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- Students demonstrate understanding of basic theories, methodologies, and current issues in archives management.
- Students demonstrate understanding of museum learning, the use of new technologies in museum education, and the development of public programs and evaluation.
- Students demonstrate understanding of the principles and practices associated with fundraising and utilization of volunteers in public and private nonprofit service organizations.

Learning outcomes will be assessed through the Graduate Portfolio (MST 602), and Internship/Speical Project (MST 600) using the measurements listed below (13.2).

In addition, Internships directors will be asked to provide a written evaluation of the intern and applied work such as the development of educational programs, exhibitions, and other activities in the museums will be evaluated formally by museum professionals.

13.2. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success should include, but not be limited to, such specific outcomes as the following:

Measurements of student outcomes:

- Assessment of student learning practices include: written exams, writing assignments to include major papers, classroom activities and discussion.
- Required Internship and Special Project wherein students will demonstrate all learning outcomes through the development of artifacts, self-evaluation papers, and evaluation of performance by internship supervisor.
- Required Graduate Portfolio which will include all artifacts generated in program to include:
    1. reaction papers to all workshops attended
    2. weekly self-evaluation and logs from internship
    3. evaluation from internship supervisor
    4. major papers and exam from all classes taken
    5. curated exhibition with evaluation from supervisor
    6. development of education program to include use of technology with evaluation from supervisor
    7. completion of finance assignment and an in-depth museum management case study with evaluation from supervisor
    8. development of fundraising and/or volunteer program with evaluation from supervisor.
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Student satisfaction with the program as determined by end of program survey instrument;

The University routinely provides the following data to all departments:

- Retention and graduation rates and time-to-degree completion;
- Grade analysis for all classes offered in the graduate program.

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OFF-CAMPUS PROGRAMS ONLY

14. In addition to responding to the above questions, if all or part of the proposed program is to be delivered off-campus and/or via the Internet, provide the following:

14.1. Describe the program's mode(s) of delivery.

14.2. Describe the process for assuring the quality of the off-campus program in the following areas: (a) faculty qualifications and evaluation; (b) student access to necessary library resources; (c) where appropriate, student and faculty access to technical support, including computing.

14.3. Has this program been approved for on-campus delivery?

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Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	Budget Year FY09	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Number of Program Majors (Fall headcount)	15	15	16	17	18
Annual Full-Time-Equivalent Majors					
Annual Credit Hours in EXISTING Courses[1]	150	375	608	646	684
Annual Credit Hours in NEW Courses[1]	225	0	0	0	0
Annual Number of degrees Awarded	0	8	8	10	12

[1]Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Note: This will be an interdisciplinary program shared by Art and Recreation, Parks, and Tourism Administration.

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Table II

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		Current Year	Budget Year	2nd Year	3rd Year	4th Year
1	Total Resource Requirements	95,642	95,642	95,642	95,642	95,642
2	Resources Available from Federal Sources[1]					
3	Resources Available from Other Non-State Sources[1]					
4	Existing State Resources[2]	0	0	95,642	95,642	95,642
5	Resources Available through Internal Reallocation[3]	0	95,642			
6	New State Resources Required[4]					
	Breakdown: New State Resources Required					
7	FTE Staff[5]					
8	Personal Services					
9	Equipment and Instructional Needs					
10	Library					
11	Other Support Services[6]					

[1]These lines reflect funds available (not incremental funds) from non-state sources in any given year

[2]Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

[3]Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

[4]Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

[5]Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

[6]Other dollars directly assigned to the program. Do not include allocated support services.

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12/5/07
C: G Sullivan

Western Illinois University – Graduate School
REQUEST FOR A NEW UNIT OF INSTRUCTION
APPROVAL SHEET

MUSEUM STUDIES – MASTER'S DEGREE

College Dean: Paul K. Krenk Date: 10/25/07

Graduate Council: approved GS Date: 11-5-07

Academic Vice President: Barbara Daily Date: 12/3/07

President: [signature] Date: 12/3/07

learning about it and asked how they could continue being political even outside of the mock election, so it definitely engages them.

Resolution No. 07.12/2: New Degree Program – Master of Arts in Museum Studies
The next two items are resolutions for two new courses, the first is the Masters of Arts in Museum Studies. I move that we accept the program and Barb will comment.

Associate Provost Barb Baily commented you have a summary of the program in your packet and I think you can see from that information that this is not only a interdisciplinary program between the Department of Art, Department of Recreation, Park and Tourism Administration and the Figge Museum, but it is also across colleges between the College of Fine Arts and Communication and the College of Education in Human Services. Those are things that we really value at this institution, especially when our colleges work together and we can develop programs like these. I think also it very strongly supports our Strategic Plan at the institution where we are trying to diversify our portfolio of programs, and especially our portfolio of programs in the Quad Cities. Because it is connected with the Figge Museum, obviously this program will be based in the Quad Cities. In the development of this program, as we were working through that process, there was a lot of surveying done to discover need for the program and interest in the program. I found this very interesting that there are 186 museums in our region and we are not talking a large museum of art in Chicago, but all kinds of things that can be determined to be museums. There are a lot of professionals and volunteers that are associated with those establishments. We gained a tremendous amount of interest for this program from surveying folks that were connected to those places. The program is also designed to recognize the special needs of a non-traditional population in the Quad Cities, in addition to a traditional population in the Quad Cities. Course offerings will be weekends and evenings primarily so that will assist with those that are working. We think the draw immediately for this program will be locally or regionally, but as the program grows and develops, we think it will definitely attract a national population. The curriculum was designed cooperatively by the Department of Art, Department of Recreation, Park and Tourism, the staff at the Figge Museum, and we also had a consultant from the Museum Studies program at the Florida State University that assisted with that process. The focus on this particular program is on Art Museums, but we believe that the information that the students will learn in this program will definitely be transferrable to other types of museums such as natural history, history, science and industries, zoos, aquariums, botanical gardens and the like. President Goldfarb commented about a question that had been brought up by board members on occasion. I think follow up analysis of new programs is important after they have been approved. The same discussion has been going on with the Illinois Board of Higher Education. The expectation is that the Illinois Board of Higher Education as they approve new programs, will ask the new institutions to go back at the end of a five-year cycle (they are still developing this process) to show whether there are adequate enrollments and support. I think that those kinds of questions have been asked in the past and I just wanted to make sure the Board was aware that kind of conversation is going on at the upper level as well in terms of curricular approval. At the last Board of Higher Education meeting, the conversation was of this nature. There will be checks on new programs that are approved by the Board of Higher Ed as well. Trustee Griffin asked when that goes on, will that fact be included that we will review. President Goldfarb added anything of that nature would have to come back to the Board of Trustees as well.

