

**Proposal: Museum Studies Track Expanded to a Museum Studies Major w/Minor
College of Arts, Humanities and Social Sciences
Department of Visual and Performing Arts
Proposed Implementation Date: Fall 2016 or Spring 2017**

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**College of Arts, Humanities and
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Educational Policies Committee Approval

Faculty Approval

Provost's Approval

President's Approval

Board of Trustees Approval

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Executive Summary

This proposal is to expand the Museum Studies track into to a Museum Studies Major with Minor. Lincoln University and The Barnes are committed to jointly offering this program to prepare students for entry-level museum jobs in management and operation, and for students to be competitive for admission into exemplary graduate programs in museum studies. The revised curriculum and improvement of evolving partnerships (with The Barnes, Smithsonian, National Park Service and other cultural and art institutions) is designed to redress the documented underrepresentation of African Americans on museum staffs and to forge pipelines to museum related careers (*Andrew W. Mellon Foundation Art Museum Staff Demographic Survey 2015*. https://mellon.org/media/filer_public/ba/99/ba99e53a-48d5-4038-80e1-66f9ba1c020e/awmf_museum_diversity_report_aamd_7-28-15.pdf).

Entry-level positions include visitor services, education, special events, public affairs, membership and marketing/fundraising. Position types and titles will vary according to the type and need of each museum. There are more than 17,000 museums in the United States. Students will be trained in best practices in the areas of museum administration, education, interpretation and presentation, fundraising, marketing, collections care and curatorial studies.

Students will learn creative problem-solving from lectures, field trips, case studies, internships, exhibition and curatorial projects, writing, and hands-on learning. Students will learn in a highly charged creative environment, working with world-class art, historical materials, archival materials, exhibitions, interpretation and communication. The program will use resources of Lincoln's culturally-rich environment including art, material culture and archival collections; and the resources of The Barnes Foundation and the dozens of world-class museums within 100 miles of the university's main campus.

Museums are at the forefront of today's creative economy. Museums have unparalleled importance in the documentation edification and celebration of the creative spirit. They are a necessary, valuable part of society as whole, and can serve as an invaluable for educating children and adults. The Museum Studies Major/Minor can be the start of a new paradigm in cultivating museum leadership.

Appropriateness to Lincoln's Mission, Strategic Plan and Need

The Museum Studies program serves the university's mission by "maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce" in a field that is in desperate need of our participation. Our story is an American story. Without better representation of African Americans in the museum field, we have little guarantee that our contributions now and in the future will be a major part of our country's legacy as documented and celebrated in the museums.

The Museum Studies program addresses the following goals within the Strategic Plan:

- The Museum Studies Major/Minor is in alignment with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines; and Middle States standards of instruction and assessment of student learning.
- The Museum Major/Minor will attract, enroll and prepare students for professional jobs and graduate study.
- The integration of the University's collections (art, material culture, archival) into course work will enhance teaching and learning experiences and engage and retain students.
- The Museum Studies program will develop projects (i.e. exhibitions, gallery talks, publications, lectures) that serve as cultural activities for the University community and surrounding communities and region.

The Museum Studies Major/Minor equips students to pursue careers in a field that has never reached its full potential to equitably serve African American and global communities. Statistics cited in the 2015 *Andrew W. Mellon Foundation Art Museum Staff Demographic Survey* demonstrate the need of fuller participation of African Americans. We can increase awareness, participation, understanding and involvement in the museum field with students who have learned the basics of museum operation and who will, with this major, be competent for entry-level employment and equipped to enter graduate museum-related programs like Museum Administration.

Academic Integrity and Coordination with Other Programs

Visual Arts faculty members revised existing courses and developed new courses with input from colleagues in Anthropology, Mass Communication, Chemistry and Education, and Barnes Education and Public Programs staff. Additionally, this proposal reflects the careful examination of existing undergraduate museum majors programs across the country, and consultations with museum professionals. The program will provide an exceptional and broad-based education in the basics of museum management. It aligns with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines (<http://www.compt-aam.org/resources/standardsguidelines.html>).

The Museum Studies program has been revised in coordination with several academic programs to include required and recommended courses, in Languages, Mass Communications, Anthropology, and Chemistry. Interdisciplinary training and career development opportunities will complement course work.

Assessment and Accreditation

The proposed curriculum is in alignment with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines which (a) identify appropriate content, teaching methodologies, measures for outcomes and assessment; and (b) are adaptable to a variety of learning programs.

Resource Sufficiency

The Lincoln University-Barnes Foundation partnership provides an unprecedented resource in support of the Museum Studies program. Notes Barnes Foundation Executive Director and President Thom Collins:

Nearly 100 years ago, Albert Barnes established the Barnes Foundation to facilitate transformative educational experiences through encounters with art. His endeavor was informed, in equal measure, by advocacy for African Americans and curiosity about modern art in Europe and America. The most significant manifestation of the former was the relationship he forged with Horace Mann Bond and Lincoln University. The partnership between the Barnes Foundation and Lincoln University has grown from one of institutional governance to one that serves the Lincoln community through classes and other programs.

We are currently poised to take the opportunity for students to another level through a revised Museum Studies program. This program, including the major and a new Museum Studies minor, would marshal the Foundation's collections, staff, and other resources to increase students' exposure to opportunities and prepare them for leadership in graduate studies and professional endeavors in the museum field. We are proud to endorse the expansion of the Barnes and Lincoln's joint venture.

Lincoln's 3,200 piece Collection of African Art and Material Culture is an invaluable source for instruction and training. Acquired over several decades, the collection includes holdings of secular and religious artworks and artifacts from across the African continent including Nigeria, Democratic Republic of the Congo, Ghana, Cameroon, Liberia, Ethiopia and Angola. Barnes Foundation staff in the areas of interpretation, exhibitions, conservation, archives, horticulture, public relations and fundraising will serve as instructors for the program. Lincoln Museum Studies majors receive priority consideration for the Barnes Foundation Internship program including: Art Education, Conservation, Curatorial, Development, Finance, Information Technology, Marketing and Social Media, Membership, Public Programs, and Public Relations. Lincoln students and faculty (both within and beyond the Museum Studies program) are afforded free admission to the Barnes Foundation on public days and can attend other classes offered by the Foundation. Lincoln Museum Studies students have access to the extensive art library and archives of The Barnes Foundation and its world-class collections.

Impact on Educational Opportunity

There are relatively few undergraduate museum studies programs in the United States. None of them enjoy the unique, historical relationship that Lincoln has with The Barnes Foundation. With the hands-on learning opportunities (both classroom and within museum and cultural sites and organizations) provided by experienced professionals, the Museum Studies program will attract ambitious, talented students interested in the diverse opportunities available in museum management and operation.

Proposal Narrative

Appropriateness to Lincoln's Mission, Strategic Plan and Need:

Between 2007 and 2009, Lincoln University and The Barnes created and launched a collaborative degree program to prepare students for museum jobs in areas where African Americans are underrepresented; namely management and operations. Currently, the Museum Studies track is offered within the Visual Arts major. This proposal to expand the Museum Studies track into to a Museum Studies Major/with Minor enhances the instruction and training of students for museum jobs and preparation for advanced study, the intended goals of the Lincoln-Barnes program.

In its current design, this track provides Lincoln students with the opportunity to learn about The Barnes Foundation collection and Dr. Barnes' program for education in art history and aesthetics. The core courses include:

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| • MSM210 Introduction to Museums and Collections | 3 credits |
| • MSM 220 Collections Care and Management | 3 credits |
| • MSM 218 The Barnes Foundation | <u>3 credits</u> |
| Total | 9 credit hours |

While MSM 218 The Barnes Foundation provides students with an education in art history and aesthetics, it does not provide any operational, organizational or programmatic history of the Barnes. Its designation as an MSM course would require more than what is currently being offered. As a track, even if we count the MSM218, the number of credit hours does not meet university standards for a minor or a major in Museum Studies.

The Department of Visual and Performing Arts offers the following classes in Art History:

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|---|------------------|
| • ARH 211 Art History I | 3 credits |
| • ARH 212 Art History II | 3 credits |
| • ARH 375 African Art History | 3 credits |
| • ARH 376 African American Art History | 3 credits |
| • ARH 216 Art Theory, Methods and Criticism | <u>3 credits</u> |
| Total | 15 credits |

ARH216 Art Theory, Methods and Criticism and ARH 495 Independent Study are listed in the course catalogue, but not currently being offered. These classes are sufficient to meet the Art History requirements for Visual Arts Majors, however; the path to museum professions is far more diverse and inclusive of other disciplines. While some museums are art museums, museums address the breadth of our human existence from sciences, technology, zoos, historical sites, to ideas (Constitution Center,) neighborhoods, ethnicities. While there are some artists who are successful in museum careers, students who are taught the basics of museum programs, exhibitions, operations, fundraising, etc. are more likely to be admitted into graduate programs in museum studies and subsequently more attractive to future employers.

The proposed Museum Studies Major/Minor is in alignment with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines; and Middle States standards of instruction and assessment of student learning.

The Museum Studies program serves the university's mission by "maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce" in a field that is in desperate need of our participation. Our story is an American story. Without better representation of African Americans in the museum field, we have little guarantee that our contributions now and in the future will be a major part of our country's legacy as documented and celebrated in the museums.

The Museum Studies program emphasizes:

Academic Excellence-

Goal #1: *Provide the professional development necessary to enable faculty to offer innovative engaging pedagogies and academic programs.* The Museum Studies Major/Minor will be among a small number of undergraduate museum studies programs in the United States and will be innovative in its focus on the business of museums and preparing students for employment and further graduate level studies.

Student Success-

Goal #1: *Attract a diverse student population.*

- The Museum Studies program's uniqueness, once implemented could become a draw for diverse students interested in the museum field.
- Lincoln Museum Studies majors and minors receive priority consideration for the Barnes Foundation Internship program including: Art Education, Conservation, Curatorial, Development, Finance, Information Technology, Marketing and Social Media, Membership, Public Programs, and Public Relations.
- The integration of the University's collections (art, material culture, archival) into course work will enhance teaching and learning experiences and engage and retain students.

