



MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 05/06/2014

TO: Faculty Senate

FROM: Jack Kirby 

DATE: April 30, 2014

SUBJECT: Curriculum Proposal #13-14-14, REVISION #1

Creation of Museum Studies Minor in the College of Liberal Arts/Department of Social Science

I recommend approval of the attached REVISION #1 Curriculum Proposal #13-14-14. This proposal creates a new 18-hour minor in Museum Studies located in the College of Liberal Arts, Department of Social Science and to be housed physically at the Gabor WV Folklife Center. This proposal also created a new prefix, MUSM, for identifying the minor program courses.

C: Dr. Christina Lavorata
Dr. Deanna Shields
Dr. Judy P. Byers
Mr. Noel W. Tenney
Ms. Leslie Lovett
Ms. Evie Brantmayer



CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 13 14 14
School/Department/Program: College of Liberal Arts/Department of Social Science/Museum Studies
Preparer/Contact Person: Dr. Judy P. Byers/Noel W. Tenney
Telephone Extension: 4403/4286
Date Originally Submitted: April 10, 2014
Revision (Indicate date and label it Revision #1, #2, etc.): REVISION #1 APRIL 29, 2014
Implementation Date Requested: January, 2015

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal creates a new 18 hour minor in Museum Studies located in the College of Liberal Arts/Department of Social Science and to be physically housed at the Gabor WV Folklife Center. The intent of this minor is to allow students who complete the program to have a solid base in the various components of museum training to include collections management, exhibit development and production, interpretation and museum education, and a general understanding of museum concepts for an introductory position in a small to medium size facility as well as a foundation for further graduate studies.

This proposal also creates a new prefix, MUSM, for identifying the minor program courses (See Appendix B for approval from the Registrar to use MUSM as the new subject code).

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)
N/A

Total hours deleted. 0

- B. Addition of course(s) or credit(s) from program(s)
N/A

Total hours added. 0

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

COURSES: MUSEUM STUDIES

MUSM 1100 Introduction to Museum Studies (3 credits)

Prerequisites – None

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

MUSM 2150 Folk Arts (3 credits)

Prerequisites – None

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

MUSM 3210 Museum Interpretation and Education (3 credits)

Prerequisites – MUSM 1100

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

MUSM 3220 Museum Collections Management (3 credits)

Prerequisites – MUSM 1100

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

MUSM 3230 Museum Exhibit Design and Construction (3 credits)

Prerequisites – MUSM 1100

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

MUSM 4290 Museum Practicum/ Internship/Capstone (3 credits)

Prerequisites –

OPTION A: (For students completing MUSM 4290 using the 1 credit at a time option) PR: MUSM 1100 and MUSM 2150 and one of the following: MUSM 3210 or MUSM 3220, or MUSM 3230 with Program Coordinator/Instructor approval.

OPTION B: (For students completing MUSM 4290 taking 3 credits at one time) PR: All other courses in program: MUSM 1100, MUSM 2150, MUSM 3210, MUSM 3220 and MUSM 3230 with Program Coordinator/Instructor approval.

FSU owned

Required by the Museum Studies program

Course flat fee, \$25

Total

18 credits

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

SEE APPENDIX C

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

SEE APPENDIX D

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

SEE APPENDIX E

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

All West Virginia colleges and universities were surveyed for a similar minor or major degree program in Museum Studies and none were found on the undergraduate level. There had been

one program at the former Salem College, but it was discontinued when the institution was sold to foreign entities.

Mr. Tenney, Instructor and Cultural Specialist for the Frank and Jane Gabor West Virginia Folklife Center who will coordinate this proposed minor in Museum Studies, serves on the Board of Directors for the West Virginia Association of Museums and has surveyed and reviewed the concept with various museums across the state and region and has had some very positive responses. Many area museums have exhibited interest in the possibility of sending representatives to participate in the program, while at the same time allowing their museum settings to be used as a laboratory for the Museum Studies Program students.

Mr. Tenney also serves as a member of the West Virginia State Archives and History Commission which recently held its winter, 2014 meeting at the Frank and Jane Gabor WV Folklife Center. Members were made aware of this pending proposal and there was favorable reaction from other commission members, including the Greenbrier Hotel historian, a member of the WV University's WV Regional History Library staff, and other museum-related commission members. The current State Director of the Museum Unit for the WV Culture Center was also made aware of this proposed program.

The Fairmont State administration supports the Folklife Center and the creation of the Museum Studies minor in order to develop programming and to also make use of the Snodgrass One Room Schoolhouse Museum already on campus.

The Gabor WV Folklife Center is a statewide center of cultural and regional studies. The Center incorporates all processes of the museum setting in its environmental treatment, education, and programming with exhibits (both permanent and changing), management of a growing artifact collection, educational and interpretative offerings to the public, and various publications and library resources. This provides an ideal laboratory situation for the Museum Studies Program and an excellent in-house experience for incoming program students.

