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 20% of the total Foundation investments as of June 30, 2011. The Foundation does not have a policy on foreign currency risk.

The U.S. dollar balances of the Foundation's investments exposed to foreign currency risk as of June 30, 2011 are listed below.

Currency	*United States Dollar Equivalent*
Euro	$ 1,272,140
United Kingdom British Pound	1,237,265
Japanese Yen	1,039,124
Swiss Franc	446,826
Yuan Renminbi (China)	404,402
Brazilian Real	317,870
Australian Dollar	306,939
Other currencies, individually less than 1% of fund portfolio	1,388,694
Total	$ 6,413,260

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. The Foundation's mutual funds are invested in funds held by Citizens, a division of Morton Bank, and Charles Schwab.

At June 30, 2011, the Foundation had the following investments and their ratings:

		Credit Rating per Standard and Poor's				
Type	Total Fair Value	AAA	AA–	A+	BBB+	Not Rated
U.S. Treasury notes	$ 739,751	$ 512,095	$ –	$ –	$ –	$ 227,656
U.S. Treasury bonds	508,638	248,447	–	–	–	260,191
U.S. agency obligations (FHLM, FNMA)	1,268,887	760,088	–	–	–	508,799
Corporate debt securities	1,128,235	102,910	31,126	204,922	69,271	720,006
Other	28,606,419	–	–	–	–	28,606,419
Total investments	$ 32,251,930	$ 1,623,540	$ 31,126	$204,922	$ 69,271	$30,323,071

	Total Fair Value	Credit Rating per Moody's								
		Aaa	Aa2	Aa3	A1	A2	A3	Baa1	B3	Not Rated
U.S. Treasury notes	$ 739,751	$ 512,095	$ –	$ –	$ –	$ –	$ –	$ –	$ –	$ 227,656
U.S. Treasury bonds	508,638	248,447	–	–	–	–	–	–	–	260,191
U.S. agency obligations (FHLM, FNMA)	1,268,887	1,268,887	–	–	–	–	–	–	–	–
Corporate debt securities	1,128,235	–	200,504	38,758	110,051	315,529	133,563	69,271	48,430	212,129
Other	28,606,419	–	–	–	166,251	–	–	–	–	28,440,168
	$ 32,251,930	$ 2,029,429	$ 200,504	$ 38,758	$ 276,302	$315,529	$133,563	$ 69,271	$ 48,430	$29,140,144

Summary of Carrying Values

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

	University	Foundation
Cash and cash equivalents	$ 54,825,938	$ 3,540,099
Cash and cash equivalents, restricted	76,239	–
Investments	28,004,685	32,251,930
Total	$ 82,906,862	$ 35,792,029

Investments at June 30, 2011 are as follows:

	University	Foundation
Current:		
Investments	$ 28,004,685	$ 3,918,627
Noncurrent:		
Endowment investments	–	6,309,249
Endowment investments, restricted	–	21,566,560
Other investments	–	457,494
Sub-total	28,004,685	32,251,930
Money market funds classified as cash and cash equivalents	51,716,267	3,366,090
Total investments	$ 79,720,952	$ 35,618,020

Investment income for the year ended June 30, 2011 consisted of:

	University	Foundation
Interest, dividends, realized gains and market value changes	$ 298,293	$ 4,336,649

NOTE 4 - ACCOUNTS AND STUDENT LOANS RECEIVABLE

Accounts receivable are reported net of allowances for uncollectible accounts of $3,172,600 at June 30, 2011. Accounts receivable consisted of the following as of June 30, 2011:

Receivables from students	$ 7,629,196
Receivables from funding agencies	2,272,646
Receivables from third parties	1,330,033
Total gross receivables	11,231,875
Allowance for doubtful accounts	(3,172,600)
Total net receivables	$ 8,059,275

Student loans receivable totaling $2,447,414 are reported net of allowance for uncollectible loans of $454,300 at June 30, 2011.

The University changed its basis for estimating the allowance for doubtful accounts in fiscal year 2011. In the prior year, the allowance was calculated on 1% of current year charges for the fiscal year. In 2011, the University changed the allowance calculation to 1% of current year outstanding accounts receivable at yearend.

NOTE 5 - CAPITAL ASSETS

The University capitalizes net interest costs incurred on borrowed funds during the construction of capital assets. Net interest of $1,974,207 was capitalized during fiscal year 2011.

Capital asset activities for the University for the year ended June 30, 2011 were as follows:

	Balance June 30, 2010	Additions	Retirements	Transfers	Balance June 30, 2011
Non-depreciable capital assets:					
Land and land improvements	$ 3,221,432	$ 50,000	$ (35,000)	$ –	$ 3,236,432
Works of art and historical treasures	471,569	–	–	–	471,569
Construction in progress	15,715,051	26,777,548	–	(12,368,186)	30,124,413
Total non-depreciable capital assets	19,408,052	26,827,548	(35,000)	(12,368,186)	33,832,414
Depreciable capital assets:					
Site improvements	28,638,147	–	–	–	28,638,147
Buildings and building improvements	233,180,970	1,556,361	–	12,368,186	247,105,517
Equipment	73,736,645	1,595,545	(1,331,582)	–	74,000,608
Total depreciable capital assets	335,555,762	3,151,906	(1,331,582)	12,368,186	349,744,272
Less accumulated depreciation:					
Site improvements	14,084,887	931,649	–	–	15,016,536
Buildings and building improvements	121,351,849	6,587,508	–	–	127,939,357
Equipment	65,592,974	2,749,068	(1,286,260)	–	67,055,782
Total accumulated depreciation	201,029,710	10,268,225	(1,286,260)	–	210,011,675
Total depreciable capital assets, net	134,526,052	(7,116,319)	(45,322)	12,368,186	139,732,597
Capital assets, net	$ 153,934,104	$ 19,711,229	$ (80,322)	$ –	$ 173,565,011

Capital asset activities for the Foundation for the year ended June 30, 2011 were as follows:

	Balance June 30, 2010	Additions	Retirements	Balance June 30, 2011
Land and land improvements	$ 1,138,104	$ 2,000	$ –	$ 1,140,104

NOTE 6 - DEFERRED REVENUES

Deferred revenues consist of the following as of June 30, 2011:

Tuition and fees	$ 2,549,381
Grants and contracts	1,694,143
Sales and services of educational departments	252,181
Auxiliary enterprises	713,893
Total	$ 5,209,598

NOTE 7 - NOTES PAYABLE

The University has entered into installment purchase agreements for equipment and vehicles with an original cost of $1,023,651. The related notes payable obligations were recorded at the present value of the future minimum installment payments, discounted using applicable discount rates, which range from 3.55% to 5.33%. Notes payable activities for the year ended June 30, 2011 were as follows:

Balance, beginning of year	$ 552,176
Payments	(259,348)
Balance, end of year	$ 292,828
Current Portion	$ 149,848

Following is a schedule by years of the total future minimum note payments under these agreements together with the present value of the net minimum note payments as of June 30, 2011.

2012	$ 160,452
2013	113,049
2014	36,497
Total minimum note payments	309,998
Less: amount representing interest	(17,170)
Present value of net minimum note payments	$ 292,828

NOTE 8 - REVENUE BONDS PAYABLE

General

At June 30, 2011, revenue bonds payable consists of Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2010, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2006, Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2005, and Western Illinois University Auxiliary Facilities System Revenue Bonds, Series 2002.

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 will be used for issuance costs and to finance capital improvement renovations to Corbin and Olson Residence Halls including the dining commons center.

Series 2006 Bonds

On March 9, 2006, the Series 2006 Bonds were issued in the principal amount of $15,250,000. The Series 2006 Bonds are due April 1, 2027, with annual principal payments ranging from $265,000 to $1,170,000 commencing April 1, 2009 and semi-annual interest payments beginning October 1, 2006 at 3.5% to 4.5%.

