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 5090

2. **Title (*may not exceed 30 characters, including spaces*):** Care and Management of Historical

   Artifacts

3. **Long title, if any (*may not exceed 100 characters, including spaces*):**
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:** An introduction to the physical and intellectual management of collections with the goal of mitigating deterioration. Topics include material identification, museum registration and cataloging standards; preventive conservation (environment, storage, handling, and care requirements for different animate and inanimate artifact groups); planning for long-term collections development and stewardship.

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 into 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 5090 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:**

After completing this course, students will be able to

1. Employ professional standards for collections care and management as conveyed in theoretical, scholarly, and professional literature.
2. Identify the material composition of historic artifacts and associated care standards for each material.
3. Articulate collections care and management policies and procedures to ensure accurate documentation and long-term stewardship of historical artifacts (animate and inanimate).
4. Utilize tools (software, hardware, professional standards) to create consistent data that ensures access and facilitates intellectual and physical control of collections.
5. Advocate for collection, preservation, and documentation of historic artifacts as irreplaceable evidence essential to research.
6. Synthesize information and apply that information to solve problems faced by peers employed in the history museum field and share results in effective oral and written communication.

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**

HIS 5090 course goals expect students to comprehend advanced scholarship; engage in critical analysis and effective problem solving; convey depth and breadth of knowledge of professional standards, policies and procedures orally and in writing; and synthesize information and apply understanding to challenges faced by peers employed in the history museum field. Specific goals relate to graduate-level coursework as follows:

Depth of content knowledge: 1, 2, 4, 5, 6
Effective critical thinking and problem solving: 2, 3, 4, 5, 6
Effective oral and written communication: 3, 6
Advanced scholarship through research or creative activity: 5, 6

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

ENGAGEMENT based on discussion of readings; "in the news" items from professional list-servs such as MUSEUM-L & RCAAM; major events/issues related to collection management; answers conveyed orally and in writing. **(10 pts/week = 150 points)**

IDENTIFICATION & RECALL
- Materials used in collections care, i.e. ethafoam, tissue paper, mylar, etc.; Budgeting for collections care necessities. **(50 points)**
- Composition of historic artifacts (**20 pts for 7.5 weeks = 150 points**)
  Collection Characteristics & Care Requirements / Preventive Maintenance;

Textiles/Clothing	Wood; Composite Artifacts	Metal; Composite Artifacts
Stone	Ceramics	Glass
Living Collections	Natural Polymers: Leather, Skin/Fur, Bone, Ivory/Horn	
Plastics/Synthetics		

- Quizzes to assess reading comprehension **(10 pts/week for 15 weeks = 150 points)**

APPLICATION
- Weekly in-class writing that requires students to synthesize readings and solve real collections care problems, orally and in writing **(20 pts/week for 15 weeks = 300 points).**
  - **Management:**
    - Accessioning/Deaccessioning; Legal Requirements
    - Records management (manual and computerized/automated)
    - Numbering/Marking; Condition Reports
    - Insuring Against Maximum Probable Loss
    - Digital Applications
  - **Physical Control:**
    - Storage; Housekeeping
    - Agents of Deterioration; Emergency Mitigation; IPM
    - Collections in Use; Tiering Artifacts
  - **Intellectual Control**
    - Preservation Planning, Collections Development
- Exercise in digital application that involves students in a project utilizing **collections management software** (Past Perfect, Omeka or other open access software). Completion requires data entry in standardized format, photographic objects, searching and producing reports using the relational database. Systemized data entry will facilitate record tracking, loan tracking, exhibit label production, etc. **(100 points).**

FINAL EXAM: a comprehensive, open book exam, with answers presented orally **(100 points)**

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

   Engagement – 15%
   Identification/Recall – 35%
   Application – 40%
   Synthesis (final exam) – 10%

4. **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 *.)**

N/A

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.

HIS 5090 meets one time per week for 150 minutes per class meeting (15 times during the semester)

Week 1   Course Expectations; Philosophy; Terminology
           Job Descriptions
       Collections Care Material Identification
           Historiography: Saving historic artifacts over time, and why?

State of the Field Today - *A Public Trust at Risk* (AASLH)

SECTION I – Management: Ensuring Access

Week 2   Keeping Track (Policies and Procedures)
            Accessioning & Deaccessioning
             Legal Issues: Clear Title; Copyright
        Numbering & Marking

Week 3   Digital Applications: Photography; Access
    Copyright: Collections, Intellectual Property & Conflict of Interest over Ownership and Use
        Collections databases (Past Perfect; Omeka – open access)
        Nomenclature 3.0

Week 4   Management / Recordkeeping
                Recordkeeping; Manual and Computerized Documentation – Digital Applications
            Introduction to cataloging worksheets; Data Content Standards
            Condition Assessment: Documentation, Monitoring; Condition Reports

SECTION II – Physical Control

Week 5   Storage (Designing Ideal and Low-Cost Collections Storage)
    Care & Handling
    Agents of Deterioration
    Emergency Preparedness & Risk Mitigation; Insuring for Maximum Probable Loss
            Integrated Pest Management (IPM)

Week 6   Creating Healthy Environments for Collections & Curators; Hazardous Materials (Health & Safety)
    Housekeeping
    Inventory
    Legal Issues: Old Loans, Found in Collections, Unclaimed Property
    Collections & Use (legal and physical control issues; i.e. film policies, tiering collections, replicas)

SECTION III - Collection Characteristics & Care Requirements; Preventive Maintenance (CC/PM)
    For each artifact type we will identify materials, associate materials to care standards, and apply those
    standards for managing collections (catalog worksheets, condition reports) and for physical control
    (preventive conservation – handling, measuring, marking, storage).