The WV Folklife Center is also very involved in regional conferences and projects in which our students have participated in various ways (attending conferences, presenting sessions and poster sessions, serving as exhibit room assistants, etc.) including the WVAM (West Virginia Association of Museums) annual conference; ASA (Appalachian Studies Association Conference) annual conference; and the ATP (Appalachian Teaching Project of the Appalachian Regional Commission) research project and presentation in Washington D.C.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

No new resources will be required. There is a direct interrelatedness of museum studies and/to the Folklife Center because the same program materials and equipment will be used. All course fees will be used for supplying individual class needs, such as museum visitation entrance fees, exhibit development materials, and museum education and interpretation resources.

In regard to the Museum Studies Program which began with Pierpont Community and Technical College as listed below in "Additional Comments," and which is the basis for this new proposal through Fairmont State University, the following statistical data are available:

Total number of students (from PCTC and FSU) who were enrolled in all Museum Studies courses offered between 2007 and 2014 was 430 cumulative.

The program associated with various regional museums for the purpose of student internship placement or pre-internship service projects. These included:

Pricketts Fort, Fairmont, WV; Monongahela County Historical Society, Morgantown, WV; West Augusta Historical Society, Mannington, WV; Marion County Historical Society, Fairmont, WV; Upshur County Historical Society, Buckhannon, WV; Museum of American Glass, Weston, WV; Jackson's Mill Historic District, Jackson's Mill Conference Center, Lewis County, WV; Northern Appalachia Coal Mining Heritage Association, Fairmont, WV; Mothman Museum, Pt. Pleasant, WV; The Coal and Coke Heritage Center, Penn State Fayette, The Eberly Campus, Lamont Furnace, PA; and the Snodgrass One Room Schoolhouse Museum, FSU Campus, Fairmont, WV.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
N/A

VI. **ADDITIONAL COMMENTS.**

Historical Background:

A Museum Studies Program similar to this proposal was created by Pierpont Community and Technical College in the School of Human Services in 2007 and was offered as an Associate Degree and a Certificate Program through the 2014 spring semester. It garnered a popular following with PCTC students enrolled in both programs. There were a number of Fairmont State University history majors who completed the Certificate Program as an additional minor. Pierpont Community and Technical College decided to eliminate the Museum Studies Program from their roster as of the end of the 2014 spring semester because of changing philosophies and program designs. This has allowed Fairmont State University to pick up the program as being proposed with this minor program concept.

Acknowledgement of Support from FSU's Department of Social Science's History Program, Dr. Robin Payne, Assistant Professor of History:

- The minor is going to be housed in the Department of Social Science because it seems to fit especially well with and complements the B.A. and B.S. degrees in history.

- History majors in particular are interested in receiving the kind of practical and professional training they will have access to in this minor in order to prepare them for career opportunities in public history.
 - This will, therefore, help with the recruitment and retention of students in the History Program as well as other programs of interest (English, folklore studies, regional/Appalachian studies, art/art history, etc.)
 - The History Program will feed directly into this minor and vice versa. They will be very mutually beneficial to one another in that regard.

- The History Program and Department of Social Science are eager and enthusiastic to incorporate this minor curriculum into our regular offerings and to have the opportunity to more effectively collaborate with the Gabor WV Folklife Center in service to our students as well as the broader community.

APPENDIX B

Do you mean you want to use this as a subject code? If so, yes it's fine. The community college has a skill set and concentration called Museum Studies but no subject code.

Evie

Evie Brantmayer
Registrar
Fairmont State University &
Pierpont Community & Technical College
1201 Locust Avenue
Fairmont, WV 26554
(304) 367-4141

From: Shields, Deanna
Sent: Monday, February 24, 2014 5:04 PM
To: Brantmayer, Evie
Subject: new Museum Studies minor

Dear Evie,
We're planning to use MUSM as the prefix for the new Museum Studies minor. Will that work for you?
Deanna

Deanna Shields, Ph.D.
Dean, College of Liberal Arts
Fairmont State University
110A Hardway Hall
1201 Locust Avenue
Fairmont, WV 26554
Email: Deanna.Shields@fairmontstate.edu
Phone: (304) 367-4775
FAX: (304) 367-4785

APPENDIX C
Minor Degree in Museum Studies
Proposed Program

COURSE DESCRIPTIONS

MUSM 1100 INTRODUCTION TO MUSEUMS 3 credit hours

This course will introduce students to the various types of museums (historical, art, historic site/house, representational, etc.), as well as presenting a general overview of museum operations (programming, fundraising, grant writing, volunteer management, interpretation, exhibit design and construction, personnel training and management, collections management, and museum networking).