Proceeds from the sale of the Series 2006 Bonds were used to install fire sprinkler systems in residence hall facilities and graduate and family apartments and to construct an expansion to the Donald S. Spencer Student Recreation Center. In addition, proceeds from the sales of the Series 2006 Bonds, together with other funds of the University, were used to provide for the advance refunding of a portion of the Series 1999 Bonds and to pay certain expenses related to the issuance of the bonds. A portion of bond proceeds plus funds provided by the University were deposited in an irrevocable trust with an escrow agent to provide for a portion of the debt service payments on the 1999 Series Bonds. As a result, a portion of the Series 1999 Bonds are considered defeased and the liability for that portion of the bonds has been removed from the University's Statement of Net Assets. The Series 1999 Bonds were retired on April 1, 2009.

Although the advance refunding resulted in the recognition of an accounting loss of $249,562, for the year ended June 30, 2006, the University in effect reduced its aggregate debt service payments by $401,922 over the next 19 years and obtained an economic gain of $365,626.

Series 2005 Bonds

On February 16, 2005, the Series 2005 Bonds were issued in the principal amount of $25,715,000. The Series 2005 Bonds are due April 1, 2020, with annual principal payments ranging from $580,000 to $2,845,000 commencing April 1, 2006 and semi-annual interest payments beginning October 1, 2005 at 3.00% to 4.25%.

Proceeds from the sale of the Series 2005 Bonds, together with other funds of the University, were used to provide for the advance refunding of a portion of the Series 1993 Bonds and the Series 1995 Bonds and to pay certain expenses related to the issuance of the bonds. The net proceeds plus funds provided by the University were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments on the 1993 and 1995 Series Bonds. As a result, the 1993 and 1995 Series Bonds are considered defeased and the liability for those bonds has been removed from the University's Statement of Net Assets.

Although the advance refunding resulted in the recognition of an accounting loss of $1,345,010, for the year ended June 30, 2005, the University in effect reduced its aggregate debt service payments by $7,682,725 over the next 15 years and obtained an economic gain of $2,548,409.

Series 2002 Bonds

On February 6, 2002, the Series 2002 Bonds were issued in the principal amount of $12,605,000. The Series 2002 Bonds are due April 1, 2022, with annual principal payments ranging from $450,000 to $970,000 commencing April 1, 2004 and semi-annual interest payments beginning April 1, 2002 at 3.50% to 5.00%.

Proceeds from the sale of the Series 2002 Bonds were used to construct a new residence hall, to renovate existing residence halls, to renovate married student and family housing apartments, and to purchase property adjacent to the University. In addition, Series 2002 Bonds proceeds were used to pay interest on the Series 2002 Bonds through October 1, 2003, to fund a deposit to the Debt Service Reserve Account and to pay the costs of issuing the Series 2002 Bonds.

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 as of June 30, 2010.

Debt Service Activity Requirements and Collateral

Following is a schedule depicting Revenue Bonds Payable activities for the year ended June 30, 2011:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2002 Bonds	$ 9,085,000	$ –	$ 585,000	$ 8,500,000	$ 610,000
Series 2005 Bonds	12,970,000	–	2,845,000	10,125,000	1,425,000
Series 2006 Bonds	14,305,000	–	710,000	13,595,000	730,000
Series 2010 Bonds	–	25,510,000	–	25,510,000	–
Unamortized premium	47,733	–	16,482	31,251	9,481
Unamortized discount	(124,154)	–	(9,488)	(114,666)	(10,566)
Deferred loss of refunding	(731,003)	–	(69,313)	(661,690)	(69,313)
	$35,552,576	$ 25,510,000	$ 4,077,681	$ 56,984,895	$ 2,694,602

Aggregate maturities of the bonds outstanding as of June 30, 2011 are as follows:

	Principal	Interest
2012	$ 2,765,000	$ 2,866,555
2013	2,870,000	2,762,618
2014	2,975,000	2,652,335
2015	3,095,000	2,529,678
2016	3,215,000	2,401,707
2017-2021	17,375,000	9,800,420
2022-2026	12,400,000	5,935,477
2027-2031	9,095,000	2,997,760
2032-2033	3,940,000	392,700
	57,730,000	32,339,250
Unamortized premium	31,251	–
Unamortized discount	(114,666)	–
Deferred loss of refunding	(661,690)	–
	$ 56,984,895	$ 32,339,250

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 $5,632,618. The estimated debt service coverage ratio based on revenues generated from operations is 2.13. The future pledged revenues for principal and interest in fiscal year 2011 are $90,069,250. Pledged revenue coverage is 15.68 in fiscal year 2011. Pledged revenues have a term of commitment through 2033.

NOTE 9 - CERTIFICATES OF PARTICIPATION PAYABLE

General

At June 30, 2011, certificates of participation consist of Western Illinois University Series 2011 Certificates of Participation, Western Illinois University Series 2010 Certificates of Participation and Western Illinois University Series 2005 Certificates of Participation.

Series 2011 Certificates of Participation

On March 30, 2011, the Series 2011 Certificates of Participation were issued in the principal amount of $11,775,000. The Series 2011 Certificates of Participation are due October 1, 2025 with annual principal payments ranging from $600,000 to $1,060,000 commencing October 1, 2011 and semi-annual interest payments beginning October 2, 2011 at 2.50% to 5.375%.

Proceeds from the sale of the Series 2011 Certificates of Participation will be used for issuance costs and to finance capital improvements projects to several campus buildings as well as Phase II of the campus steam line replacement plan.

Series 2010 Certificates of Participation

On February 23, 2010, the Series 2010 Certificates of Participation were issued in the principal amount of $11,585,000. The Series 2010 Certificates of Participation are due October 1, 2029 with annual principal payments ranging from $415,000 to $825,000 commencing October 1, 2010 and semi-annual interest payments beginning October 1, 2010 at 1.30% to 6.375%.

Proceeds from the sale of the Series 2010 Certificates of Participation will be used for issuance costs and to finance heating plant capital improvements and steam line replacements. Additionally, proceeds from the sale will reimburse the University for a portion of the cost of the sprinkler system installation in Thompson and Tanner Halls.

Series 2005 Certificates of Participation

On December 7, 2005, the Series 2005 Certificates of Participation (Capital Improvement Projects) were issued in the principal amount of $10,290,000. The Series 2005 Certificates of Participation are due October 1, 2025 with annual principal payments ranging from $400,000 to $805,000 commencing October 1, 2008 and semi-annual interest payments beginning April 1, 2006 at 3.3% to 4.5%.

Proceeds from the sale of the Series 2005 Certificates of Participation were used to renovate the student section of the football stadium, to construct a new multicultural center, and to construct a combination Document and Publication Services and Property Accounting and Redistribution Center. In addition, Series 2005 proceeds were used to pay the costs of issuing the Series 2005 Certificates of Participation.

Debt Service Activity Requirements and Collateral

Following is a schedule depicting Certificates of Participation activities for the year ended June 30, 2011:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Series 2005	$ 9,475,000	$ –	$ 430,000	$ 9,045,000	$ 445,000
Series 2010	11,585,000	–	415,000	11,170,000	440,000
Series 2011	–	11,775,000	–	11,775,000	600,000
Unamortized premium	–	9,988	2,429	7,559	6,270
Unamortized discount	(49,364)	–	(6,919)	(42,445)	(6,327)
	$ 21,010,636	$ 11,784,988	$ 840,510	$ 31,955,114	$ 1,484,943

Aggregate maturities of the certificates of participation outstanding as of June 30, 2011 are as follows:

	Principal	Interest
2012	$ 1,485,000	$ 1,419,305
2013	1,525,000	1,376,117
2014	1,570,000	1,330,002
2015	1,620,000	1,279,625
2016	1,670,000	1,221,826
2017-2021	9,380,000	5,003,104
2022-2026	11,660,000	2,523,957
2027-2030	3,080,000	402,000
	31,990,000	14,555,936
Unamortized premium	7,559	–
Unamortized discount	(42,445)	–
	$ 31,955,114	$ 14,555,936

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 10 - 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, 2011, such accumulated benefits totaled $7,484,291.