Research and Scholarship-

Goal #1: *Develop an environment which facilitates faculty and student research.*

- Create a research forum where students present structured research projects.
- Provide incentives for faculty who engage students on their research teams.
- Encourage faculty and students to publish papers in peer-reviewed journals.

The African Art and Material Culture Collection contains about 3,200 objects from diverse countries and ethnic groups in Africa. The collection contains a breadth of materials on which little research has been conducted. The Museum Studies program can generate opportunities for international exchanges in the museum field as part of the sorely needed research of our collections.

Community Engagement-

Goal #2: *Enhance the visibility of the University's engagement in local communities.*

- The Museum Studies program will develop projects (i.e. exhibitions, gallery talks, publications, lectures) that serve as cultural activities for the University community and surrounding communities and region.
- Guest lectures and special programs for the Museum Studies program are an invaluable resource for creating culturally rich, publically accessible programs for students, faculty and the local community as *the* only museum within a 25-mile radius of Oxford and Jennersville.

Globalization and Diversity-

Goal #2: *Create specific recruitment programs to enhance and broaden the diversity of the student body.* The Museum Studies program will attract ambitious, talented students interested in the diverse opportunities available in museum management and operation. The Museum Studies program would employ a recruitment strategy targeting regional magnet schools in the arts, and high schools that participate in the International Baccalaureate (IB) Program (There are more than 120 IB schools in Maryland, Delaware, Pennsylvania, New Jersey and New York).

In sum, the proposed Museum Studies Major/Minor encompasses these strategic goals:

- The Museum Studies program is in alignment with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines; and Middle States standards of instruction and assessment of student learning.
- The Museum Studies program will attract, enroll and prepare students for professional jobs and graduate study.
- The integration of the University's collections (art, material culture, archival) into course work will enhance teaching and learning experiences and engage and retain students.
- The Museum Studies program will develop projects (i.e. exhibitions, gallery talks, publications, lectures) that serve as cultural activities for the University community and surrounding communities and region.

The program ensures the effective integration of the University's collections (art, material culture, archival) into course work will enhance teaching and learning experiences and engage and retain students; and maximizes the resources of The Barnes. Consistent with the university's objective to increase the number of African Americans in the museum profession, the Museum Studies program extends to our students the opportunities to broaden their skills and prepare for jobs within museums, government, art, educational, community and other organizations that require diverse professional skills.

The Museum Studies minor provides a unique opportunity for all Lincoln University students acquiring the bachelor's degree to develop cross-disciplinary and specialized competencies that enhance their competitiveness for jobs within museums as well as government, art, educational,

community and other organizations that require diverse professional skills. According to the *American Association of Museums* as of November 2011 the museum workforce by employer type was 59.7 % government, 26.2 % private/nonprofit, 12.8% private/for profit, and 1.3% other/self-employed. (<http://www.aam-us.org/docs/center-for-the-future-of-museums/museum-workforce.pdf?sfvrsn=0>>).

This innovative, interdisciplinary minor reflects goals of the College of Arts, Humanities and Social Sciences to enhance, expand and strengthen academic programs, including the development of interdisciplinary learning opportunities, and the alignment of the College’s goals with 21st century job skills requirements. The 2013 *Institute of Museum and Library Services* report “Museum, Libraries and 21st Century Skills” delineates the diverse skills sets required of professionals, including cross-disciplinary thinking, information and media literacy, and global and environmental awareness. The projected enrollment in the Museum Studies minor is 10 students per year between AY 2016-17 and AY 2017-18.

Table I Museum, Libraries and 21st Century Skills

| 21st Century Museum and Library Focus | 21st Century Skills Framework- Adapted for Libraries and Museums |
|---|---|
| <ul style="list-style-type: none"> • Combination of audience- and content-driven • Combination of tangible and digital objects • Multi-directional (co-created experiences involving institution, audiences, and others) • Focus on audience engagement and experiences • Emphasis on enhancing knowledge and 21st century skills • Acts in highly collaborative partnerships • Embedded in community (aligned with and acts as a leader on community needs/issues) • Learning outcomes purposeful (content knowledge and 21st century skills like critical thinking are visible, intentional outcomes of audience experiences) • Content co-created among diverse partners and audiences; accessible in | <p>Learning and Innovation Skills</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration • Visual Literacy • Scientific and Numerical Literacy • Cross-Disciplinary Thinking • Basic Literacy <p>Information, Media and technology Skills</p> <ul style="list-style-type: none"> • Information Literacy • Media Literacy • Information, Communications and Technology (ICT) Literacy <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills |

| | |
|---------------|---|
| multiple ways | <ul style="list-style-type: none">• Productivity and Accountability• Leadership and Responsibility <p>21st Century Themes</p> <ul style="list-style-type: none">• Global Awareness• Financial, Economic, Business, and Entrepreneurial Literacy• Civic Literacy• Health Literacy• Environmental Literacy |
|---------------|---|

Source: "Museum, Libraries and 21st Century Skills," *Institute of Museum and Library Services*, 7. http://www.imls.gov/assets/1/workflow_staging/AssetManager/293.PDF.

Examples of Smithsonian Internships for Multiple Disciplines

(**Minority-focused Internship Programs)

(<http://www.smithsonianof.com/internship-opportunities/>)

****James E. Webb Internship for Minority Undergraduate and Graduate Students in Business and Public Administration.** *These learning opportunities are intended to increase participation of minority groups who are underrepresented in the management of not-for-profit scientific and cultural organizations. Interns are placed with mentors in offices, museums, and research institutes throughout the Smithsonian Institution.*

****2015 Minority Awards Internship Program Research and Training Projects included:**

- National Air and Space Museum: Experience in Strategic Workforce Planning, Staffing, and HR administration
- National Museum of American History: Multi-faceted research on immigration-migration, borderlands, and community
- Moore College of Art & Design/Smithsonian Latino Center: Internship on Curatorial/Exhibition Development Processes
- Center for Folklife and Cultural Heritage: Production experience in the public presentation of culture
- Office of Sponsored Projects: Experience in developing online training modules in budgeting, funding sources, and compliance topics
- National Museum of African American History and Culture: Documenting Women's Track and Field History: The Tuskegee Tigerettes and Tennessee State Tigerbelles
- National Museum of African Art: The Arts Can Take Us Places! Educational programming at the National Museum of African Art
- National Zoological Park: Administrative Management Internship
- Museum Conservation Institute: Technical Studies of Cultural Heritage in Smithsonian collections

- Smithsonian Center for Learning and Digital Access: Organizing ICOM-CECA 2015 conference, "Museum Education and Accessibility: Bridging the Gaps
- Office of the Under Secretary for History, Art and Culture-Developing a Research Community and Capacity for the Study of Cultural Heritage in Conflict

****National Park Service HBCU Initiative Internship Program and Entry-Level Jobs**
(<http://hbcui.gyfoundation.org/>)

Recruits students from HBCUs to gain marketable career experiences and uses program to gain entry-level jobs in the federal government, including National Park Service. Recruiting majors from Biology, Computer Science, Museum Studies, History, Music, Journalism, and English.

Examples of Entry-Level Museum Jobs for Graduates from Multiple Disciplines

Museum Education Specialist-Academy of Model Aeronautics, Muncie, IN *posted 2/24/2016*
(http://www.careerbuilder.com/jobseeker/jobs/jobdetails.aspx?APath=2.31.0.0.0&job_id=JH M5176DCMJW22CWQGX&showNewJDP=yes&IPath=ILKV0F#)

The ideal candidate should possess: Bachelor's or Master's degree in education, museum studies/science, or related field, with experience in museum education. Ability to develop educational programming for schools with national and state standards, with emphasis on the math and science of model aviation. Experience developing and giving tours in a museum setting. Knowledge of current standards and legal/ethical issues related to museums and education.

Public Affairs Coordinator-The Art Institute of Chicago, Chicago, IL *posted 3/4/2016*(http://www.careerbuilder.com/jobseeker/jobs/jobdetails.aspx?APath=2.31.0.0.0&job_id=J904C16CG6RW05GSJZV&showNewJDP=yes&IPath=ILKV0T). Description: Assists director of public affairs and assistant director of public affairs with all areas of department responsibility, including producing press releases and media advisories, managing media inquiries, and planning events. Job Requirements: B.A.; humanities field preferred. Internship or experience in arts fields or nonprofits preferred. Strong oral and written communication skills. Ability to multi-task; Ability to work on tight deadlines.

Students will learn creative problem-solving from lectures, field trips, case studies, internships, exhibition and curatorial projects, writing, and hands-on learning. Students will learn in a highly charged creative environment, working with world-class art, historical materials, archival materials, exhibitions, interpretation and communication. The program will use the rich resources of its culturally-rich environment which includes Lincoln's own collection, the world renowned Barnes Foundation and the dozens of world-class museums within 100 miles of the university's main campus. Museums are at the forefront of today's creative economy. Museums have unparalleled importance in the documentation edification and celebration of the creative spirit. They are a necessary, valuable part of society as whole, and can serve as an

invaluable for educating children and adults. The Museum Studies minor can be the start of a new paradigm in cultivating museum leadership.

This re-envisioned approach to fulfilling the intended purpose of the Lincoln-Barnes Museum Studies program of study is validated by employment trend data and demand for skilled museum professionals of African American descent. The 2015 *Andrew W. Mellon Foundation Art Museum Staff Demographic Survey* reports the underrepresentation of African Americans on museum staffs and the dearth of pipelines to museum related careers (https://mellon.org/media/filer_public/ba/99/ba99e53a-48d5-4038-80e1-66f9ba1c020e/awmf_museum_diversity_report_aamd_7-28-15.pdf).

According to the *American Association of Museums*, in 2009 more than 400,000 people worked in America's museums: 52.5% were men, 47.5% were women; and 79% were white, 11.7 % were Black/African American (<http://www.aam-us.org/docs/center-for-the-future-of-museums/museum-workforce.pdf?sfvrsn=0>>). The AAM also reports that as of November 2011 the museum workforce by employer type was 59.7 % government, 26.2 % private/nonprofit, 12.8% private/for profit, and 1.3% other/self-employed; further indications of the diversity of prospective career paths that Lincoln's Museum Studies majors might pursue.

