

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 2/3/2020

From: Dr. Elisabeth Sommer, Dept. of Art

Through: David Griffin, Chair, Dept. of Art

Through: Dr. Denis O'Hearn, Dean, COLA

To: Crystal Herman, Chair, Undergraduate Curriculum Committee

Proposal Title: Museum Studies Minor Update

The Museum Studies Minor has undergone several director changes and iterations since its inception. It was initially created as a joint effort between the Dept. of Art and the Rubin Center for the Arts as a way of encouraging and fostering an appreciation and education of fine art gallery management and fine art curation. The enrollment initially was predominantly comprised of only Art Studio and Art History majors. As the director and principle faculty member was also originally the Director of the Rubin Center for the Arts, the program was taught from the Rubin and revolved around the inner workings of that gallery space most specifically.

With subsequent changes of principle faculty and staff both within the Dept. of Art and the Rubin Center for the Arts the Museum Studies program has morphed and matured into a much more diverse and more COLA-centric focused minor. The enrollment in the minor has consistently increased over the years and now averages 25-30 students with the majority of the majors now coming from History, Sociology/Anthropology, English and Art.

The focus of study has shifted from the narrow confined stand-alone fine arts gallery space and management to the broader and more fundamentally accepted academic approach to the field of Museum Studies. As Dr. Sommer is degreed in the field, and the program has naturally evolved into the more mainstream of diverse student interest it has become paramount to update, reflect and present a more holistic and complete minor offering in the area of Museum Studies.

The following changes, edits and additions have been carefully evaluated to help students maximize and tailor their Museum Studies minor to best serve their particular interests and professional goals.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Museum Studies Minor Update

College: COLA


Department: ART

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature



Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

COURSE CHANGE FORM

All fields below are required

College : COLA Department : ART

Rationale for changing the course:
 Requested title change and edited catalog description will more aptly and correctly reflect course material and topics.

All fields below are required

Subject Prefix and number ART 3308

Course Title Exhibition Practices I

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
TITLE	Exhibition Practices I	Introduction to Museum Studies
Catalog Description	Exhibition Practices I (3-0) This course examines current approaches to exhibiting art. Readings and discussions about how exhibitions shape knowledge comprise the beginning of the course. In the second part of the course this theory informs the practice of researching, planning for, mounting, marketing, and documenting exhibitions. Contemporary fine art exhibitions are emphasized, though exhibitions of historical work are also discussed.	Introduction to Museum Studies (3-0) This course explores the intellectual issues facing museums, and the practical considerations of daily museum administration. Coursework is based on readings in the field, class discussion, and written analysis of issues in modern museums. As an introductory course, it touches on several aspects of museum work, including curation, collections management, public programming, education, marketing, and management. The goal is to achieve a general understanding of a museum's inner business mechanisms, and an appreciation of the roles museums play in society.

COURSE CHANGE FORM

All fields below are required

College : COLA Department : ART

Rationale for changing the course:
 Requested title change and edited catalog description will more aptly and correctly reflect course material and topics.

All fields below are required

Subject Prefix and number ART 3309

Course Title Exhibition Practices II

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
TITLE	Exhibition Practices II	Exhibition Development and Design Lab
Catalog Description	Exhibition Practices II (0-6) This course is an internship-style learning experience at the Stanlee and Gerald Rubin Center for the Visual Arts or another museum that builds upon the expertise and skills developed in ART 3308/Exhibition Practices I. For nine hours each week the student will experience first hand the working environment of a museum under the supervision of a qualified professional. Tasks may range from researching specific objects or ideas, to greeting visitors, to writing educational exhibitions labels, to interviewing artists and scholars, to installing exhibitions.	Exhibit Development and Design (0-6) This course will investigate museum interpretation and will actively design and implement an exhibit using authentic objects and images. The goal is to appreciate and understand the challenges and processes involved in creating museum exhibits. Students will finish the class with experience in label writing, developing an exhibit's "big idea," setting project goals, assessing design elements, meeting deadlines, and working as a team. This course serves as the capstone for the Museum Studies Minor.
Prerequisite		ART 3308 w/ C or better

COURSE CHANGE FORM

All fields below are required

College : COLA Department : ART

Rationale for changing the course:
 Requested title change and edited catalog description will more aptly and correctly reflect course material and topics.

