

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 5111
2. **Title (may not exceed 30 characters, including spaces):** History Museum Exhibits II
3. **Long title, if any (may not exceed 100 characters, including spaces):** History Museum Exhibits II
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:** 2014
7. **Course description:** This course is the second half of HIS 5110 History Museum Exhibits, offered in the fall semester. Students will continue to study the role, function, and development of history museum exhibits as interpretation for public audiences. The students will complete the final design phase of their exhibit project, and will complete the fabrication, installation, and evaluation phases.
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 5111 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:** ☒ **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:**

Students will learn to:

1. Translate design theory into practice, through appropriate use of construction materials and techniques, and building with hand and power tools.
2. Employ proper steps for graphic production.
3. Align artifact mount material and form with artifact and exhibit needs.

4. Process loaned artifacts
5. Align education materials (including digital and multi-media formats) with exhibit goals
6. Work within a budget and schedule
7. Work successfully as a team to advance the mission of the host museum by utilizing the full potential of the exhibit medium

- 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, 7
 - Effective critical thinking and problem solving – 1, 2, 3, 4, 5, 6, 7
 - Effective oral and written communication - 5, 6, 7
 - Advanced scholarship through research or creative activity - 1, 2, 3, 4, 5, 6, 7

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

The assignments will come under four major headings, namely: 1) Preparatory work, 2) Fabrication, 3) Installation and Follow up, and 4) Class participation and preparedness.

PREP WORK

Artifact-related tasks

- loan forms
- permission forms
- arranging loan pick ups
- condition reports
- final selection of artifacts
- completed object data sheets

Exhibit-related digital products

- mobile device information
- educational materials
- documenting the exhibit development process

Labels

- formative evaluation
- final label copy
- object labels
- website & other virtual exhibit writing
- news releases, brochures, educational materials, etc.

Final designs

- construction drawings
- artifact mount drawings
- graphic panel layout
- website design, publicity, brochures, etc.

Exhibit components

- exhibit materials and budget
- graphic files (proper file type and resolution)
- completed exhibit binder, etc.

FABRICATION

Artifact mounts

Exhibit props

- in-case furniture
- walls
- platforms
- pedestals
- prototype testing and final interactives
- Printed materials
- dry mounting interpretive panels
- smaller labels
- object labels
- matting, framing, etc.

INSTALLATION AND FOLLOW-UP

Artifacts

Gallery prep

Lighting

Exhibit props

- temp walls
- platforms
- pedestals
- titles, panels and labels

Summative evaluation

Post mortem analysis

PARTICIPATION AND PREPAREDNESS

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

30% Preparatory work

30% Fabrication

30% Installation and Follow up

10% Participation and Preparedness

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- Describe how the integrity of student work will be assured:**
- 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 *.)
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	Exhibit Development Process Review exhibit binder, label copy & budget; exhibit materials and methods, artifact list, elevations, etc.
Week 2	Mount-making Issues & Materials Edit elevation drawings and floor plan, update artifact list, formative evaluation
Week 3	Artifact Mounts; Plexiglas Demo
Week 4	Final list of artifacts; final label copy (to Client for approval); Accession loans; Start interpretive panel design
Week 5	Exhibit Fabrication; Tool use videos, Molding & Casting Final elevation drawings & floor plan; Begin object labels
Week 6	Display Case Retrofitting; Exhibit Installation; Tool Safety Videos
Week 7	Airbrush Demo, Construction Drawings (includes interactives) Final panel layout, poster/brochure/bookmarks design & small labels layout (dummies to Client for approval); Final budget & materials list; Order Materials/ deliver to sculpture studio
Week 8	Exhibit Fabrication (sculpture studio orientation), Website, educational material review
Week 9	Exhibit Fabrication (sculpture studio) Send large format panels to Media Services (disc); Send poster/brochure/other files to printer
Week 10	Field Trip to U of I and Taylor Studios
Week 11	Exhibit Fabrication (sculpture studio); write press releases
Week 12	Exhibit Fabrication (sculpture studio); arrange WEIU (TV & radio) interviews
Week 13	Exhibit Fabrication (sculpture studio); distribute posters
Week 14	Exhibit Installation Week Punch list completed and sign off by Client
Week 15	Post Mortem

Week 16 Exhibit Opening
Summative Evaluation

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 5111 are expected to complete advanced level graduate coursework. HIS 5111 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 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 5111 and its counterpart in the fall, HIS 5110, 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):

Barclay, R., A. Bergeron, & C. Dignard, *Mount-making for Museum Objects*, 2nd edition (1998)

Crow, William B. & Herminia Din, *Unbound by Place or Time: Museums and Online Learning* (2009)

Din, Herminia & Phyllis Hecht, Eds. *The Digital Museum: A Think Guide* (2007)

Witteborg, Lothar P., *Good Show! A Practical Guide for Temporary Exhibitions* (1981)

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:**