MUSM 2150 FOLK ARTS 3 credit hours

This studio course is designed to give students a hands-on learning approach to the historical understanding and making of traditional/historical folk arts. Various materials will be used including fiber, wood, metal, paper, natural materials, and more to explore weaving/quilting, carving, tinsmithing/metal tooling, marbling/book binding/band box construction, doll making, and other traditional folk arts and crafts. An element of research will also be included in this course. This course, as a component of the Museum Studies program, will emphasize the application of folk art making skills to that of museum interpretation

MUSM 3210 MUSEUM INTERPRETATION AND EDUCATION 3 credit hours

This course will explore the various avenues by which the context of a given museum may be interpreted to the public visitor, researcher, and school children groups, as well as training and mission statement interpretation to the museum staff, administration, volunteer organization students, interns, etc. that may be involved with the museum operation. Various avenues of actual interpretation will include the use of the museum facilities (buildings, artifacts, publications, etc.), as well as the various aspects of oral interpretation (first person role play, costumed interpreter/demonstrator, third person/costumed or not, etc.)

The course will also allow students to explore all types of museum educational programming and concepts with special emphasis on children's visitation, special events, adult programming, lecture series, fairs and festivals, visiting presenters, outreach education, etc. Special attention will be drawn to the various educational techniques and tools used as well as evaluation processes. The design and publication of museum materials (handbooks, exhibit cards, exhibition catalogues, research and information books, journals, newsletters, etc.) will be covered in this course also. A major goal of this course will be to establish understandings of museum/school relationships as well as an enhancement of general public lifelong learning experiences. **PR: MUSM 1100**

MUSM 3220 MUSEUM COLLECTIONS MANAGEMENT 3 credit hours

This course will address all of the various issues regarding museum collections both those of two and three dimension (paper memorabilia, three dimensional artifacts, buildings, grounds, other structures, etc.). The various technical aspects of managing collections (acquiring, identifying, processing, cataloging, storing, displaying, preserving, conserving, researching, etc.) will be the focus in this course. **PR: MUSM 1100**

MUSM 3230 EXHIBIT DESIGN AND CONSTRUCTION 3 credit hours

This course will be the most technical of the museum studies program and will be concerned with museum exhibit planning, research, text writing, design, construction, and installation of various types of storyline

exhibits and presentations. Techniques used will include computer graphics, photography, silk-screening, dry mounting, fixture and kiosk construction, lighting/ventilation/audio visual application, and other processes.

PR: MUSM 1100

MUSM 4290 MUSEUM PRACTICUM/INTERNSHIP/CAPSTONE 3 credit hours

(1 credit repeated three times for a total of 3 required credits or 3 credits taken at one time)

This practicum/internship/capstone course will situate the student in actual hands-on museum(s) located experience. Students will be placed in the museum(s) type (historical, art, etc.) of their choice and will have as many “real” application experiences with interpretation, exhibit design and construction, collections management, public museum educational programming, administrative management, as well as museum administration, fundraising, grant writing, disaster management, volunteer management, and others issues that can be arranged with the museum(s) of choice. Pre-internship conferencing between the student, museum representative, and the program coordinator will be expected. Conferencing will continue during the experience as well. Course may be taken during regular semester or summer terms. Expected clock hours, 120 total. This course may be taken 1 credit at a time beginning after 9 credits have been accumulated or all at once when all other courses of the program have been completed.

OPTION A: (For students completing MUSM 4290 using the 1 credit at a time option) PR: MUSM 1100 and MUSM 2150 and one of the following: MUSM 3210 or MUSM 3220, or MUSM 3230 with Program Coordinator/Instructor approval.

OPTION B: (For students completing MUSM 4290 taking 3 credits at one time) PR: All other courses in program: MUSM 1100, MUSM 2150, MUSM 3210, MUSM 3220 and MUSM 3230 with Program Coordinator/Instructor approval.

APPENDIX D
Minor Degree in Museum Studies
Proposed Program

PROGRAM GOALS/OUTCOMES

Students who complete this program of study should be able to:

- Have a working overview of the operations of differing types of museums, both small and large.
- Have hands-on experience in exhibit research, design, construction, and installation completing various exhibit making activities.
- Function in a museum interpretation program using the processes of first-person role play, third-person presentations/discussions/demonstrations, lectures, and skill demonstrations.
- Acquire a working understanding of museum administrative operations including funding processes, volunteer/staff management, curatorial and collections management, and publications.
- Assume positions in a museum setting on entry level as an interpreter, collections manager, education programming director, exhibit developer, or go on to graduate school.