Trustee Ehlert stated that she appreciates the comments since it has been a continuing concern of mine as we approve new programs - what happens at the bottom of the pile where there are very few enrollees. If we don't keep tabs on those, my concern is that weighs down what we are able to do for the majority of students. I'm glad to hear that is structurally in place for that type of review, and especially will be important to the next degree program we are going to look at. President Goldfarb added we do an annual review of enrollments in our program and we do a program review every seven years. All programs are cycled through a program review process and questions that have to be asked or questions about enrollment and levels of support. One of the concerns that the Board of Higher Ed was expressing is that

sometimes it takes longer to get to the new programs. I think as Carolyn is expressing, as you do new programs, what are the costs to the institution and do they seem to be generating enrollments that the institution suggests are there. I think those questions will be asked on a cycle that might be outside the program review process.

Trustee Griffin moved to pass Resolution 07.12/2 New Degree Program – Master of Arts in Museum Studies. Trustee Cook seconded the motion.

Roll Call

Trustee Cook	Yes
Trustee Ehlert	Yes
Trustee Epperly	Yes
Trustee Griffin	Yes
Trustee Houston	Yes
Trustee Kallman	Yes
Trustee Nelson	Yes

Motion carried.

Resolution:

WHEREAS Goal 4 of *The Illinois Commitment* states that "Illinois will increase the number and diversity of residents completing training and education programs;" and,

WHEREAS the University Strategic Plan, "Higher Values in Higher Education: A Plan for Western Illinois University," calls for excellence in graduate programs through expanded degree programs; and,

WHEREAS a major goal of Western Illinois University is to establish new programs in the Quad Cities that will serve the needs of the host communities in the region and beyond the region by serving as a vital economic, educational, cultural, and social resource; and,

WHEREAS there is a demonstrated need for a museum studies master's degree, particularly in the Quad Cities region, as indicated by the results from the October 2007 Museum Studies Masters Degree Survey:

THEREFORE be it resolved that the Board of Trustees of Western Illinois University approves the Master of Arts in Museum Studies degree program as presented.

The purpose of the Master of Arts in Museum Studies is to educate students in the history of museums and the various aspects of museum work including administration, collections management, exhibition development, education, community development, tourism, and fundraising. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel and create career opportunities for students who might seek employment in a museum. Emphasis is placed on practicum experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education, and administration.

This is a unique program that offers course work through the departments of Art and Recreation, Park and Tourism Administration at Western Illinois University, working in conjunction with museum professionals at the Figge Art Museum in Davenport, Iowa. The Figge Art Museum currently provides art programming and serves the Quad Cities and surrounding regions in Illinois and Iowa. The degree program requires students to complete a total of 34 semester hours in the following areas: 22 hours of

core classes, 12 hours of electives, five workshops, a portfolio, and a ten-week internship and special project. Teaching methods include lectures, seminars, hands-on experience of specific collections, and a supervised negotiated internship placement. As a part of the degree requirements, students are encouraged to build a portfolio of project work to support future job applications. The program will have close links with a number of museums both in the Quad Cities and the region.

In October 2007 the Museum Studies Masters Degree Survey was distributed to museum professionals in the region, teachers in the Quad Cities area, undergraduate students enrolled in art and recreation, park and tourism at Western Illinois University and Augustana College, docents at Figge Art Museum, and other interested individuals. The results of the survey show a demonstrated need for the proposed program. Eighty-one individuals expressed interest in enrolling in the Master of Arts in Museum Studies. In addition, 154 individuals expressed interest in enrolling in Museum Studies classes.

The degree program will serve non-traditional students in the Quad Cities and the region as well as traditional-aged students coming out of related undergraduate programs. The University estimates that, annually, between 15 and 18 students will be accepted into the program, and expects full-time students to begin graduating after the third semester.

Resolution No. 07.12/3: New Degree Program – Bachelor of Arts in Anthropology

The second action item is the new degree program – Bachelor of Arts in Anthropology and I see Dean Levi is here along with other people as well. I move that we accept this new course.

Associate Provost Baily stated that this program does support our Strategic Plan also with diversifying the number of offerings and the type of offerings that we have at this institution. The research that was done prior to establishing this program does show that business especially looks toward this kind of degree for employees. With the research skills that a student will obtain from an anthropology degree and the anthropological theory that a student will gain from this degree will be very beneficial to them in a practical sense for careers in law, social work, business, and public administration healthcare. Another item that many times comes up is resources. We currently have a Department of Sociology and Anthropology, we already have anthropologists on our staff with our faculty at Western. Those faculty have been supporting a minor for a long time. We have 35 students in our minor so we know that is an area our students are interested in. Those anthropology faculty the last few years have been spending a considerable amount of time updating their courses, proposing new courses and we have had several new courses proposed in eco-feminism, forensic anthropology, anthrozoology, environmental anthropology and ethno-botany, so you can see this is a very multi-disciplinary program too in the way it was established. I think a letter has been distributed also for support from the student organization, the members of the Western Anthropology and Sociology Club. The very first paragraph, the last sentence I think is most telling. This is a student organization comprised of students from a variety of academic backgrounds and academic interests, and they are all very supportive of this particular major.

We think there will probably be some excellent internship opportunities for our students connected with some of the projects with the Corps of Engineers also. I know the numbers of the major are rather conservative and indeed they are. We would anticipate that this will be a very popular program and those numbers will increase over the years.