Week 7   CC/PM: Organic Objects; Wood & Composite, i.e. Furniture, Tools, Equipment

Week 8   CC/PM: Metal & Composite – Tools, Machinery

Week 9   CC/PM: Textiles & Clothing

Week 10   CC/PM: Ceramics; Stone; Glass

Week 11   CC/PM: Plastics: Natural Polymers; Synthetics

Week 12   CC/PM: Ivory; Skin/Leather; Horn/Bone; Feathers (Ethnographic Collections)

Week 13   CC/PM: Living (Animate) Collections – heritage breeds of animals, plants
        CC/PM: Intangible cultural heritage artifacts – International Council of Museums mandate

Section IV   Intellectual Control

Week 14   Ethics of Collecting / Repatriation
Legal Obligations / Taxes
Collections Management Assessment (MAP)

Week 15   Long Range Planning for Collection Stewardship
Collection Development Plans

Week 16   FINAL

PART IV: PURPOSE AND NEED

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

The graduate program in History with a concentration in Historical Administration began in 1975 to meet the need for training entry-level professionals to work in historical agencies including history museums, historic sites, and historical societies. HIS 5090 satisfies a requirement for the HA program, and has been on the books since at least 1981. Course revisions are aligned with changes to the HA curriculum being proposed simultaneously and are intended to better describe the present nature and content of the course as well as reflect changing needs of the profession.

In the years since 1975, 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; community-building. HIS 5090 as well as other courses in the HA curriculum seek to maintain these best practices while attending to content specific to the course topic.

Faculty takes into consideration the needs of the profession. To remain responsive, faculty participate actively in alumni gatherings and facilitate conversations about courses. During the 2012 Historical Administration Alumni Symposium, a group of curators and collections managers discussed with students and faculty issues in the area of collections management that HIS 5090 needed to address. The consensus indicated that HIS 5090 needed to maintain a balance between basic artifact material identification and best practices in the field. This course reflects that advice.

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

Students enrolled in HIS 5090 are expected to complete advanced level graduate coursework. HIS 5090 is a core course requirement open only to students enrolled in the graduate program in History with Historical Administration option.

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.

4. **Impact on Program(s): 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 course is required for students admitted into the graduate program in History with Historical Administration option.

PART V: IMPLEMENTATION

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

2. **Additional costs to students:**
N/A

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

Texts Required:

A Public At Risk: Heritage Health Index Report on the State of America's Collections (December 2005)
http://www.heritagepreservation.org/hhi/
Buck, Rebecca A. and Jean Allman Gilmore, eds., *Museum Registration Methods*, 5th ed., Washington, DC: American Association of Museums, 2010 (MRM 5.0).
Malaro, Marie C. and Ildiko Pogany DeAngelis, *A Legal Primer on Managing Museum Collections*, 3rd ed., Washington, DC: Smithsonian Books, 2012. (1st ed., 1985; 2nd ed., 1998).
Merritt, Jane and Julie A. Reilly. *Preventive Conservation for Historic House Museums*. Lantham, Md.: AltaMira Press, 2010

Supplemental:
Collections: A Journal of Museum & Archives Professionals (AltaMira Press, Vol. 1, Aug 2004 - present)

National Standards & Best Practices for U.S. Museums (American Association of Museums, 2008)

Nomenclature 3.0 for Museum Cataloging, 3rd edition of *Robert G. Chenhall's System for Classifying Man-Made Objects* (2009). The previous edition appeared under the title: *The Revised Nomenclature for Museum Cataloging: A Revised and Expanded Version of Robert G. Chanhall's System for Classifying Man-Made Objects* (Nashville: AASLH Press, 1988).

PastPerfect Museum Software 5.0 an integrated relational database for collection and membership management; Windows based [http://www.museumsoftware.com]; includes access to an on-line version of *Nomenclature 3.0* and a *User's Guide*: http://www.museumsoftware.com/userguide.shtml; Exhibit Prep is a feature (see ch 13, User's Guide: http://www.museumsoftware.com/v5ug/pdf/PP5-13.pdf; includes capability to create virtual exhibits.

StEPs Workbook: Standards and Excellence Program for History Organizations (American Association for State and Local History, 2009).

Selected "how-to" information on collections care; "authority" publications (sound advice based on scientific study and reversible processes) Material produced by American Institute for Conservation or the Canadian Conservation Institute; articles from *Conserve O Gram*, an NPS publication; releases from conservators and collections managers at institutions such as The Henry Ford.

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. N/A

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).