4,437,783 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.

T. 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

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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 \$53,320 of new contribution income during Fiscal Year 2016. Any outstanding liabilities relating to the annual distributions required by the trust agreements are recorded in the Statement of Net Position.

U. 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(1) of the Internal Revenue Code and a similar provision of state law. However, some activities may be subject to taxation as unrelated business income under the Internal Revenue Code and certain activities are subject to State sales tax.

V. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the plan net position of the State Universities Retirement System (SURS or the System) and additions to/deductions from SURS' plan net position has been determined on the same basis as they are reported by SURS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

For the purposes of financial reporting, the State of Illinois and participating employers are considered to be under a special funding situation. A special funding situation is defined as a circumstance in which a non-employer entity is legally responsible for making contributions directly to a pension plan that is used to provide pensions to the employees of another entity or entities and either (1) the amount of the contributions for which the non-employer entity is legally responsible is not dependent upon one or more events unrelated to pensions or (2) the non-employer is the only entity with a legal obligation to make contributions directly to a pension plan. The State of Illinois is considered a non-employer contributing entity. Participating employers are considered employer contributing entities.

W. Reclassifications

Certain reclassifications have been made to prior year amounts to conform to the 2016 presentation.

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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, 2016, the book balance of various University bank accounts and certificates of deposit was \$361,258, while the bank balance was \$345,075. The difference between these amounts represents deposits in transit as of June 30, 2016. In addition, the University had cash on hand in various petty cash and change funds in the amount of \$59,091 as of June 30, 2016.

Foundation

At June 30, 2016, the book balance of the Foundation's various bank accounts was \$2,188,680, while the bank balance was \$2,260,625. 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, 2016.

Reconciliation of cash and cash equivalents to deposits:

	<u>University</u>	<u>Foundation</u>
Cash and cash equivalents	\$ 41,140,832	\$ 2,346,154
Cash and cash equivalents, restricted	140,414	-
Less: Money market funds classified as cash and cash equivalents	(40,860,897)	(157,474)
Cash on hand	(59,091)	-
Carrying amount of deposits	<u>\$ 361,258</u>	<u>\$ 2,188,680</u>

NOTE 3 – INVESTMENTS

University

The University held no investments as of June 30, 2016.

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.

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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, 2016, the Foundation held investments with the following maturities:

Type	2016	Maturities in Years			
		Less Than One Year or No Maturity	1-5 Years	6-10 Years	Over 10 Years
U.S. agency obligations (FHLM, FNMA)	\$ 83,867	\$ -	\$ 83,867	\$ -	\$ -
Municipal bonds	1,654,132	123,854	1,274,568	255,710	-
Corporate debt securities	6,971,168	1,640,877	4,409,259	870,364	50,668
Corporate equity securities	66,152	65,552	600	-	-
International equity securities	1,317,197	1,317,197	-	-	-
Cash equivalents held in: investment pools	637,182	637,182	-	-	-
Real asset tax-exempt	2,728,944	-	786,791	793,903	1,148,250
Real assets exchange traded funds	1,323,921	1,323,921	-	-	-
Absolute return	8,026,017	8,026,017	-	-	-
Mutual funds, international equity	7,045,033	7,045,033	-	-	-
Mutual funds, domestic equity	9,229,254	9,229,254	-	-	-
Mutual funds, international debt	1,835,153	1,835,153	-	-	-
Mutual funds, U.S. debt	2,229,200	2,229,200	-	-	-
Private equity	3,906,492	-	107,394	1,897,666	1,901,432
Certificates of deposit	2,517,958	-	2,517,958	-	-
Farm Land	3,334,260	3,334,260	-	-	-
Total investments	\$ 52,905,930	\$ 36,807,500	\$ 9,180,437	\$ 3,817,643	\$ 3,100,350

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.

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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 \$2,420,999 as of June 30, 2016. 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

Concentration risk exists when a significant portion of the portfolio is invested in items with similar characteristics or subject to similar economic, political, or other conditions. As of June 30, 2016, the Foundation has three single user investments that each represents over 5% of the total assets of the Foundation. Foundation management believes these concentration risks represented below are not excessive when considering the overall diversification of the entire investment portfolio. The following issuers hold more than 5% of total Foundation assets as of June 30, 2016:

Mercer Hedge Fund Investors SPC	\$8,026,017	15.4%
Vanguard Total Stock Market Index	\$5,110,044	9.8%
Mid America National Bank Fixed	\$3,447,865	6.6%

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, 2016:

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U.S. agency obligations (FHLM, FNMA)	\$ 83,867
Municipal bonds	1,654,132
Corporate debt securities	6,971,168
Cash equivalents held in investment pools	637,182
Mutual funds, international debt	1,835,153
Mutual funds, U. S. debt	2,229,200
Certificates of Deposit	<u>2,517,958</u>
Sub-total investments	<u>15,928,660</u>
Demand Deposit Interest Bearing Funds	<u>2,222,725</u>
Sub-Total cash and cash equivalents	<u>2,222,725</u>
Total assets subject to interest rate risk	<u><u>\$18,151,385</u></u>

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 18.4% of the total Foundation investments as of June 30, 2016. 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, 2016 are listed below.

<i>Currency</i>	<i>United States Dollar Equivalent</i>
Euro	\$ 1,575,703
United Kingdom British Pound	1,501,386
Japanese Yen	1,305,535
Swiss Franc	778,937
Yuan Renminbi (China)	577,371
Other currencies, individually less than 1% of fund portfolio	<u>4,013,452</u>
Total	<u><u>\$ 9,752,384</u></u>

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.

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At June 30, 2016, the Foundation had the following investments and their ratings:

	Credit Rating per Standard and Poor's			
	Total Fair Value	U.S. Agency Obligations (FHLM, FNMA)	Corporate Debt Securities	Municipal Bonds
BBB+	\$ 71,000	\$ -	\$ 71,000	\$ -
Not Rated	8,638,167	83,867	6,900,168	1,654,132
	<u>\$ 8,709,167</u>	<u>\$ 83,867</u>	<u>\$ 6,971,168</u>	<u>\$ 1,654,132</u>

	Credit Rating per Moody's			
	Total Fair Value	U.S. Agency Obligations (FHLM, FNMA)	Corporate Debt Securities	Municipal Bonds
Aaa	\$ 185,207	\$ 83,867	\$ 80,260	\$ 21,080
Aa1	150,086	-	96,090	53,996
Aa2	368,931	-	107,026	261,905
Aa3	491,576	-	129,540	362,036
A1	408,278	-	408,278	-
A2	558,511	-	434,657	123,854
A3	516,796	-	-	516,796
B3	361,103	-	361,103	-
Baa1	294,885	-	294,885	-
Baa2	89,408	-	89,408	-
Baa3	693,153	-	423,152	270,001
Not Rated	4,591,233	-	4,546,769	44,464
	<u>\$ 8,709,167</u>	<u>\$ 83,867</u>	<u>\$ 6,971,168</u>	<u>\$ 1,654,132</u>

Fair Value Measurements

The Foundation measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

- Level 1 - Quoted prices for identical investments in active markets
- Level 2 - Observable inputs other than quoted market prices
- Level 3 - Unobservable inputs

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At June 30, 2016, the Foundation had the following recurring fair value measurements.