All fields below are required

Subject Prefix and number ART 3310

Course Title Museum Collections Mgmt 1

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
TITLE	Museum Collections Mgmt 1	Curation and Collections Mgmt
Catalog Description	Course will examine the history of museum collections, the long-term care and storage of artifacts, the ethical and legal considerations related to acquiring and managing collections, and the job opportunities in the field.	This course will focus on an understanding of the principles and practices of developing, exhibiting, and caring for collections in the 21st century museum. The first part of the class will cover the larger cultural and intellectual perspective necessary for identifying collections needs, developing an effective collection, and exhibiting artifacts from the collection. The second part will focus on managing collections, from accessioning to deaccessioning, and will include training in the use of Past Perfect software and Nomenclature.
Prerequisite		ART 3308 w/ C or better

COURSE ADD

All fields below are required

College : COLA Department : ART

Rationale for adding the course:

Currently within the Museum Studies Minor there is no course focused on the specific and integral aspect of museum education and collection interpretation. This course will prepare students for the ever evolving and changing role of the museum curator of collection education.

All fields below are required

Subject Prefix and # ART 3311

Title (29 characters or fewer): Museum Ed & Interpretation

Dept. Administrative Code : 0310

[CIP Code](#)

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 0

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course will serve as an overview of the role of education and interpretation in the museum, with a focus on developing and implementing presentations and experiences for a variety of audiences, including school groups, families, and adult learners. A series of themes will be used to help identify particular topics, including both theoretical issues/approaches and practical knowledge. To ensure an understanding of the relationship between theory and practice students will be expected to develop their own museum education program.

Contact Hours (per week): 3 Lecture Hours 0 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ART 3308 w/C or better		

Corequisite Course(s):	Equivalent Course(s):

Restrictions:	
Classification	JR, SR
Major	

Dr. Elisabeth Sommer
219 Kelly Hall
ewsommer@utep.edu

915-747-6813

Museum Studies website <https://www.utep.edu/liberalarts/museum-studies/>

Education and Interpretation in Museums

Welcome to the fascinating and sometimes frustrating world of museum education and interpretation. Museums put a premium on physical space and objects as the focus of their messages. These physical things, however, need additional interpretation or placing in context in order to tell their story. This becomes the job of museum curators and educators. They are charged with guiding museums and historic sites in the choosing of objects, crafting the stories the objects can tell, and determining the best means of communicating these stories and engaging the public. Recently, museums have also been called to reach beyond their objects and walls and become community sites and resources. Educators can play a crucial role in helping museums meet this call.

Instructor Introduction (who the heck am I?)

I began my professional life as a professor of European History. I then saw the light and turned my attention to museums. I did graduate coursework in Public History/Museum Studies at the University of North Carolina at Greensboro, and then held positions at the Staten Island Historical Society (Director of Research and Interpretation) and Roanoke Island Festival Park on the Outer Banks of N.C. (Manager of Education and Interpretation), after which I taught Museum Studies at the University of Mary Washington in Virginia. Most recently I served as Education Curator for the El Paso Museum of Art. I have also done work for the Thomas Wolfe State Historic Site in N.C., the Asheville Art Museum, Historic Kenmore, and the Fredericksburg Area Museum and Cultural Center. I hold a BA in History from UNC-Greensboro and a PhD in European History from the University of Virginia. Okay, that's more than enough about me.

Course Goals

This course serves as an **overview of the role of education and interpretation** in the museum, with a **focus on developing and implementing presentations and experiences** for a variety of audiences, including school groups, families, and adult learners. As you will notice (if you're paying attention, which I trust you are), the **syllabus is divided into a series of themes** to help identify the particular topics the class will cover, including both theoretical issues/approaches and practical knowledge. In order to ensure an understanding of the relationship between theory and practice (not to mention beefing up your resume, always a good thing) you will have the stimulating task of **developing your very own museum education program**.