Administrative and faculty unused sick leave may be accumulated up to a specified maximum, generally 300 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 through January 1, 1998 can be received as a lump sum payment upon termination. At June 30, 2011, such accumulated benefits totaled $6,469,826. Compensated absences activity for the year ended June 30, 2011 was as follows:

Balance, beginning of year	$ 15,663,684
Deductions	(1,709,567)
Balance, end of year	13,954,117
Less: current portion	(1,837,901)
Balance, end of year - noncurrent portion	$ 12,116,216

NOTE 11 - RETIREMENT PLAN

Plan Description

The University contributes to the State Universities Retirement System of Illinois (SURS), a cost-sharing multiple-employer defined benefit pension plan with a special funding situation whereby the State of Illinois makes substantially all actuarially determined required contributions on behalf of the participating employers. SURS was established July 21, 1941 to provide retirement annuities and other benefits for staff members and employees of the State universities, certain affiliated organizations, and certain other State educational and scientific agencies and for survivors, dependents, and other beneficiaries of such employees. SURS is considered a component unit of the State of Illinois' financial reporting entity and is included in the State's financial reports as a pension trust fund. SURS is governed by Section 5/15, Chapter 40, of the *Illinois Compiled Statutes.*

SURS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by accessing the website at www.SURS.org or by calling 1-800-275-7877.

Funding Policy

Plan members are required to contribute 8.0% of their annual covered salary and substantially all employer contributions are made by the State of Illinois on behalf of the individual employers at an actuarially determined rate. The current rate for FY12 is 24.21% of annual covered payroll. The contribution requirements of plan members and employers are established and may be amended by the Illinois General Assembly. The employer contributions to SURS for the years ending June 30, 2011, 2010, and 2009 were $22,432,857, $20,300,347, $12,794,632, respectively, equal to the required contributions for each year.

NOTE 12 - 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 Healthcare and Family Services along with 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 who retired prior to January 1, 1998, and who are vested in the State Employee's Retirement System do not contribute towards health, dental, and vision benefits. For annuitants who retired on or after January 1, 1998, the annuitant's contribution amount is reduced five percent for each year of credited service with the State allowing those annuitants with twenty or more years of credited service to not have to contribute towards health, dental, and vision benefits. 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 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 Healthcare and Family Services. A copy of the financial statements of the Department of Healthcare and Family Services may be obtained by writing to the Department of Healthcare and Family Services, 201 South Grand Ave., Springfield, Illinois, 62763-3838.

NOTE 13 - INSURANCE

The University participates in the State University Risk Management Association (SURMA), a self-insurance pool. Through its participation in the Illinois Public Higher Education Cooperative (IPHC), the University has contracted with commercial carriers to provide various insurance coverages, including educators' legal and other general liability insurance. The University's liability coverages have a $250,000 to $350,000 deductible per occurrence. SURMA member schools may request reimbursement for claim related expenses from SURMA funds. Additionally, the University purchases property insurance coverage for the replacement value of University real property and contents. Settled claims have not exceeded commercial coverage in any of the three preceding years.

NOTE 14 - OPERATING EXPENSES BY NATURAL CLASSIFICATION

Operating expenses by natural classification for the year ended June 30, 2011, for the University are summarized as follows:

	Compensation and Benefits	Supplies and Services	Scholarships and Fellowships	Depreciation	Total
Instruction	$ 58,279,174	$ 2,797,195	$ 74,435	$ –	$ 61,150,804
Research	2,491,368	651,290	–	–	3,142,658
Public service	7,180,529	3,354,733	21,976	–	10,557,238
Academic support	12,606,435	4,662,290	59	–	17,268,784
Student services	10,854,294	9,105,480	53,434	–	20,013,208
Institutional support	10,918,042	1,896,685	–	–	12,814,727
Operation and maintenance of plant	9,113,014	6,350,320	–	–	15,463,334
Student aid	–	–	9,533,397	–	9,533,397
Auxiliary enterprises	15,757,427	24,731,296	395,396	–	40,884,119
Staff benefits	6,595,910	–	–	–	6,595,910
Depreciation expense	–	–	–	10,268,225	10,268,225
On-behalf payments	54,313,978	–	–	–	54,313,978
Other operating expenses	–	42,407	–	–	42,407
Total	$ 188,110,171	$ 53,591,696	$ 10,078,697	$ 10,268,225	$262,048,789

NOTE 15 - 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 2011, the Foundation did not specifically reimburse the University for $684,700 of personal service costs or for facility use provided by the University. However, the Foundation gave the University $3,327,112 for fiscal year 2011, in totally unrestricted funds or funds restricted as to department but generally available for on-going University operations.

NOTE 16 - COMMITMENTS AND CONTINGENCIES

Claims and Litigation

The University is currently involved in various claims and pending legal actions related to matters arising from the ordinary conduct of business. The University administration believes that ultimate disposition of the actions will not have a material effect on the financial statements of the University.

Government Grants

The University is currently participating in numerous grants from various departments and agencies of the federal and State governments. The expenditures of grant proceeds must be for allowable and eligible purposes. Single audits and audits by the granting department or agency may result in requests for reimbursements of unused grant proceeds or disallowed expenditures. Upon notification of final approval by the granting department or agency, the grants are considered closed.

NOTE 17 - FOUNDATION PRIOR PERIOD ADJUSTMENTS

The Foundation restated the beginning net assets balance in fiscal year 2010 from $31.1 million to $31.2 million, as follows:

- Certain 990-T income taxes remained prepaid during the prior period. As a result, unrestricted net assets were restated and increased by $9,682 due to correction of errors in reporting prior prepaid expense.

- Certain charitable remainder trusts were not reported as income in the year it became known to the Foundation that the trusts were irrevocable. As a result, restricted expendable net assets were restated and increased by $58,430 due to correction of errors in reporting prior charitable remainder trusts.

- Certain capital assets previously reported as owned by the University, is now reported by the Foundation in order to be consistent with the deed. As a result, net assets (invested in capital assets, net of related debt) were restated and increased by $35,000 due to correction of errors in reporting capital asset during the prior period.

Attachment H
Curriculum, Certificate, and Degree Approvals

- Western Illinois University *Development Process for New Degree, Option, Concentration, or Certificate*
- Western Illinois University *Request for New [Undergraduate] Course*
- Western Illinois University *Request for a 400-G Level Course*
- Western Illinois University *Request for a New Graduate (500 or 600-Level) Course*
- Western Illinois University *Request for New [Undergraduate] Major*
- Western Illinois University *Request for a New Graduate Program*
- Western Illinois University Guidelines for Post-Baccalaureate Certificate Programs
- Western Illinois University *Request for a New Unit of Instruction* (M.A. in Museum Studies)
- Western Illinois University *Board of Trustees December 2007 Minutes* (Approving M.A. in Museum Studies)
- Illinois Board of Higher Education Approval to Establish the M.A. in Museum Studies
- Western Illinois University *Request for Post-Baccalaureate Certificate Program* (Post-Baccalaureate Certificate in Museum Studies)
- Illinois Board of Higher Education Approval to Establish the Post Baccalaureate Certificate in Museum Studies
- Western Illinois University Request for Integrated Baccalaureate and Master's Degree Program (Approving integrated degree in Museum Studies)
- Illinois Board of Higher Education Approval to Establish the B.S. and M.S. in Instructional Technology and Telecommunications
- Western Illinois University *Approval on Department Name Change* from Instructional Technology and Telecommunications to Instructional Design and Technology
- Illinois Board of Higher Education approvals of Instructional Design Post-Baccalaureate Certificates
- Illinois Board of Higher Education approvals of Instructional Design Post-Baccalaureate Certificate
- Western Illnois State Teachers College Bulletin (documenting establishment of M.S. Ed.)
- 1998-89 Academic Program Review Summary (documenting establishment of the Board of Governors Bachelor of Arts Degree Program)
- Western Illinois University *School and Degree Program Name Changes* (documenting name change to the Bachelors of Arts in General Studies)

Western Illinois University

DEVELOPMENT PROCESS FOR NEW DEGREE, OPTION, CONCENTRATION, OR CERTIFICATE

1. Feasibility Study (may be completed at any time)
2. Curriculum Development (after Academic Vice President approves Feasibility Study)
3. CCPI/Senate approval for undergraduate programs or Graduate Council approval for graduate programs.
4. Academic VP approval.
5. WIU Board of Trustees approval, if required.
6. IBHE approval, if required.
7. NCA/Higher Learning Commission approval, if required.