	<u>2016</u>	<u>Fair Value Measurements Using</u>		
		<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Debt securities				
U.S. agency obligations (FHLM, FNMA)	\$ 83,867	\$ 83,867	\$ -	\$ -
Municipal bonds	1,654,132	-	1,654,132	-
Corporate debt securities	6,971,168	-	6,971,168	-
Mutual funds, international debt	1,835,153	1,835,153	-	-
Mutual funds, U.S. debt	2,229,200	2,229,200	-	-
Total debt securities	<u>12,773,520</u>	<u>4,148,220</u>	<u>8,625,300</u>	<u>-</u>
Equity securities				
Corporate equity securities	66,152	66,152	-	-
International equity securities	1,317,197	1,317,197	-	-
Mutual funds, international equity	7,045,033	7,045,033	-	-
Mutual funds, domestic equity	9,229,254	9,229,254	-	-
Total equity securities	<u>17,657,636</u>	<u>17,657,636</u>	<u>-</u>	<u>-</u>
Real assets exchange traded funds	1,323,921	1,323,921	-	-
Real estate (farm land)	3,334,260	-	3,334,260	-
Charitable remainder trusts	4,712,599	-	-	4,712,599
Total investments by fair value level	<u>39,801,936</u>	<u>\$23,129,777</u>	<u>\$11,959,560</u>	<u>\$ 4,712,599</u>
Investments measured at net asset value				
Real assets tax-exempt	2,728,944			
Absolute return (hedge funds)	8,026,017			
Private equity	3,906,492			
Total other	<u>14,661,453</u>			
Total	54,463,389			
Plus cash equivalents held in investment pools	637,182			
Plus certificates of deposit	2,517,958			
Less charitable remainder trusts	<u>(4,712,599)</u>			
Total investments	<u>\$52,905,930</u>			

Debt and equity securities and real estate exchange traded funds classified in Level 1 are valued using prices quoted in active markets for those securities. Debt securities classified in Level 2 are valued using quoted prices for identical securities in markets that are not active, quoted prices for similar securities in active markets, and matrix pricing based on securities' relationship to benchmark quoted prices. Real estate classified in Level 2 is valued using recent appraisals of the real estate's value. Charitable remainder trusts classified in Level 3 are valued at the present value of the estimated future cash receipts from the trust assets. Such present values are generally assumed to be the fair market value of the percentage interest of the underlying assets

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of the trust.

Investments valued using the net asset value (NAV) per share (or its equivalent) are considered “alternative investments” and, unlike more traditional investments, generally do not have readily obtainable market values and take the form of limited partnerships. The Foundation values these investments based on the partnerships’ audited financial statements, when available, or internal interim financial statements.

Summary of Carrying Values

The carrying values of cash and cash equivalents shown on previous pages are included in the Statement of Net Position as follows:

	<u>University</u>	<u>Foundation</u>
Cash and cash equivalents	\$ 41,140,832	\$ 2,346,154
Cash and cash equivalents, restricted	140,414	-
Total	<u>\$ 41,281,246</u>	<u>\$ 2,346,154</u>

The carrying values of investments shown on previous pages are included in the Statement of Net Position as follows:

	<u>University</u>	<u>Foundation</u>
Current:		
Investments	\$ -	\$ 3,576,152
Noncurrent:		
Endowment Investments	-	3,361,149
Endowment Investments, restricted	-	38,027,028
Investments	-	7,941,601
Total Noncurrent	<u>\$ -</u>	<u>\$ 49,329,778</u>
Total investments	<u>\$ -</u>	<u>\$ 52,905,930</u>

Investment income (loss) for the year ended June 30, 2016 consisted of:

	<u>University</u>	<u>Foundation</u>
Interest, dividends, realized gains (losses) and market value changes	<u>\$ 266,599</u>	<u>\$ (771,752)</u>

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NOTE 4 - ACCOUNTS AND STUDENT LOANS RECEIVABLE

Accounts receivable are reported net of allowances for uncollectible accounts. Accounts receivable consisted of the following as of June 30, 2016:

Receivable from students	\$ 13,085,990
Receivable from third parties	1,442,320
Receivables from funding agencies	<u>1,897,944</u>
Total gross receivables	16,426,254
Allowance for doubtful accounts	<u>(5,675,492)</u>
Total net receivables	<u><u>\$ 10,750,762</u></u>

Student loans receivable totaling \$2,165,698 is reported net of allowance for uncollectible loans of \$491,200 at June 30, 2016.

NOTE 5 - CAPITAL ASSETS

Capital asset activities for the University for the year ended June 30, 2016 were as follows:

	Balance June 30, 2015	Additions	Retirements/ Adjustments	Transfers	Balance June 30, 2016
Non-depreciable capital assets:					
Land and land improvements	\$ 3,256,432	\$ 287,249	\$ -	\$ 59,319	\$ 3,603,000
Works of art and historical treasures	618,821	-	(27,254)	-	591,567
Construction in progress	<u>7,243,677</u>	<u>1,139,386</u>	<u>(2,006,050)</u>	<u>(883,232)</u>	<u>5,493,781</u>
Total non-depreciable capital assets	<u>11,118,930</u>	<u>1,426,635</u>	<u>(2,033,304)</u>	<u>(823,913)</u>	<u>9,688,348</u>
Depreciable capital assets					
Site improvements	49,574,399	77,206	(3,051,647)	250,415	46,850,373
Buildings and building improvements	375,364,905	377,818	-	573,498	376,316,221
Equipment	80,057,683	1,281,933	(3,299,927)	11,928	78,051,617
Capital lease equipment	<u>31,928</u>	<u>10,325</u>	<u>-</u>	<u>(11,928)</u>	<u>30,325</u>
Total depreciable capital assets	<u>505,028,915</u>	<u>1,747,282</u>	<u>(6,351,574)</u>	<u>823,913</u>	<u>501,248,536</u>
Less accumulated depreciation:					
Site improvements	20,553,653	1,749,573	(301,166)	-	22,002,060
Buildings and building improvements	161,747,078	14,764,004	-	-	176,511,082
Equipment	72,183,240	2,454,472	(3,244,578)	5,964	71,399,098
Capital lease equipment	<u>9,964</u>	<u>6,581</u>	<u>-</u>	<u>(5,964)</u>	<u>10,581</u>
Total accumulated depreciation	<u>254,493,935</u>	<u>18,974,630</u>	<u>(3,545,744)</u>	<u>-</u>	<u>269,922,821</u>
Total depreciable capital assets, net	<u>250,534,980</u>	<u>(17,227,348)</u>	<u>(2,805,830)</u>	<u>823,913</u>	<u>231,325,715</u>
Capital assets, net	<u>\$ 261,653,910</u>	<u>\$ (15,800,713)</u>	<u>\$ (4,839,134)</u>	<u>\$ -</u>	<u>\$ 241,014,063</u>