Class Expectations

You will be expected to **engage with the readings and participate in class discussions**. You should arrive in class with a **written list** (with pages noted) of the points/ideas you believe most

significant from the readings assigned for that day. **I reserve the right to collect these without prior notice.**

Discussions will be supplemented by **two short (4-5 page) papers** and a **semester long project**. For this project you will put theory into practice by developing your own museum education program for a real live museum. This must be a museum with which you are physically familiar, or with which you can become familiar. Along the way you will be required to give **progress reports** on the days specified in the syllabus. These reports are not optional. If you find yourself in trouble, let me know ASAP so we can fix the problem.

Reading Assignments

The following book is available in the bookstore, and on the internet:

- Barry King and Barry Lord, eds. *The Manual of Museum Learning* (2016)

Plus...

Various articles on Blackboard from:

- Howard Gardner, *Multiple Intelligences: New Horizons* (2006)
- *The Journal of Museum Education*, vol. 42, no.4, Dec. 2017
- *The Journal of Museum Education*, vol. 43, no. 4, Dec. 2018
- Jessica Foy Donnelly, ed. *Interpreting Historic House Museums* (2002)
- Juliette Fritsch, ed. *Museum Gallery Interpretation and Material Culture* (2014)
- Gail Anderson, ed. *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift* (2012)
- John Falk and Lynn Dierking, *Learning from Museums* (2000)

Writing Assignments

The short papers should be written in essay form and well-organized, using proper grammar and spelling. Where necessary you should use end or footnotes, but you do not have to include a bibliography. The semester's education program project will take a different form and will require a bibliography. Details on the project format are given in a separate document and will be posted on Blackboard.

All assignments are due on the dates noted in the syllabus. **Late assignments will be penalized** (unless there is good reason about which you notify me).

Grades

Grading will be broken down as follows:

Attendance and discussion 20%

Papers 40% (20% each)

Final Project 40%

And now for the course schedule (subject to change):

Introduction to Issues and Concepts

Aug. 27: Intro: What is Museum Education and Interpretation?

Aug. 29: A Brief History of Museum Education (Lisa Roberts, "Changing Practices of Interpretation" from *Reinventing the Museum*; on Blackboard)

Sept. 3: Types of Museum Education (*Manual of Museum Learning*, Chapters 2 & 7)

Making a Difference: Museum Education/Interpretation and Society

Sept. 5: Navigating Social Change (*Manual*, Chapter 4)

Sept. 10: Connecting with Communities (Heba Abd el Salam, Dawn McCormack and Brenden Martin, "Connecting People with Their Museum" and Emma Martell, "Engaging in the Community: Zoo Camp Goes to School" both from *Journal of Museum Education=JME*, vol. 42. No. 4, Dec. 2017)

Sept. 12: Bridging Communication Gaps (Sam Theriault and Beth Redmond Jones, "Constructing Knowledge Together: Collaborating with and Understanding Young Adults with Autism" and Meredith Lehman, Sabrina Phillips and Andrea Saenz Williams, "Empowering Identity Through Art: Bilingual Co-Teaching at the Blanton Museum of Art" both from *JME*, vol. 43, no. 4, Dec. 2018)

Sept. 17: Seeing Multiple Stories (Rex M. Ellis, "Interpreting the Whole House" from *Interpreting Historic House Museums*)

Sept. 19: Using Art to Alleviate Suffering: Programs for PTSD, Alzheimers, and Eating Disorders—guest speaker, David Hernandez, Program Director for the Alzheimer's Association, West Texas Chapter and former Education Curator, El Paso Museum of Art (Gwen Baddeley et al, "Body Talk: Examining a Collaborative Multi-Visit Program for Visitors with Eating Disorders" from *JME* vol. 42...)