Entry-level positions include visitor services, education, special events, public affairs, membership and marketing/fundraising. Position types and titles will vary according to the type and need of each museum. There are more than 17,000 museums in the United States. Students will be trained in best practices in the areas of museum administration, education, interpretation and presentation, fundraising, marketing, collections care and curatorial studies.

Students will learn creative problem-solving from lectures, field trips, case studies, internships, exhibition and curatorial projects, writing, and hands-on learning. Students will learn in a highly charged creative environment, working with world-class art, historical materials, archival materials, exhibitions, interpretation and communication. The program will use the rich resources of its culturally-rich environment which includes Lincoln's own collection, the world renowned Barnes Foundation and the dozens of world-class museums within 100 miles of the university's main campus. Museums are at the forefront of today's creative economy. Museums have unparalleled importance in the documentation edification and celebration of the creative spirit. They are a necessary, valuable part of society as whole, and can serve as an invaluable for educating children and adults. The Museum Studies Major can be the start of a new paradigm in cultivating museum leadership.

In 2010, the minority population in the US was 34%, with projected growth to 46% by 2035. Yet according to a 2006 survey of the Institute of Museums and Library Sciences, African Americans had the lowest participation rates (ranging from 18 to 22 percent) across all categories of museum types¹. Other factors, including income and education, are cited as reasons why attendance figures for African Americans to museums lag behind all other minority groups

¹

(Center for the Future of Museums “Demographic Transformation and the Future of Museums, 2010 The AAM Press, American Association of Museums p. 5). Yet, the October 2016 opening of the Smithsonian’s National African American Museum of History and Culture is but one example of the growing interest from the mainstream in diversity, cultural awareness, collecting and affirmation of African American art, history and culture.

Another significant factor for the dearth of African Americans in the museum field is the lack of understanding about the role and function of museums. Most think that “museum” and “art” are synonymous, and they are not. Similarly, many in our community think “curator” whenever the subject of museum leadership is addressed. There are some curators who are in leadership positions, but they do not constitute the majority of professions in the field. Nor do art museums constitute the majority of museums in the United States. Our community’s lack of understanding of the richness and diversity of the museum field impacts our sense of ownership in mainstream museums, and negatively impacts the support of African American museums in the nation. Of the approximately 17,500 museums in the United States, there are less than 200 museums of African American history and/or culture. Most are small, under-resourced and in need of well-trained professionals to sustain them. The overwhelming majority of larger (over \$1,000,000 annual operating budget) museums are located in major urban areas, surrounded by African American communities that remain largely underserved.

African Americans in the museum field as patrons, employees, and as audiences must be significantly increased in order to ensure that our voices are heard, that our stories are being told and that we are included as a part of the fabric of the American story. We need to be fully engaged in museums that serve all of us to ensure that mainstream museums are serving the breadth of their intended audiences, especially the African American communities in which they are located. We are major contributors in all fields of American history, technology, science and culture. With a Museum Studies Major, we can increase our presence in myriad ways, and ensure that museums of all types are inclusive and diverse. The projected enrollment is an average of 15 students per year between AY 2016-17 and AY 2020-21 with steady increases.

Academic Integrity and Coordination with Other Programs

Visual Arts faculty members revised existing courses and developed new courses with input from colleagues in Anthropology, Mass Communication, Chemistry and Education, and Barnes Education and Public Programs staff. Additionally, this proposal reflects the careful examination of existing undergraduate museum majors programs across the country, and consultations with museum professionals. The program will provide an exceptional and broad-based education in the basics of museum management. It aligns with the criteria of the American Alliance of Museum’s Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines (<http://www.compt-aam.org/resources/standardsguidelines.html>).

The Museum Studies program has been revised in coordination with several academic programs to include required and recommended courses, in Languages, Mass Communications, Anthropology, and Chemistry. Interdisciplinary training and career development opportunities will complement course work.

The revision of the Museum Studies track into a Museum Studies Major/Minor curriculum provides knowledge and applicable skills in understanding the role and function of museums, the use and care of collections, creation of exhibition and effective interpretive strategies and programming. The revised curriculum also includes basic operational needs, understanding of management, roles and responsibilities, public relations, marketing, and governance.

Goals for the Museum Studies Major are:

- To prepare students for entry-level museum jobs in management and operations.
- To equip the students with a broad-based, practical educational experience that will qualify them for entry – level museum employment.
- To prepare students to pursue graduate education in the museum discipline as a stepping stone for career advancement.

Program Student Learning Outcomes are:

- PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.
- PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.
- PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.
- PSLO 4: Evaluate their own museum concepts and products (exhibitions, programs, print materials, digital materials, etc.), and those of others, in terms of content, composition, design and context, and demonstrate an ability to analyze the formal elements of museum work in isolation and in comparison to other components.
- PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.
- PSLO 6: Articulate the history and organizational structure of different museum types, including their respective mission, goals, collection theories and processes and educational philosophies.
- PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.
- PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

Core Major Courses are:

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| MSM 210 Museums and Collections I | 3 Credits |
| MSM 211 Museums and Collections II | 3 Credits |
| MSM 218 Barnes History and Methodology | 3 Credits |
| MSM 310 Collections Management and Care | 3 Credits |
| MSM 320 Museum Education and Interpretation | 3 Credits |
| MSM 321 Exhibition Design and Development | 3 Credits |
| MSM 330 Fundraising | 3 Credits |
| MSM 331 Non-Profit Management | 3 Credits |
| MSM 450 Internship | 3 Credits |

Goals for the Museum Studies Minor are:

- To equip the students with a broad-based, practical educational experience that will qualify them for entry – level museum employment, to further their educational and career goals.
- To prepare students to be competitive for graduate education in the museum field.
- To position these students to pursue graduate education as a stepping stool for a senior level career path.

Program Student Learning Outcomes are:

- PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.
- PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.
- PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.
- PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

The Museum Studies Minor Courses and Electives are:

| | |
|---|------------|
| MSM 210 Museums and Collections I | 3 |
| MSM 310 Collections Management and Care | 3 |
| MSM 320 Museum Education and Interpretation | 3 |
| MSM 331 Non-Profit Management | 3 |
| Electives (with advisor approval) | 6 |
| | 18 Credits |

See Appendix 1: Museum Studies Checklist

Appendix 1 a: Course Syllabi

See Appendix 2: Revised existing courses and new courses and course descriptions are delineated in Appendix 2.

Learning Experiences and Instructional Methods:

The program will use traditional classroom lectures, field trips to regional museums, guest speakers who are working professionals, case studies and guided independent research. A core component of level 300 and 400 courses will be hands-on training with working professionals in the University's collections and exhibitions program and at The Barnes Foundation. Writing-intensive courses will include additional instruction on writing formal analyses, conducting research and notations. Fourth-year students will be asked to present their work (research, exhibitions, etc.) to the class and to the student body as a whole.

The alignments of each course to the Museum Studies Major PSLOS are indicated in Appendix 2.

Program Structure and Administration:

The Museum Studies Major will be separate from the existing Visual Arts Major, which will no longer include a Museum Studies Track. Courses will be taught by the three existing full-time faculty and a cadre of part-time instructors (local and regional museum professionals). As enrollment increases, the need for new full-time and part-time faculty positions will be assessed and recommended as needed to support the delivery of the Museum Studies Major.

A search for a Museum Studies Assistant Professor (tenure track) is underway.

Assessment and Accreditation

The proposed curriculum is in alignment with the criteria of the American Alliance of Museum's Committee on Museum Professional Training Programs (COMPT) Standards and Best Practices Guidelines which (a) identify appropriate content, teaching methodologies, measures for outcomes and assessment; and (b) are adaptable to a variety of learning programs. COMPT standards informing program goals, content and instructional opportunities (<http://www.compt-aam.org/resources/standardsguidelines.html>) are reflected in this revised program's approach to the following:

- **Collecting and Evaluating Student Learning Outcomes.** Students will be asked to create a portfolio of their work to be presented to a committee of the faculty at the end of each academic year. A requirement of graduation will be the creation of an exhibition (real or virtual.)
- **Use of Student Learning Outcomes Data to Improve the Program.** A committee comprised of Lincoln University faculty and outside advisory committee members from a select group of working museum professionals and graduate museum programs may

be assembled to review the program goals, objectives and outcomes in order to ensure the program's effective design for reaching its goals.

- **Collecting and Evaluating Program Goals.** The program faculty will work with the Dean of the College of Arts, Humanities and Sciences and the Office of the Academic Assessment in developing and implementing student tracking once they have graduated from the program. The program faculty will submit proposals to present program findings at professional meetings in the museum field.

Resource Sufficiency

The Lincoln University-Barnes Foundation partnership provides an unprecedented resource in support of the Museum Studies Major. Lincoln's 3,200 piece Collection of African Art and Material Culture is an invaluable source for instruction and training. Acquired over several decades, the collection includes holdings of secular and religious artworks and artifacts from across the African continent including Nigeria, Democratic Republic of the Congo, Ghana, Cameroon, Liberia, Ethiopia and Angola. Barnes Foundation staff in the areas of interpretation, exhibitions, conservation, archives, horticulture, public relations and fundraising will serve as instructors for the program. Lincoln Museum Studies majors receive priority consideration for the Barnes Foundation Internship program including: Art Education, Conservation, Curatorial, Development, Finance, Information Technology, Marketing and Social Media, Membership, Public Programs, and Public Relations. Lincoln students and faculty (both within and beyond the Museum Studies program) are afforded free admission to the Barnes Foundation on public days and can attend other classes offered by the Foundation. Lincoln Museum Studies students have access to the extensive art library and archives of The Barnes Foundation and its world-class collections.

Impact on Educational Opportunity

There are relatively few undergraduate museum studies programs in the United States. None of them enjoy the unique, historical relationship that Lincoln has with The Barnes Foundation. With the hands-on learning opportunities (both classroom and within museum and cultural sites and organizations) provided by experienced professionals, the Museum Studies program will attract ambitious, talented students interested in the diverse opportunities available in museum management and operation. Students who complete the requirements for the major will have a demonstrated, informed understanding of how museums function and ways they can be more inclusive and reflect African American perspectives.