Trustee Ehlert commented we have had a discussion on this topic. When I first read about this and read that there were 15 students who might enroll, that seemed like a very small number but I was not sure. We have resources in terms of teaching on campus, and we would not have to hire anyone new to support the major. I think this letter from the club is interesting support and asked how many students represent the club. Dr. Wozniak replied there is usually about 10-20 students involved, sometimes there's more depending on programs involved with some sessions get up to 50. There is a core of students at the

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ILLINOIS BOARD OF HIGHER EDUCATION

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June 30, 2008

Dr. Jack Thomas
Provost & Academic VP
Western Illinois University
211 Sherman Hall
Macomb, IL 61455

Dear Dr.Thomas:

At its June 3, 2008, meeting, the Illinois Board of Higher Education granted authority to Western Illinois University to establish the following degrees:

Western Illinois University

- **Master of Arts in Museum Studies in the Western Region, CIP Code: 30.1401**

The staff has assigned to the program the Classification of Instructional Programs (CIP) code shown above and will add the program to the Program Inventory. Please inform the appropriate persons on campus who need to know this information and those responsible for reporting data for the programs using the assigned codes.

Please contact me at pearce@ibhe.org, if you have any questions.

Sincerely,

Rick Pearce
Associate Director for Academic Affairs

RP/clg

cc: Ocheng Jany
Carol Yoakum

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SCHOOL OF
GRADUATE STUDIES

2009 FEB 16 AM 9: 13

Western Illinois University, School of Graduate Studies

Request for Post-Baccalaureate

Certificate Program

1. Statement of educational objectives of the program.

The purpose of the Museum Studies Certificate Program is to educate students as to the history of museums and current practices in exhibition development with electives that allow students to explore various aspects of museum work including administration, collections management, education, community development, tourism, fundraising, and art history. Also, the program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practical experiences involving such basic museum functions as exhibition and curatorial research along with selected areas of emphasis including cataloging, acquisition, community service, education and administration.

Teaching methods include lectures, seminars, 'hands on' experience of specific collections, and intern placement. The program has close links with a number of important institutions both in the city and the region including the Putnam Museum, The Arsenal Museum, and the Family Museum.

Objectives

The museum certificate program will provide a complementary track of courses that will allow students, who have obtained a master's or are currently enrolled in a graduate program in another discipline, to explore the field of museum work.

To provide knowledge and training in the various aspects of museum work to include history, theory and practices in museum professions as well as exhibition development. Students will select additional coursework to gain knowledge in museum administration, collections management, education, community development, tourism, fundraising, and art history.

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

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

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2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).

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

Also, there are numerous opportunities for docent and volunteers workers at the many regional museums in western Illinois to complement their advanced degrees in other disciplines with a museum studies certificate.

In preparation for creating the M.A. Museum Studies program, a survey was distributed to regional museum professionals, teachers, RPTA and Art students at WIU, docents at the Figge Art Museum, and other interested individuals. Although 82 of the 250 respondents indicated an interest in applying for the M.A. program, 151 individuals expressed interest in taking museum studies classes. A museum studies certificate program could fulfill the need of potential students who would like to complement their current or completed graduate programs in other disciplines. This program would complement WIU graduate programs such as Recreation, Park and Tourism Administration (RPTA) and Zoo and Aquarium studies as well as education, business, history, geography, sociology/anthropology, and others.

3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.

Certificate Programs:

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

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

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

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

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

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

4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.

The museum certificate program constitutes 18 hours of credit.

Required Courses (6 hours):

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

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

MST 502: Museum Exhibition (3)

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

Elective Courses (Select 9 hours of the following):

MST 501: Museum Administration (3)

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

MST 503: Collections Management (3)

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

MST 515: Introduction to Museum Education (3)

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

MST 599: Special Topics in Museums (1-3, repeatable, proposed elective)

A special topics course acknowledges the changing environment of museums. This course focuses on emerging issues in museum professional practice. Students will explore the chosen topic through current research, theory, and practice in museums. Practical application of ideas will take place in museum settings.

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

A study of the principles and practices associated with fundraising and utilization of volunteers in public as well as private nonprofit leisure service organizations. *Prerequisite: Graduate Standing and permission of program director.*

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

RPTA 460 (G): Community Tourism Development. (3)

Provides essentials for successful development of a local tourism economy including organizing, planning, developing, and operation. *Prerequisite: Graduate Standing and permission of program director.*

RPTA 467(G): Special Events: (3)

The application of methods and techniques to plan, implement and evaluate successful community special events. Content includes selection of event themes and coordination

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

ART 485 (G): Research in Art History (3)

An intensive study of a special area of art history selected with the instructor at registration. *Prerequisite: Graduate Standing and permission of program director.*

ART 496 (G): History of Contemporary Art. (3)

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

Required Practicum (3 hours): **MST 560 Practicum in Museums**

This course is designed to give supervised practical experience to pursue a special project in the museum setting.

5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.

The museum certificate program invites students who have obtained a master's or a currently enrolled in a WIU graduate program in another discipline to explore the field of museum work through the required introductory courses including Introduction to Museums (3) and Museum Exhibition (3). Catered to their own interests and discipline specialties, students will select 9 hours of electives followed by 3 hours of a museum internship.

The museum studies certificate program will provide knowledge and training in the various aspects of museum work including history, theory and practices in museum professions as well as exhibition development and selected electives for concentration through coursework guided by current theory and practice in the field with practical applications in the museum setting. The study of current practices complemented by practical applications will provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums. Coursework leads to an internship that will further students' practical training in professional museum and gallery careers.

6. Description of the relationship between the proposed certificate program and existing degree programs at the University. How will projected enrollments in this program support, or be supported by, other programs within the University?

The museums studies master's program and the certificate program were created in

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collaboration with RPTA and a number of the department's graduate courses are represented as electives in the museum certificate program. Graduate students in RPTA may complement their graduate program with the museum studies certificate in order to gain an additional concentration or to expand career possibilities through museum work.

