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 5030

2. **Title (*may not exceed 30 characters, including spaces*):** Introduction to Archival Methods

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Introduction to Archival Methods

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:** ___ Fall **_x_** Spring ___ Summer ___ On demand

6. **Initial term of offering:** ___ Fall **_x_** Spring ___ Summer **Year:** _2014_____

7. **Course description:**

   The purpose of the HIS 5030 is to introduce students to the method and theory of archival administration. The course covers the history of archives and current archival practice together with the public dimensions of archives such as the development of outreach programs and issues relating to access and preservation of archival material through digitization. Neither archival experience nor knowledge of archival practices is required.

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 5030 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:
   M.A. in 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. Students will practice the core competencies involved in the identification and preservations of archival materials and articulate issues of accessibility relating to public records of historical value.
2. Students will apply the specific principles and sequence involved in the appraisal, acquisition, and documentation of archival collections, as well as the principles and processes of the arrangement and description of documents by type of materials.
3. Students will demonstrate knowledge of the importance of archival outreach programs.
4. Students will be proficient in the fundamental processes of archival digitization.
5. Students will be conversant in all aspects of archival ethics and standards of practice as defined by the Society of American Archivists, and the application of critical historical methods to archival materials.
6. Students will master the mechanics of historical writing and presentation on topics related to the archival profession.

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**
   - **Effective critical thinking and problem solving**
   - **Effective oral and written communication**
   - **Advanced scholarship through research or creative activity**

   Depth of Content Knowledge: 1, 2, 3, and 5
   Effective Critical Thinking and Problem Solving: 4, 5
   Effective Oral and Written Communication: 6
   Advanced Scholarship: 1, 2, and 5

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

   Class presentations/participation
   Formal Seminar Paper
   Applied History Project

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

   Research Paper: 35%
   Applied History Project: 35%
   Class Participation (conversant with readings): 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.

Week 1: Introduction of the Archival Profession and Overview of Course
Week 2: History of Archives and Manuscript Collections
Week 3: Archival Acquisition and Documentation Strategies
Week 4: Principles of Archival Appraisal
Week 5: Archival Arrangement and Description
Week 6: Reference Services and the Use of Archives
Week 7: Archival Preservation and Conservation
Week 8: Archival Outreach Programs
Week 9: Digital Archives
Week 10: Why Archivists Are Not Librarians and Vice Versa
Week 11: Archives and Public History
Week 12: Archival Practicum
Week 13: Archival Practicum
Week 14: Archival Practicum
Week 15: Archival Practicum
Week 16: Papers and Projects Due

PART IV: PURPOSE AND NEED

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

   Many students within the Historical Administration Program either work or intern in archival repositories as full-time archivists, or at least work with archival collections in different capacities as part of their respective assignments of duties. These include, but are not limited to, archival repositories associated with colleges and universities, businesses and corporations, historical societies, museums, libraries, community

organizations, and agencies of local, state, and federal governments. The source materials collected, preserved, and processed in archives are the building blocks of the profession. The course focuses on museum archives, special library collections, and archives in historical societies in keeping with the orientation and thrust of the HA curriculum.

    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 5030 are expected to complete advanced level graduate coursework.

HIS 5030 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.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
This course is one of three courses (total 9 credit hours) that address the overall theme of "Curating Collections and the Built Environment." Each course addresses collections stewardship issues related to:
- Practical management of material culture (architecture, landscape and the built environment; historic artifacts; archival material) that document the past.
- Physical materials & care appropriate to the three types of material culture
- Intellectual development/planning.

Each course deals with a different artifact type (HIS 5030: Introduction to Archival Methods focuses on paper, photographs, various media as well as digital artifacts; HIS 5060: Historic Preservation in the United States focuses on the built environment including buildings and landscapes; HIS 5090: Care and Management of Historic Artifacts focuses on inanimate artifacts such as decorative arts and ethnographic material as well as intangible and animate cultural artifacts such as culture as well as animals and plants as collected, preserved and interpreted in history museums and historic sites). Thus, while each course addresses the topics of practical management, appropriate care and intellectual control, each differs in keeping with professional organizations that proffer different policies and standards and certification for each of the distinct collection types. Each course has been designed to not duplicate information but to reinforce theory, policy, procedures, and planning issues specific to each artifact type.

    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:** Terry A. Barnhart 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):**
    Jimmerson , Randall C., ed., <u>American Archival Studies: Readings in Theory and Practice</u> (2000)
    Wythe, Deborah, ed. <u>Museum Archives: An Introduction</u> sec. ed. (2004)

    Supplemental Reading:

    Barnhart, Terry A., Debra A. Reid, and Linda Norbut Suits, "Theory and Practice in Applied History: A Collections-Based Curriculum at Eastern Illinois University," <u>Collections: A Journal for Museum and Archives Professional, From the Practical to the Philosophical</u> 6 (Fall 2010), 239-256.

    Eisloefell, Paul and Lisa Garvin, "Archival Materials in the History Museum: A Strategy for Their Management," <u>AASLH Technical Leaflet No. 179</u> (1992)

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:**