Appendix 1: Museum Studies Major Checklist

**Department of Visual and Performing Arts
 College of Arts, Humanities & Social Sciences
 Lincoln University**

| | |
|--------------|---------------------------|
| NAME: | Student ID Number: |
| | Minor: |

Museum Studies Major Checklist

| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS |
|---|-----------------------------|----|-----------|-------|----------|
| SUCCESS COURSES* (Cross off if not needed) | | | | | |
| ENG 099 | Basic Writing Skills II | 3 | | | |
| MAT098 | Algebra I | 3 | | | |
| MAT099 | Algebra and Applications | 3 | | | |
| <i>Success course credits listed above WILL NOT count toward the credits required for graduation.</i> | | | | | |
| FIRST YEAR EXPERIENCE (3 credits) | | | | | |
| FYE101 | First year Experience | 3 | | | |
| ENGLISH (6 credits) | | | | | |
| ENG 101 | English Composition I | 3 | | | |
| ENG 102 | English Composition II | 3 | | | |
| HUMANITIES (9 credits) | | | | | |
| ENG 207 | World Literature | 3 | | | |
| ART200 | Introduction to Art | | | | |
| | or | 3 | | | |
| MUS200 | Introduction to Music | | | | |
| PHL200 | Introduction to Philosophy | | | | |
| | -or- | 3 | | | |
| REL200 | Introduction to Religion | | | | |
| SOCIAL SCIENCES (9 credits) | | | | | |
| SOS151 | African-American Experience | 3 | | | |
| | | 3 | | | |

| | | | | | |
|--|--|---|--|--|--|
| | | 3 | | | |
|--|--|---|--|--|--|

| PHYSICAL EDUCATION (2 credits) | | | | | |
|---------------------------------------|--|--|--|--|--|
|---------------------------------------|--|--|--|--|--|

| | | | | | |
|--------|------------------------|---|--|--|--|
| HPR101 | Dimensions of Wellness | 2 | | | |
|--------|------------------------|---|--|--|--|

*Optional course through recommendation of Department of HPER.

| MATH (3 credits) | | | | | |
|-------------------------|--|--|--|--|--|
|-------------------------|--|--|--|--|--|

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|--------|-----------------------|---|--|--|--|
| MAT106 | Math for Liberal Arts | 3 | | | |
|--------|-----------------------|---|--|--|--|

Math requirement may be determined by Natural Science or minor choice.

| NATURAL SCIENCE WITH LAB (7-8 credits-2 courses required) | | | | | |
|--|--|--|--|--|--|
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| | | | | | |
|--|---------|--|--|--|--|
| | Lecture | | | | |
|--|---------|--|--|--|--|

| | | | | | |
|--|-----|--|--|--|--|
| | Lab | | | | |
|--|-----|--|--|--|--|

| | | | | | |
|--|---------|--|--|--|--|
| | Lecture | | | | |
|--|---------|--|--|--|--|

| | | | | | |
|--|-----|--|--|--|--|
| | Lab | | | | |
|--|-----|--|--|--|--|

| LANGUAGE* OR COMPUTER SCIENCE (6-8 credits) | | | | | |
|--|--|--|--|--|--|
|--|--|--|--|--|--|

*Elementary Foreign Language is recommended to facilitate completion of **required** Intermediate Foreign Language 201 and 202.

| | | | | | |
|--------|-------------------------------|--|--|--|--|
| XXX101 | Elementary Foreign Language I | | | | |
|--------|-------------------------------|--|--|--|--|

| | | | | | |
|--------|--------------------------------|--|--|--|--|
| XXX102 | Elementary Foreign Language II | | | | |
|--------|--------------------------------|--|--|--|--|

Total number of credits for University Core and Language/Computer Science is 45-48 credits.

MUSEUM STUDIES MAJOR - (B.A.)

| MAJOR | | | | | | 39 CREDITS |
|---|-------------------------------------|-----------|------------------|--------------|-----------------|-------------------|
| MUSEUM STUDIES CORE COURSES | | | | | | 24 CREDITS |
| The Freshman Core is taken by all Museum Studies Majors | | | | | | |
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS | |
| MSM210 | Museums and Collections I | 3 | | | | |
| MSM211 | Museums and Collections II | 3 | | | | |
| MSM218 | Barnes History & Methodology | 3 | | | | |
| MSM310 | Collections Management & Care | 3 | | | | |
| MSM321 | Exhibition Design and Development | 3 | | | | |
| MSM320 | Museum Education and Interpretation | 3 | | | | |
| MSM330 | Fundraising | 3 | | | | |
| MSM331 | Non-Profit Management | 3 | | | | |
| | Total | 24 | | | | |

| MUSEUM STUDIES MAJOR ELECTIVE REQUIREMENTS | | | | | | 9 CREDITS |
|---|---------------------|-----------|------------------|--------------|-----------------|------------------|
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS | |
| | | 3 | | | | |
| | | 3 | | | | |
| | | 3 | | | | |
| | | 3 | | | | |
| | | 3 | | | | |
| | TOTAL | 15 | | | | |

| LANGUAGE REQUIREMENT | | | | | | 15 CREDITS |
|---|----------------------------------|-----------|------------------|--------------|-----------------|-------------------|
| Museum Studies Major students need to complete Intermediate 201 and 202 language courses. | | | | | | |
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS | |
| XXX201 | Intermediate Foreign Language I | 4 | | | | |
| XXX202 | Intermediate Foreign Language II | 4 | | | | |
| | TOTAL | 8 | | | | |

| ACADEMIC ENRICHMENT | | | | | | 6 CREDITS |
|----------------------------|---------------------|-----------|------------------|--------------|-----------------|------------------|
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS | |
| MSM490 | Senior Seminar | 3 | | | | |

| | | | | | |
|--------------|----------------------|----------|--|--|--|
| MSM495 | Independent Study or | 3 | | | |
| MSM450 | Internship | | | | |
| TOTAL | | 6 | | | |

| FREE ELECTIVES | | | | | 6 CREDITS |
|-----------------------|---------------------|-----------|------------------|--------------|------------------|
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS |
| | | 3 | | | |
| | | 3 | | | |
| TOTAL | | 6 | | | |

| OPTIONAL MINOR/FREE ELECTIVES | | | | | 17 CREDITS |
|--------------------------------------|---------------------|-----------|------------------|--------------|-------------------|
| NUMBER | COURSE TITLE | CR | SEM./YEAR | GRADE | COMMENTS |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | | | |

| | |
|--|------------------------|
| TOTAL /MUSEUM STUDIES MAJOR / B. A. | 120-124 CREDITS |
|--|------------------------|

Appendix 1 a: Museum Studies Course Syllabi

**The Lincoln University
 Visual Arts Program/Department of Visual and Performing Arts
 Course Syllabus**

| | | | |
|-------------------------|---|---------------------------------------|----------------------|
| COURSE TITLE: | Museums and Collections I | COURSE NUMBER: | MSM210 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | English 102 |
| TERM: | Spring 2016 | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | T, TH 9:30 – 10:50am |
| INSTRUCTOR: | Kimberly Camp, Senior Lecturer | CLASSROOM/LAB/STUDIO LOCATION: | Ware 120 |
| OFFICE LOCATION: | Ware 124 | E-MAIL: | KCAMP@LINCOLN.EDU |
| OFFICE HOURS: | Tues:11–1:00 pm Thursday 11-1:00pm, 3:00 – 5:30pm, and by appointment. | PHONE EXTENSION: | Ext. 7557 |

COURSE DESCRIPTION:

This course provides an overview of the inner workings of museums and their contributions to the public by collecting, preserving, and interpreting material culture. Students will learn about the unique characteristics of art, history, natural history, ethnographic/culturally specific, and science and children’s museums, and related sites such as zoos and public gardens. Topics covered include: the history of museums as foundation for assessing current challenges in the field, organizational structures, development and marketing, museum education, the role of curators, management and care of collections, exhibition planning and interpretation. Prerequisites: ENG 102

REQUIRED TEXT:

G. Ellis Burcaw, Introduction To Museum Work, 3rd Ed. (Altamira, Walnut Creek, California, 1997). ISBN 0-7619-8925-0, ISBN 0-7619-8926-9

Additional Readings Will Be Assigned From Library Reserves, Websites, and/or Class Handouts.

REQUIRED MATERIALS: ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and |

| | | | |
|--------|----|--|--|
| | | | writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure. Collections, governance and audience.
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
3. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.

PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively.

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts.

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES:

| | |
|---|-----|
| Attendance and participation | 25% |
| Completion of Reading/Writing Assignments | 25% |
| Mid-term Examination | 25% |
| Final Project | 25% |

GRADING SCALE:

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| Points | | | | | | | | | | | |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

CLASS PRESENTATIONS:

a) Web search and traditional research about the varying types of museums in the US. Select one type of museum with three examples of institutions that fit within the category to present in class. The presentation can be PowerPoint or other technology for projecting images. Describe similarities and differences of the examples with respect to their mission statements, exhibitions, education programs, staffing, etc.

b) Website critique -- Research online and prepare a critique of web-based collections access in two different types of museums with attention to ease of access, breadth of material, educational programs/activities and diversity. Assign a score of 1 (lowest) to 10 (highest) for each site you visit and list reasons for your scores. Be prepared to present the two websites to the class, one you have rated the most highly and the one that has received the lowest rating.

MID-TERM PROJECT: Each student will write a 500 word essay about their museum visit and analyze the experience as audience members and observations from behind the scenes.

FINAL PROJECT: Students in the Introduction to Museums and Collections class will be divided into two teams who will create a mini-museum from a set of specific objects. They will be asked to create a mission statement, leadership structure, target audience and interpretive strategy. Each team will be asked to present their project to the class.

FINAL PROJECT - TEAM RESPONSIBILITIES:

1. Teams will chose from a preselected set of objects for their museum. Students will use those objects as the basis for creating a mission statement. Students will chose an

organizational structure that serves that mission and create a staff list of positions needed to execute the mission. Lastly they will identify their target audience and program examples for how visitors will be served within the context of the mission statement. The team must conduct on-line and hard copy research upon which to base their created institution.

2. Teams will identify all tasks that are necessary to complete the project and delegate responsibilities to individual team members. Each team will be asked to present their project to the class.

