UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By: CRISTINA TURDEAN</td>
<td>Date Prepared: September 17, 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>MUSEUM EDUCATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>HISP 313</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: | 3 | Prerequisites: | HISP 200 or ARTH 315 |
|---------------------------|---|---------------|---------------------|

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)

| NO | X | YES |

Date of first offering of this new course:

| FALL SEMESTER, year | SPRING SEMESTER 2015 |

Proposed frequency of offering of the course:

| EVERY OTHER YEAR |

List the faculty who will likely teach the course:

| CRISTINA TURDEAN |

Are ANY new resources required?

| NO | X | YES |

Document in attached impact statement

This new course will be (check all that apply):

<table>
<thead>
<tr>
<th>Required in the major</th>
<th>General Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective in the major</td>
<td>General Education**</td>
</tr>
</tbody>
</table>

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:

This course gives an introduction to the main theoretical and methodological approaches in the field of museum education, including learning theories, museum interpretation, and development of learner-centered programs aimed at conveying knowledge and experience to museum visitors of all ages.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>X</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title of Previous Course</td>
<td>Semester Offered</td>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>HISP 471 SS Museum Education</td>
<td>Spring 2013</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>HISP 471 Museum Education</td>
<td>Spring 2012</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>HISP 471 Museum Education</td>
<td>Spring 2011</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Gary W. Stanton Date: 23 September 2013

CCC Chair Approval: Date: 

UCC Chair Approval: Date: 

New Course Proposal Cover Sheet (July 2013)
4. **Rationale Statement**

Museum education, defined as the entirety of activities aimed at enhancing visitors’ ability to understand and appreciate museum exhibitions and collections, has been long recognized as one of museums’ core mission. Taking place within the museum’s walls, outside in the community as outreach programs, or online, educational activities act as viable communication channels that enable museum professions to reach out to both visitors and potential visitors. The importance of museum education cannot be overstated and the overwhelming majority of museums place it on par with collections-related activities (i.e. acquisition, care, and display) as far as the allocation of financial and human resources.

As a reflection of the current trends in museum practice and philosophy, a Museum Education course would also expand the curriculum offered to students interested in learning about museums, particularly the minors in Museum Studies. With this minor program being the largest and fastest growing one at our school (53 students were registered as minors in Museum Studies during the last school year), it is realistic to say that offering a well-rounded selection of course topics, in sync with the realities of the museum world and the job market, responds to the needs of an expanding body of students. While, at this moment, the minor’s inter-disciplinary core of elective courses is quite diverse, the available selection of more technical topics, pertaining to concrete aspects of museum functioning and offered on a permanent basis is very narrow, consisting of only the Exhibitions Interpretation and Design (required to all Museum Studies minors) and the Digital History (elective) courses.

A Museum Education course in the format proposed below would also emphasize the practical dimension of museum education and allow the development of a skill set that could only strengthen the training of our students. Through direct observation of educational activities in museums and schools, meetings with museum educators and school instructors as well as a semester project requiring the development of a school program for a local museum, the students will get a first-hand understanding of how theory applies to practical situations and, while designing a public program for a real exhibition, they will mirror the professional practice of museum educators.

The several iterations of the Museum Education course proved popular among both students and partnering museums. Some of the projects created by students have served as the foundation for new school programs at a local museum and other local institutions have already expressed interest in participating in similar projects. Nonetheless, this collaboration with the local community increases the visibility of our program and school and promises to open new avenues for similar museum studies courses.

5. **Impact Statement**

This course requires no additional resources. The current teaching space, budget, and technology of the Historic Preservation Department can fully cover the necessities of this course.
University of Mary Washington – Department of Historic Preservation
MUSEUM EDUCATION (HISP 313)

Course Description: In their accelerated transition from “being about something to being for somebody,” museums have become informal educational institutions, committed to building audiences by placing learning at the center of the museum visiting experience. In this process, museum educators have become key staff members who mediate between museum collections and museum visitors by designing and providing a host of activities meant to increase the understanding of artifacts and exhibits. This course is an overview of the main theoretical and methodological approaches in the field of museum education. Through readings, class discussions, and hands-on projects, students will gain the knowledge and skills needed to plan, implement, and evaluate educational and interpretive programs. A local museum will serve as a learning laboratory for this course, providing students the opportunity to develop educational activities for exhibitions currently on display at the museum.

Learning Outcomes: At the end of the class the students will be able to:
(1) identify the main theoretical and methodological approaches in the field of museum education including:
   (a) the relationship between learning theories and museum education
   (b) the principles of museum education programming across age groups and learning styles
   (c) common museum interpretive techniques
(2) develop museum educational programs
(3) use critical thinking skills in evaluating museum educational programs

Texts: All readings (articles in academic journals and book chapters) are available in electronic format on Canvas.

Course Assignments:

Assignment #1: "School observation." Once during the semester, the entire class will visit a local school to observe one or two classes. This essay is a report on that experience.

Assignment #2: "Museum school program observation." For this essay, students will have to observe a school program at a museum of their choice.

Assignment #3: "Museum adult/family program observation." For this essay, students will have to observe an exhibition-related program for adults or families with children at a museum of their choice.

