Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT

Museum Digital Applications II

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See http://www.eiu.edu/~eiucaa/Directions.pdf for directions on completing this form.)

Please check one:  ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: HIS 5113
2. Title (may not exceed 30 characters, including spaces): Museum Digital Applications II
3. Long title, if any (may not exceed 100 characters, including spaces): Digital Applications in Museums and Archives II
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 0-1-1
5. Term(s) to be offered: ☐ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☐ Fall  ☒ Spring  ☐ Summer  Year: 2008
7. Course description (not to exceed four lines): This two-semester sequence course will teach students current standards in digitizing museum and archival collections and provide hands-on experience in digitizing two- and three-dimensional objects. HIS 5113 is offered spring semester, during which students will apply knowledge gained in the fall to a collection.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. 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. Current student in the Historical Administration Program
   c. Who can waive the prerequisite(s)?  ☒ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  ☒ Course may not be repeated.
   ☐ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: MA in Historical Administration
   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 ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** ☐ lecture ☒ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

**PART TWO: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   Students will demonstrate an ability to:
   1. Digitize museum and archival collections
   2. Preserve, migrate, and sustain digitized collections
   3. Work within professional standards for digitizing two- and three-dimensional objects

   All of the above objectives are intended to increase students' depth of knowledge in this critical area of museum work, and to promote their problem solving capabilities.

   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

   All of the above objectives will address depth of content knowledge and effective critical thinking and problem solving.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** In the spring semester, students will digitize various collections that will be at their disposal, and will make those collections accessible on the web (probably through the History Department's Localities website, a website devoted to local history).

3. **Explain how the instructor will determine students’ grades for the course:** Instructor will base grade on the students' achievement of the above objectives as demonstrated in their work with the collection.
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. 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 *)

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.

This course will meet for seven weeks in the spring semester, for one 3-hour session each week.

   Week 1: Review of professional standards for digitizing museum and archival collections.
   Week 2: Introduction to the collection
   Weeks 3 and 4: Digitizing the collection
   Weeks 5 and 6: Placing the collection on the web
   Week 7: Evaluation of digitization project

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This course will give all Historical Administration graduate students the experience they need in digitizing museum and archival collections, an increasingly necessary skill in the field.
   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. This course will be a required part of the M.A. in Historical Administration and will therefore need to be a 5000 level course. It will be open only to H.A. students because it will tie directly into their broader curriculum. Knowledge gained in this course will be applied in other courses.

3. If the course is similar to an existing course or courses, justify its development and offering. This two-semester course will replace JOU 5001 in the H.A. curriculum, which introduced the students to 35 mm cameras and the creation of websites. HIS 5113 will apply knowledge gained in HIS 5112, as the students proceed with a digitization project. Historic sites, museums, archives, and other cultural institutions where our alumni are employed are increasingly called on to make their collections accessible on the web. This course will give our students the experience and the confidence to proceed with those projects.
   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 course will be required of all Historical Administration students. It will bring the total credits for each semester up to the 16 credit limit.
   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:
   Mr. Rick Riccio
   Dr. Terry Barnhart
   Dr. Debra Reid

   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:
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):


Because this field is rapidly evolving, additional articles may be assigned as they become available.
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: January 22, 2007

Date approved by the college curriculum committee: February 7, 2007

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: Not applicable CGS: March 20, 2007

*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).