FEASIBILITY STUDY GUIDELINES

A. Feasibility Study for New Degree Program

Submitting a feasibility study is the first step in developing a new degree proposal. Feasibility studies may be conducted anytime during the academic year.

Information to be included in the feasibility:

Specific evidence of student interest, including projected enrollments in years 1-5
Specific job openings for which the degree program applies
Impact on local and Illinois economy
Comparable degree programs at peer institutions and success in job placement
Results/impact for the department structure, including budgetary needs (equipment needs, special space requirements, and library resources needed)
Results/impact for faculty workload assignments (including need for new faculty)
Department Chair and Dean recommendations

B. Feasibility Study for New Option, Concentration, or Certificate

Submitting a feasibility study is the first step in developing a new option, concentration, or certificate proposal. Feasibility studies may be conducted anytime during the academic year.

Information to be included in the feasibility:

Specific evidence of student interest, including projected enrollments in years 1-5
Comparable options, concentrations, certificates, or other programs of study at peer institutions
Results/impact for the department structure, including budgetary needs (equipment needs, special space requirements, and library resources needed)
Results/impact for faculty workload assignments (including need for new faculty)
Department Chair and Dean recommendations

C. The Provost will review the feasibility study and take one of the following actions:

1. Recommend for inclusion in the department's Consolidated Annual Report, Planning Document and Budget Request (normally required if funds are requested).
2. Approve for immediate curriculum development and submission through the appropriate University channels.

ALL REQUESTS SHOULD BE PRESENTED IN THE FORMAT SHOWN BELOW. PLEASE EXPAND THE FORM AS NEEDED SO THE APPROPRIATE EXPLANATION CAN BE PRESENTED. (Page 3 may be eliminated if you are not requesting Gen Ed status.) REMOVE INSTRUCTIONS IN ITALICS BEFORE SUBMITTING.

REQUEST FOR NEW COURSE

CCPI encourages faculty as they are developing courses to take into consideration underrepresented groups, cultures, and perspectives. It is suggested that instructors incorporate such scholarship where relevant.

COLLEGE: UNIT:

CHAIRPERSON/DIRECTOR:

****ORIGINAL SIGNATURES REQUIRED BELOW:***

*CHAIR/DIRECTOR:_____ Date:_____

*COLLEGE CURR. COMM.:_____ Date: _____

*DEAN/VICE PRES.:_____ Date:_____

UTEC *(if Teacher Ed)*:_____ Date:_____

CCPI:_____ Date:_____

CAGAS *(if SU)*:_____ Date:_____

CGE *(if applicable)*:_____ Date:_____

WID *(if applicable)*:_____ Date:_____

SENATE:_____ Date:_____

PROVOST:_____ Date:_____

PREFIX, COURSE NUMBER, COURSE TITLE, AND CREDIT HOURS:

ABBREVIATED TITLE OF COURSE: *(15 spaces maximum, ALL CAPS)*

CATALOG DESCRIPTION:
Recommend 25 words, but not to exceed 40. If S/U grading is used, include a rationale. CAGAS must approve S/U grading.

PREREQUISITES:
Note: 300- and 400-level courses must include a prerequisite. Examples of prerequisites can include class standing, GPA, major status, or course(s).

CLASS HOURS PER WEEK: LAB HOURS PER WEEK:

COURSE OBJECTIVES:
Course objectives should be written from a student outcome perspective and begin with a verb, such as those noted in the table found on the CCPI website and at http://www.nwlink.com/~Donclark/hrd/bloom.html.

JUSTIFICATION OF COURSE

a. STUDENT NEEDS TO BE SERVED:
Explain how results of assessment of student learning indicate a need for this course in the department offerings. Describe other rationale that contributed to the development of this course.

b. RELATIONSHIP TO EXISTING COURSES WITHIN THE DEPARTMENT:
Some statement should accompany each proposal explaining the level at which the course is to be taught and some explanation as to how the course relates to the existing program of the department.

c. RELATIONSHIP TO COURSES IN OTHER DEPARTMENTS:
Since other courses in the University may investigate topics dealt with in the proposed course, indicate which existing courses, if any, the proposed course may seem to complement. Attention must be given to those features of the proposal which represent a treatment of the subject specific to your department. The results of conferences with other departments should also be indicated. ***PLEASE PROVIDE LETTERS OF SUPPORT IN CASES WHERE POSSIBLE OVERLAP OCCURS.***

FREQUENCY OF OFFERINGS:

DATE OF FIRST OFFERING:

REDISTRIBUTION OF TEACHING LOAD:
Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

ADDITIONAL EQUIPMENT REQUIREMENTS:
Indicate what, if any, special equipment will be necessary to permit the effective teaching of the course.

WIU LIBRARIES OFFER AN ARRAY OF INSTRUCTIONAL SUPPORT FOR CLASSES. WHAT LIBRARY MATERIALS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS) OR INSTRUCTION WILL BE HELPFUL TO SUPPORT THE TEACHING OF THIS COURSE?

LIST COURSES (IF ANY) TO BE DELETED IN CONJUNCTION WITH APPROVAL OF THIS REQUEST:

REQUIRED FOR THE MAJOR: YES: ☐ NO: ☐
If yes, please explain how the addition will be accommodated within your department major hours.

DESIRE FOR THE GEN. ED. CURRICULUM: YES: ☐ NO: ☐

IF YOU ARE NOT REQUESTING INCLUSION IN GENERAL EDUCATION, please submit 23 copies of your request (for CCPI) to the Faculty Senate Office, Stipes 323, for appropriate routing to CCPI, the Faculty Senate and the President. Submit letters of support from departments where overlap may exist.

IF YOU ARE REQUESTING THAT THIS NEW COURSE BE INCLUDED IN THE GENERAL EDUCATION CURRICULUM, please submit 16 copies of both the request for new course and the request for inclusion in General Education to the Faculty Senate Office, Stipes 323 for appropriate routing to CGE, the Faculty Senate, and the President. The Request for Inclusion in General Education form can be obtained online at http://www.wiu.edu/FacultySenate/ or

http://www.wiu.edu/gened/AddingCourses.php.

Western Illinois University School of Graduate Studies

Request for a 400-G Level Course

College: **Date:**

Department:

Name of department chairperson:

Previous action of departmental and college channels:

Approvals:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____

Course prefix, number, title and credit hours:

Abbreviated title of course (15 spaces maximum):

Catalog description:

Prerequisites:

Outline of the course: (In addition to a listing of major subjects to be taught, a short bibliography should also be provided.)

Total class hours: **Total lab hours:** (3 s.h. credit requires 37.5 class hours)

Course objectives: (Course objectives should be written from a student outcome perspective and begin with a verb.)

Comparison for students receiving "G" credit and students not receiving "G" credit: (a) Compare course objectives and learning outcomes for both. (b) Describe qualitative and quantitative differences in required assignments, performance levels, grading standards, and unique learning experiences between a student receiving "G" credit and a student not receiving "G" credit, being sure to address pedagogical and

practical justifications for those differences and to explain the appropriateness of designating the course as a graduate-level course for students receiving "G" credit.

Relation of course to your discipline: (a) How do the topics addressed reflect major substantive or methodological issues in your field? (b) How will mastery of material in this course help students to function competently in your field?

Justification of course: (a) Students' needs to be served, (b) Relationship to existing courses within the department (some statement should accompany each proposal explaining the level at which the course is to be taught and some explanation as to how the course relates to the existing program of the department). (c) Relationship to courses in other departments (Since other courses in the University may investigate topics dealt with in the proposed course, indicate which existing courses, if any, the proposed course may seem to complement. Attention must be given to those features of the proposal which represent a treatment of the subject specific to your department. The results of conferences with other departments should also be included.)

Enrollment: (a) Would this course have sufficient enrollment to be viable as a stand-alone undergraduate course? (b) Would this course have sufficient enrollment to be viable as a stand-alone graduate course?