3. Students will prepare a written critique of each final project, demonstrating the ability to use terminology of the museum field, analyze the relationship of mission to structure, leadership, staffing, programs and exhibitions, and summarize the key characteristics.

SCHEDULE OF LEARNING topics covered

| CLASS MEETS: TUESDAY AND THURSDAY 9:30 – 10:20 AM •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
|---|--|
| Week 01: 01/14/16 | Introduction to Course; Overview of syllabus- discussion: What is a Museum? Class sharing of museum experiences. <u>Reading Assignments:</u> Museums in Motion, Alexander, Edward P. and Mary Alexander pages 1-23, (handout); Introduction to Museum Work, Burkaw pp1 – 36 |
| | FIELD TRIP FRIDAY, JANUARY 15TH <u>THE BUS DEPARTS PROMPTLY AT 9:30</u> 11:00 Pennsylvania Academy of Fine Arts 12:30 Lunch (bring money for lunch) 1:30 Woodmere Museum 3:30 Depart for Campus |
| Week 02: 1/19/16 & 1/21/16 | Museum Organizational Structures and Architecture Types of museums, staffing, governance <u>Reading Assignments:</u> Introduction to Museum Work, Burkaw pp37-55, website: www.smithsonian.edu |
| | Museum Architecture: Purpose, Mission and Mandate Instructor supplied reading assignment |
| Week 03: 1/26/16 & 1/28/16 | The Role & Function of Museums Discussion of the history and composition of the Smithsonian Institution <u>Reading Assignments:</u> Review previous reading assignments and prepare written questions for the Museum bus trip - tentative. Assignment: examine the Smithsonian Institution website Write a two page summary of the purpose and function of the Smithsonian as the nation’s museum |
| | The History of Museums |

| | |
|---|---|
| | Instructor supplied reading assignment |
| Week 04: 2/2/16 & 2/4/16 | Museum Exhibitions, Interpretation of Collections <u>Reading Assignment:</u> Introduction to Museum Work, Burkaw pp 121-161 |
| | Lincoln University Collection Professor Chapp ICC |
| Week 05: 2/9/16 & 2/11/16 | Museum Collections: Roles and Responsibilities Reading Assignment: Introduction to Museum Work, Burkaw pp 56-92, |
| | Collections Care and Cataloguing Instructor supplied reading assignment |
| Week 06: 2/16/16 & 2/18/16 | MUSEUM BUS TRIP: (tentative) University of Pennsylvania Museum Exhibitions and Collections management with David P. Silverman, Ph.D. Philadelphia Museum of Art Reading Assignment: Introduction to Museum Work, Burcaw: pp. 93-110; Diversity and Inclusion Reading Assignment: Mellon Foundation report in Diversity in Museums https://mellon.org/media/filer_public/ba/99/ba99e53a-48d5-4038-80e1-66f9ba1c020e/awmf_museum_diversity_report_aamd_7-28-15.pdf |
| | February 21-28th Spring Break |
| Week 07: 3/1/16 & 3/3/16 | MID-TERM Paper- 25% of your final grade Write a five-page research/analysis of a museum's exhibitions, programs and collections using a museum from the list (attached) |
| Week 08: 3/8/16 & 3/10/16 | The history and future of African American Museums: The Du Sable Museum, The Charles Wright Museum, and the African American Museum Philadelphia and the new Smithsonian Museum of African American History and Culture. <u>Reading Assignments:</u> Websites: www.dusablemuseum.org , www.thewright.org , www.aamp.org . Article: Lonnie Bunch reflects on journey to national African American museum http://www.latimes.com/entertainment/arts/la-et-cm-lonnie-bunch-smithsonian-20141028-story.html National African American Museum Smithsonian website http://nmaahc.si.edu/ Report on the state of Black Museums https://nonprofitquarterly.org/2014/06/06/the-state-of-black-museums-part-i/ |
| | Art Museums, Curators and Collections Instructor-supplied reading assignment |
| Week 09: 3/15/16 & 3/17/16 | The role of Philanthropy: Grants and Government giving Web sites: https://www.ims.gov/ https://www.arts.gov/artistic-fields/museums |

| | |
|--|---|
| | <p>Private Funding http://foundationcenter.org/ http://www.pgafamilyfoundation.org/</p> |
| <p>Week 10: 3/22/16 & 3/24/16</p> | <p>Meeting the Educational Needs of the Nation, Teaching Museums: Barnes Foundation <u>Reading Assignment:</u> Introduction to Museum Work, Burkaw pp 183-193, 215-224 <u>Reading Assignments:</u> Websites: www.barnesfoundation.org, <u>The Journal of the Art Department</u>, Barnes Foundation (handout), <u>Reading Assignment: "Excellence and Equity"</u> (handout)</p> |
| | <p>Discussion of Final Project</p> |
| <p>Week 11: 3/19/16 & 3/31/16</p> | <p>Community-based Museums Who are we serving? http://onmuseums.com/</p> |
| | <p>Professional Standards and Best practices AAM, ICOM, NAGPRA and ADA</p> |
| <p>Week 12: 4/5/16 & 4/7/16</p> | <p>Technology in Museums: What's New Instructor-supplied reading assignment</p> |
| | <p>Virtual Museums</p> |
| <p>Week 13: 4/12/16 & 4/14/16</p> | <p>Audience development and Marketing</p> |
| | <p>Working session for final projects</p> |
| <p>Week 14: 4/19/16 & 4/21/16</p> | <p>Presentation of Final projects Team A</p> |
| | <p>Presentation of Final Projects Team B</p> |
| <p>April 23,24</p> | <p>Reading Days</p> |
| <p>Week 15 April 27</p> | <p>Final project critiques due no later than April 27th at 5:00 pm Submit via email : Kcamp@lincoln.edu</p> |

List of museums for Midterm:

Websites for the museums should be up-to-date sources of information.

- Delaware Art Museum (Wilmington)
- Delaware Center for Contemporary Art (Wilmington)
- Delaware Museum of Natural History (Greenville)
- Longwood Gardens (Kennett Square)
- University of Delaware Museums. (Newark)
- Winterthur Museum. Winterthur
- Baltimore Museum of Art
- Maryland Academy of Sciences (Baltimore)

- Maryland Historical Society (Baltimore)
- Walters Art Gallery (Baltimore)
- The Visionary Art Museum (Baltimore)
- African American Museum of Philadelphia (Philadelphia)
- Barnes Foundation (Philadelphia)
- Brandywine River Museum (Chadds Ford)
- Chester County Historical Society (West Chester)
- Franklin Institute Science Museum (Philadelphia)
- Historical Society of Pennsylvania (Philadelphia)
- Independence National Historic Park (Philadelphia)
- Philadelphia Museum of Art
- Pennsylvania Academy of Fine Arts (Philadelphia)
- University Museum, University of Pennsylvania (Philadelphia)
- US Constitution Center (Philadelphia)

LATE WORK/MISSED QUIZZES, EXAMS & Critiques/STUDIO RULES

Without a valid written excuse (see attendance policy), missed in-class and out of class exercises, design assignments, mid-term and final exams may not be rescheduled. With a valid excuse, an equivalent assignment will be given. Students are responsible for receiving assignments given during their absence.

Late work will be accepted only at the next regular class meeting and will be automatically docked one letter grade. In addition you are asked to turn in a written statement describing why the work is late.

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/studentservices/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

The Lincoln University
Museum Studies Major /Department of Visual and Performing Arts
Course Syllabus

| | | | |
|-------------------------|----------------------------|---------------------------------------|---------|
| COURSE TITLE: | Museums and Collections II | COURSE NUMBER: | MSM211 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM 210 |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

This course will delve into the best practices and discuss issues for museum administration, governance, exhibitions, evaluation and staffing, including volunteers and docents. Students will learn how to research resources and practices that museum professional organizations offer and the process of accreditation. Using case studies and theoretical situations, students will learn to examine, extrapolate and arrive at solutions for collections care and exhibition strategies. Students will learn about collections policies, accessioning, deaccessioning, care and documentation of objects in a natural history, art and history and culture objects. Students will be introduced to conservation assessment and treatment and object record keeping. The course will culminate with a student-developed exhibition proposal and execution.

REQUIRED TEXT:

Museums in Motion An Introduction to the History and Functions of Museums, Second Edition, Edward P. Alexander and Mary Alexander, Altamira Press/AASLH 978-0-7591-0509-6 • Paperback • November 2007, 978-0-7591-1355-8 • eBook • November 2007 •

The Museum Effect: How Museums, Libraries, and Cultural Institutions Educate and Civilize Society, Jeffrey K. Smith, Rowman & Littlefield Publishers, ISBN 978-0-7591-2294-9 • Hardback • May 2014, ISBN 978-0-7591-2295-6 • Paperback • May 2014 • ISBN 978-0-7591-2296-3 • eBook • May 2014 •

REQUIRED MATERIALS: N/A

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |

| | | | |
|--------|----|----|--|
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

5. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure. Collections, governance and audience.
6. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
7. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
8. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.

PSLO 4: Evaluate their own museum concepts and products (exhibitions, programs, print materials, digital materials, etc.), and those of others, in terms of content, composition, design and context, and demonstrate an ability to analyze the formal elements of museum work in isolation and in comparison to other components.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|------------------------------------|-----|
| CLASS ATTENDANCE AND PARTICIPATION | 25% |
| MIDTERM EXAM | 25% |
| RESEARCH AND WRITING ASSIGNMENTS | 25% |
| FINAL | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

| CLASS MEETS: | |
|---|--|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | Working in the museum – organizational structures and career opportunities |
| Week 02: | Working with volunteers and docents |
| Week 03: | Docent Training programs |
| Week 04: | Exhibition Design and Development |
| Week 05: | Patronage and philanthropy |
| Week 06: | Audience assessment |
| Week 07: | Collaborations and partnerships |
| Week 08: | MIDTERM |
| Week 09: | Service organizations |
| Week 10: | Public programs and education |
| Week 11: | Accreditation and Ethics |
| Week 12: | Policy development |
| Week 13: | Museum Governance |
| Week 14: | Hands-on, behind the scenes field trips to area institutions |
| Week 15: | FINALS |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of vocabulary tests.
5. Completion of written research papers

UNIVERSITY ATTENDANCE POLICY:

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Any student with a documented disability should contact the Office of Student Support Services. <http://www.lincoln.edu/studentervices/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

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POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

The Lincoln University
Museum Studies Major /Department of Visual and Performing Arts
Course Syllabus

| | | | |
|-------------------------|--------------------------------|---------------------------------------|----------------|
| COURSE TITLE: | Barnes History and Methodology | COURSE NUMBER: | MSM218 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | ENG102, ART200 |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

Taught at the Barnes Foundation in Philadelphia, Pennsylvania, this course will provide insight into the history of the Barnes Foundation and its ongoing development. Students will learn about the pedagogical development and implementation of the Barnes' innovative ideas about building a better democracy through the arts. Students will learn about Dr. Barnes' work as a civil rights advocate and educator whose work transformed art education in the US and abroad. Students will explore visual aesthetics and communication through the elements and principles of design, analyze a variety of objects in the Barnes Foundation galleries and explore societal values in art and design, and common standards of excellence. Students will explore the concepts inherent in the formal elements of art, and then focus on principles and elements including: compositional unity, emphasis, balance, texture, rhythm, motion and tension. Prerequisites: ART100 or ART200 or permission of instructor, advisor and Chair.

