Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ___ New course   _x_ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: HIS 5010

2. **Title (*may not exceed 30 characters, including spaces*):** Leadership in Museums I

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Leadership in Museums I :

   Administration of Historical Organizations

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 3-0-3

5. **Term(s) to be offered:**   _x_ Fall ___ Spring   ___ Summer   ___ On demand

6. **Initial term of offering:** _x_ Fall ___ Spring   ___ Summer   **Year:** _2013_____

7. **Course description:** Students will engage in intensive study and research into the history of museums, historical sites, and archives with specific attention to their governance and management. Topics include trusteeship, ethics, financial management, professional standards, accessibility, marketing, disaster planning, and current issues in museums. Students will complete a grant proposal for a museum.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). No equivalent courses exist.
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   ___ No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      Admission to the Historical Administration program.

      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes   _x_ No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**

      HIS 5010 is a core course requirement open only to students enrolled in the graduate program in History with Historical Administration option. The instructor, in consultation with the HA coordinator may on rare occasion make exceptions, but restricting registration to enrolled members of the program is a means of maintaining the integrity of the curriculum.

___ No one   ___ Chair   _x_ Instructor   ___ Advisor   ___ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

e. **Repeat status:**   _x__ Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
    MA History with Historical Administration option

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): _x__ Standard letter   ___ CR/NC   ___ Audit   ___ ABC/NC
    ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

    Please check any special grading provision that applies to this course:

    ___ The grade for this course will not count in a student's grade point average.

    ___ The credit for this course will not count in hours towards graduation.

    If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

    ___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

    ___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

    _x_ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research
    ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad
    ___ Internet   ___ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
    1. Identify elements of the administrative structure of historical organizations

2. Be well-versed in professional standards (including ethics) of administering historical organizations
3. Think analytically and critically about the history of museum and historical organization formation, administration and management.

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
   - **EIU graduates will write and speak effectively.**
   - **EIU graduates will think critically.**
   - **EIU graduates will function as responsible citizens.**

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
   - **Depth of content knowledge 1, 3**
   - **Effective critical thinking and problem solving 2, 3**
   - **Effective oral and written communication 2, 3**
   - **Advanced scholarship through research or creative activity 1, 3**

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
   1. Researching and writing a grant proposal for a real organization will demonstrate comprehension of how historical organizations are administered and how they effectively meet professional standards of operation.
   2. Class participation and presentations will measure the students' ability to think critically, analyze course materials, and express key concepts of museum administration.
   3. Oral presentation contextualizing historic leader in museum field familiarizes students with museum historiography.
   4. The final exam will evaluate how well students understand and can articulate primary concepts of administration and the role of leadership in administering historical organizations.

3. **Explain how the instructor will determine students' grades for the course:** Grades will be based on:
   1. Grant project – 30%
   2. Class participation – 20%
   3. Oral presentation – 20%
   4. Final examination – 30%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

     a. **course objectives;**
     b. **projects that require application and analysis of the course content; and**
     c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

3-0-3, 150 minutes per week

Week 1	History of museum administration; overview of professional organizations
Week 2	Grants; purpose and mission
Week 3	Meeting professional standards
Week 4	Trusteeship; governance
Week 5	Accessibility
Week 6	Fund-raising
Week 7	Grant preparation
Week 8	Ethics; community engagement
Week 9	Marketing; public relations
Week 10	Risk management; security
Week 11	Long range planning
Week 12	Disaster planning
Week 13	Development
Week 14	Financial management; intellectual property
Week 15	Current issues in historical organizations including advocacy
Week 16	Final examination

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
This is a revision of a course that has been part of the curriculum since the Historical Administration program began in 1975. Course revisions are aligned with HA curriculum revisions being proposed simultaneously, and are intended to better describe the present nature and content of the course.
     a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
     b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Students enrolled in HIS 5010 are expected to complete advanced level graduate coursework. The course satisfies a requirement for students in the MA in History with Historical Administration Option.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
   b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
   b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
   This is a core requirement in the graduate program in History with Historical Administration option.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
   Patricia L. Miller or other qualified graduate faculty in Historical Administration, Department of History

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

   Alexander, Edward P., and Mary Alexander. *Museums in Motion: An Introduction to the History and Functions of Museums*. 2nd ed. Nashville: American Association for State and Local History, 2007
   Cilella, Salvatore G., Jr. *Fundraising for Small Museums*. Lanham: AltaMira Press, 2011
   Genoways, Hugh H., and Lynn M. Ireland. *Museum Administration: An Introduction*. Walnut Creek, Calif.: AltaMira Press, 2003
   Malaro, Marie C., and Ildiko DeAngelis. *A Legal Primer on Managing Museum Collections*. 3rd ed. Washington D.C.: Smithsonian Books, 2012
   Wolf, Thomas. *Managing a Nonprofit Organization in the Twenty-First Century*. New York: Simon and Schuster, 1999

Supplemental Texts:

Alexander, Edward P. *The Museum in America: Innovators and Pioneers*. Walnut Creek, Calif.: AltaMira Press, 1997

———. *Museum Masters: Their Museums and Their Influence*. Walnut Creek, Calif.: AltaMira Press, 1983

Burcaw, G. Ellis. *Introduction to Museum Work*, 3rd ed. Walnut Creek: AltaMira Press, 1997

Darrach, Joan, and James Snyder. *Museum Design*. New York: Oxford University Press, 1993

George, Gerald, and Cindy Sherrell-Leo. *Starting Right: A Basic Guide to Museum Planning*. 2nd ed., Gerald George. Walnut Creek, Calif.: AltaMira Press, 2004

Malaro, Marie C. *Museum Governance: Mission, Ethics, Policy*. Washington, D. C.: Smithsonian Institution Press, 1994

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 10/12/2012

Date approved by the college curriculum committee: 10/31/2012

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: N/A   **CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).