Education within the Museum Structure

Sept. 24: Re-visioning the Museum (*Manual* Chapter 8, pp.105-132) **Decision on project place deadline**

Sept. 26: Creating Spaces for Learning (*Manual* Chapter 8, pp.140-158) I have jury duty today (hopefully not afterwards) so we won't meet as a class. Your assignment is to create a written assessment of an El Paso museum's public spaces based on the recommendations made in the reading.

Oct. 1: Interpretation within Exhibit Development (Juliette Fritsch, "Education is a Department isn't it?" Perceptions of ..." from *Museum Gallery Interpretation and Material Culture and Manual*, Chapter 5)

Oct. 3: New Approaches to Docent Training: From Expert to Facilitator (*Manual*, Chapter 8, pp. 133-40; Andrew Palamara, "Practice First: Flipped Training for Gallery Educators" from *JME*, vol. 42, no. 4)

Oct. 8: Tales from the Field-Skype session with Rebecca Gavin, Director of Education Programming at the Connecticut Historical Society- **First paper due**

Educational Theory and Museums

Oct. 10: Exploring Educational Theory (Howard Gardner, *Multiple Intelligences: New Horizons*, Chapters 1-2)

Oct. 15: *Multiple Intelligences* continued (Chapters 6-7 and Chapter 8 pp.134-142)

Oct. 17: Theory and Practice in Museums, the Contexts (John Falk and Lynn Dierking, *Learning from Museums*, Chapters 1 and 8)

Oct. 22: Individual and Group Learning (*Learning from Museums*, Chapters 5-6)

Oct. 24: **Field Trip!** We will be meeting at 5:00 at the Rubin Center to observe the ArtBeats! Program. If you are unable to meet at that time, please let me know.

Oct. 29: Tales from the Field-Skype session with Jackie Ly, Museum Engagement Manager, Morven Park-**Report on Semester Project**

The Nitty Gritty of Museum Education in Practice

Oct. 31: Museums and Schools (*Manual*, Chapter 6)

Nov. 5: Planning Programs (*Manual* Chapter 10, pp. 189-209)- - **Second Paper Due**

Nov. 7: Planning for Audiences (*Manual* Chapter 9)

Nov. 12: Some Gallery Teaching Strategies (Sarah Sims, "Thinking About How We Think: Promoting Museum Literacy Skills with Metacognition" from *JME*, vol. 43, no. 4, Dec. 2018)

Nov. 14: Media and Museum Learning (*Manual* Chapter 10, pp. 223-243) **Final Update on Semester Project**

Nov. 21: Using Program Evaluation (Jason Porter and Sydney Garcia, "Learning from Doing: The Evolution of a Dialogue-Based Program About Race" from *JME*, vol. 43-see above)

Nov. 26: Promoting Self-Guided Interaction (Phillippa Pitts, "Visitor to Visitor Learning: Setting Up Open-Ended Inquiry in an Unstaffed Space" from JME, vol. 43...)

Nov. 28: Thanksgiving!!

Dec. 3: Making Connections with ESL Learners (Cathy Saunders and Samantha Hunter, "Immigration and Change in Rhode Island's Golden Age: A Program for English Language Learners" from JME, vol. 43...)

Dec. 5: **Project Presentations**

Dec. 12: Projects due to me by **5:00**

COURSE ADD

All fields below are required

College : COLA Department : ART

Rationale for adding the course:

Museum Studies Minor requires a specific internship course number.

All fields below are required

Subject Prefix and # ART 4339

Title (29 characters or fewer): Museum Studies Internship

Dept. Administrative Code : 0310

[CIP Code](#)

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

Upon the recommendation of the Museum Studies Director, the student may be placed in a historical library, historical society, museum, archive, restoration project, or historical agency of government for a semester's experience as an intern. This opportunity provides the student with actual work experience in a professional setting.

