ARHI 420 Art Museums, Art Libraries, and Visual Resources--New Course

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Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: __ONLY__ change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word __DRAFT__ is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

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Proposing Department/Unit*	Art	Contact Phone*	(724) 357 - 2530

(A) Course Prefix*	ARHI
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* 420
(C) Course Title*	Art Museums, Art Libraries, and Visual Resources
(D) Course Level*	undergraduate-level

(E) Cross Listed*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233*
Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours per Week:3 Lab Hours:0 Credits:3
(I) Repeatable Course* This is for courses that can be Repeated multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite(s)	ARHI 100, 101, or instructor permission.
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*

(L) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	* Teacher Education: Please complete the Teacher Education section of this form (below)
	* Liberal Studies: Please complete the Liberal Studies section of this form (below)
	* Distance Education: Please complete the Distance Education section of this form (below)

(M) Recommended Class Size	YES
	Number (Enter Zero if No):20
	If YES: (Check one of the following reasons and provide a narrative explanation)
	Other
	Explain (required):
	Prevalence of group projects, field trips, individual consultations, and other career-practical experiences.

(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.*
	Explores and introduces professions in art museums, art libraries, and visual resources. Includes a brief history of art collecting and an introduction to the major art museums in the United States, including their origins and current status. Presents past and contemporary art practices in museums and special collection environments, including the essential functions of art libraries, visual resources collections, and curatorial practices. Covers current challenges and controversies facing art museums and collections. Provides relevant practical experiences including field trips and guest lectures.

(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* **Hit Tab to add additional lines** Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Acquire knowledge concerning the purposes, structures, and practices in art related institutions, and information concerning various careers in these institutions.	Response to readings, student presentations
2	Synthesize and apply information using methods, concepts, and theories related to art institutions.	Hands-on projects, including organizing exhibitions and reflective papers
3	Develop verbal skills and effective writing skills in the composition and organization of information.	Student presentations, creation of exhibition-related materials, reflective papers

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* **Week 1 Syllabus/ Introduction to Class/** Introduction to class and overview of syllabus and some the topics that will be explored in class/ field trips/ visiting lecturers **Week 2 -5 History of collecting, American museums, controversies** Introduction to the History of collecting, the early model of the museum/ Introduction to American Museums (history and types) Current Challenges and Controversies facing museums in the past and present **Week 6: The Changing Museum**

Museum Structure and positions / Looking at Collection Policies

Collections and Collections Management

Collection Policies /Management Assignment

Museum positions / look at what different professionals do and area of responsibilities

Week 7: Field Trip to Art Museum (behind the scenes tour of the inner workings of the museum)

Week 8 What is Provenance? Fake or Forgeries?

Provenance: The Story behind a Work of Art and Why it is so important

What is a Cataglogue raisonné? (Why it is such an important research too)

Cataglogue raisonne' Assignment

Week 9 (Oct. 10-14) Visiting Lecturer

Professional visit and lecture and discussion

Week 10 - 15 Work on final project

(The Final Project will accumulate into a major exhibition in a local gallery or museum space) During this period, preparation of lay-out and design, research of information, labels, research panels, and accompanying brochure will be designed and prepared for exhibit project by students with instruction, supervision of professor of course.

Class attendance and participation = 25%

This class will focus on discovery and sharing. Attendance and active participation are required. Classroom discussion will be centered in conjunction with lectures, visiting professionals, observation and field trips.

Weekly assignments = 25%

There will be a variety of assignments during the course. Many assignments will combine research and engage in the theoretical and practical practice wherein the theories explored in readings and lectures are applied.

Museum Structure and positions / Looking at Collection Policies

While learning about the structure and positions in the Museum field, students will research museum collection policies of different institutions, select and discuss the required elements of the management policies such as procedures, including environmental management, collection documentation and collection assessment. The cultural values underlying conservation and management decisions will also be explored.

 Professional organizations in museum and related institutions will be introduced. While exploring the different positions, students will select a few of interest which will be presented in class and discussed, while gaining awareness of the responsibilities, education and requirements of the position.

What is Provenance? Fake or Forgeries?

Provenance which is the essential documentation of art, historical and cultural objects will be introduced and discussed and resources and technologies in the field will be presented. Students will engage in assignment to select a cataglogue raisonne' and check out from the library which will be presented and discussed in class discussion.

Field trips and visits will be followed by a discussion in class and a short typed response paper.

Final Project = 50%

(The Final Project will accumulate into a major exhibition in a local gallery or museum space) During this period, preparation of lay-out and design, research of information, labels, research panels, and accompanying brochure will be designed and prepared for exhibit project by students with instruction, supervision of professor of course.

The accumulating activity based final project is designed to be a collaborative effort which engages students in a high impact hands on learning experience which combines information and practice from the course lectures , assignments, and field visits**.**

Rationale for Proposal

| **(Q) Why is this Course Being Proposed?*** | ARHI 420 Art Museums, Art Libraries and Visual Resources advances the Department of Art's involvement in the IUP Strategic Plan, specifically the goals of providing "innovative academic programs of high quality and value" by expanding "offerings of academic programs that are responsive to disciplinary advances and aligned with the needs of students and society." In addition, it furthers the exploration of "relevant and sustainable non-degree, non-credit hour programs." |

(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* ARHI 420 Art Museums, Art Libraries and Visual Resources advances the Department of Art's involvement in the IUP Strategic Plan, specifically the goals of providing "innovative academic programs of high quality and value" by expanding "offerings of academic programs that are responsive to disciplinary advances and aligned with the needs of students and society." In addition, it furthers the exploration of "relevant and sustainable non-degree, non-credit hour programs."
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective Other If Other, please explain: Anticipated course for a future Museum Studies Certificate.
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:
(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Department Elective If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) The course may become a key piece of proposed Museum Studies certificate with other cooperating departments including Anthropology and History. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? Potentially cooperating departments are agreeable to the addition of this course.
(X) Attach Supporting Documents for Implications, **if Necessary**	**File Modified**

(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**		
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	**Course SLO #**	**How outcome is assessed using Distance Education Technologies**
	1	
	2	
	3	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**		
How will student achievement be evaluated?		

How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) Section 1	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the **designation you indicated above?**	

Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)** Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	Course SLO #
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communities	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	

• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured **(note should mirror (O) Student Learning** **Outcomes* (SLO) from the course** **proposal**	**Course SLO #**	**Assessment Tool to be used to measure the outcome**
	1	
	2	
	3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu