

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 5110
2. **Title (may not exceed 30 characters, including spaces):** History Museum Exhibits I
3. **Long title, if any (may not exceed 100 characters, including spaces):** History Museum Exhibits I
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 ☐ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2013
7. **Course description:** While studying the role, function, and development of history museum exhibits as part of its interpretation for public audiences, the students will plan, research and design an exhibition in collaboration with a local museum using standards and best practices of the museum profession.
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)?**

HIS 5110 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:

**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 will:

1. Master the theory, history, and practice of museum exhibition
2. Plan, research, and design an exhibition
3. Apply communication theory to deliver complex topics in a meaningful way to a general audience
4. Apply theory and principles to produce an exhibit with multiple points of view and levels of engagement
5. Develop and adhere to a schedule, list of materials, and exhibit budget
6. Create a design brief as a guide to exhibit development

7. Contribute as an effective member of an exhibit team
8. Practice front-end, formative and summative evaluations as guides to the exhibit development process
9. Work in a client/contractor environment to create an exhibition for an area museum
10. Practice ethical use of social media in museums
11. Design and use social media to attract new audiences
12. Design and use social media to encourage active participation in the exhibit and affiliated public programs

**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, 3, 6, 7, 10

Effective critical thinking and problem solving -- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Effective oral and written communication -- 3, 6

Advanced scholarship through research or creative activity -- 2, 3, 4, 6, 8, 10, 11, 12

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

Since exhibit production is a team effort, most projects are performed in groups or individual data is combined in group reports.

1. Class participation, preparedness and team work
2. Front end analysis and formative evaluation
3. Summative evaluation
4. Design brief
5. Preliminary label outline
6. Modeling, materials list, preliminary budget
7. Selection of artifacts, graphics, completed object data sheets
8. Schematic design
9. Exhibit narrative, floor plan/elevation drawings, label copy (1st draft), complete exhibit binder
10. Concept development for internet-based exhibit components and interactive components

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

The 10 assignments are listed above. Each is worth 10% of their grade.

**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.**

Week 1	The Nature of Exhibits and the Interpretive Process History of Museum Exhibits and Exhibit Critiques Judging Exhibitions First Meeting
Week 2	Dreamweaver workshop Judging Exhibitions: Complete steps 2-4 in Judging Exhibitions Framework
Week 3	Visitor Studies I, iMovie workshop Judging Exhibitions Framework: complete Step 5
Week 4	Visitor Studies II, Illustrator workshop
Week 5	Issues in Exhibit Design and Interpretation , InDesign workshop
Week 6	Teams and Schemes: Exhibit Development Process; the Design Brief, Acrobat workshop
Week 7	Pedagogy of Exhibit Interpretation
Week 8	Exhibit Labels
Week 9	Gallery Space Issues and Problem-Solving Drafting, Model Making & CAD Demos
Week 10	Graphics, Mounting Demonstrations
Week 11	Elements and Principles of Design
Week 12	Properties of Light: Physical, Technical, and Psychological
Week 13	Interactive Exhibits and Accessibility
Week 14	Green Exhibits
Week 15	Design presentation to host museum, review websites
Week 16	Final Projects Due

### **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.

Exhibitions are a unique medium of communication that strives to engage the general public by utilizing multiple senses and learning styles in an informal learning environment. Appealing to visitor needs in such a time-limited voluntary experience requires a mastery of many fields of endeavor. Working with a local museum to produce a physical exhibition brings real world hands-on experience to the study of exhibit history and theory.

- 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 5110 are expected to complete advanced level graduate coursework. HIS 5110 is a core course 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.**

This course is one of four courses (total 12 credit hours) that address the theme of interpretation for public audiences. While two of the courses address themes such as museum education, research methods, and theories, principles and critiques of interpreting through public programming, HIS 5110 and its continuation in the spring, HIS 5111, address the unique medium of the museum exhibition and its role in the process of interpretation. Each course has been designed to not duplicate information but to reinforce theory, policy, procedures, and planning issues specific to each area of public interpretation.

- 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 required course in the Historical Administration Program.

**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:**

Rick Riccio, 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):**

Cohen, Daniel J. & Rosenzweig, Roy, Eds. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2006)

McLean, Kathleen, *Planning for People in Museum Exhibitions* (1993)

Serrell, Beverly, *Exhibit Labels, An Interpretive Approach* (1996)

Simon, Nina, *The Participatory Museum* (2010)

Journal articles, essays from edited volumes, and chapters from monographs supplement the required texts

**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:**