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The Fiscal Year 2016 capital asset activities for site improvements and buildings and building improvements included prior period adjustments for impaired assets totaling \$2,864,127. The impaired assets included three residential buildings that were taken offline in prior periods as part of the University's master plan. The University reduced their reported balance to zero as the buildings are being prepared for demolition. Also as a part of the prior period adjustments, construction in progress (CIP) and site improvements were reduced in the amount of \$4,756,531 for demolition costs that were capitalized in a prior period instead of being expensed as incurred. See Note 21 for further information related to the prior period adjustment.

In addition to the impaired assets above, the University has a vacant administrative building with a net book value of \$1,138,101 as of June 30, 2016 that is properly being carried at the lower of carrying value or fair market value.

An additional residential building was taken offline in July 2015. The University reduced the carrying value to zero as it is being prepared for demolition resulting in an impairment loss of \$719,294 during Fiscal Year 2016 which is included as a non-operating expense on the Statement of Revenue, Expenditures and Changes in Net Position.

Capital asset activities for the Foundation for the year ended June 30, 2016 were as follows:

	Balance (As restated) June 30, 2015	Additions	Retirements	Transfers	Balance June 30, 2016
Land and land improvements	\$ 388,304	\$ 270,000	\$ -	\$ -	\$ 658,304

As discussed in Note 21, the Foundation's Fiscal Year 2015 financial statements have been restated to incorporate GASB No. 72 guidance for comparability. Thus, the June 30, 2015 capital asset balance of \$1,105,104 has been restated to \$388,304.

NOTE 6 - LOSSES ON DEBT REFUNDINGS

Deferred outflow of resources included losses on bond refunding 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, 2016 was \$152,323.

NOTE 7 - UNEARNED REVENUE

Unearned revenues consist of the following as of June 30, 2016:

Tuition and fees	\$ 3,288,077
Grants and contracts	1,219,158
Sales and services of educational departments	245,449
Auxiliary enterprises	256,106
Total	\$ 5,008,790

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NOTE 8 - NOTES PAYABLE

During the year ended June 30, 2014, the University entered into an installment purchase agreement for networking equipment with an original cost of \$392,786. As of June 30, 2016, 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, 2016 were as follows:

Balance, beginning of year	\$ 292,696
Payments	<u>(145,175)</u>
Balance, end of year	<u>\$ 147,521</u>
Current portion	<u>\$ 147,521</u>

NOTE 9 - CAPITAL LEASES PAYABLE

The University leases equipment under capital lease purchase contracts with an imputed rate of .78% to 22.84%. The capital leases payable are secured by the equipment being financed. The scheduled maturities of the capital leases are as follows:

	Principal	Interest	Total Payments
2017	\$ 5,526	\$ 1,807	\$ 7,333
2018	6,346	1,221	7,567
2019	7,082	484	7,566
2020	2,941	10	2,951
Total	<u>\$ 21,895</u>	<u>\$ 3,522</u>	<u>\$ 25,417</u>

NOTE 10 - REVENUE BONDS PAYABLE AND SUBSEQUENT EVENT

ral

As of June 30, 2016, revenue bonds payable consists of Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2016, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2015, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2012, and Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2010.

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Series 2016 Bonds

On February 4, 2016, the Series 2016 Revenue Bonds were issued in the principal amount of \$8,990,000. The Series 2016 bonds are due April 1, 2027, with annual principal payments ranging from \$450,000 to \$1,125,000 commencing on April 1, 2017 and semi-annual interest payments beginning October 1, 2016 at 5.00%.

Proceeds from the sale of the Series 2015 Bonds were used to provide for the current refunding of the outstanding Series 2006 Bonds in the principal amount of \$9,660,000 and to pay certain expenses related to the issuance of the bonds. The total principal amount was deposited into the Series 2006 Bond Account to redeem all of the Refunded Series 2006 bonds on their redemption date at a price equal to the principal amount thereof. As a result, the Series 2006 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 \$75,649 for the year ended June 30, 2016, the University in effect reduced its aggregate debt service payments by \$597,298 over the next five years and obtained an economic gain of \$493,966.

Series 2015 Bonds

On May 8, 2015, the Series 2015 Revenue Bonds were issued in the principal amount of \$4,190,000. The Series 2015 bonds are due April 1, 2020, with annual principal payments ranging from \$600,000 to \$1,710,000 commencing on April 1, 2016 and semi-annual interest payments beginning October 1, 2015 at 1.39% to 2.03%.

Proceeds from the sale of the Series 2015 Bonds were used to provide for the current refunding of the outstanding Series 2005 Bonds in the principal amount of \$4,115,000 and to pay certain expenses related to the issuance of the bonds. The total principal amount was deposited into the Series 2005 Bond Account to redeem all of the Refunded Series 2005 bonds on their redemption date at a price equal to the principal amount thereof. As a result, the Series 2005 Bonds are considered defeased and the liability for that portion of the bonds has been removed from the University's Statement of Net Position.

Series 2012 Bonds

On April 19, 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 \$2,140,000 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

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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.

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.

Subsequent Event

On July 26, 2016, Standard & Poor's downgraded the University's ratings to "BBB-" from "BBB+" on the University's Auxiliary Facilities System Revenue Bonds. On June 9, 2016, Standard & Poor's downgraded the State of Illinois one notch to BBB+. As a result of the downgrades to the State of Illinois, both Moody's and Standard & Poor's took rating actions on all of the Illinois public universities they respectively rate.