DETAILED COURSE OUTLINES

MUSM 1100 Introduction to Museums

(3 hours)

This course will introduce students to the various types of museums (historical, art, historic site/house, representational, etc.), as well as presenting a general overview of museum operations (programming, fund raising, grant writing, volunteer management, interpretation, exhibit design and construction, personnel training and management, collections management, and museum networking).

TEXTS

Burcaw, G. Ellis. *Introduction to Museum Work*. 3rd edition. New York: Altamira Press, a division of Rowman & Littlefield Publishers, Inc., 1997.

Suggested Reading:

Byers, Judy P., John H. Randolph and Noel W. Tenney. *In the Mountain State: A West Virginia Folklore and Cultural Studies Curriculum*. Charleston, WV: The West Virginia Humanities Council, 1999.

Various other suggested readings.

I. Types of Museums

A. Historical

B. Art

C. Historic site/house

- D. Representational
- E. Other
- II. Museum Operations
 - A. Programming
 - B. Fund raising
 - C. Grant writing
 - D. Volunteer management
 - E. Interpretation/exhibit design/ collections management
 - F. Personnel training and management
 - G. Museum networking

LEARNER OUTCOMES

The student should be able to:

- Identify major foundation concepts of museum studies to include components of collections management, interpretation, museum education, and exhibit design and development.
- Compare the museum management concepts of various local museums against regional, national, and international standards.
- Acquire an enhanced awareness of the role of historic context in museum studies and application.
- Develop an increased respect for cultural diversity and literacy through research and field projects.
- Analyze the broader management techniques as applied to small museums.
- Share learning experiences with an expanded audience through museum interpretation, exhibit development, collections management, and applied educational concepts.
- Develop a life-long attitude toward learning through museum field studies and cultural interaction.
- Conduct independent research on topics concerning various aspects of their areas of interest and application.
- Appropriately understand and apply all theories, processes, and skills of their areas of interest.

ASSESSMENT

25% Grade	Two small quizzes (Midterm and Final)
50% Grade	Various exercises, presentations, projects, field trips, and group assignments
10% Grade	Group interaction and participation
15% Grade	Museum placement project assignment

MUSM 2150 Folk Arts

(3 hours)

This studio course is designed to give students a hands-on learning approach to the historical understanding and making of traditional/historical folk arts. Various materials will be used including fiber, wood, metal, paper, natural materials, and more to explore weaving/quilting, carving, tinsmithing/metal tooling, marbling/book binding/band box construction, doll making, and other traditional folk arts and crafts. An element of research will also be included in this course. This course is a component of the Museum Studies program, and will emphasize the application of folk art skills applicable to museum interpretation.

Suggested readings and handouts.

I. Exploration of Traditional Materials and Techniques

- A. Fiber/ weaving, quilting, doll costume constructing
- B. Wood/ carving, whittling, polychroming
- C. Metal/ tinsmithing, metal tooling, toy making, soldering
- D. Paper/ marbling, book binding, band box constructing
- E. Natural materials/ dollmaking, etc.

II. Historical Research of Traditional/Folk Arts

- A. Reading for historic context and understanding
- B. Researching for design and construction techniques
- C. Researching for value and marketing of constructed objects
- D. Reading about the museum/historical application of traditional folk art objects

LEARNER OUTCOMES

The student should be able to:

- Identify major foundational concepts of traditional folk arts and its application to folk and cultural studies in general
- Compare the folk arts content of the Appalachian region with that of the nation and the world
- Identify folk art content in regard to historic and contemporary structure, style, period, media, and procedure
- Acquire and apply working hands-on understanding of specific techniques, media, and procedures of selected folk art forms
- Begin and complete various folk art making projects using applicable techniques, materials, tools, and resources to produce products in a traditional or contemporary manner
- Acquire an enhanced awareness of the role of historic context in life studies
- Develop an increased respect for cultural diversity and literacy through research and field projects
- Share learning experiences concerning folk arts content with an expanded audience through possible conference presentations, campus displays, and group interactions

- Share and apply skills learned from making folk art to the museum interpretation setting
- Acquire and apply skills for documented historic research of the individual level using both primary and secondary sources of content
- Develop a lifelong attitude toward learning through field studies and cultural interaction

ASSESSMENT

The basis for evaluation in this course will be the efforts made on assigned projects, midterm and final exams, as well as attendance and participation in class.

25% Grade Two examinations (Midterm and Final)

Group interaction and discussions

Class participation and assignments

75% Grade Folk art projects and research paper

MUSM 3210 *Museum Studies Interpretation and Education* (3 hours)

This course will explore the various avenues by which the context of a given museum may be interpreted to the public visitor, researcher, and school children groups, as well as training and mission statement interpretation to the museum staff, administration, volunteer organization students, interns, etc. that may be involved with the museum operation. Various avenues of actual interpretation will include the use of the museum facilities (buildings, artifacts, publications, etc.), as well as the various aspects of oral interpretation (first person role play, costumed interpreter/demonstrator, third person/costumed or not, etc.)