The Zoos and Aquariums graduate program offers students the opportunity to explore the biological sciences and professional practices in two types of museums. The museum studies certificate program offers students the opportunity to explore museum practices related to basic functions of museums in general including history, theory, and practice and exhibition development along with electives such as museum collections, administration, education, or further RPTA coursework.

Graduate students in Educational and Interdisciplinary Studies may have an interest in the museum studies certificate as they specialize in curriculum, social studies and interdisciplinary studies including multiculturalism. Often, education graduate students are current teaching practitioners. Teachers who desire a museum studies certificate can specialize in how museums and museum practices fit into school- and museum-based curriculum. Further, educators with a museum studies certificate can expand career opportunities in museum education.

Liberal Arts graduate programs including but not limited to history, geography, sociology/anthropology may also have students interested in expanding their career opportunities through the museum studies certificate program. Specialists in liberal arts disciplines can gain practical experience in museums focused on art, history, anthropology/ethnography, and natural history collections – an engaging means to develop curatorial skills.

Students majoring in the graduate Business Administration program may expand their career opportunities in non-profit administration through the museum studies certificate program.

7. Description of any special features of the certificate program.

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

Like the museum studies master's program, the certificate program features a

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collaboration with the RPTA and Art departments, unique to any graduate certificate program in the State of Illinois. In addition to the partnership with the Figge Art Museum, other regional museum partnerships offer students practical applications in a variety of museum settings with practicing museum professionals.

8. Statement indicating whether the inclusion of this certificate program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accomodate the new offering.

Existing staff is sufficient at this time.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the certificate program.

The museum studies certificate program courses will take place at the Figge Art Museum and at the WIU-QC campus.

10. Listing of journals or other library resources needed to permit effective teaching of the certificate program.

Journal of Museum Education
Museum News
Visitor Studies
Curator
COLLECTIONS: A Journal for Museum and Archives Professionals
International Journal of Museum Management and Curatorship

11. Description of any special equipment that will be necessary to permit effective delivery of the certificate program.

CODEC for coursework based in Macomb is available in the QC campus building.

12/5/07
C: G Sullivan

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Western Illinois University – Graduate School
REQUEST FOR A NEW UNIT OF INSTRUCTION
APPROVAL SHEET

MUSEUM STUDIES – MASTER'S DEGREE

College Dean: Paul K. Krenk Date: 10/25/07

Graduate Council: approved GS Date: 11-5-07

Academic Vice President: Barbara Daily Date: 12/3/07

President: [signature] Date: 12/3/07

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8/11/09
cc G. Sullivan
2-11-10 S. Lawson

SCHOOL OF
GRADUATE STUDIES

2009 FEB 18 AM 9:30

Western Illinois University, School of Graduate Studies

Request for Post-Baccalaureate Certificate Program

College: COFAC **Date:** FEB. 9, 2009

Department responsible for the certificate program: COFAC

Name of department chairperson: ANN ROWSON-LOVE, DIRECTOR MST

Name of certificate program: MUSEUM STUDIES

Proposed date of first offering: FALL 2009

Proposed location(s) of offering: ___ **Macomb** ✓ **WIU-QC**

Signatures required:

Department Curriculum Committee (if appropriate)		Date:
Department Chairperson	N A	Date:
College Curriculum Committee (if appropriate)		Date:
College Dean	Paul K. Kirch	Date: 2/13/09
Graduate Council	approved GS	Date: 3.2.09
Academic Vice President	Jack Thomas	Date: 3/25/09

Please provide the following to support the request for a post-baccalaureate certificate program:

1. Statement of educational objectives of the program.
2. Statement of demonstrated need for the certificate program (market demand and/or student needs to be served).
3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed certificate program.
4. Listing of courses and credit hour requirements for the certificate program. Include course descriptions of approved courses as well as new course proposals for any new courses to be included in the certificate program.
5. Statement of how the proposed course sequence associated with the certificate will meet the stated educational objectives.

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2/18/10
C. D. Sullivan
S. Lawson
R. Kline
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Urbana

Executive Director
Judy Erwin

May 12, 2009

Jack Thomas, Ph.D.
Provost and Academic Vice President
Western Illinois University
211 Sherman Hall
Macomb, IL 61455

Dear Dr. Thomas:

Your letter of April 1, 2009, and the attachment to Dr. Dianne M. Bazell informed the Illinois Board of Higher Education (IBHE) staff that Western Illinois University has established a new Post-Baccalaureate Certificate in Museum Studies as an extension of the existing M.A. in Museum Studies approved by the IBHE in June 2008.

The staff has reviewed the University's proposal and acknowledges the creation of the Post-Baccalaureate Certificate in Museum Studies as an extension of the existing programmatic authority.

The staff understands that:

- The notification is consistent with *Definition #10 in the IBHE's Definition for New Program and Reasonable and Moderate Extension (RME) at Public Universities*;
- The purposes of the program are to educate students about the history of museums and current practices in exhibition development, and to explore various aspects of museum work, including administration, collections management, education, community development, tourism, fundraising, and art history;
- The curriculum of the certificate will consist of a minimum of 18 semester hours from courses at the 400 and 500 levels that are currently available;
- Emphasis in the program will be placed on practical experiences involving museum functions, such as exhibition and curatorial research, as well as cataloging, acquisition, community service, education, and administration; and
- No resources are requested to establish the certificate because there are sufficient existing resources (faculty, library resources, facilities, and equipment) to support the program.

COPY

The staff has assigned the Classification of Instructional Programs (CIP) code 30.1401 to the Post-Baccalaureate Certificate in Museum Studies as requested and it will add the program to the Degree Program Inventory. Please inform appropriate persons at the University who need to know this information along with those who will be responsible for reporting data for the certificate to the IBHE. If you have any questions about this letter, please contact me at jany@ibhe.org or (217) 557-7361.