Frequency of offering:

Redistribution of teaching load: (Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.)

Equipment requirements: (Indicate any special space equipment that will be necessary to permit effective teaching of the course. Indicate whether the equipment is available or must be purchased.)

Special space requirements: (Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the course. Indicate whether these are available.)

Library resources: (If not reflected in the bibliography, indicate journals or other library resources needed to permit effective teaching of the course. Indicate whether these library resources are available or must be purchased.)

Requested date of first offering:

Western Illinois University School of Graduate Studies

Request for a New Graduate (500 or 600-Level) Course

College: **Date:**

Department:

Name of department chairperson:

Previous action of departmental and college channels:

Approvals:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____

Course prefix, number, title and credit hours:

Abbreviated title of course (15 spaces maximum):

Catalog description (40 words maximum):

Prerequisites: (In view of the fact that graduate courses rely on skills and knowledge acquired through undergraduate experiences, it is assumed that graduate courses will require undergraduate courses as prerequisites. In some instances, however, it may be sufficient simply to indicate "graduate standing".)

Outline of the course: (In addition to a listing of major subjects to be taught, a short bibliography should also be provided.)

Total class hours: **Total lab hours**: (3 s.h. credit requires 37.5 class hours)

Course objectives: (Objectives should be written from a student outcome perspective and begin with a verb.)

Relation of course to your discipline: (a) How do the topics addressed reflect major substantive or methodological issues in your field? How will the treatment of issues in this course differ from their treatment in an undergraduate course? (b) How will mastery of material in this course help students to function competently in your field? (c) What makes this a graduate-level course?

Justification of course: (a) Students' needs to be served, (b) Relationship to existing courses within the department (some statement should accompany each proposal explaining the level at which the course is to be taught and some explanation as to how the course relates to the existing program of the department), and (c) Relationship to courses in other departments (Since other courses in the University may investigate topics dealt with in the proposed course, indicate which existing courses, if any, the proposed course may seem to complement. Attention must be given to those features of the proposal which represent a treatment of the subject specific to your department. The results of conferences with other departments should also be included.)

Frequency of offering:

Redistribution of teaching load: (Indicate whether the inclusion of this new course in your department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.)

Equipment requirements: (Indicate any special equipment that will be necessary to permit effective teaching of the course. Indicate whether the equipment is available or must be purchased.

Special space requirements: (Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the course. Indicate whether these are available.)

Library resources: (If not reflected in the bibliography, indicate journals or other library resources needed to permit effective teaching of the course. Indicate whether these library resources are available or must be purchased.)

Requested date of first offering:

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

ALL REQUESTS SHOULD BE PRESENTED IN THE FORMAT SHOWN BELOW. PLEASE EXPAND THE FORM AS NEEDED SO THAT APPROPRIATE EXPLANATION CAN BE PRESENTED. REMOVE INSTRUCTIONS IN ITALICS BEFORE SUBMITTING.

REQUEST FOR NEW MAJOR

COLLEGE: UNIT:

CHAIRPERSON/DIRECTOR:

****ORIGINAL SIGNATURES REQUIRED BELOW:***

*CHAIR/DIRECTOR:_____ Date:_____

*COLLEGE CURR. COMM.:_____ Date: _____

*DEAN/VICE PRES.:_____ Date:_____

FEASIBILITY STUDY:_____ Date:_____

UTEC *(if Teacher Ed)*:_____ Date:_____

CCPI:_____ Date:_____

SENATE:_____ Date:_____

PROVOST:_____ Date:_____

insert DEGREE TITLE here

	PROPOSED Major Requirements	Sem. Hrs.
1. University General Ed.:		
2. Core Courses:		
3. Directed Electives:		
4. Open Electives:		
5. Other:		
	A. Total Proposed Hours (add rows 1 through 5)	
	B. If line A above exceeds 120 s.h., how many hours may count toward BOTH Gen. Ed. and another category?	
	C. Hours Required to Complete Program (subtract line B from line A)	

* New course # Gen. Ed. course + WID course

- Give **number, name and hours** of all courses listed in each area.
- Mark with an asterisk * all new courses which do not presently exist.
- Mark with the pound sign # all Gen. Ed. Courses. Specify actual number of hours in Gen Ed category even though the same courses may be listed in the "Other" category.
- Mark with a plus sign + all WID courses. Inclusion of new WID courses must go to WID Committee.

ADDITIONAL EQUIPMENT REQUIREMENTS:
(Indicate what, if any, special equipment purchases will be necessary for the new major)

WIU LIBRARIES OFFERS AN ARRAY OF INSTRUCTIONAL SUPPORT FOR CLASSES. WHAT LIBRARY MATERIALS (INCLUDING MONOGRAPHS, BOOKS, DATABASES, ELECTRONIC RESOURCES, OR AUDIOVISUAL MATERIALS) OR INSTRUCTION WILL BE HELPFUL TO SUPPORT THE TEACHING OF THIS COURSE OF STUDY?

OFFERED AT MACOMB, QUAD CITIES, OR BOTH:

RATIONALE: *(Where relevant, explain how results of assessment of student learning indicate a need for this major.)*

Western Illinois University School of Graduate Studies

Request for a New Graduate Program

(All requests for new graduate degree programs must have completed a feasibility study (www.wiu.edu/provost/curriculum/FeasibilityStudy.pdf) and have followed the WIU new degree development process)

College: **Date:**

Department responsible for the degree program:

Name of department chairperson:

Name of graduate program:

Proposed date of first offering:

Proposed location(s) of offering: ___Macomb ___WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	_____	Date: _____
Department Chairperson	_____	Date: _____
College Curriculum Committee (if appropriate)	_____	Date: _____
UTEC (if Teacher Ed)	_____	Date: _____
College Dean	_____	Date: _____
Graduate Council	_____	Date: _____
Academic Vice President	_____	Date: _____
President	_____	Date: _____

In addition to the indication that the feasibility study has been approved, please provide the following to support the request for a new graduate program:

1. Statement of educational objectives of the degree program.
2. Describe how the proposed degree program will contribute to the University's mission and support the University strategic plan.
3. Identify similar programs in the state and compare these programs to the proposed program.

4. Narrative description of the program explaining how the curriculum is structured to meet the program's stated objectives.
5. Statement of what students are expected to know and/or be able to do upon completing the program (desired student learning outcomes).
6. Admission requirements.
7. Proposed curriculum including core courses, other courses, course descriptions, credit hour requirements, exit options, graduation requirements. Course proposal forms are required for all new courses.
8. Description of the program's assessment plan. Identify measures to be used to assess and improve student learning, curriculum, and instruction.
9. If all or part of the proposed program is to be delivered off-campus and/or via the internet, include the description of the program's mode(s) of delivery.
10. Indicate additional faculty needed to permit offering of this program.
11. Indicate any special equipment needed to permit offering of this program.
12. Indicate any special space requirements such as laboratories, clinics, or other special facilities needed to permit offering of this program.
13. Indicate journals or other library resources needed to permit offering of this program. Include a statement from the Dean of Libraries.
14. Explain how the coursework reflects the significance of the degree. If a doctoral program, also explain how the degree is differentiated from a master's program.
15. For doctoral programs, explain how the research/performance component of the degree program differentiates from a master's program.
16. For doctoral programs, explain how the exit option component of the degree program differentiates from a master's program.

All new advanced degree programs must also be approved by the WIU Board of Trustees and the Illinois Board of Higher Education.