Assignment #4: "Semester Project." Each student will develop a school program, including pre and post-visit activities, for a specific age group or families, based on an exhibit at the partnering museum. The program will be presented to the museum staff at the end of the semester.
Questions for class discussion:
Three times during the semester each student, in collaboration with 2-3 other classmates, proposes questions for the class discussion. To prepare this assignment, the group has to read all the materials assigned for that day and compile a list of 4-5 questions/each assigned reading that cover the main points of the reading.

Separate guidelines detail all these assignments.

Grading: The final grade will be based on the following components:
1. “Museum school program observation” essay 15%
2. “School observation” essay 15%
3. “Museum adult/family program observation” essay 15%
4. Semester project 25%
5. Questions for class discussions 10%
6. Class participation 20%

Grading scale: 

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>1.70</td>
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<tr>
<td>D+</td>
<td>1.30</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

If a student has a C- or below in the course by the middle of the semester, a report of unsatisfactory (U) will be submitted.

Academic Honesty: Students in this class are expected to comply with the University of Mary Washington Honor System. Please check the following website to find out more about the university policy on academic integrity -- including the disciplinary sanctions against offenders http://www.umw.edu/honor/documents/UMWHonorConstitution.pdf and further information about plagiarism, cheating http://www.umw.edu/honor/fredericksburg/default.php Please consult me with questions about proper citation and attribution of sources.

Office of Disabilities: If you have a disability and need special accommodations in this class, please make contact with the Office of Disabilities Resources (540- 654-1266) or online at http://www.umw.edu/disability/ and bring the official letter to me, no later than the end of the first week of the semester, so we can take the appropriate steps to meet your needs.

Weekly Schedule:

Week 1  The class meets at the partnering local museum
Syllabus and intro to the semester project

Week 2  Anna Johnson “Museum Education and Museum Educators” in Anna Johnson (ed.) The Museum Educator’s Manual (Walnut Creek, CA: AltaMira Press, 2009), pp. 7-


**INTERPRETATION**

**Week 3**

[Read: Chapter 11 “To Interpret” in Edward P. Alexander and Mary Alexander *Museums in Motion. An introduction to the History and Functions of Museums*” (Walnut Creek, CA: AltaMira Press, 2008), pp. 257-280.]


Tami Christopher “The House of the Seven Gables” in Amy K. Levin *Defining Memory. Local Museums and the Construction of History in America’s Changing Communities* (Walnut Creek, CA: AltaMira Press, 2007), pp. 63-76.

**LEARNING THEORIES**

**Week 4**


Chapter 1 “The Foundations of MI Theory” (pp. 5-19) and Chapter 5 “MI Theory and Curriculum Development” (pp. 54-71) in Thomas Armstrong *Multiple Intelligences in the Classroom* (Alexandria, VA: ASCD, 2009).

**MUSEUM AUDIENCES AND MUSEUM LEARNING**

**Week 5**


**Semester Project Progress Report (1)**

**STUDENTS AND SCHOOL PROGRAMS**

**Week 6**

[Read: Mary Ellen Flannery, “It Can’t Just Be Fun’: What Teachers Want from Field Trips,” in *Museum*, January-February 2010.]


Week 7  School observation day (location TBA)

Week 8  Class participation at the Virginia Association of Museums Conference
Assignment # 1 “School observation report”

INTERGENERATIONAL GROUPS

Week 9  Assignment # 2 “Museum school program observation report”
Guest speaker: TBA, Supervisor of Social Studies, Spotsylvania County Schools


Chapter 11 “Is It Real? Kids and Collections” by Mary Jane Taylor and Beth A. Twiss Houting (pp. 241-256) and Chapter 12 “Write and Design with the Family in Mind” by Judy Rand (pp.257-284) in D. Lynn McRainey and John Russick (eds.) Connecting Kids to History with Museum Exhibitions (Walnut Creek, CA: Left Coast Press, 2010).

Semester Project Progress Report (2)

MUSEUM TOURS

Week 10  Assignment # 4 “Semester project” Progress report


MEDIATING MUSEUM EXPERIENCES

Week 11  Guest speaker: TBA, Interpretation Training Specialist at The Colonial Williamsburg Foundation


Anna Johnson “Docent Training Guidelines” in Anna Johnson (ed.) The Museum

Week 12

**Assignment # 3 “Museum adult/family program observation report”**

Field trip to the National Museum of the Marine Corps  
**Guest speaker:** NMCC Acting Education Chief

**ACCESSIBILITY. SPECIAL EVENTS**

**Week 13**

**Assignment # 4 “Semester project” Progress report.**


**Browse:** “Recommendations for communicating with people who have hearing, visual, or speech impairments” The Virginia Commonwealth University: http://www.hppd.vcu.edu/documents/rbtipsandstrategies[1].pdf


**Semester Project Progress Report (3)**

Week 14

**THE PARTICIPATORY MUSEUM. VISITOR’S VOICES AND STORIES**


Week 15

The class meets at the partnering local museum  
**Assignment # 4 Semester project. Final presentation**