Sincerely,

Ocheng Jany
Associate Director for Academic Affairs

cc: Ken Hawkinson
Dianne M. Bazell
Doug Franklin

5/4/12

COPY c: G. Sullivan
S. Lawson

Western Illinois University, School of Graduate Studies

REQUEST FOR INTEGRATED BACCALAUREATE AND MASTER'S DEGREE PROGRAM

College: COFAC/COEHS Date: 02/14/12

Department: Museum Studies/Recreation, Park and Tourism Administration

Name of department chairperson: Ann Rowson Love (MST)/K. Dale Adkins (RPTA)

Name of degree program: Integrated RPTA Bachelors/Museum Studies Masters Program

Proposed date of first offering: Fall 2012

Proposed location(s) of offering: ✓ Macomb ✓ WIU-QC

Signatures required:

Department Curriculum Committee (if appropriate)	[signature]	Date: 2/28/12
Department Chairperson	K. Dale Adkins / Ann Rowson Love	Date: 2/27/12 02-15-12
College Curriculum Committee (if appropriate)	[signature]	Date: 4.5.12 4/3/12
College Dean	[signature]	Date: 4/3/12 4.5.12
Graduate Council	approved GS	Date: 4/23/12
Academic Vice President	K. Hawkins	Date: 5-4-12

An Integrated Baccalaureate and Master's degree program provides the opportunity for outstanding undergraduates to earn both degrees in five years. Typically, a baccalaureate degree requires four years to complete and a master's degree requires an additional two years. However, the integrated degree programs are intended to be accomplished over a period of five years. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project or thesis.

The following items are required to support the request for an integrated baccalaureate and master's degree program:

1. Statement of educational objectives of the program and the academic soundness of permitting coursework to serve both degree requirements.
2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served).

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3. Listing of programs offered by other Illinois colleges and universities that are similar to the proposed integrated program.
4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree. (Maximum of nine)
5. Cumulative GPA requirements for admission to the program.
6. Major GPA requirements for admission to the program.
7. Specific departmental qualifications and methods of evaluation for students applying to the program.
8. Statement indicating whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.
9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.
10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.
11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.
12. List the integrated program requirements (clearly indicate which course(s) will be used to satisfy both undergraduate and graduate degree requirements).

COPY

Supporting Narrative for RPTA/Museum Studies Integrated Baccalaureate & Masters Degree Program

1. Statement of educational objectives of the program and academic soundness of permitting coursework to serve both degree programs.

The Museum Studies and RPTA curricula have been offered in a cooperative arrangement since the commencing of the Museum Studies program in 2008. The Museum Studies curriculum currently utilizes RPTA curriculum in terms of both a required course (RPTA 424G) and elective courses (RPTA 448G, 460G, 467G). Overall program objectives and values shared by the Museum Studies and RPTA programs include:

- Professional preparation through active experiences in the museum and leisure services settings
- Common core areas of study such as administration, fundraising, volunteerism, programming, conservation of natural and cultural resources, and tourism and visitor services

2. Statement of demonstrated need for the integrated program (market demand and/or students needs to be served.

The American Association of Museums (AAM) job descriptions increasingly have listed the Master's degree not only as a preferred, but also a required qualification for employment. As well, the combination of an RPTA and Museum Studies degrees offers students the opportunity to work in both professions and open more opportunities across fields. Students interested in cultural recreation will now have a curriculum path to specialization for their undergraduate and graduate experiences.

3. Listing of programs offered by other Illinois colleges and Universities that are similar to the proposed integrated program.

The Museum Studies program is the only Master's program in the State of Illinois. While there are a number of RPTA undergraduate programs throughout the State, the combination of RPTA and Museum Studies is unique to Western Illinois University.

4. Number of credit hours permitted to satisfy both the baccalaureate and master's degree program.

Nine hours of bridge courses.

COPY

5. Cumulative GPA requirements for admission to the program.

3.25 Minimum

6. Major GPA requirements for admission to the program.

3.25 Minimum

7. Specific departmental qualifications and methods of evaluation for students applying to the program.

Meeting the Minimum of 3.25 for the integrated program, personal goal statement and three letters of recommendation.

8. Statement indication whether the inclusion of this integrated program in the department's curriculum will necessitate the hiring of new faculty or if it can be taught by existing staff. In the latter case, indicate how a teaching load is to be redistributed to accommodate the new offering.

No new faculty will need to be hired as the current Museum Studies and RPTA curricula have been offered since 2008 using the Quad Cities Museum Studies and RPTA faculty and adjunct teaching staff. Macomb –based RPTA bridge courses are currently offered by the RPTA faculty at the Macomb campus. The only Museum Studies bridge course that might be offered at the Macomb campus would be MST 500/B.

9. Description of any special space requirements such as laboratories, clinics, or other special facilities needed to permit effective teaching of the integrated program.

Use of existing program spaces at the Figge Art Museum; addition of WIU Art Gallery, McDonough County History Museum if MST 500/B course is taught on Macomb campus.

10. Listing of journals or other library resources needed to permit effective teaching of the integrated program.

- Journal of Museum Education; Museum Management and Curatorship
- Visitor Studies (Visitor Studies Association)
- Curator

COPY

11. Description of any special equipment that will be necessary to permit effective delivery of the integrated program.

No special equipment needed.

12. List of integrated program requirements (clearly indicate which course(s) ~~will~~ can be used to satisfy both undergraduate and graduate degree requirements).

Core Courses.....22 s.h.
- MST 500/B Introduction to Museums: Purpose, Function and History (3)
-MST 501 Museum Administration (3)
-MST 502 Museum Exhibition (3)
-MST 503 Museum Collections Management (3)
-MST 515 Introduction to Museum Education (3)
- RPTA 424G/B Fundraising and Volunteerism in Leisure Services (3)
-MST 600 Internship and Special Project (4)
-MST 601 Workshops in Museum Studies (0)
-MST 602 Graduate Portfolio (0)

Directed Electives.....12 s.h.
- RPTA 448G/B Interpretation of Cultural and Environmental Resources (3)
- RPTA 460G/B Community Tourism Development (3)
- RPTA 467G/B Special Event Planning and Management (3)
-ART 485G Research in Art History (3, repeatable to 9)
-ART 496G History of Contemporary Art (3)
-MST 520 Independent Study in Museum Education (1-3, repeatable to 3)
-MST 560 Practicum in Museums (1-3, repeatable to 3)
-MST 599 Special Topics in Museum Studies (1-3, repeatable)

TOTAL PROGRAM.....34 s.h.

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(217) 782-2551
TDD (217) 524-3494

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PRESIDENT'S OFFICE

January 17, 1996

Dr. Donald S. Spencer
President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear President Spencer:

At its January 9, 1996 meeting, the Illinois Board of Higher Education granted authority to Western Illinois University to establish the following degree programs:

B.S.in Instructional Technology and Telecommunications, and
M.S. in Instructional Technology and Telecommunications.

We look forward to the successful development of these programs.

Sincerely,

Richard D. Wagner
Executive Director

1/24/96
cc: K. Beaty
J. Maguire
C. Gilbert
B. Caruso
B. Bailey
D. Taylor
B. Barker.

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TO: Joseph Rallo, Provost and
Academic Vice President

FROM: Bonnie Smith-Skripps, Dean

DATE: January 27, 2006

RE: Department Name Change

I fully support the request put forth by Dr. Hoyet Hemphill and the ITT Faculty for a change in department name from Instructional Technology and Telecommunications to Instructional Design and Technology. The proposed name change presents a much clearer description of the curriculum as well as the research and outreach activities performed by the academic unit.

Your consideration of the department's request is appreciated.

c: Nick DiGrino, Associate Dean
Hoyet Hemphill, Chair

Attachments

approved 1/30/06

Office of the Dean
College of Education and Human Services, Horrabin Hall 117, 1 University Circle, Macomb, IL 61455-1390
Phone 309.298.1690 Fax 309.298.2222

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PHILIP J. ROCK
CHAIRMAN
KEITH R. SANDERS
EXECUTIVE DIRECTOR

BOARD OF HIGHER EDUCATION

STATE OF ILLINOIS

June 9, 1999

Dr. Burton O. Witthuhn
Provost and Vice President for Academic Affairs
Western Illinois University
Macomb, IL 61455-1390

Dear Burt,

The Board of Higher Education staff accepts as reasonable and moderate extension actions at **Western Illinois University** as approved by Western Illinois Board of Trustees and reported in your letters of May 25th and 27th involving addition of the following post-baccalaureate certificate programs in:

- Instructional Technology--Distance Learning
- Instructional Technology-Multimedia
- Instructional Technology-Technology Integration in Education
- Police Executive Certification. This certificate will be added to the Program Inventory with CIP code 43.0103.
- A name change of the M.A. in Public Communication and Broadcasting to M.A. in Communication.
- A name change of the option in Foods, Nutrition and Dietetics within the B.S. in Consumer Sciences to Dietetics.

The staff also acknowledges the elimination of the option in Child Development/Family Life and Gerontology reported in your letter.

If you have any questions, please let me know.

Sincerely,

Ann Kieffer Bragg
Interim Deputy Director
Academic Affairs

c Ocheng Jany
Donna Corriveau
Carol Yoakum

6/15/99
c: President Spencer
Dean Taylor
Dean Butterworth
Mo Hassan
LTC Reinhart
Ken Hawkinson
Charlene Callison
John Maguire
Chuck Gilbert
Mike Glowacki
Karen Helmers
Kathie Beaty
Bob Bailey

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May 20, 2008

Dr. Jack Thomas
Provost and Academic Vice President
Western Illinois University
1 University Circle
Macomb, IL 61455-1390

Dear Dr. Thomas:

Your letter to Dr. Richard Pearce dated May 13, 2008, informed the Illinois Board of Higher Education (IBHE) staff that Western Illinois University has approved a new 24-semester hour **Post-Baccalaureate Certificate in Instructional Design and Technology: Educational Technology Specialist**. The letter also requested that we assign the Classification of Instructional Programs (CIP) code for the program.

It is correct that establishment of the certificate by the University does not require IBHE staff approval because a master's program in the same discipline is currently offered by the University. On the basis of the list of courses for the certificate, I have assigned CIP code 13.0501 for the program. It is the same code currently used for the University's M.S. in Instructional Design and Technology.

Please inform appropriate persons at the University who should know this information and those responsible for reporting data for the certificate to the IBHE using the assigned code.

If you have any question about this letter, please contact me by email: jany@ibhe.org or by telephone: (217) 557-7361.

Sincerely,

Ocheng Jany
Associate Director for Academic Affairs

cc: Dr. Barbara Baily, Associate Provost
Carol Yoakum
Doug Franklin

WESTERN ILLINOIS STATE TEACHERS COLLEGE BULLETIN

Vol. XXIV, No. 1 June, 1944

CONTENTS

General Information
Curriculums of Study
Report of 1943-1944
Mid-Spring Term, 1945
Summer Terms, 1945
Undergraduate and Graduate Courses

The contents of this Bulletin have been prepared under the direction of a faculty committee with the cooperation of each faculty member.

Published seven times yearly---January, March, May, June, September, October, December---by the Western Illinois State Teachers College, Macomb, Illinois.

(Printed by authority of the State of Illinois)

Entered as second class matter, April 17, 1909, at the post office at Macomb, Illinois, under the act of July 16, 1894. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized September 9, 1918.

86017

V. THE DIVISION OF EXTRA-INSTRUCTION

The Division of Extra-Instruction is responsible for the formulation of basic principles and the integration of certain agencies that deal with the educational program of a non-academic nature.

VI. THE DIVISION OF PUBLIC RELATIONS

The Division of Public Relations is responsible for the stimulation of interest of both the alumni and the general public in Western's educational program. Contacts with the alumni shall be kept in order to serve them and to retain their interest in Western's welfare.

ORGANIZATION OF THE COLLEGE

The College as organized has two divisions: (1) The Undergraduate Division, (2) The Graduate Division.