REQUIRED TEXT:

Lauer, Davis, and Stephen Pentak. Design Basics. 7th Edition. Boston: Thomson/Wadsworth, 2008. ISBN-13: 978-0-495-50139-8, ISBN-10: 0-495-50139-5

"Journal of the Art Department", The Barnes Foundation 1925 (supplied by instructor)
Instructor-supplied reading assignments

Optional

Jung, Carl G. Man and His Symbols. 1964. Recent edition (paperback)
ISBN-13: 978-8087888698, ISBN-10: 8087888693

REQUIRED MATERIALS:

Eddison, Sydney. The Gardener's Color Wheel and Instruction Book. Latest Edition.
Seattle: The Color Wheel Company <https://www.colorwheelco.com/>

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

CSLO_1- learn and recall specific artistic terms and theories associated with Dr. Barnes and close associates and be able to apply terms as they relate to analyzing specific works of art and terms associated with theories utilized by Dr. Barnes in his analysis of art and methods of display.

CSLO_2- write and converse on the essential characteristics of painting styles, techniques, and plastic form and their relationships and influences on particular art historical traditions.

CSLO_3- be able to identify aesthetic and formal relationships in art objects and to discuss them in terms of associative concepts.

CSLO_4- produce a formal/contextual analysis paper meeting requirements* for including in the student's WPP (Writing Proficiency Portfolio). *Paper must achieve a score of 80-100.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 4: Evaluate their own museum concepts and products (exhibitions, programs, print materials, digital materials, etc.), and those of others, in terms of content, composition, design and context, and demonstrate an ability to analyze the formal elements of museum work in isolation and in comparison to other components.

PSLO 6: Articulate the history and organizational structure of different museum types, including their respective mission, goals, collection theories and processes and educational philosophies.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent Weights and Percentages

| | |
|------------------------------|-----|
| Midterm Exam | 25% |
| Quiz (Design Terminology I) | 25% |
| Quiz (Design Terminology II) | 25% |
| Final | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

Class Meets at the Barnes Foundation in Philadelphia.
 Transportation From Main Campus Provided.

| CLASS MEETS: | |
|---|---|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | An Experiment in Education: Barnes Foundation History |
| Week 02: | Dr. Albert Barnes, African Americans and Civil Rights |
| Week 03: | The Work and Writings of John Dewey: Innovations in art education |
| Week 04: | Line in Painting: Composition Through Line and Shape Assigned Reading: Lauer & Pentak, Chap. 7 |
| Week 05: | Shape and Volume: Perceiving Dimension Assigned Reading: Lauer & Pentak, Chap. 8 |
| Week 06: | Spatial Properties: Pictorial Depth Through Visual Device Assigned Reading: Lauer & Pentak, Chaps. 4 & 10 and (Terminology Quiz) |
| Week 07: | Unity in Design: Concepts of Visual Harmony Assigned Reading: Lauer & Pentak, Chap. 2 |

| | |
|-----------------|---|
| Week 08: | Mid-term Week |
| Week 09: | Color Value in Painting & Drawing: The Achromatic Scale and its Function Assigned Reading: Lauer & Pentak, Chap. 12 (Mid-Term Exam) |
| Week 10: | Color Characteristics and Properties: An Introduction Assigned Reading: Lauer & Pentak, Chap. 13, pp. 251-270 |
| Week 11: | Color Schemes & Usage: Creating Mood and Interpreting Intention I Assigned Reading: Lauer & Pentak, Chap. 13, pp. 270-286 |
| Week 12: | Balance in Composition: Equilibrium and Dynamism in Composition Assigned Reading: Lauer & Pentak, Chap. 5 (Terminology Quiz) |
| Week 13: | Narrative & Wall Ensembles. Final Paper Topic Selections Assigned Reading: Jung, Part 4, pp. 232-271 |
| Week 14: | Rhythm and Texture: Pictorial Surface and Visual Sensation Assigned Reading: Lauer & Pentak, Chap. 6 & 9 |
| Week 15: | Final Exam Week: Final Paper is due one week after final class, e-mailed to Instructor on designated day no later than 12 am (Midnight) |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of vocabulary tests.
5. Completion of written research papers

UNIVERSITY ATTENDANCE POLICY:

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<http://www.lincoln.edu/registrar/2014Catalog.pdf>

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

**The Lincoln University
 Museum Studies Program/Department of Visual and Performing Arts
 Course Syllabus**

| | | | |
|-------------------------|---------------------------------|---------------------------------------|--------|
| COURSE TITLE: | Collections Care and Management | COURSE NUMBER: | MSM310 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM211 |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

This course introduces students to the management and care of museum collections. Students learn the responsibilities of the collections manager and registrar in the documentation of objects, writing collection management policies and establishing safe collection storage options and environmental monitoring. Other topics covered include: preservation and conservation, museum security, insurance, loan procedures, customs and related issues. The Lincoln University Collection of African Art and Material Culture is utilized to address object handling, writing condition reports, labeling, conducting inventories, and use of collections information management systems for cataloguing. Students will also discuss key issues in the practical application of Collections Care and Management best practices with emphasis on the developing use of science and technology.

REQUIRED TEXT:

Collection Care: An Illustrated Handbook for the Care and Handling of Cultural Objects, Brent Powell, 2015 Rowman & Littlefield, Publishers Inc., ISBN 9781442238831

SUPPLEMENTAL TEXT (OPTIONAL)

Collections Care and Stewardship: Innovative Approaches for Museums by Juilee Decker, 2015 Rowman & Littlefield Publishers, ISBN-13:9781442238794

REQUIRED MATERIALS: N/A

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|---|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web- |

| | | | |
|--------|----|--|--|
| | | | based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

PSLO_1-Acquire, research, understand and accurately recall vocabulary inherent to studio arts, art history, art criticism, and museum studies..

PSLO_2-Apply and present ideas, in written and oral format, accurately using vocabulary inherent to studio arts, art history, art criticism, and museum studies.

PSLO_7-Articulate the history and organizational structure of different museum types and arts organizations, including their respective mission goals, collection theories and processes, and education philosophies.

PSLO_8-Produce a digital and/or hard copy portfolio of artwork and writing samples used for career-related purposes.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

- PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.
- PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.
- PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.
- PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.
- PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

INSTITUTIONAL LEARNING OUTCOMES (ILO): 1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|---|-----|
| Attendance and participation | 25% |
| Completion of Reading/Writing Assignments | 25% |
| Mid-term Examination | 25% |
| Final Project | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| Points | | | | | | | | | | | |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

One or more sessions will be held at the Barnes Foundation in Philadelphia. Transportation will be provided. Class trips are mandatory for Museum Studies majors.

| CLASS MEETS: | |
|---|--|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | Diversity of collections, Insurance and risk management |
| Week 02: | Collections policies and missions statements |
| Week 03: | Collection inventory systems and Cataloguing collections |
| Week 04: | Lending and Borrowing Collections |
| Week 05: | Collecting art Museum Security |
| Week 06: | Collecting Archeological materials, NAGPRA and the question of human remains |
| Week 07: | Collecting historical materials |
| Week 08: | Mid-term Week |
| Week 09: | Registration, Conservation Managing Living Collections |
| Week 10: | Archival Collections |
| Week 11: | Conservation I |
| Week 12: | Conservation II |
| Week 13: | Digital documentation, accessioning and deaccessioning standards |
| Week 14: | Hands-on, behind the scenes field trips to area institutions |
| Week 15: | Final exams |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of vocabulary tests.
5. Completion of written research papers

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The Lincoln University
Museum Studies Major /Department of Visual and Performing Arts
Course Syllabus

| | | | |
|-------------------------|-------------------------------------|---------------------------------------|--------|
| COURSE TITLE: | Museum Education and Interpretation | COURSE NUMBER: | MSM320 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM310 |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

The purpose of this course is to teach students the skills necessary for assuming duties relative to museum interpretation and presentation, in diverse museum settings for exhibitions of all kinds. Students will learn current trends and practices using high and low-tech interpretative strategies that will be applied to real and virtual exhibitions on Lincoln's campus and/or at the Barnes Foundation. Using case studies and analysis, students will learn about best practices and innovation, and gain valuable skills in conceptualizing and planning related public programs and K-12 object based education programs for museums in various disciplines. This course will explore pre- and post-evaluation, formal and informal strategies for measuring program effectiveness, designing age-appropriate materials and exploring regional differences in the ways the public engages in museum education. Students will examine the evolution of museum education and public programs in the arts, humanities and sciences. Prerequisites: MSM310

REQUIRED TEXT:

The Museum Educator's Manual: Educators Share Successful Techniques, Anna Johnson, Kimberly A. Huber, Nancy Cutler, Melissa Bingmann, Tim Grove, American Association for State and Local History), AltaMira Press (February 16, 2009), ISBN-10: 0759111677
ISBN-13: 978-0759111677

In Principle, In Practice: Museums as Learning Institutions, John H. Falk Lynn D. Dierking Susan Foutz, Rowman Altamira 2007, ISBN-13: 978-0759109773, ISBN-10: 075910977X