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, 2016:

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	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2006 Bonds	10,505,000	-	(10,505,000)	-	-
Series 2010 Bonds	25,510,000	-	-	25,510,000	1,120,000
Series 2012 Bonds	28,685,000	-	(1,705,000)	26,980,000	1,770,000
Series 2015 Bonds	4,190,000	-	(1,710,000)	2,480,000	600,000
Series 2016 Bonds	-	8,990,000	-	8,990,000	770,000
Unamortized premium	325,012	1,019,255	(216,205)	1,128,062	303,107
Unamortized discount	(60,788)	-	60,788	-	-
	<u>\$ 69,154,224</u>	<u>\$ 10,009,255</u>	<u>\$(14,075,417)</u>	<u>\$ 65,088,062</u>	<u>\$ 4,563,107</u>

Aggregate maturities of the bonds outstanding as of June 30, 2016 are as follows:

	Principal	Interest
2017	\$ 4,260,000	\$ 3,074,425
2018	4,455,000	2,838,750
2019	4,600,000	2,657,189
2020	4,775,000	2,465,743
2021	4,305,000	2,263,965
2022-2026	18,765,000	8,579,130
2027-2031	17,060,000	4,369,898
2032-2033	5,740,000	468,300
	<u>63,960,000</u>	<u>26,717,400</u>
Unamortized premium	1,128,062	-
	<u>\$ 65,088,062</u>	<u>\$ 26,717,400</u>

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 \$7,334,425. The estimated debt service coverage ratio based on revenues generated from operations is 1.67. The future pledged revenues for principal and interest in Fiscal Year 2016 are \$90,677,399. Pledged revenue coverage is 12.88 in Fiscal Year 2016. Pledged revenues have a term of commitment through 2033.

NOTE 11 - CERTIFICATES OF PARTICIPATION PAYABLE AND SUBSEQUENT EVENT

General

At June 30, 2016, certificates of participation consist of Western Illinois University Series 2015 Certificates of Participation and Western Illinois University Series 2010 Certificates of Participation.

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Series 2015 Certificates of Participation

On July 14, 2015, the Series 2015 Certificates of Participation were issued in the principal amount of \$15,100,000. The Series 2015 Certificates of Participation are due October 1, 2024 with annual principal payments ranging from \$1,470,000 to \$1,890,000 commencing October 1, 2016 and semi-annual interest payments beginning October 1, 2016 at 3.00% to 5.00%.

Proceeds from the sale of the Series 2015 Certificates of Participation were used to provide for the current refunding of the outstanding Series 2005 Certificates of Participation in the principal amount of \$7,160,000, the advance refunding of the outstanding Series 2011 Certificates of Participation in the principal amount of \$9,265,000, and to pay certain expenses related to the issuance of the bonds. The net proceeds plus funds provided by the University were deposited into the Series 2005 Installment Payment Fund and the 2011 Installment Payment Fund to redeem all of the Refunded Series 2005 and 2011 Certificates of Participation on their redemption date at a price equal to the principal amount thereof. As a result, the Series 2005 and 2011 Certificates of Participation are considered defeased and the liability for that portion of the certificates has been removed from the University's Statement of Net Position.

Although the refunding resulted in the recognition of an accounting loss of \$598,240, the University in effect reduced its aggregate debt service payments by \$1,474,172 over the next 10 years and obtained an economic gain of \$935,187.

Series 2010 Certificates of Participation

On March 11, 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 6.37%.

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 were used to reimburse the University for a portion of the cost of the sprinkler system installation in Thompson and Tanner Halls.

Subsequent Event

On July 26, 2016, Standard & Poor's downgraded the University's ratings to "BBB-" from "BBB+" on the University's Certificates of Participation. On June 9, 2016, Standard & Poor's downgraded the State of Illinois one notch to BBB+. As a result of the downgrades to the State of Illinois, both Moody's and Standard & Poor's took rating actions on all of the Illinois public universities they respectively rate.

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Debt Service Activity Requirements and Collateral

Following is a schedule depicting Certificates of Participation activities for the year ended June 30, 2016:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2005	\$ 7,160,000	\$ -	\$ (7,160,000)	\$ -	\$ -
Series 2010	9,365,000	-	(475,000)	8,890,000	490,000
Series 2011	9,265,000	-	(9,265,000)	-	-
Series 2015	-	15,100,000	-	15,100,000	1,730,000
Unamortized premium	-	694,262	(134,222)	560,040	117,289
Unamortized discount	(20,810)	-	3,823	(16,987)	(3,690)
	<u>\$ 23,769,190</u>	<u>\$ 15,794,262</u>	<u>\$(17,030,399)</u>	<u>\$ 24,533,053</u>	<u>\$ 2,333,599</u>

Aggregate maturities of the certificates of participation outstanding as of June 30, 2016 are as follows:

	<u>Principal</u>	<u>Interest</u>
2017	\$ 2,220,000	\$ 977,944
2018	2,290,000	904,688
2019	2,360,000	827,516
2020	2,435,000	745,875
2021	2,035,000	667,301
2022-2026	9,570,000	2,037,058
2027-2031	3,080,000	402,000
	<u>\$ 23,990,000</u>	<u>\$ 6,562,382</u>
Unamortized premium	560,040	
Unamortized discount	(16,987)	
	<u>\$ 24,533,053</u>	<u>\$ 6,562,382</u>

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 12 - 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, 2016, such accumulated benefits totaled \$7,721,827.

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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, 2016, such accumulated benefits totaled \$3,118,592. Compensated absences activity for the year ended June 30, 2016 was as follows:

Balance, beginning of year	\$ 12,216,985
Deductions	<u>(1,376,566)</u>
Balance, end of year	10,840,419
Less: current portion	<u>(1,735,188)</u>
Balance, end of year - noncurrent portion	<u><u>\$ 9,105,231</u></u>

NOTE 13 – DEFINED BENEFIT PENSION PLAN

General Information about the Pension Plan

Plan Description

The University contributes to the State Universities Retirement System of Illinois (the System), a cost-sharing multiple-employer defined benefit plan with a special funding situation whereby the State 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.

Benefits Provided

A traditional benefit plan was established in 1941. Public Act 90-0448 enacted effective January 1, 1998, established an alternative defined benefit program known as the portable benefit package. The traditional and portable plan Tier 1 refers to members that began participation prior to January 1, 2011. Public Act 96-0889 revised the traditional and portable benefit plans for members who begin participation on or after January 1, 2011, and who do not have other eligible Illinois reciprocal system services. The revised plan is referred to as Tier 2. New employees are allowed 6 months after their date of hire to make an irrevocable election. A summary of the

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benefit provisions as of June 30, 2015 can be found in the System's comprehensive annual financial report (CAFR) Notes to the Financial Statements.

Contributions

The State of Illinois is primarily responsible for funding the System on behalf of the individual employers at an actuarially determined amount. Public Act 88-0593 provides a Statutory Funding Plan consisting of two parts: (i) a ramp-up period from 1996 to 2010 and (ii) a period of contributions equal to a level percentage of the payroll of active members of the System to reach 90% of the total Actuarial Accrued Liability by the end of Fiscal Year 2045. Employer contributions from "trust, federal, and other funds" are provided under Section 15-155(b) of the Illinois Pension Code and require employers to pay contributions which are sufficient to cover the accruing normal costs on behalf of applicable employees. The employer normal cost for Fiscal Year 2015 and 2016 respectively, was 11.71% and 12.69% of employee payroll. The normal cost is equal to the value of current year's pension benefit and does not include any allocation for the past unfunded liability or interest on the unfunded liability. Plan members are required to contribute 8.0% of their annual covered salary. The contribution requirements of plan members and employers are established and may be amended by the Illinois General Assembly.

