

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 ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as *ART 1000*:** HIS 5011
2. **Title (may not exceed 30 characters, including spaces):** Leadership in Museums II
3. **Long title, if any (may not exceed 100 characters, including spaces):** Leadership in Museums II:
Professional Development
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 1-0-1
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:**
7. **Course description:** Students will learn what it means to be a leader in today's museum world. Topics will include professional standards relevant to museum formation, administration and management including envisioning (current trends, planned change, and conflict between the real and the ideal). Students will create a professional portfolio, stay abreast of current issues in the museum field through electronic media, undertake projects that familiarize them with the professional organizations with which they will be involved in the field, and explore venues for professional development.
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 ☒ No
If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
HIS5011 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 ☒ Instructor ☐ Advisor ☐ Other (Please specify)

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

e. Repeat status: ☒ 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): ☒ 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.)

☒ 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:

Students enrolled in this course will:

1. Put current museum operations into the context of changes in history museum and historical organization formation, administration and management;
2. Practice self-analysis as they consider their future roles as leaders in the museum field;
3. Learn the importance of, and methods for, recognizing current trends in the field, envisioning the future of the field, and resolving conflicts between best practices and limited resources;
4. Apply multiple professional development tools and use resources in the museum field to position themselves for entry level positions in history museums and historical organizations.

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, 4
- Effective critical thinking and problem solving --- 1, 2, 3, 4
- Effective oral and written communication --- 1, 2, 3, 4
- 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. Envisioning: Students will give an oral presentation on a trend (cultural, technological, professional) that will affect the future of museums, and analyze the impact of that trend on the museum field.
2. Response Paper: Students will write a brief (5-10 page) paper answering the question, “What does it take (or mean) to be a leader in the museum field?” They will base their paper on interviews with Historical Administration alumni and on readings that deal with that aspect of leadership.
3. Class participation: Students will be required to articulate their understanding of historiography, standards and best practices, and professional development tools during class discussions.
4. Professional Electronic Portfolio: Students will create an electronic portfolio that demonstrates their professional training and preparation for internships and full-time employment, and that can be used in their internship and job applications.

3. Explain how the instructor will determine students’ grades for the course:

Oral presentation 30%
Class participation 20%
Paper 20%
Portfolio 30%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - (1) Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - (2) Describe how the integrity of student work will be assured:
 - (3) 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:
 - (1) course objectives;
 - (2) projects that require application and analysis of the course content; and
 - (3) 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.

2.5 hours per week over six weeks.

Course Outline

Week 1	Current museum administration and management (review, issue identification, context)
Week 2	Professional development resources
Week 3	Leadership in museums
Week 4	Standards and best practices
Week 5	Envisioning the future of museums
Week 6	Envisioning exercise; portfolio presentation

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The graduate program in History with Historical Administration option began in 1975 to meet the need for trained professionals to work in historical agencies, including history museums, historic sites, and historical societies. In the years since, EIU's HA program faculty have responded to changing standards for teaching public history and for engaging with the community beyond the classroom in ways that model the profession. The National Council on Public History, a professional organization serving the public history field, advises

programs on best practices, but it is not an accrediting body. The NCPH's Best Practices in Graduate Training Programs states that core professional conditions of public history include shared authority, collaborative work environments, and community building. The HA curriculum seeks to maintain these best practices while attending to content specific to the course topic.

- 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 5011 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):

This is a core requirement for an M.A. in History with Historical Administration Option.

- 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.**

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):

Genoways, Hugh H., and Mary Anne Andrei. *Museum Origins: Readings in Early Museum History and Philosophy*. Walnut Creek, Calif.: Left Coast Press, 2008

Hein, George E. *Progressive Museum Practice*. Walnut Creek, Calif.: Left Coast Press, 2012

Tolles, Bryant F, Jr., *Leadership for the Future*. Nashville: American Association for State and Local History, 1991

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).