Western Illinois University School of Graduate Studies
1 University Circle, Macomb, IL 61455-1390, Phone (309)298-1806; Fax (309)298-2345
Email: Grad-Office@wiu.edu

School of Graduate Studies
Sherman Hall 116
Macomb, IL 61455
Phone: (309)298-1806
Fax: (309)298-2345
Toll Free: 1-877-WIU Grad
Grad-Office@wiu.edu

Guidelines for Post-Baccalaureate Certificate Programs

Resources

- Process for Post-Baccalaureate Certificate Completion
- Request for New Program

Philosophy Statement

Post-baccalaureate certificate programs may be created within the same administrative structure of the University as graduate degree programs. Students may be awarded a certificate upon satisfactory completion of a well-defined program of course work. Certificate programs at Western Illinois University are focused collections of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. These programs are designed to address societal needs, facilitate professional growth, and promote university interaction with business, industrial, and professional communities. Certificate programs are intended to be unique, independent programs offered to graduate level students at Western Illinois University in addition to existing master's and specialist degree programs

Process of Approval for new Post-Baccalaureate Certificate Programs

Certificate programs must be proposed by an academic department and approved by the Department Curriculum Committee, Department Chairperson, College Curriculum Committee (if appropriate), College Dean, Graduate Council, Academic Vice President, reported to the President, and included on the annual listing of changes to the WIU Board of Trustees and the IBHE. Post-baccalaureate certificate programs in a field in which there is not a previously approved degree program at that level or higher must be approved by the IBHE staff.

Criteria/Information Requested for Approval of new Certificate Programs

No less than nine and no more than 18 semester hours in length.

- A statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
- A Statement of the educational objectives of the program.
- A statement of the proposed course sequence associated with the certificate, including titles and course descriptions of approved course offerings in addition to new course proposals for any new courses that may be included in the certificate program.
- A statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.
- A description of the relationship between the proposed certificate program and existing degree programs at the University.
- A description of any special features of the certificate program.
- Identify programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
- A statement indicating the need for additional faculty, equipment, and/or any other additional resources that will be required for the proposed program.

Student Eligibility and Admission Criteria

Applicants for admission to the certificate program must hold a bachelor's degree from an institution that is accredited by the appropriate accreditation agency and be admissible to the University as a non-degree graduate student.

Certificate Academic Requirements

- Students in certificate programs may not earn more than three semester hours of C, D, or F grades in the graduate level courses required for the completion of the certificate.
- Students must have a cumulative 3.0 GPA for all course work required for completion of the certificate.
- The work required for the certificate must be completed in 3 calendar years.
- If approved by the specific academic department, courses taken to satisfy certificate requirements may be used to satisfy post-baccalaureate degree requirements at the University.

Certificate Verification

The School of Graduate Studies shall be responsible for verification of completion of all program requirements.

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School of Graduate Studies
Sherman Hall 116
Macomb, IL 61455 USA
Toll Free: 1-877-WIU Grad
Phone: **309•298•1806** - Grad-Office@wiu.edu

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SCHOOL OF
GRADUATE STUDIES
2007 OCT 24 PM 2:40

REQUEST FOR A NEW UNIT OF INSTRUCTION

BACKGROUND

1. **Name of Institution:** Western Illinois University

2. **Title of Proposed Program:** Museum Studies

3. **Contact Person:** Kenneth S. Hawkinson, Associate Dean, College of Fine Arts and Communication, Western Illinois University

   3.1. Telephone: 309-298-1552

   3.2. E-mail: KS-Hawkinson@wiu.edu

   3.3. Fax: 309-298-2695

4. **Level of Proposed Unit**

   __ Undergraduate Certificate (1-2 years)
   __ Undergraduate Certificate (2-4 years)
   __ Associate
   __ Baccalaureate
   _X_ Masters
   __ First Professional
   __ Doctorate[1]
   __ Post-Baccalaureate Certificate
   __ Post-Master's Certificate
   __ First Professional Certificate

5. **Requested CIP Code** (6-digits) _____

6. **Proposed Date for Enrollment of First Class:** August 20, 2008

7. **Location Offered[2]: On-Campus _X__**
   Off-Campus ___: Region Number(s)_____ or Statewide___

---

[1] To assist staff in specialized areas of instruction, IBHE will retain two outside consultants to review all new doctoral program proposals.

[2] Institutions may request approval to offer a program, simultaneously, on- and off-campus, including statewide. However, assessments of program objectives and outcomes should be developed that address all of the locations and modes of delivery for which the institution is seeking approval. Note that "on-campus" approval extends to the entire region in which the main campus is located. New off-campus programs to be offered outside the institution's region require approval.

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SCHOOL OF
GRADUATE STUDIES

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MISSION, OBJECTIVES AND PRIORITIES

8. Mission

8.1. Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities. Such objectives and contributions may include:

The mission of the Master's Degree in Museum Studies Program is to provide an intellectually challenging program of study that meets state and regional needs and individual educational and career goals. Students will develop an understanding of the history of museums, and the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

A Masters degree in Museum Studies will fulfill many of the goals of Western Illinois University's strategic plan. A major goal is to establish new programs in the Quad Cities (I.G.1.D) that will serve the needs of the host communities in the region and beyond the region by serving as a vital economic, educational, cultural, and social resource (V.A.). There are 186 museums in this region and this program would serve the needs of the museum professionals and volunteers throughout the area. As explained below, this profession is expected to grow in coming years and our unique interdisciplinary approach that ties together the Department of Recreation, Parks, and Tourism Administration, the Department of Art, and the professionals from regional museums, will serve future students well. Our special relationship with the Figge Art Museum in the city of Davenport will enhance the university's partnerships with major institutions in the region. The program will also recognize the unique needs of the non-traditional student (I.H.6), by offering classes and other events in the evenings and on weekends and by developing flexible schedules that allow students to complete the program over a number of years as part-time students, if they desire.

The program will also be available to serve the needs of students enrolled in the Masters of Liberal Arts program run through the College of Arts and Sciences. Museum Studies core courses can be taken to meet the requirements of this new M.A. program.

The initiative to develop a program in Museum Studies has been a collaborative effort on part of the deans of the College of Fine Arts and Communication and Education and Human Services, the chairs and representative faculty from the departments of Art and Recreation, Parks and Tourism Administration, representatives of the Figge Art Museum administration, the Associate Provost at the Quad Cities campus, and the Academic Vice President at Western Illinois University. These individuals all serve on a Museum Studies Advisory Board that has met regularly over the past year to develop this program. The advisory board also has worked a consultant, Dr. Pat Villeneuve, Coordinator of Graduate Studies and faculty member in Museum

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Studies at Florida State University. Dr. Villeneuve met with the board in May of 2006 and assisted in developing this proposal.

8.2. Explain how the program will meet regional and state needs and priorities, making specific reference to *The Illinois Commitment.*

The proposed degree meets several goals of *The Illinois Commitment*:

Goal 1 Economic Growth – The proposed degree responds to needs in the Museum industry in the region to provide well educated and trained museum professions to area cultural institutions and venues.

Goal 2 *Partnerships* – Students in the program, through their work in Museum Education, will develop educational programs with regional K-12 schools.

Goal 3 Affordability – WIU has consistently provided high-quality, affordable education through the cost guarantee program, which will also be available to students in the proposed program. In addition, WIU is the only state institution to guarantee undergraduate and graduate tuition, fees, and room and board/housing rates for four years.

Goal 4 Access and Diversity – The proposed degree is intended for non-traditional students in the Quad Cities and the region and so this degree will improve educational opportunities for an under-served population in this area.

Also, the degree will serve traditional age students coming out of related undergraduate programs and who desire to go into a Museum Studies profession. The following efforts will be made to attract a diverse student population:

- Establish program linkages with undergraduate programs in history, art, humanities, recreation, African American Studies, Latino Studies, and encourage diverse groups to participate in programs linked to their cultural heritage thereby creating in them an interest in museums.
- Appeal to diverse populations who work in museums but not formally trained in museum studies.

Goal 5 High Quality -- The quality and rigor of this program is maintained through the quality of individual department offerings and require the same levels of performance by students in the program as required of those students taking the courses to meet requirements of current programs.

Goal 6 Productivity and Accountability – The proposed program combines currently existing curriculum offered in the departments of Art, and Recreation, Parks, and Tourism Administration and students in Museum Studies will take courses with students in current programs in these departments thereby reducing the cost of this new degree program. The new courses in the program can be taught by the new position of director/professor and museum studies professionals who will serve as adjuncts.

8.3. Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on these programs.