The course will also allow students to explore all types of museum educational programming and concepts with special emphasis on children's visitation, special events, adult programming, lecture series, fairs and festivals, visiting presenters, outreach education, etc. Special attention will be drawn to the various educational techniques and tools used as well as evaluation processes. The design and publication of museum materials (handbooks, exhibit cards, exhibition catalogues, research and information books, journals, newsletters, etc.) will be covered in this course also. A major goal of this course will be to establish understandings of museum/school relationships as well as an enhancement of general public lifelong learning experiences.

TEXTS

Required Reading:

Anderson, William T. and Shirley Payne Low. *Interpretation of Historic Sites*. Second Edition, Revised. Walnut Creek, CA: AltaMira Press, 1996.

Roth, Stacy F. *Past into Present: Effective Techniques for First-Person historical Interpretation*. Chapel Hill: The University of North Carolina Press, 1998.

Johnson, Anna, with Kimberly A. Huber, Nancy Cutler, Melissa Bingmann, and Tim Grove. *The Museum Educator's Manual: Educators Share Successful Techniques*. Nashville, TN: AltaMira Press, 2009.

Suggested Reading:

Byers, Judy P., John H. Randolph and Noel W. Tenney. *In the Mountain State: A West Virginia Folklore and Cultural Studies Curriculum*. Charleston, WV: The West Virginia Humanities Council, 1999.

Various other readings to be suggested.

LEARNER OUTCOMES

The student should be able to:

- Identify major foundation concepts of museum interpretation and educational programming to include adult and children audiences as well as the interpretive processes of artifact and facility application along with special events planning, visiting museum specialists, and published training and educational tools.
- Apply various understandings and processes of interpretative techniques to include role play, costumed third person lecture, and skill demonstrations as well as museum education programming design and execution.

- Compare the museum interpretation and educational program concepts of various local museums against regional, national, and international standards.
- Acquire an enhanced awareness of the role of historic context/content in a museum's interpretation and educational programs.
- Develop an increased respect for cultural diversity and literacy through research and field projects.
- Analyze the possibilities of museum interpretation and educational programming as applied to small museums.
- Create various graphic applications for museum education tools such as posters, brochures, exhibit cards and catalogues, and handbooks.
- Create and demonstrate tools and techniques for volunteer management.
- Share learning experiences with an expanded audience through actual museum education programming and publications.
- Develop a lifelong attitude toward learning through museum field studies and cultural interaction

Interpretation Aspects

I. Interpretive Mission of Museum

- A. Public visitor programming/resources
 1. General interpretation mission and design
 2. Special programming, celebration, events interpretation
- B. Audience development
 1. School groups
 2. Adult groups
 3. Special needs groups (foreign visitors, handicapped, etc.)
 4. Special groups in interest, size, etc.

II. Interpretive Processes

- A. Researcher/processes and available resources
 1. Historic research
 2. Skill development for demonstration interpretation
 3. Costume design and development, resources, etc.
- B. Use of facilities/artifacts/publications
 1. Building use in interpretation
 2. Artifact use in interpretation (original or reproduction)
 3. Maps, guides, audio, video, signage, etc.
- C. Interpretation techniques
 1. Role play, first person, costumed interpreter
 2. Third person interpretation
 3. Docent, tour guide, security, etc.
 4. Lecture
 5. Reenactments, museum theater, etc.

Museum Education Aspects

I. Museum Educational Programming

- A. Children's Programming
 - 1. School tours/visitation/ from planning to execution
 - 2. Pre and post visitation resources
 - 3. Interactive learning processes for families
 - 4. Programming administration
- B. Adult programming
 - 1. Tours/visitation
 - 2. Lectures/lifelong learning
 - 3. Workshops/classes
 - 4. Field Schools
- C. Outreach museum education
 - 1. Traveling exhibits/demonstrations/programming
 - 2. Online programming
- D. Special events/fairs and festivals
- E. Visiting demonstrators/presenters
 - 1. Reenactments, encampments,
 - 2. Museum theater, puppet theater
 - 3. Musical performances
- F. Volunteer Management

II. Museum Educational Publications/Teaching Tools.

- A. Handbooks/volunteer training manuals
- B. Exhibit cards and catalogues
 - 1. Seasonal and special exhibits announcements
 - 2. Catalogues extending special exhibits content
- C. Research and information publications
 - 1. Historical/special topics
- D. Journals and newsletters
- E. Evaluation tools of educational techniques and tools

III. Financing Museum Education Programs

- A. Funding sources
 - 1. Internal and External
 - 2. Grants, Bequests, Sponsorships
- B. Collaborations
 - 1. Partnerships
 - 2. Associations

ASSESSMENT

15% Grade	Two small quizzes (Midterm and Final)
60% Grade	Various exercises, presentations, projects, field trips, and group assignments Students will be evaluated both individually and as team members.
25% Grade	Group interaction and participation

MUSM 3220 Museum Collections Management

(3 hours)

This course will address all of the various issues regarding museum collections both those of two and three dimension (paper memorabilia, three dimensional artifacts, buildings, grounds, other structures, etc.). The various technical aspects of managing collections (acquiring, identifying, processing, cataloging, storing, displaying, preserving, conserving, researching, etc.) will be the focus in this course.