Excellence in Equity: Education and the Public Dimension of Museums, Ellen Hirzy, AAM, 2008, ISBN-13: 978-0931201141, ISBN-10: 0931201144

Exhibit Labels: An Interpretive Approach Second Edition, Beverly Serrell, Rowman & Littlefield 2015, ISBN-10: 144224903X, ISBN-13: 978-1442249035

The Participatory Museum, Nina Simon, Publisher: Museum 2.0; First Edition (US) First Printing edition 2010, ISBN-10: 0615346502, ISBN-13: 978-0615346502

REQUIRED MATERIALS: N/A

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure. Collections, governance and audience.
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
3. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|---|-----|
| Class attendance and participation | 25% |
| Completion of reading and writing assignments | 25% |
| Completion of exams and quizzes | 25% |
| Completion of final project | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

| CLASS MEETS: | |
|---|---|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | Overview: Theory and practice in object-based museum education |
| Week 02: | The History of interpretation techniques and styles |
| Week 03: | Targeting your audience, age-appropriate programming and publications |
| Week 04: | Exhibition labels, theater and storytelling |
| Week 05: | K-12 education resources and support |
| Week 06: | Interpretation for Special Needs Audiences |

| | |
|-----------------|---|
| Week 07: | Pre and post evaluation strategies |
| Week 08: | Mid-term Week |
| Week 09: | Professional development for K-12 educators |
| Week 10: | Community Outreach: Coherence of ideas and objects |
| Week 11: | Planning and Managing education programs |
| Week 12: | Controversies in object-based education |
| Week 13: | Digital education tools |
| Week 14: | Creating effective tours: Docent training and retention |
| Week 15: | Finals |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of vocabulary tests.
5. Completion of written research papers

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

STUDENTS WITH DISABILITIES STATEMENT:

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UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and

laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

The Lincoln University
Museum Studies Major /Department of Visual and Performing Arts
Course Syllabus

| | | | |
|-------------------------|-----------------------------------|---------------------------------------|--------|
| COURSE TITLE: | Exhibition Design and Development | COURSE NUMBER: | MSM321 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM211 |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

This course introduces students to the practical elements of exhibition design and development, including permanent and changing exhibitions for traditional and non-traditional exhibition venues, including museums, non-profit organizations, trade shows and others. Students will learn the many steps towards creating successful exhibitions from start to finish, including budgeting, collaboration and coordination with education and development, and audience pre- and post-evaluation. Students will also receive hands-on experience in exhibition development, design, installation, deinstallation and interpretation, as well as learning about best practices in the field, current trends and challenges. Students will also be introduced to new technology for exhibition design.

REQUIRED TEXT:

Creating Exhibitions: Collaboration in the Planning, Development, and Design of Innovative Experiences, Polly McKenna-Cress and Janet Kamien, Wiley; 1 edition 2013, ISBN-10: 1118306341, ISBN-13: 978-1118306345

The Art of Museum Exhibitions: How Story and Imagination Create Aesthetic Experiences, Leslie Bedford, Left Coast Press 2014, ISBN-10: 1611323118, ISBN-13: 978-1611323115

REQUIRED MATERIALS: (Provide information on any additional materials, tools, kits, media storage, etc. required for completion of this course that students will need to purchase or will be charged a lab fee for.)

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |

| | | | |
|--------|----|----|--|
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure, Collections, governance and audience.
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
3. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.

PSLO 4: Evaluate their own museum concepts and products (exhibitions, programs, print materials, digital materials, etc.), and those of others, in terms of content, composition, design and context, and demonstrate an ability to analyze the formal elements of museum work in isolation and in comparison to other components.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|------------------------------------|-----|
| Class Attendance and Participation | 25% |
| Completion of written assignments | 25% |
| Exhibition development | 25% |
| Completion of final project | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

Class Field Trip(s) (to be scheduled) are required for Museum Studies Majors

| CLASS MEETS: | |
|---|---|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | History of Exhibitions in US Museums |
| Week 02: | Age appropriate exhibition strategies and exhibitions as teaching tools |
| Week 03: | The exhibition development process, evaluation and assessment |
| Week 04: | Curatorial research and exhibitions |
| Week 05: | Exhibition design, object handling, and installation |
| Week 06: | Dioramas and natural history exhibitions: policies and ethics |
| Week 07: | Current trends in history, science and art exhibitions |
| Week 08: | Mid-term Week |
| Week 09: | Digital Design Technology |
| Week 10: | Working session – exhibition design and object selection |

| | |
|-----------------|---|
| Week 11: | Working session – ancillary materials preparation |
| Week 12: | Low-tech and High Tech Interactive exhibitions |
| Week 13: | Working session – exhibition fabrication |
| Week 14: | Working session – exhibition installation |
| Week 15: | Exhibition final project critiques |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of mid-term exams.
4. Completion of vocabulary tests.
5. Completion of final exhibition project

UNIVERSITY ATTENDANCE POLICY:

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classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity. <http://www.lincoln.edu/registrar/2014Catalog.pdf>

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

The Lincoln University

**Museum Studies Major /Department of Visual and Performing Arts
 Course Syllabus**

| | | | |
|-------------------------|-------------|---------------------------------------|---------------------------------------|
| COURSE TITLE: | Fundraising | COURSE NUMBER: | MSM330 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM 320 or permission from instructor |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

Students learn basic techniques including grant writing, grant reporting, gift acknowledgement and donor cultivation. Student will learn about different philanthropic organizations and how their characteristics impact fundraising techniques. Students will conduct research on grant opportunities, prepare a written grant application and learn about how proposals are reviewed, and what makes a proposal successful. The course will also discuss how fundraising works as an integral component for program and exhibition development. Prerequisites: MSM4XX (Museum education) or permission from instructor

REQUIRED TEXT:

Fundraising: Principle and Practice, Adrian Sargeant and Jen Shang, John Wiley & Sons 2010, ISBN 9780470609361

The Complete Guide to Fundraising Management: Stanley Weinstein, John Wiley & Sons 3rd Edition 2009, ISBN 9780470455326

REQUIRED MATERIALS: N/A

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |

| | | | |
|--------|----|--|--|
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |
|--------|----|--|--|

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure. Collections, governance and audience.
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
3. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|---|-----|
| Attendance and participation | 25% |
| Completion of Reading/Writing Assignments | 25% |
| Mid-term Examination | 25% |
| Final Project | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

| CLASS MEETS: | |
|---|--|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | Course Overview: Tools and Techniques for fundraising |
| Week 02: | History of Philanthropy in the US |
| Week 03: | Forms of philanthropy: Matching needs with donors |
| Week 04: | Technology in Donor research and cultivation |
| Week 05: | Public and Private grant programs |
| Week 06: | Grant-writing |
| Week 07: | Individual Giving and donor cultivation |
| Week 08: | Midterm exam |
| Week 09: | Capital campaigns |
| Week 10: | Major gifts and donor retention |
| Week 11: | Membership programs and Special Events |
| Week 12: | Team approach to fundraising, policies, the board of directors |
| Week 13: | Corporate giving |

| | |
|-----------------|--|
| Week 14: | Marketing or fundraising - current trends |
| Week 15: | Students will complete a portfolio of written assignments for their final project |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of written research papers

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**The Lincoln University
 Museum Studies Major/Department of Visual and Performing Arts
 Course Syllabus**

| | | | |
|-------------------------|-----------------------|---------------------------------------|---|
| COURSE TITLE: | Non-Profit Management | COURSE NUMBER: | MSM331 |
| CREDIT HOURS | 3 | PREREQUISITE (S): | MSM320 or by permission from instructor |
| TERM: | | CO-REQUISITE (S) | |
| COURSE METHOD | Standard | MEETING DAY AND TIME: | |
| INSTRUCTOR: | | CLASSROOM/LAB/STUDIO LOCATION: | |
| OFFICE LOCATION: | | E-MAIL: | |
| OFFICE HOURS: | | PHONE EXTENSION: | |

COURSE DESCRIPTION:

This course provides students with the basics in non-profit organization management. Topics include the history of not-for-profit organizations, governance, stewardship, community engagement, outreach and strategic planning. Students will use case studies and selected readings that highlight current trends in the non-profit sector, legal issues, tax and accounting rules.

REQUIRED TEXT:

Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals, Darian Rodriguez Heyman, Publisher: Jossey-Bass; 1st edition (May 3, 2011), ISBN-10: 0470285966, ISBN-13: 978-0470285961 (Author)

Managing the Nonprofit Organization, by Peter F. Drucker, HarperBusiness; Reprint edition (May 9, 2006), ISBN-10: 0060851147, ISBN-13: 978-0060851149

REQUIRED MATERIALS: N/A

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

| Course SLO | PSLOs (indicate #only) | ILOs (indicate #only) | Direct and Indirect Assessment Methods |
|------------|------------------------|-----------------------|--|
| CSLO 1 | 01 | 01 | Pre and post examination |
| CSLO 2 | 02 | 03 | Rubric evaluation of in-class exercises, web-based research and in-class presentations and writing assignments |
| CSLO 3 | 07 | | Selected questions from mid-term and Final exams. |
| CSLO 4 | 08 | | Rubric evaluation of completed portfolio including written assignments and final project |

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon successful completion of this course the student will:

1. Describe, compare and demonstrate the various types of American museums and their respective characteristics, including exhibitions, structure. Collections, governance and audience.
2. Investigate and compare the structures, roles and responsibilities of professional museum staff and leadership, as they relate to museum operation.
3. Using role-playing and experimentation, demonstrate a clear understanding of the structure and role of museums that summarizes and extrapolates a team-created museum scenario.
4. Compare and discuss the specific challenges of ethnically-specific museums, with emphasis on African American institutions.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

1. Effective Communication

Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively

Outcome: Students will effectively communicate in oral, written and visual form.