THE UNDERGRADUATE DIVISION

The Undergraduate Division consists of two parts: (A) The General College which offers a number of one-year and two-year non-professional curriculums. (B) The Teachers College which is a technical school for teachers. The Civil Administration Code of the State of Illinois gives the Teachers College Board the power to confer such professional degrees as are usually conferred by other institutions of like character for similar or equivalent courses of study. In order that Western Illinois State Teachers College may follow the plan adopted by the other teacher training institutions in Illinois and in many other states, the College offers three four-year curriculums leading to the degree of Bachelor of Science in Education. One is for elementary teachers, one for superintendents and elementary principals and supervisors, and one for high-school teachers and principals and for special teachers.

THE GRADUATE DIVISION

Permission to offer graduate work, starting June, 1944, was granted by the State Teachers College Board July 22, 1943. For requirements relative to the Master of Science in Education, see the special section dealing with graduate work.

THE TRAINING SCHOOLS

The Training Schools provide opportunity for creative educational experimentation and for the practical application of educational theory under normal public school conditions. Classes in psychology observe

children in their various activities; classes in principles of teaching see superior teaching and management. After becoming grounded in subject matter and professional theory each student is assigned to teaching under the direction of supervisors. A program is arranged, modified from time to time in the light of the nature of the student's development, to give him within the time allotted the kinds of experiences that will make for the best development of teaching ability of which he is capable.

The campus school consists of Kindergarten, Elementary School and High School. The Kindergarten has a forenoon session for four-year-olds and an afternoon session for five-year-olds. The supervisor works out with student teachers every phase of procedure in the light of child growth and development on this level. The Elementary School provides training facilities for students who are specializing in the primary, in the intermediate, or in the upper grades or junior high-school level. The High School is a recognized and fully accredited public high school and has from one hundred forty to one hundred eighty pupils who come from the city of Macomb, from the rural districts and from small communities not far distant. The standards for admission are the same as for other state high schools and the student body is much like that of other schools of the same size.

In addition to the Campus School there are affiliated off-campus schools that provide student teaching facilities. The Bardolph High School, and in some areas the Macomb High School, give student teaching in high-school subjects. The Bardolph and Adair grade schools and three rural schools close to Western, under the general supervision of the Director of Rural Training, provide opportunities for teaching for those preparing for rural work. Groups of children in each of the first six grades of the Macomb Schools who are more or less deficient in some phase of their work are organized into a summer school that gives opportunity for student teaching with stress on diagnostic and remedial procedures.

Jennette Terrill, Ph.M., University of Wisconsin (critic teacher)
*Moses N. Thisted, Ph.D., State University of Iowa
A. A. Wellck, Ph.D., Columbia University

ENGLISH
Irving Garwood, Ph.D., University of Chicago
Isabel Hoover, A.M., University of Illinois (critic teacher)
*Kent Pease, Ed.D., New York University
DeForest O'Dell, Ph.D., Columbia University
Juna Reynolds, A.M., Columbia University (critic teacher)
*John J. Welker, Ph.D., University of Chicago

FOREIGN LANGUAGE
Ruth Carson, Ph.D., Ohio State University
Grace M. Sproull, Ph.D., University of Chicago

GEOGRAPHY AND GEOLOGY
Arthur G. Tillman, Ph.D., University of Wisconsin
Claude J. Hesh, Ph.M., University of Wisconsin (critic teacher)

MATHEMATICS
Edwin W. Schreiber, A.M., University of Michigan; 77 hours graduate work beyond the Master's degree
H. G. Ayre, Ph.D., George Peabody College for Teachers
Loren E. Taylor, A.M., University of Illinois (critic teacher)

PHYSICAL SCIENCE
Fred H. Currens, Ph.D., University of Nebraska
Chester W. Bennett, Ph.D., University of Illinois
H. Waldo Horrabin, M.S., University of Iowa (critic teacher)

SOCIAL SCIENCE
Marcy G. Bodine, Ph.D., University of Iowa
Julian Archer, Ph.D., New York University
Harvey Seal, A.M., Columbia University; 126 hours graduate work beyond the Master's degree
Hilda M. Watters, Ph.D., University of Iowa
A. A. Wellck, Ph.D., Columbia University

GRADUATE COMMITTEE

HISTORY AND ORGANIZATION

Graduate work at the Western Illinois State Teachers College was authorized by the State Teachers College Board on July 22, 1943, when the State Teachers Colleges were granted permission to offer five-year programs leading to the degree of Science in Education.

*On leave for the duration of the war.

The faculty of the Graduate Division includes only those members of the college who have been selected by the Graduate Committee and President of the college as meeting the requirements set up by the State Teachers College Board. All faculty members who teach graduate courses have a Doctor's degree or the equivalent. Administration of the graduate work is vested in the Graduate Committee which is appointed by the President of the college and the faculty council. This committee has general supervision of all graduate work in the college. The Graduate Committee recommends to the faculty students who have completed all the requirements for the Master's degree; the faculty, after approving the recommendations of the committee, asks the President to present the names of these students to the State Teachers College Board for approval.

OBJECTIVES

The program of graduate work at Western is planned to serve four types of students: (a) teachers in the elementary school; (b) teachers in the various subject matter fields on the junior and senior high-school level; (c) teachers who are administrators, supervisors, deans, and personnel officers; and (d) teachers who desire advanced courses merely to become more effective in their teaching without working for the Master's degree. The Master of Science in Education degree is primarily a teaching degree rather than a research degree.

I. PROPOSED FIVE-YEAR PLANS IN THE ELEMENTARY AND SECONDARY FIELDS

1. ADMISSION AND RETENTION IN THE FIFTH YEAR

Admission to courses for graduate credit shall be administered by the Graduate Committee, which shall be guided by the following general principles:

a. The completion of the first four years of the five year program, or the approximate equivalent, in a college or university that is accredited by the American Association of Teachers Colleges, the appropriate regional accrediting agency, or recognized by the state university of the state in which the college or university is located. It should be clearly understood that a student who is admitted to the five-year program at the beginning of the fifth year may be required to spend more than the minimum time to complete the work for the Master's degree. All academic deficiencies must be removed before students are admitted to candidacy.

b. A student with the Bachelor's degree from an institution not on the accredited or approved lists referred to above may be accepted conditionally as an unclassified student pending the satisfactory

GRADUATE WORK AT WESTERN

The Illinois State Teachers College Board at its meeting in Chicago on July 12, 1943, authorized graduate work in the teachers colleges of Illinois. The work will begin June, 1944, and will be given in those institutions that desire to commence the work and upon the assurance from the faculty of the institution to the teachers college board that it is properly prepared to commence such work.