Participating employers make contributions toward separately financed specific liabilities under Section 15.139.5(e) of the Illinois Pension Code (relating to contributions payable due to the employment of "affected annuitants" or specific return to work annuitants) and Section 15.155(g) (relating to contributions payable due to earning increases exceeding 6% during the final rate of earnings period).

Pension Liabilities, Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Net Pension Liability

At June 30, 2015, SURS reported a net pension liability (NPL) of \$23,756,361,087. The net pension liability was measured as of June 30, 2014.

Employer Proportionate Share of Net Pension Liability

The amount of the proportionate share of the net pension liability to be recognized for the University is \$0. The proportionate share of the State's net pension liability associated with the University is \$628,376,573 or 2.6451%. This amount should not be recognized in the financial statement. The net pension liability was measured as of June 30, 2015, and the total pension used to calculate the net pension liability was determined based on the June 30, 2014 actuarial valuation rolled forward. The basis of allocation used in the proportionate share of net pension liability is the actual reported pensionable contributions made to SURS during Fiscal Year 2015.

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Pension Expense

At June 30, 2015 SURS reported a collective net pension expense of \$1,994,587,170.

Employer Proportionate Share of Pension Expense

The employer proportionate share of collective pension expense should be recognized similarly to on-behalf payments as both revenue and matching expenditure in the financial statements. The basis of allocation used in the proportionate share of collective pension expense is the actual reported pensionable contributions made to SURS during Fiscal Year 2015. As a result, the University recognized on-behalf revenue and pension expense of \$52,758,579 for the fiscal year ended June 30, 2016, and is reported as part of nonoperating revenues (on-behalf payments for fringe benefits) and operating expenses (on-behalf payments).

Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Deferred outflows of resources are the consumption of net position by the system that is applicable to future reporting periods.

SURS Collective Deferred Outflows and Deferred Inflows of Resources by Sources:

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 27,312,043	\$ -
Changes in assumption	609,393,909	-
Net difference between projected and actual earnings on pension plan investments	<u>593,840,642</u>	<u>953,329,464</u>
Total	<u>\$ 1,230,546,594</u>	<u>\$ 953,329,464</u>

SURS Collective Net Deferred Outflows by Year to be recognized in Future Pension Expenses:

<u>Year Ending June 30</u>	<u>Net Deferred Outflows of Resources</u>
2016	\$ 154,951,326
2017	118,957,720
2018	(145,152,075)
2019	148,460,159
2020	-
Thereafter	-
<u>Total</u>	<u>\$ 277,217,130</u>

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Employer Deferral of Fiscal Year 2016 Pension Expense

The University paid \$360,777 in federal, trust or grant contributions for the fiscal year ended June 30, 2016. These contributions were made subsequent to the pension liability measurement date of June 30, 2015 and are recognized as Deferred Outflows of Resources as of June 30, 2016.

Assumptions and Other Inputs

Actuarial assumptions

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of an actuarial experience study for the period June 30, 2010 – 2014. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.75 percent
Salary increases	3.75 to 12.00 percent, including flation
Investment rate of return	7.25 percent beginning with the actuarial valuation as of June 30, 2014

Mortality rates were based on the RP2000 Combined Mortality Table, projected with Scale AA to 2017, sex-dīstinct, with rates multiplied by 0.80 for males and 0.85 for females.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return were adopted by the plan’s trustees after considering input from the plan’s investment consultant(s) and actuary(s). For each major asset class that is included in the pension plan’s target asset allocation as of June 30, 2015, these best estimates are summarized in the following table:

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Asset class	Target allocation	Weighted average long-term expected real rate of return
U.S. equity	23%	5.77%
Private equity	6%	9.23%
Non-U.S. equity	19%	6.69%
Global equity	8%	6.51%
Fixed Income	19%	1.12%
Treasury-inflation protected securities	4%	1.22%
Emerging market debt	3%	4.61%
REITS	4%	5.85%
Direct real estate	6%	4.37%
Commodities	2%	4.06%
Hedged strategies	5%	3.99%
Opportunity fund	1%	6.80%
Total	100%	5.02%
Inflation		3.00%
Expected arithmetic returns		8.02%

Discount Rate

A single discount rate of 7.12% was used to measure the total pension liability. This single discount rate was based on an expected rate of return on pension plan investments of 7.25% and a municipal bond rate of 3.80% (based on the weekly rate closest to but not later than the measurement date of the 20-Year Bond Buyer Index as published by the Federal Reserve). The projection of cash flows used to determine this single discount rate were the amounts of contributions attributable to current plan members and assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the statutory contribution rates under the System's funding policy. Based on these assumptions, the pension plan's fiduciary net position and future contributions were sufficient to finance the benefit payments through the year 2072. As a result, the long-term expected rate of return on pension plan investments was applied to projected benefit payments through the year 2072, and the municipal bond rate was applied to all benefit payments after that date.

Sensitivity of the System's Net Pension Liability to Changes in the Discount Rate

Regarding the sensitivity of the net pension liability to changes in the single discount rate, the following presents the plan's net pension liability, calculated using a single discount rate of 7.12%, as well as what the plan's net pension liability would be if it were calculated using a single discount rate that is 1-percentage-point lower or 1-percentage-point higher:

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1% Decrease	Current Single Discount Rate Assumption	1% Increase
6.12%	7.12%	8.12%
\$ 28,929,333,917	\$ 23,756,361,087	\$ 19,470,982,362

Additional information regarding the SURS basic financial statements including the Plan Net Position can be found in the SURS comprehensive annual financial report by accessing the website at www.SURS.org.

NOTE 14 – ON-BEHALF PAYMENTS FOR FRINGE BENEFITS

In accordance with GASB Statement No. 24, *Accounting and Financial Reporting for Certain Grants and Other Financial Assistance*, the University reported payments made to the State Universities Retirement System on behalf of the University for its proportional share of the State’s pension expense of \$52,758,579 as described in Note 13. Substantially all employees participate in group health insurance plans administered by the State. The employer contributions to these plans for a majority of the University’s employees are paid by Central Management Services (CMS) on behalf of the University. The University reported group insurance on-behalf payments made to Central Management Services of \$35,315,108 for the year ended June 30, 2016. The on-behalf payments amount that relates to State group health insurance is an allocation of estimated costs incurred by CMS on behalf of the University. The total on-behalf payments of \$88,073,687 are reported as nonoperating revenues and operating expenses.

NOTE 15 - 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.