TEXTS

Suggested Reading:

- Burcaw, G. Ellis. *Introduction to Museum Work*. 3rd edition. New York: Altamira Press a division of Rowman & Littlefield Publishers, Inc., 1997.
- Byers, Judy P., John H. Randolph and Noel W. Tenney. *In the Mountain State: A West Virginia Folklore and Cultural Studies Curriculum*. Charleston, WV: The West Virginia Humanities Council, 1999.
- Gaylord Catalog of Archival Storage Materials & Conservation Supplies*. Gaylord Brother, Box 4901, Syracuse, NY, latest issue.
- MacLeish, A. Bruce. *The Care of Antiques and Historical Collections*, 2d ed. Nashville: American Association for State and Local History, 1985.
- Reibel, Daniel. *Registration Methods for the Small Museum*. Nashville: American Association for State and Local History, 3d ed. Revised, 1996.

Various other suggested readings.

- I. Types of Museum Collections—Two and Three Dimensional
 - A. Paper memorabilia/ephemera
 - B. Personal and public memorabilia
 - C. Buildings/grounds/structures
- II. Technical Aspects of Collections Management
 - A. Acquisitions
 - B. Identification/processing
 - C. Cataloging
 - D. Preserving/conserving/storing
 - E. Displaying/researching

LEARNER OUTCOMES

The student should be able to:

- Identify major foundation concepts of museum collections management to include components of acquiring, processing, cataloging, preserving and storing, and researching general collections.
- Apply various understandings and applications of collections management processes to actual hands-on processing of artifacts.
- Compare the museum collections management concepts of various local museums against regional, national, and international standards.

- Acquire an enhanced awareness of the role of historic context/content in the management of a museum's collection.
- Acquire an applied understanding of working with archival systems and tools to include acid free materials, basis conservation processes, and proper storage techniques.
- Identify major sources for archival supplies and technical information in regard to the most basic museum collections, both two and three dimensional. Develop an increased respect for cultural diversity and literacy through research and field projects.
- Analyze the possibilities of museum collections management programming as applied to small museums.
- Apply both paper and electronic processing techniques for cataloguing museum collections.
- Develop a lifelong attitude toward learning through museum field studies and cultural interaction.

ASSESSMENT

15% of Grade	Two small quizzes (Midterm and Final)
60% of Grade	Various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members.
25% of Grade	Primary Project

MUSM 3230 Museum Exhibit Design and Preparation

(3 hours)

This course is be the most technical of the museum studies program and is concerned with museum exhibit planning, research, text writing, design, construction, and installation of various types of storyline exhibits and presentations. Techniques used include computer graphics, photography, silk-screening, dry mounting, fixture and kiosk construction, lighting/ventilation/audio visual application, and other processes. PR: FOLK 1100

TEXTS

Ames, Kenneth L., Barbara Franco and L. Thomas Frye. *Ideas and Images: Developing Interpretive History Exhibits*. Walnut Creek, CA: AltaMira Press, 1997.

Suggested Reading:

Byers, Judy P., John H. Randolph and Noel W. Tenney. *In the Mountain State: A West Virginia Folklore and Cultural Studies Curriculum*. Charleston, WV: The West Virginia Humanities Council, 1999.

Various other suggested readings.

- I. Exhibit Planning/Construction
 - A. Research
 - B. Text development/writing
 - C. Layout of exhibit design
 - D. Construction/installation of exhibit elements
- II. Exhibit Design Techniques/Skills
 - A. Computer graphics
 - B. Photography/silk-screening
 - C. Drymounting/other presentations
 - D. Fixture/kiosk construction
 - E. Lighting/ventilation/audio-visual applications

LEARNER OUTCOMES

The student should be able to:

- Identify major foundation concepts of museum exhibits to include components of theme, research, design, construction, installation, and evaluation.
- Apply various technical understandings and applications of museum exhibit design and construction through the actual development of selected exhibit projects.
- Compare the museum exhibit/interpretation concepts of various local museums against regional, national, and international standards.