Contact Hours (per week): 0 Lecture Hours 6 Lab Hours 0 Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input checked="" type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
ART 3309 w/C or better		

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	JR, SR
Major	Department Approval

Return to: [Degree Programs](#)

DIRECTOR: Dr. Elisabeth Sommer

ADVISOR: Terri Bauer, Department of Art Advisor, tmbauer@utep.edu

Degree Plan

Code	Title	Hours
Required Courses:		
ANTH 4365	Museum Fundamentals	3
ART 3308	Exhibition Practices I Introduction to Museum Studies	3
ART 3309	Exhibition Practices II Exhibition Development & Design Lab	3
ART 4339	Museum Studies Internship	3
Minor Electives: Chosen to enhance particular interests in the Museum Studies field.		
Select three courses from the following:		9
African American Studies:		
AFST 2300	Intro-African American Studies	
AFST 3301	The Modern Civil Rights Movement	
AFST 3390	Topics in African American Studies (subject to approval by Director of Museum Studies)	
Anthropology:		
ANTH 3306	Cultural Diversity	
ANTH 3340	Popular Archaeology	
ANTH 3359	Archaeological Methods	
ANTH 4365	Museum Fundamentals	
Art, Art Education, Art History:		
ART 3310	Museum Collections Mgmt I Curation and Collections Mgmt	
ART 3311	Museum Education and Interpretation	
ART 3339	Special Studies (subject to approval by Director of Museum Studies)	
ARTE 3307	Introduction to Art Education	
ARTE 3337	Art Education Projects and Practices	

Code	Title	Hours
Either:		
ARTH 1305	History of Art I or	
ARTH 1306	History of Art II	
Biology:		
BIOL 4326	Bioarchaeology	
Communications:		
COMM 2344	Digital Video and Audio Production	
COMM 2352	Persuasion & Social Influence	
COMM 3320	Writing for PR & Corp Comm	
COMM 3323	Comm & Org Leadership	
COMM 3338	Integrated Marketing Comm	
History:		
HIST 4302	Introduction to Public History	
HIST 4303	History and the Senses	
Management:		
MGMT 3303	Intro-Mgmt/Organizational Behavior	
MGMT 3307	Introduction to Hospitality/Tourism	
Psychology:		
PSYC 2302	Social Psychology	
POLS 4356	Non-Profit Organizations	
Theater:		
Either:		
THEA 2301	Scenic and Lighting Principles or	
THEA 3342	Lighting Design	
THEA 2303	Acting Fundamentals	
THEA 3350	Creative Drama	
Total Hours	18	
Course List		18

Museum Studies Minor

All courses listed below are required:

[ANTH 4365](#) | [ART 3308](#) | [ART 3309](#) | [ART 4339](#)

Minor electives

(Select three courses from [AFST 2300, 3301, 3390](#); [ANTH 3306, 3340, 3359, 4365](#); [ART 3310, 3311, 3339](#); [ARTE 3307, 3337](#); [ARTH 1305 or 1306](#); [BIOL 4326](#); [COMM 2344, 2352, 3320, 3323, 3338](#); [HIST 4302, 4303](#); [MGMT 3303, 3307](#); [PSYC 2302](#); ~~[POLS 4356](#)~~; [THEA 2301 or 3342](#); [THEA 2303, 3350](#))

Please Choose a Course Below:

[AFST 2300](#) | [AFST 3301](#) | [AFST 3309](#) | [ANTH 3306](#) | [ANTH 3340](#) | [ANTH 3359](#) | [ANTH 4365](#) | [ART 3310](#) | [ART 3311](#) | [ART 3339](#) | [ARTE 3307](#) | [ARTE 3337](#) | [ARTH 1305](#) | [ARTH 1306](#) | [BIOL 4326](#) | [COMM 2344](#) | ~~[COMM 2352](#)~~ | [COMM 3320](#) | [COMM 3323](#) | ~~[COMM 3338](#)~~ | [HIST 4302](#) | [HIST 4303](#) | [MGMT 3303](#) | [MGMT 3307](#) | [PSYC 2302](#) | ~~[POLS 4356](#)~~ | [THEA 2301](#) | [THEA 3342](#) | [THEA 2303](#) | [THEA 3305](#)