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

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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 16 – STATE OF ILLINOIS APPROPRIATIONS

On June 30, 2016, the General Assembly passed SB 2047, Public Act 99-524 that included a six-month stop gap budget for universities. The University received Fiscal Year 2017 appropriations of \$31,389,000 from the Education Assistance Fund. The Public Act states that Fiscal Year 2017 appropriations may be used to pay prior year costs through December 31, 2016. The University fully spent the Fiscal Year 2017 appropriation for Fiscal Year 2016 costs. In addition, the spring semester awards made for Fiscal Year 2016 scholarships totaling \$5,939,112 from the Illinois Student Assistance Commission were reimbursed to the University from the Fiscal Year 2017 Fund for the Advancement of Education appropriation. In accordance with GASB Statement No. 33, the revenues paid from Fiscal Year 2017 appropriations totaling \$37,328,112 were not recognized as revenues and receivables at June 30, 2016 even though they were used to pay for Fiscal Year 2016 costs.

NOTE 17 - INSURANCE

Through its participation in the Illinois Public Higher Education Cooperative (IPHEC), 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. 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 18 - OPERATING EXPENSES BY NATURAL CLASSIFICATION

Operating expenses by natural classification for the year ended June 30, 2016, for the University are summarized as follows:

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

	Compensation and Benefits	Supplies and Services	Scholarships and Fellowships	Depreciation	Total
Instruction	\$ 60,536,244	\$ 1,828,268	\$ -	\$ -	\$ 62,364,512
Research	2,816,726	622,948	-	-	3,439,674
Public service	6,378,455	3,481,361	-	-	9,859,816
Academic support	12,948,671	3,224,643	-	-	16,173,314
Student services	10,904,119	10,251,233	-	-	21,155,352
Institutional support	9,677,156	3,608,236	-	-	13,285,392
Operation and maintenance of plant	8,360,817	5,359,922	-	-	13,720,739
Student aid expense	-	-	10,668,851	-	10,668,851
Auxiliary enterprises	14,714,326	23,686,508	-	-	38,400,834
Staff benefits	6,738,577	-	-	-	6,738,577
Depreciation	-	-	-	15,391,211	15,391,211
On-behalf payments	88,073,687	-	-	-	88,073,687
Other operating expenses	-	39,262	-	-	39,262
Total	\$ 221,148,778	\$ 52,102,381	\$ 10,668,851	\$ 15,391,211	\$ 299,311,221

NOTE 19 - 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 2016, the Foundation did not specifically reimburse the University for \$1,859,935 of personal service costs, facility use and other costs provided by the University. However, the Foundation gave the University \$4,106,729 for Fiscal Year 2016, in totally unrestricted funds or funds restricted as to department but generally available for ongoing University operations.

NOTE 20 - 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.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

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 21 – PRIOR PERIOD ADJUSTMENT

University

As discussed in Note 5, the University restated its net position balance at July 1, 2015 from \$216.7 to \$209.1 due to the following:

- A. To correct an error in valuation of certain capital assets that were deemed to be impaired prior to July 1, 2015. This adjustment decreased net position (Net investment in capital assets) by \$2,864,127.
- B. To correct an error in capitalizing demolition costs in prior periods instead of being expensed as incurred. This adjustment decreased net position (Net investment in capital assets) by \$4,756,531.

A reconciliation of net position reported in the prior period financial statements and as restated follows:

Net position, beginning of year, as previously reported	\$ 216,722,863
Cumulative effect of correction of errors	<u>(7,620,658)</u>
Net position, beginning of year, as restated	<u>\$ 209,102,205</u>

Foundation

During Fiscal Year 2016, the Foundation adopted GASB Statement No. 72, *Fair Value Measurement and Application* (GASB No. 72), which provides guidance for determining fair value measurements for financial reporting purposes and disclosure requirements for all fair value measurements.

The adoption of GASB No. 72 required that certain Foundation real estate property held for investment purposes be carried at its current fair value (based on appraisal). This was a change from the historical approach of using the fair value at the date of donation.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO THE BASIC FINANCIAL STATEMENTS
For the Year Ended June 30, 2016**

The Fiscal Year 2015 financial statements have been restated to incorporate GASB No. 72 guidance for comparability.

The following changes were made to the statement of net position as of June 30, 2015:

	As Previously Reported	Adjustment	As Restated
ASSETS			
Other investments	\$ 1,893,894	\$ 716,800	\$ 2,610,694
Capital assets, net of accumulated depreciation	1,105,104	<u>(716,800)</u>	388,304
		<u>\$ -</u>	
NET POSITION			
Net investment in capital assets	\$ 1,105,104	\$ (716,800)	\$ 388,304
Unrestricted	19,889,283	<u>716,800</u>	20,606,083
		<u>\$ -</u>	

The adoption of GASB No. 72 had no effect on the statement of revenues, expenses and changes in net position for the year ended June 30, 2015.

NOTE 22 – SUBSEQUENT EVENTS

The State of Illinois has not adopted a complete Fiscal Year 2017 operating budget as of the date of this report, January 20, 2017. They have only passed a six-month stop gap measure that provided around 61.0% of Fiscal Year 2015 appropriations. The University is part of the executive branch of the government and operates under a budget approved by the State of Illinois, in which resources are appropriated for the use of the University. The amount and timing of final appropriations may necessitate spending reductions in the future.

On November 23, 2016, the Illinois Board of Higher Education allocated \$8,397,900 of the lump sum appropriation of Public Act 99-0524 to the University to provide financial support for essential operations.

The U.S. Department of Labor announced changes to the Fair Labor Standards Act effective December 1, 2016 in regards to the salary threshold for which most employees are considered exempt from overtime. On November 22, 2016, a federal judge issued a preliminary injunction temporarily suspending the revised rules. The expected financial impact to the University is immaterial.

The Federal Perkins Loan Extension Act prohibits any further extensions of the Perkins Loan Program under section 422(a) of the General Education Provisions Act (GEPA). Schools may not make Perkins Loans to any student on or after October 1, 2017. The University is currently assessing the implications of the expiration of the Perkins Loan Program.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
REQUIRED SUPPLEMENTARY INFORMATION – PENSION (UNAUDITED)
For the Year Ended June 30, 2016**

Schedule of Share of Net Pension Liability

	<u>2014</u>	<u>2015</u>
(a) Proportion percentage of the collective net pension liability	0%	0%
(b) Proportion amount of the collective net pension liability	\$ -	\$ -
(c) Portion of nonemployer contributing entities' total proportion of collective net pension liability associated with employer	<u>586,649,047</u>	<u>628,376,573</u>
Total (b) + (c)	586,649,047	628,376,573
Employer DB covered-employee payroll	\$ 97,810,421	\$ 96,318,804
Proportion of collective net pension liability associated with employer as a percentage of DB covered-employee payroll	599.78%	652.39%
SURS plan net position as a percentage of total pension liability	44.39%	42.37%

Schedule of Contributions

	<u>2014</u>	<u>2015</u>	<u>2016</u>
Federal, trust, grant, and other contribution	\$ 305,959	\$ 329,255	\$ 360,777
Contribution in relation to required contribution	305,959	329,255	360,777
Contribution deficiency (excess)	-	-	-
Employer covered payroll	\$ 121,080,877	\$ 120,107,278	\$ 115,835,988
Contributions as a percentage of covered payroll	0.25%	0.27%	0.31%

*Note: SURS implemented GASB No. 68 in fiscal year 2015. The information above is presented for as many years as available. This schedule is intended to show information for 10 years.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PENSION
(UNAUDITED)
For the Year Ended June 30, 2016**

NOTE 1 - SUMMARY OF SIGNIFICANT CHANGES

A. Changes of Benefit Terms

There were no benefit changes recognized in the Total Pension Liability as of June 30, 2015.