- Acquire an enhanced awareness of the role of historic context/content in museum exhibit design and application.
- Develop an increased respect for cultural diversity and literacy through research and field projects.
- Analyze the possibilities of exhibit techniques as applied to small museums.
- Share learning experiences with an expanded audience through actual museum exhibit development.
- Develop a lifelong attitude toward learning through museum field studies and cultural interaction.

ASSESSMENT

15% of Grade	Two small quizzes (Midterm and Final)
60% of Grade	Various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members.
25% of Grade	Group interaction and participation

MUSM 4290 MUSEUM PRACTICUM/INTERNSHIP/CAPSTONE 3 credit hours total
(1 credit repeated three times for a total of 3 required credits or 3 credits taken at one time)

This practicum/internship/capstone course will situate the student in actual hands-on museum(s) located experience. Students will be placed in the museum(s) type (historical, art, etc.) of their choice and will have as many “real” application experiences with interpretation, exhibit design and construction, collections management, public museum educational programming, administrative management, as well as museum administration, fundraising, grant writing, disaster management, volunteer management, and others issues. that can be arranged with the museum(s) of choice. Pre-internship conferencing between the student, museum representative, and the program coordinator will be expected. Conferencing will continue during the experience as well. May be taken during regular semester or summer terms. Expected clock hours, 120 total. This course may be taken 1 credit at a time beginning after 9 credits have been accumulated or all at once when all other courses of the program have been completed.

OPTION A: (For students completing MUSM 4290 using the 1 credit at a time option) PR: MUSM 1100 and MUSM 2150 and one of the following: MUSM 3210 or MUSM 3220, or MUSM 3230 with Program Coordinator/Instructor approval.

OPTION B: (For students completing MUSM 4290 taking 3 credits at one time) PR: All other courses in program: MUSM 1100, MUSM 2150, MUSM 3210, MUSM 3220 and MUSM 3230 with Program Coordinator/Instructor approval.

I. Internship Planning

- A. Choosing the internship site and program range
- B. Establishing goals and outcomes
- C. Creating tools for evaluations

2. Internship Execution and Completion

- A. Training period in the museum
- B. Application of museum processes under museum staff supervision
- C. Concluding, analyzing, and evaluating museum internship experience

LEARNER OUTCOMES

The student should be able to:

- Execute a tailored internship agenda for each museum experience.
- Have a working overview of the operations of differing types of museums, small and large.
- Have hands on experience in exhibit research, design, construction, and installation completing various exhibit making activities.
- Construct various museum educational activities, programs, and materials.
- Function in a museum interpretation program using the processes of first person role play, third person presentations/discussions/demonstrations, lectures, and skill demonstrations.

- Acquire a working understanding of museum administrative operations including funding processes, volunteer/staff management, curatorial and collections management, and publications.

ASSESSMENT

75% of Grade	Observations and written reviews made by the Instructor/Supervisor during each phase of this course
25% of Grade	Observations and written reviews made by the Cooperating Museum supervisor during and at the end of each Practicum/Internship/Capstone unit

Appendix E Course Outcomes

MUSM 1100- Introduction to Museum Studies

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify major foundation concepts of museum studies to include components of collections management, interpretation, museum education, and exhibit design and development.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Compare the museum management concepts of various local museums against regional, national, and international standards.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Acquire an enhanced awareness of the role of historic context in museum studies and application.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Develop an increased respect for cultural diversity and literacy through research and field projects.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
5. Analyze the broader management techniques as applied to small museums.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

6. Share learning experiences with an expanded audience through museum interpretation, exhibit development, collections management, and applied educational concepts.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
7. Develop a lifelong attitude toward learning through museum field studies and cultural interaction.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments, group interaction and participation, and museum placement project assignment	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold

MUSM 2150- Folk Arts

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify major foundation concepts of traditional folk arts and its application to folk and cultural studies in general	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
2. Compare the folk arts content of the Appalachian region with that of the nation and the world	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
3. Identify folk art content in regard to historic and contemporary structure, style, period, media, and procedure.	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
4. Acquire and apply working hands on understanding of specific techniques, media, and procedures of selected folk art forms.	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
5. Begin and complete various	Two examinations (Midterm and	Satisfactory student performance

folk art making projects using applicable techniques, materials, tools, and resources to produce products in a traditional or contemporary manner with an emphasis on craftsmanship.	Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
6. Acquire an enhanced awareness of the role of historic context in life studies	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
7. Share learning experiences concerning folk arts content with an expanded audience through possible conference presentations, campus displays, and group interactions.	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
8. Acquire and apply skills for documented historic research on the individual level using both primary and secondary sources of content	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
9. Develop a lifelong attitude toward learning through field studies and cultural interaction.	Two examinations (Midterm and Final), group interaction and discussions, class participation and assignments, folk art projects, and research paper	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold

MUSM 3210- Museum Studies Interpretation and Education

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify major foundation concepts of museum interpretation and educational programming to include adult and children audiences as well as the interpretive processes of artifact and facility application along with special events	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

planning, visiting museum specialists, and published training and educational tools.		
2. Apply various understandings and processes of interpretative techniques to include role play, costumed third person lecture, and skill demonstrations as well as museum education programming design and execution	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Compare the museum interpretation and educational program concepts of various local museums against regional, national, and international standards.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Acquire an enhanced awareness of the role of historic context/content in a museum's interpretation and educational programs	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
5. Develop an increased respect for cultural diversity and literacy through research and field projects.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
6. Analyze the possibilities of museum interpretation and educational programming as applied to small museums.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
7. Create various graphic applications for museum education tools such as posters, brochures, exhibit cards and catalogues, and handbooks.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
8. Create and demonstrate tools and techniques for volunteer management.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips,	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments.

	and group assignments. Students will be evaluated both individually and as team members. Group interaction and participation.	Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

MUSM 3220- Museum Studies Collections Management

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify major foundation concepts of museum collections management to include components of acquiring, processing, cataloging, preserving and storing, and researching general collections.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Apply various understandings and applications of collections management processes to actual hands-on processing of artifacts.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Compare the museum collections management concepts of various local museums against regional, national, and international standards.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Acquire an enhanced awareness of the role of historic context/content in the management of a museum's collection.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
5. Acquire an applied understanding of working with archival systems and tools to include acid free materials, basis conservation processes, and proper storage techniques.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

	team members.	
6. Identify major sources for archival supplies and technical information in regard to most basic museum two and three dimensional collections. Develop an increased respect for cultural diversity and literacy through research and field projects.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
7. Analyze the possibilities of museum collections management programming as applied to small museums.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
8. Apply both paper and electronic processing techniques for cataloging museum collections.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
9. Develop a lifelong attitude toward learning through museum field studies and cultural interactions.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, primary project, and group assignments. Students will be evaluated both individually and as team members.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

MUSM 3230- Museum Studies Exhibit Design & Construction

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Identify major foundation concepts of museum collections management to include components of acquiring, processing, cataloging, preserving and storing, and researching general collections.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation.	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Apply various understandings	Two small quizzes (Midterm and	Satisfactory student performance

and applications of collections management processes to actual hands-on processing of artifacts.	Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Compare the museum collections management concepts of various local museums against regional, national, and international standards.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Acquire an enhanced awareness of the role of historic context/content in the management of a museum's collection.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
5. Acquire an applied understanding of working with archival systems and tools to include acid free materials, basis conservation processes, and proper storage techniques.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
6. Identify major sources for archival supplies and technical information in regard to most basic museum two and three dimensional collections. Develop an increased respect for cultural diversity and literacy through research and field projects.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
7. Analyze the possibilities of museum collections management programming as applied to small museums.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold
8. Apply both paper and electronic processing techniques for cataloging museum collections.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

	interaction and participation	
9. Develop a lifelong attitude toward learning through museum field studies and cultural interactions.	Two small quizzes (Midterm and Final), various exercises, presentations, projects, field trips, and group assignments. Students will be evaluated both individually and as team members. Grade Group interaction and participation	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.

MUSM 4290-Museum Practicum/Internship/Capstone

Course Outcomes	Direct Assessment Measures	Satisfactory Performance Standards
Upon successful completion of this course, students will be able to	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Execute a tailored internship agenda for each museum experience.	Observations and written reviews made by the Instructor/supervisor during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
2. Have a working overview of the operations of differing types of museums, small and large.	Observations and written reviews made by the Instructor/supervisor during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
3. Have hands on experience in exhibit research, design, construction, and installation completing various exhibit making activities.	Observations and written reviews made by the Instructor/supervisor during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit	Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.
4. Construct various museum educational activities, programs	Observations and written reviews made by the Instructor/supervisor	Satisfactory student performance will be indicated by 70% minimum

<p>and materials.</p>	<p>during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit</p>	<p>on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.</p>
<p>5. Function in a museum interpretation program using the processes of first person role play, third person presentation/discussions/demonstrations, lectures, and skill demonstrations.</p>	<p>Observations and written reviews made by the Instructor/supervisor during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit</p>	<p>Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold.</p>
<p>6. Acquire a working understanding of museum Administrative operations including funding processes, volunteer/staff management, curatorial and collections management, and publications.</p>	<p>Observations and written reviews made by the Instructor/supervisor during each phase of this course Observations and written reviews made by the cooperating museum supervisor during and at the end of each Practicum/Internship/Capstone unit</p>	<p>Satisfactory student performance will be indicated by 70% minimum on quizzes, exam, and assignments. Satisfactory class performance will be indicated by 70% of the class meeting this threshold</p>