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The following institutions in the state of Illinois have undergraduate, graduate, or certificate programs related to Museum Studies. The Western Illinois University Museum Studies program will be unique in the following ways:

1. It will be the only program in the state that ties together the areas of Art, and Recreation, Parks, and Tourism Administration.
2. While all areas of Museum Studies will be covered in the curriculum, the emphasis will be placed on "Art" museums in the WIU program while all the other programs in the state place a greater emphasis in such areas as natural history, history, science and industry, zoos, aquariums, and botanical gardens.
3. The WIU program will be a full M.A. program in Museum Studies as opposed to Museum Studies being a specialty added on to another discipline.
4. The WIU program will be the only program in western Illinois and the Quad Cities region.

Below are listed other Museum Studies programs in the state at the undergraduate, certificate, and graduate levels:

Undergraduate Programs:

Southern Illinois University
Museum Studies Program
University Museum
Carbondale, IL 62901
http://www.museum.siu.edu/msp.html

SIU offers an interdisciplinary minor in Museum Studies at the undergraduate level.

Certificate Programs:

Northern Illinois University
School of Art
College of Visual and Performing Arts
Northern Illinois University
Dekalb, Illinois 60115
museumstudies@niu.edu

NIU offers a 15 semester hour interdisciplinary certificate in the areas of Art, History, Anthropology, Philosophy, English, and other fields at the Master's Degree level.

Northwestern University
School of Continuing Studies
Museum Studies Program
Chicago, IL 60611
http://www.scs.northwestern.edu/pdp/npdp/museum/index.cfm

Northwestern's Continuing Education program covers museums, zoos, aquariums, parks and botanical gardens. Taking three courses leads to the certificate.

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University of Illinois at Urbana-Champaign
Cultural Heritage and Museum Practices (CHAMP)
Department of Landscape Architecture
University of Illinois at Urbana-Champaign
Champaign, IL 61820
http://ilabs.inquiry.uiuc.edu/ilab/champ

This certificate program is an interdisciplinary collaborative at the University of Illinois at Urbana-Champaign for the critical study of cultural heritage and museums in the global context. CHAMP's principal goal is to critically examine the articulation and representation of cultural identity on local and worldwide scales and to interrogate theories of heritage and museum practice that emerge from them.

Graduate Programs:

Columbia College
Arts, Entertainment and Media Management
Chicago, IL 60605
www.colum.edu/Academics/AEMM/

Eastern Illinois University
Historical Administration Program
Department of History
Charleston, IL 61920
www.eiu.edu/~history

EIU's program is in the History Department and is centered on historical museums.

School of the Art Institute of Chicago
Arts Administration
Chicago, IL 60603
www.saic.edu/degree_resources/gr_degrees/index.html

Master of Science in Historic Preservation
Chicago, IL 60603
www.saic.edu/degree_resources/gr_degrees/index.html

Note: WIU also offers a program at the Shed Aquarium in Chicago.

8.4. Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 8.3 above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions.

The U.S. Department of Labor/Bureau of Labor Statistics job outlook document states "jobs in arts, entertainment, and recreation are projected to grow about 25 percent over the 2004-14

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period, compared with 14 percent for all industries combined. Rising incomes, leisure time, and awareness of the health benefits of physical fitness will increase the demand for arts, entertainment, and recreation services." (see http://www.bls.gov/oco/cg/cgs031.htm)

With regard to museum professions the Bureau of Labor Statistics state "Employment of archivists, curators, and museum technicians is expected to increase about as fast as the average for all occupations through 2014. Jobs are expected to grow as public and private organizations emphasize establishing archives and organizing records and information and as public interest in science, art, history, and technology increases. . . . the long-term trend has been a rise in attendance, and this trend is expected to continue. There is healthy public and private support for and interest in museums, which will generate demand for archivists, curators, and museum technicians (see http://www.bls.gov/oco/ocos065.htm).

The *Directory of Illinois Museums* (Illinois Association of Museums, 2006) lists nearly 1,040 museums and related agencies in the state of Illinois. The *Directory* lists 186 museums in the twenty-five counties that make up Western Illinois. There are numerous museum studies professionals working full-time and part-time at museums in the state and region (and neighboring states) and the opportunity to enhance their skills and knowledge would be career enhancing.

Also, there are numerous opportunities for docent and volunteers workers at the many regional museums in western Illinois and the advance degree in Museum Studies would be enriching for those who wish to volunteer their time and service in this area.

Survey Results:

A survey was distributed on Western Illinois University's proposed Museum Studies program to museum professionals in the region, teachers in the Quad Cities area, undergraduates (junior/seniors) in Art and RPTA at WIU and at Augustana College, Docents at the Figge, and other interested individuals.

Thus far, **154 individuals expressed interest in taking Museum Studies classes and 81 expressed interest in applying for the M.A. program in Museum Studies** (over 121 individuals expressed interest in a "certificate" program should one be offered in the future). These are preliminary results as surveys continue to come to be received.

9. Program Description

9.1. Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives. Provide a complete catalog description for the proposed program, including:

Narrative Description and Objectives

The purpose of the Museum Studies Program is to educate students as to the history of museums, the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums

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and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

This is a unique program that offers course work through the departments of Art, and Recreation, Parks, and Tourism Administration, at Western Illinois University, working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge (originally the Davenport Municipal Art Gallery) opened in 1925, through a gift of 334 European and Mexican Colonial paintings. Today, the collections have grown over ten-fold and include more than 3,500 paintings, sculpture, and works on paper from the 16th century to the present. In 2003, the museum launched its next phase of growth: relocation to the heart of downtown Davenport in an 100,000 sq. ft. facility overlooking the Mississippi designed by London architect David Chipperfield. Some of the courses will be taught at the museum as it serves as a dynamic laboratory for Museum Studies students.

Teaching methods include lectures, seminars, 'hands on' experience of specific collections, and a supervised negotiated internship placement. As a part of the degree students are encouraged to build a portfolio of project work to support future job applications. The program has close links with a number of important institutions both in the city and the region.

Objectives

To provide knowledge and training in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising.

To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.

To provide practical training relevant to a professional career in the museum and galleries sector.

To provide training in how to organize events, build volunteer organizations, and raise money through the community.

Admissions Requirements

It is expected that students enrolled in the program will hold at least a bachelors degree and be seriously committed to a career in museums, historical agencies, preservation organizations, or related institutions. No prior museum experience is required.

The following is required to be considered for admission into the program:

- Bachelor's degree (or foreign credentials equivalent to the U.S. bachelor's degree).

  GPA of 3.0 or better
- TOEFL score of 600 (paper based), 250 (computer based), or 100 (internet based) or better for international applicants
- Three letters of recommendation
- A current personal resume

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- An essay, professional in appearance and content, explaining your academic goals while pursuing graduate study in Museum Studies at Western Illinois University, and how your immediate and long-term career plans will be met through this program.
- Official undergraduate transcript

Preference will be given to students in the program who come from backgrounds in the following areas:

- Art
- Recreation, Parks, and Tourism Administration
- Anthropology
- History

A background check of all students (to be paid for by the applicant) is required before admission to program

After being accepted to the program but before beginning the program, students must purchase a "Museum Studies" membership at the Figge Art Museum. This $140 fee will be paid to the Figge Art Museum to cover incidental expenses and admission to workshops held at the museum. This fee will include a 2 year membership to the Figge Art Museum. Students who do not complete the program in two years must purchase another two year membership.

Graduation Requirements

For graduation, students are required to complete a total of 34 semester hours in the following areas: 22 hours of core classes, 12 hours of electives, five workshops, a portfolio, and a ten week Internship/Special Project. For details see below:

Required Courses (core): 22 credit hours

MST 500: Introduction to Museums: Purpose, Function and History (3)

MST 501: Museum Administration (3)

MST 502: Museum Exhibition (3)

MST 503: Collections Management Legal and Ethical Issues (3)

MST 515: Introduction to Museum Education (3)

RPTA 424(G) Fund Raising and Volunteerism in Leisure Services. (3)

MST 600: Internship & Special Project (4)

MST 601: Workshops in Museum Studies (0)

MST 602 Graduate Portfolio. (0)

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Electives: Students may take any elective from the list below but may want to concentrate in either art and art education related courses, or those related to community development and tourism..... **12 hours**

Workshops: Workshops taught by working museum professionals on a variety of topics are designed to supplement the Museum Studies core courses. Students are required to sign up for MST 602 each semester and to attend 5 workshops, approved by the program director, held at the Figge through the course of their program.