B. Changes of Assumptions

In accordance with Illinois Compiled Statutes, an actuarial review is to be performed at least once every five years to determine the reasonableness of actuarial assumptions regarding the retirement, disability, mortality, turnover, interest and salary of the members and benefit recipients of SURS. An experience review for the years June 30, 2010 to June 30, 2014 was performed in February 2015, resulting in the adoption of new assumptions as of June 30, 2015.

- Mortality rates. Change from the RP 2000 Mortality table projected to 2017, sex distinct, to the RP-2014 mortality tables with projected generational mortality improvement. Change to a separate mortality assumption for disabled participants.
- Salary increase. Change assumption to service-based rates, ranging from 3.75 percent to 15.00 percent based on years of service, with underlying wage inflation of 3.75 percent.
- Normal retirement rates. Change to retirement rates at ages younger than 60, age 66, and ages 70-79 to reflect observed experiences
- Early retirement rates. Change to a slight increase to the rates at ages 55 and 56.
- Turnover rates. Change to produce lower expected turnover for members with less than 10 years of service and higher turnover for members with more than 10 years of service than the currently assumed rates.
- Disability rates. Decrease rates and have separate rates for males and females to reflect observed experience.
- Dependent assumption. Maintain the current assumption on marital status that varies by age and sex and the assumption that males are three years older than their spouses.



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**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 Frank J. Mautino
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 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, 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated January 20, 2017. 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 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. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings as item 2016-001 that we consider to be a material weakness.

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 Response to the Finding

The University's response to the finding identified in our audit is described in the accompanying schedule of findings. The University's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

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.

SIGNED ORIGINAL ON FILE

Chicago, Illinois

January 20, 2017

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
FINANCIAL AUDIT
For the Year Ended June 30, 2016**

SCHEDULE OF FINDINGS

**CURRENT FINDING
(GOVERNMENT AUDITING STANDARDS)**

2016-001 FINDING: (Failure to apply accounting and financial reporting standards for impairment of capital assets)

Western Illinois University (University) did not evaluate changes in circumstances affecting capital assets to determine whether impairment occurred and did not properly account for and report capital asset impairments in the financial statements.

We noted the following issues in our audit of financial statements originally submitted by the University to the Office of the State Comptroller:

- The University identified three residential buildings to be demolished in current and prior years, but did not subject these buildings to tests of impairment. The buildings were still being depreciated and maintained on the books as of June 30, 2016 instead of being analyzed for impairment and adjusted to the lower of carrying value or fair value on the date management made the decision to change the manner of use of the buildings. The net book value of the two buildings impaired as of June 30, 2015 totaled \$2,864,127 and the net book value of the other building impaired as of July 1, 2015 amounted to \$719,294. Depreciation charged for Fiscal Year 2016 for these three buildings totaled \$259,792.
- Deconstruction and demolition costs related to these three buildings were capitalized as construction in progress (CIP) instead of being expensed as incurred. Total CIP costs as of June 30, 2015 totaled \$2,006,050 and total CIP costs incurred for Fiscal Year 2016 amounted to \$414,620.
- Three other buildings demolished in prior periods were written off, but the demolition costs of these buildings were capitalized as site improvements. The site improvements were being depreciated instead of being expensed as incurred. The net book value of the site improvements as of June 30, 2015 amounted to \$2,750,481 and the current year depreciation amounted to \$122,065.
- The notes to the financial statements did not include disclosure of idle capital assets or impairment losses. In addition to impairments noted above, another building vacated and listed for sale during Fiscal Year 2016 was properly valued; however, the carrying amount of this impaired capital asset idle at year-end was not disclosed.

Subsequent to audit testing, the University revised the financial statements and footnotes and submitted revised accounting reports to the Office of State Comptroller to include the adjustments and information necessary to apply the appropriate generally accepted accounting principles (GAAP).

Governmental Accounting Standards Board (GASB) Statement No. 42 – *Accounting and Financial Reporting for Impairment of Capital Assets and for Insurance Recoveries* requires entities to evaluate prominent events or changes in circumstances affecting capital assets to determine whether impairment of a capital asset has occurred by identifying potential impairments and testing for impairment. Impaired capital assets that will no longer be used should be reported at the lower of carrying value or fair value. The Statement also states the loss should be recognized when the impairment event or change in circumstance occurs.

GASB Statement No. 42 also requires that the amount of the impairment loss, a general description, and the financial statement classification should all be disclosed in the financial statement notes if not readily apparent on the face of the statements. The carrying amount of impaired capital assets that are idle at year-end should be disclosed, regardless of whether the impairment is considered permanent or temporary.

The University Capital Asset Financial Reporting Policy also states that if the University acquired land and buildings with the intent to use the building and the building is subsequently demolished, the asset will be removed from the University's books and demolition costs will be expensed.

According to University personnel, the University misinterpreted GASB Statement No. 42 to mean that impairment happens at the time of demolition rather than at the time of vacancy. Furthermore, the University's practice to capitalize all deconstruction expenses rather than expensing them was incorrect. The University deemed these expenses as capitalizable as they were mistakenly considered part of clearing the land for site improvements rather than as expenses of demolishing the buildings. Required disclosures were omitted due to lack of awareness that a disclosure should be included when an impairment occurred, as well as misinterpretation of the applicability of the standard.

Failure to apply the applicable generally accepted accounting principles resulted in an overstatement of prior year net position balances by \$7,620,658 and an understatement of current year expenses by \$752,057. This caused inaccurate and incomplete financial statements to be submitted with the original financial reporting package submitted to the State Comptroller. Improper application of accounting and financial reporting standards can result in a material misstatement of financial statements and inadequate disclosure of significant events. (Finding Code No. 2016-001)

RECOMMENDATION:

We recommend that the University establish procedures to ensure that transactions which include special considerations and reporting be carefully reviewed for proper accounting and disclosure. As necessary, accounting and reporting guidance should be obtained from technical resources to ensure conformity with GAAP.

UNIVERSITY RESPONSE:

The University agrees with the finding. The University will modify its capital asset procedures to ensure proper capitalization and as necessary, obtain guidance to ensure conformity with GAAP.