The Western Illinois State Teachers College is definitely planning to offer graduate courses commencing with the summer term of 1944. The work will lead to the Master of Science in Education Degree. This work will be offered in certain limited fields on both the elementary and secondary level. Persons interested in such work should write to Dean F. H. Currens by April 1, 1944.

TWO-YEAR GENERAL CURRICULUM

Junior College Curriculum
Non-Professional

The Illinois State Teachers College Board approved the giving of a two-year, non-professional general curriculum at the five state teachers colleges in Illinois.

On pages 40 to 53 of the catalog, a number of one- and two-year curriculums have been set up in connection with Western's war effort. These two-year general non-professional curriculums will be available for students beginning September, 1944.

number of WIU's - BOG degree students = 11,000+ current students 3/28/93

if no action taken to complete degree for 2 yrs. student is taken off the program.

$6 - 700,000 budget

1988-89 ACADEMIC PROGRAM REVIEW SUMMARY

December 27, 1989

Chicago State University
Eastern Illinois University
Governors State University
Northeastern Illinois University
Western Illinois University

DEGREE: Board of Governors Bachelor of Arts Degree Program

CIP CODE: 30.9999

APPROVAL DATE: 1972

INTRODUCTION

The Board of Governors Bachelor of Arts Degree Program is a special and unique degree program, created and approved in 1972, that provides a flexible, quality educational opportunity for highly competent adult learners to earn a bachelor's degree. The degree program is offered cooperatively at the five BOG universities: Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University, Western Illinois University and at thirteen approved off-campus sites in various parts of the state. There are five approved off-campus sites for Eastern Illinois University which include the Community College Districts of Kaskaskia, Parkland, Danville, Belleville and Illinois Eastern and eight approved off-campus sites for Western Illinois University which include the Jacksonville area and the Community College Districts of Black Hawk, Sauk Valley, Illinois Central, Carl Sandburg, Spoon River, John Wood and Rock Valley.

OBJECTIVES

In general, the BOG/BA degree program is intended to facilitate the acquisition of a baccalaureate degree by modifying or simplifying, within specified guidelines, the rules and procedures that often inhibit capable adult students from participating in a traditional degree program. The specific objectives of the program are:

1) To provide adults with an opportunity to earn a high quality, academically sound baccalaureate degree which provides sufficient flexibility to allow them to meet their educational goals while maintaining other adult responsibilities related to work and family;

2) To serve individuals with a diversity of educational experiences by facilitating transfer of college level credit from regionally accredited colleges and universities and by awarding appropriate academic credit through an assessment of prior learning;

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Memorandum

To: Dr. Jack Thomas, Provost and Academic Vice President
Dr. Ken Hawkinson, Associate Provost for Budget, Planning & Personnel

From: Dr. Richard W. Carter, Director

Date: 4/2/2010

Re: School and Degree Program Name Changes

In an effort to provide students with a more recognizable degree that allows them the opportunity to individually focus their education, I am formally requesting permission to change the name of the Board of Trustees Bachelor of Arts Degree (BOT/BA) to the Bachelor of Arts in General Studies (BGS).

I am also requesting permission to change the name of the School of Extended Studies (which houses the BOT/BA degree and Non-Credit Programs) to the School of Distance Learning and Outreach. This name more accurately represents the functions within these offices.

I am hopeful that these name changes can officially come into effect July 1, 2010.

approved
J Thomas
4/8/10

School of Extended Studies, Horrabin Hall 6, 309/298-1929

Attachment I
Undergraduate and Graduate Catalog Copy

- Museum Studies Post Baccalaureate Certificate
- Museum Studies Integrated Degree
- Museum Studies Masters Degree
- Instructional Design and Technology Post Baccalaureate Certificates
- Instructional Design and Technology Masters Degree
- Elementary Education Masters Degree
- General Studies Degree

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

Museum Studies
2012-2013

Gainful employment information

Director: Ann Rowson Love
Graduate Committee Chairperson: Ann Rowson Love
Office: WIU-Quad Cities Campus
Telephone: (309) 762-9481 or (309) 298-1618
Fax: (309) 762-6989
E-mail: COFAC@wiu.edu
Website: wiu.edu/cofac
Location of Program Offering: Quad Cities

Program Description

The certificate program in Museum Studies provides a complementary track of courses that allows students who have obtained a master's degree or are currently enrolled in a graduate program in another discipline, to explore the field of museum work. Its aim is to provide knowledge and training in various aspects of museum work to include history, theory and practices in museum professions as well as exhibition development. Students select additional coursework to gain knowledge in museum administration, collections management, education, community development, tourism, fundraising, and art history.

Certificate Requirements

I. Core Courses: 6 s.h.

MST 500 Introduction to Museums: Purpose, Function and History (3)
MST 502 Museum Exhibition (3)

II. Electives: 9 s.h.

Select from the following:

MST 501 Museum Administration (3)
MST 503 Collections Management (3)
MST 515 Introduction to Museum Education (3)
MST 599 Special Topics in Museums (1-3, repeatable)
RPTA 424G Fund Raising and Volunteerism in Leisure Services (3)
RPTA 448G Interpretation of Cultural and Environmental Resources (3)
RPTA 460G Community Tourism Development (3)
RPTA 467G Special Events (3)
ART 485G Research in Art History (3)
ART 496G History of Contemporary Art (3)

III. Required Practicum: 3 s.h.

MST 560 Practicum in Museums

TOTAL: 18 s.h.

Course Descriptions

Museum Studies

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