Internship and Special Project: Students are required to complete an internship of at least ten weeks in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the Program Director, and make periodic reports to the Program Director on their experience.

Graduate Portfolio: Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in the Museum Studies program.

Required Classes:

MST 500: Introduction to Museums: Purpose, Function and History (3)

This course will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field.

MST 501: Museum Administration (3)

This course will provide students with an overview of management history, theory and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include strategic planning, ethics and governance, membership, earned income and marketing and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study. A variety of topics will be covered including the concepts of project management, team building, group problem solving and managing change. Case studies of actual projects in museums.

MST 502: Museum Exhibition (3)

This course will focus on the development of interpretive museum exhibitions including theory, planning, research, methodologies, design, construction and installation, and the application of new technologies.

MST 503: Collections Management (3)

This course will provide an introduction to the basic theories, methodologies, and current issues relating to archives management. Establishing collections policies; laws, regulations, conventions, and codes that bear on acquisitions, deaccessions, loans and collection care; accountability; access problems. The implementation of collections policies: establishing and managing collections, management procedures and systems, documentation of collections, records preservation, tax codes, data bases, collections access and storage, restitution and

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repatriation laws and controversies, handling, packing and shipping, and inventory control, and responsibilities of a Museum Registrar.

MST 515: Introduction to Museum Education (3)

Public Education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission through an exploration of museum learning, the use of new technologies, and the development of public programs and evaluation.

RPTA 424 (G) Fund Raising and Volunteerism in Leisure Services. (3) A study of the principles and practices associated with fundraising and utilization of volunteers in public as well as private nonprofit leisure service organizations. *Prerequisite: Graduate Standing and permission of program director.*

MST 600: Internship and Special Project (4)

Students are required to complete an internship of at least ten weeks in a museum or related organization. As a part of the internships, students will undertake and complete a special project approved by the host museum and the Program Director, and make periodic reports to the Program Director on their experience. Students are responsible for finding their own internships, although the Program assists by informing them about opportunities. The Program reserves the right to reject any student-arranged internship. The overall internship program is coordinated by the Program Director, but individual interns are supervised by museum professionals at the host institution. The Internship and Special Project will be graded S/U. Students must have completed 21 hours of course work before enrolling in the internship.

MST 601: Workshops in Museum Studies (0) Students are required to attend at least five workshops run through the Figge Art Museum or other workshops approved by the program director. Graded S/U.

MST 602 Graduate Portfolio. (0) Throughout their graduate program, students will develop a portfolio documenting their evolving knowledge and skills in the Museum Studies program. Graded S/U.

Electives:

RPTA 448(G): Interpretation of Cultural and Environmental Resources (3)
Develops basic understanding of interpretation of natural, environmental, and cultural resources. Includes philosophy and techniques. Prerequisite: upper division status or consent of the instructor. Field trip fee required."

RPTA 460 (G): Community Tourism Development. (3) Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: Graduate Standing and permission of program director.*

RPTA 467(G): Special Events: (3) The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event

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themes and coordination of set up, staff, finance, promotion, partnerships, operations and evaluation. *Prerequisite: Graduate Standing and permission of program director.*

ART 485 (G): Research in Art History (3) An intensive study of a special area of art history selected with the instructor at registration. *Prerequisite: Graduate Standing and permission of program director.*

ART 496 (G): History of Contemporary Art. (3) A survey of post-WWII developments in the visual arts. The primary focus is upon Western art, but attention is also paid to stylistic developments in Asian, African, and Latin American countries. The central interpretive ideas and concerns for the course will be drawn from contemporary art theory and criticism. *Prerequisite: Graduate Standing and permission of program director.*

MST 560: Practicum in Museum Education (1-3 credits, repeatable to 3)

This course is intended to give supervised practical experience to students who wish to pursue a special project in museum education.

MS 520: Independent Study: Museum Studies (1-3 credits, repeatable to 6)

Students may take up to three hours of Independent Study per semester in areas related to Museum Studies, Art History, or Recreation, Park, and Tourism Administration. Students must design the study in consultation with the appropriate faculty member and complete an Application for Independent Study form and have it signed by the program director before registering for the course

9.2. Explain what students are expected to know and/or be able to do upon completing the program.

Students will have acquired knowledge and skill in the various aspects of museum work to include Administration, Collections Management, Exhibition Development, Education, Community Development, Tourism, and Fundraising.

Students will have an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.

Students will be able to enter an entry-level professional career in the museum and galleries sector.

Students will organize events, build volunteer organizations, and raise money through the community.

9.3. Describe the strategies to be incorporated into the proposed program to promote student learning.

Using the new 47 million dollar Figge Art Museum as a laboratory, students will gain on-site experience; learn specific tools to solve administrative, programmatic and technological challenges; and interact with a wide network of museum professionals. Students will build a

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portfolio consisting of all projects completed and apply their knowledge and skill through a 10 week Internship wherein they will complete a special project.

RESOURCES

10. Complete Table I to show student enrollment projections for the program.

11. Complete Table II (even if no new state funding is requested in the budget year). Show all sources of funds, both state and non-state, and reallocations. Provide a narrative budget that includes the following:

- **Projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and instructional materials, library requirements, and contractual services for internships, practica, or clinical placements.**

Museum Studies Budget

Director/Professor of Museum Studies at Assistant/Associate Professor level

(10-month contract --2 courses in Fall, 2 courses in Spring, 1 course in summer, plus duties of Director)

Cost: $66,390

Adjunct Faculty salaries (up to 5 courses per year plus other duties) –

Cost: $16,000

Two 2/3 Graduate Assistantships – one assigned to the Director of Museum Studies on the Quad Cities campus and one assigned to the Figge Museum Studies Coordinator

Cost: $8,752

Support funds for program – advertising, brochures, etc.

Cost: $3,000

Travel support for Director

Cost: $1,500

Office space, computer, and basic supplies to be supplied by Quad Cities campus.

Total Cost of Program: $95,642

(This program will be funded by the Provost Office as a new initiative in the development of programming on the Quad Cities campus)

- **Explanation of required new state resources (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.**

12. Describe the institutional resources available to develop and maintain a quality program. Include the following elements in your discussion:

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- **Faculty qualifications, evaluation, and reward structure;**

The Director of the Museum Studies program will have a minimum a Masters Degree in Museum Studies and/or four years experience working in a museum or in a museum studies program. The program will be housed on the Quad Cities campus. The director will report to the dean of the College of Fine Arts and Communication.

The professors teach Art and Recreation, Park and Tourism Administration courses will have terminal degrees in their field.

The Museum Professionals will have a minimum of a Masters Degree and four years of experience working in a museum or in a museum studies program.

- **Adequacy of library and related resources;**

Students will have access to all current holdings in the areas of Art, and Recreation, Parks, and Tourism through the university library system. In addition, students will have access to the more than 3,000 items and materials located in the Figge Art Museum research library.

- **Adequacy of student support services, support staff, equipment, and other resources; and,**

Western Illinois University-Quad Cities campus provides all of the basic student support services.

- **Demonstration of teaching/scholarship effectiveness and course evaluation;**

By union contract at Western Illinois University, all courses will be evaluated by students. Faculty credentials will be available for review on the Museum Studies website.

QUALITY ASSURANCE[3]

13. Program/Student Learning Outcomes Assessment

13.1. Describe the program's assessment plan, which should include the following elements:

Within the University, each degree program has an assessment plan that is annually reviewed by the department, college, and the Assistant Provost. Annual assessment reports are also prepared and reviewed for each degree.

Learning Outcomes:

- Students demonstrate understanding of the purpose, function, and history of museums and their role in society.
- Students demonstrate understanding of museum history, theory and practice.
- Students demonstrate understanding of museum exhibition including planning, design, construction and installation, and the application of new technologies.

[3] Quality assurance processes are those ongoing reviews that maintain program and instructional standards.