**STATE OF ILLINOIS
WESTERN ILLINOIS UNIVERSITY
FINANCIAL AUDIT
For the Year Ended June 30, 2016**

SCHEDULE OF FINDINGS

PRIOR FINDING NOT REPEATED

A. FINDING: Inadequate Controls Over Journal Entries

During the previous audit, the University did not have adequate controls over its journal entries. Effective policies and procedures were not in place to ensure that all journal entries were appropriate, properly prepared, and timely approved. (Finding Code No. 2015-001, 2014-001, and 2013-001)

During the current audit, we noted in our testing that effective for fiscal year 2016, the University amended its policy to ensure approval for all non-recurring entries, regardless of magnitude. For all recurring entries, the University documented internal controls with regards to these types of entries and performed a formal risk assessment. Our review of current year journal entries noted internal controls had been implemented.

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

(34) Describe how your school provides students with learning resources, including appropriate library and other support services requisite for the school's programs [IAC283.21.3(8)].

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](http://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.

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

- 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/gc/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.

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

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. These merit-based scholarships range from \$1,000-\$2,000, and can be renewed for a second year of study. Additional details on these scholarships are available at www.wiu.edu/student_services/undergraduate_admissions/transfer/westernCommitment.php

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 14
Response to Question #35
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
Iowa Code Chapter 261B

(35) Describe your process for developing and approving new courses and programs, and your process for the ongoing evaluation of curriculum. Include information about the extent to which faculty with an appropriate discipline are directly involved in these processes [IAC 283-21.3(9)].

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 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 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/, 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

- 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.

Attachment 14
Response to Question #35
Western Illinois University
Application for Registration (Authorization) of Postsecondary Schools
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- 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

- 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 B.A. in Anthropology in 2009.
- 5) 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.
- 6) The Provost and Academic Vice President approved the Post Baccalaureate Certificate (PBC) in Business Administration in March 2013.
- 7) 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.
- 8) The Provost and Academic Vice President approved the Post Baccalaureate Certificate in Supply Chain Management in March 2013.
- 9) The IBHE approved the Master's in Business Administration (MBA) in 1968.
- 10) The Provost approved the integrated degree program in Accountancy and MBA in May 2012.

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- 11) The Provost approved the integrated degree program in Computer Science and MBA in May 2012.
- 12) The Provost approved the integrated degree program in Economics and MBA in May 2012.
- 13) The Provost approved the integrated degree program in Finance and MBA in May 2012.
- 14) The Provost approved the integrated degree program in Human Resource Management and MBA in May 2012.
- 15) The Provost approved the integrated degree program in Management and MBA in May 2012.
- 16) The Provost approved the integrated degree program in Marketing and MBA in May 2012.
- 17) The Provost approved the integrated degree program in Supply Chain Management and MBA in May 2012.
- 18) The Provost approved the integrated degree program in Law Enforcement and Justice Administration and MBA in March 2012.
- 19) The Master's in College Student Personnel was approved by the IBHE in 1969.
- 20) The M.S. Ed. in Elementary Education was established in 1943.
- 21) The Illinois Board of Higher Education (IBHE) 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.
- 22) The IBHE approved the M.A. in Community and Economic Development in August 2015.
- 23) The Provost approved the integrated program in Instructional Design and Technology in April 2013

The faculty of Western Illinois University own the curriculum. As such, they are responsible for completing General Education reviews, academic program reviews, annual assessment of student learning, and discipline-specific accreditation reporting. Academic administrative decision making follows the traditional of model of academic shared governance with faculty-chairs-deans- and a provost. Discussed below are the faculty's roles and responsibilities in these processes.

General Education Review

The Provost and Academic Vice President the Faculty Senate with completing an academic year 2016-2017 review of the University's General Education program with regard to program goals,

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appropriateness of the program categories, and the number of courses offered in each category. The current administrative structure of General Education will also be reviewed. This review continues in academic year 2017-2018.

Program Reviews

All new academic programs are reviewed after three years of implementation. Unless otherwise required, all programs are then placed on a eight-year cyclic rotation by the Illinois Board of Higher Education. The University's program review schedule is available at <http://www.wiu.edu/provost/aprschd.php>

Assessment of Student Learning

Western Illinois University maintains an active program of assessment of student learning within all academic programs. The process of demonstrating student achievement in each undergraduate major and graduate program begins with the establishment, measurement and use of results for learning outcomes by faculty within each program. Reports of this work also includes data summaries and ongoing continuous improvement processes and plans resulting from empirical analyses. Annual assessment reports are provided to academic deans, the Provost's Office, and faculty governance groups.

Discipline-Based Accreditation

The choice to pursue/maintain discipline-based accreditation is made by program faculty in the discipline. Western Illinois University currently maintains discipline-based accreditation for 17 regional accrediting agencies. The University's accreditation calendar is available at www.wiu.edu/provost/accredit.php.

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(36) If the school is applying to offer instruction from a fixed location in Iowa, please separate attach a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Explain below of the school's physical facilities in Iowa will be adequate for the programs and student services the school offers. You are encouraged to provide a blueprint that illustrates or provide a narrative the facilities classrooms; library; independent study, administrative and faculty areas; parking, and, if applicable, laboratory or other experiential learning areas [IAC 283-21.3(9)].

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.

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. This agreement is shown on the next page. Both Figge and Western Illinois University have parking available next to their buildings and all of these facilities used in the program are Americans with Disability Act compliant. Figge and Western Illinois University have maintained its partnership since 2012.

Figge Art Museum
225 West Second Street
Davenport, Iowa 52801
t 563.326.7804
f 563.326.7876
www.figgeartmuseum.org

Joseph Rives, Ph.D.
Western Illinois University
1 University Circle
Macomb, IL 61455

Thursday, November 9, 2017

Dear Joseph,

Thank you for Western Illinois University's Institutional Membership to the Figge Art Museum! We received your payment of \$3500.00 on 08/23/2017. Your support is truly appreciated, and is vital to helping fulfill the museum's mission of bringing art and people together.

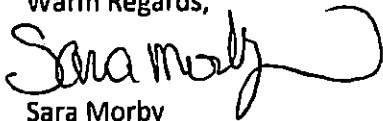
Western Illinois University's students, staff and faculty will receive the following benefits until 08/31/2018:

- Unlimited free admission with valid ID
- Faculty members may bring classes to the Figge without admission fees
- Free private guided tours to view permanent collection highlights or special exhibitions
- Use of the auditorium and studios for art-related academic instruction (subject to availability)
- 50% discount on museum facility rentals
- Museum updates via email

For questions regarding your institution's membership, please don't hesitate to contact me at the number below. We hope your students, staff and faculty at 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.

Warm Regards,



Sara Morby
Development Assistant
563.345.6642