3. Diversity/Cultural Awareness

Diversity & Cultural awareness represents a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts

Outcome: students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression

CALCULATION OF FINAL GRADES: (Provide information on grade calculation with percent (%) breakdown.)

| | |
|------------------------------------|-----|
| CLASS ATTENDANCE AND PARTICIPATION | 25% |
| MIDTERM EXAM | 25% |
| RESEARCH AND WRITING ASSIGNMENTS | 25% |
| FINAL | 25% |

GRADING SCALE: (Should follow Department and/or College Template)

| | | | | | | | | | | | |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

SCHEDULE OF LEARNING TOPICS COVERED

| CLASS MEETS: | |
|---|--|
| •ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE• | |
| Week 01: | History: The creation of the Non-Profit Universe |
| Week 02: | Mission-Driven organizations |
| Week 03: | Strategies and Planning |
| Week 04: | Managing Volunteers in the non-profit world |
| Week 05: | Servant Leadership |
| Week 06: | Advocacy and Lobbying |
| Week 07: | IRS and FASB Rules for Non-profits |
| Week 08: | Mid-term Week |
| Week 09: | Non-profit Leadership: Managing controversy |
| Week 10: | Good Governance: Managing Boards of Directors |
| Week 11: | Policies and Ethics for non-profits |
| Week 12: | Managing Human Resources in Non-Profits |
| Week 13: | Legal issues for non-profits |
| Week 14: | Non-profit Financial Management |
| Week 15: | Finals |

Learner Opportunities:

1. Textbook purchase and reading of handouts and web pages.
2. In-class discussion and take-home reading assignments
3. Completion of Mid-term exams.
4. Completion of vocabulary tests.
5. Completion of written research papers

UNIVERSITY ATTENDANCE POLICY:

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POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Faculty must include a statement on their policy.)

**The Lincoln University
College of Arts, Humanities and Social Sciences
Department of Visual & Performing Arts
Museum Studies Major**

| | | | |
|-------------------------|---|---------------------------------------|---------------------|
| Course Title: | Internship | Course number: | MSM450 |
| Credit Hours | 3 | Prerequisite (s): | MSM320 & MSM 330 |
| Term: | | Co-Requisite (s) | |
| Course Method | Hybrid with student on-site engaged in activities as approved by internship site, instructor and advisor. Engagement with instructor via email. | Meeting day and Time: | TBD |
| Instructor: | | Classroom/lab/Studio Location: | TBD |
| Office location: | | e-mail: | |
| Office Hours: | | Phone Extension: | |

COURSE DESCRIPTION:

This is a course for students who will complete an internship for academic credit. This internship may be taken in either fall or spring semester, or over the summer, but the student must complete a minimum of 240 hours at the internship host site. Along with prerequisites noted above, the student must have 75 earned credits.

Students will apply theories and principles learned in the classroom to a professional internship in the museum field at an approved site. Throughout the internship, students will complete various tasks designed to reflect and enhance the internship experience, including weekly reports and maintaining a journal of activity that includes documentation of formal meetings, evaluations, projects, and accomplishments. Student will be required to submit a final written report as directed by instructor.

Prerequisites:

MSM320- Museum Education and Interpretation & MSM330- Fundraising

REQUIRED TEXT: N/A

COURSE REQUIREMENTS:

Students will need to provide (or arrange for) their own transportation to and from internship site and / or housing for summer internships.

ASSESSMENT CRITERIA & ALIGNMENT

| Course SLO | PSLOs | ILOs | Direct and Indirect Assessment Methods |
|------------|----------|-------|---|
| CSLO 1 | 2, 3 & 4 | 1 | Rubric assessment of Weekly Reports |
| CSLO 2 | 5 | 3 & 5 | Rubric assessment of Activity Journal |
| CSLO 3 | 5 & 8 | 5 & 8 | Rubric evaluation of final products and presentations |

Course Student Learning Outcomes (CSLO):

Upon successful completion of this course the student will:

1. **apply** museum concepts, techniques, practice and principles from theoretical coursework to a hands-on professional museum setting;
2. **evaluate** their contribution to the overall work setting within the museum’s organizational structure;
3. **produce** a professional portfolio demonstrating products of their internship experience, documenting their academic accomplishments and evaluating their work experiences.

Program Student Learning Outcomes (PSLO):

PSLO 2: **Apply** and present ideas, in **written** and **oral** format, accurately using the vocabulary inherent to museum studies.

PSLO 3: **Identify** concepts, techniques and skills employed within a museum setting that are integral to effectively running all operations within a museum setting.

PSLO 4: **Apply** concepts, techniques and skills employed within a museum setting that are integral to effectively running all operations within a museum setting.

PSLO 5: **Evaluate** museum concepts, techniques and products (exhibitions, programs, print materials, digital materials, etc.), in terms of content, design and context, and demonstrate an ability to **analyze** the formal elements of museum operations.

PSLO 8: **Produce** a digital and/or hard copy portfolio of writing samples and presentation portfolios for career-related purposes.

Institutional Learning Outcomes (ILO): (List only those assessed with this course.)

1. Effective Communication
 Effectively and clearly communicate through oral, written and visual means to increase knowledge and understanding or to promote change in a listener, reader or observer respectively.
 Outcome: Students will effectively communicate in oral, written and visual form.
3. Diversity/Cultural Awareness
 Diversity and cultural awareness represent a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts.

Outcome: Students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art and other forms of cultural expression.

5. Critical Thinking

Operational Definition: Critical thinking is a comprehensive and systematic exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Integrative learning is an understanding and a disposition that the student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

8. Integrative and Lifelong Learning

Lifelong learning is an all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence. Lincoln University prepares students to be this type of learner by developing specific dispositions and skills while in school.

Outcome: Students will use skills that support lifelong learning.

Calculation of Final Grades:

| | |
|--------------------------------------|-----|
| Weekly Reports | 20% |
| Activity Journal | 20% |
| Final products for portfolio | 30% |
| Intern Supervisor Performance Report | 30% |

The student workplace supervisor fills out a Performance report form at the end of the internship and mails/emails it directly to the faculty supervisor. The instructor then assigns a letter grade based on this report that will count as 30% of the student's final course grade.

GRADING SCALE:

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|--------------|
| GPA Points | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| % | 100-93 | 92.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-67 | 66.9-60.1 | 60 and under |

University Attendance Policy:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on

examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal. Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/student-services/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

Interns must comply with an organization's policy on the use of electronic devices during the internship period, while on site. Violation of the organization's policy on electronic devices must be reported to the internship supervisor and noted on the internship weekly report.

COURSE REQUIREMENTS

Students are required to provide weekly reports describing their internship experience. The reports, unless otherwise specified should be submitted by e-mail to your internship instructor. These reports are due weekly throughout the semester.

The student is required to maintain a journal that utilizes data reported in weekly reports to analyze and evaluate their internship experience.

The student is expected to write a paper, complete a project and / or make a formal presentation that reflects their internship experiences. This final paper / project / presentation must incorporate data collected in Weekly Reports and their Activity Journal. This document will become part of the student's professional portfolio. Submission criteria for the capstone assignment / project / presentation of the internship experience must have the intern instructor's written approval by mid-term of the semester internship is conducted. This project must comply with appropriate copyright policies and other protocols of the host institution.

Other considerations

- No more than three hours of internship credit will count towards degree requirements.
- Student must complete a minimum of 240 hours in an internship location, but **MUST** also meet all required hours stipulated in the internship contract. Students failing to meet contractual requirements of host institution will not receive credit as a major requirement.
- Students may not do an internship in an organization for which there may be conflicts of interest.
- Students may have an internship in their place of present employment only if all requirements for the internship are met.
- Students may only be absent for family emergencies or similar serious conditions when such absence is documented and approved by the faculty supervisor and the internship supervisor. The intern must consult with his/her internship supervisor concerning making up the missed hours.
- All internships must be completed within one academic semester.
- Students may not begin an internship before completing specified prerequisites, gaining signed approval from their internship instructor, major advisor and Chair of the Department on file with the department and approved contract with the host organization.
- Students may not count internship hours worked before enrolling in the internship course. There will be no exceptions.

Internship in Museum Studies

Enrollment Instructions and Procedure

An internship is a practical learning experience outside the educational institution in an organization that deals with an aspect of the profession the student hopes to enter. Its purpose is to fill the gap between the academic and professional worlds. It is a time when the student can observe and participate in the work world in a nurturing environment. More specifically, an internship is a relationship the student has with an organization wherein he/she is treated as a quasi-employee. The student is given specific tasks and responsibilities and is allowed to observe various operations of the organization.

The MSM450 Internship course is a graduation requirement for all Museum Studies majors to enhance their career preparation. Internships are open to department majors who have completed

75 credit hours. Interns are placed with cooperating organizations such as museums, galleries, conservation studios, historic sites and other museum type settings.

Course enrollment instructions

Students must identify an internship organization and intern supervisor. The intern supervisor must submit to the instructor a statement of the student's acceptance. If the host institution does not have an internship component integral to their institution's mission, then a list of the student's job responsibilities must be submitted prior to MSM450 enrollment. If all requirements are successfully met, the student's course enrollment will be approved. To be officially registered for this course, all tuition fees and charges must be paid. No student will be permitted to begin an internship until officially registered.

Internship responsibilities

Student interns are responsible for the following:

1. Abiding by the rules and regulations of the organization participating in the internship
2. Having the intern supervisor e-mail an acceptance statement and job description to the instructor before the commencement of the internship.
3. Keeping the instructor informed by sending weekly reports
4. Submitting the internship final report at the conclusion of the internship.
5. Making a presentation to the department faculty and majors on the internship experience after the internship is completed.

Also note these items:

1. Oral or e-mail evaluations of the intern's work by the intern supervisor will be submitted to the instructor periodically throughout the semester. The instructor will arrange these evaluations. At the conclusion of the internship, the intern supervisor will submit a formal written evaluation of the intern to the instructor.
2. Students who have questions or problems should call the instructor immediately.

Appendix 2

Museum Studies Track Expanded to a Museum Studies Major- Bachelor of Art- Overview and Course Descriptions

March 30, 2016

| Existing Courses | CR | Proposed new courses | CR | Notes |
|---|-----------|--|-----------|---|
| MSM210 Intro to Museums & Collections | 3 | MSM210 Museums and Collections I | 3 | Revised into two courses |
| | | MSM211 Museums and Collections II | 3 | |
| MSM310 Collections Care and Management | 3 | MSM310 Collections Care and Management | 3 | Revised |
| MSM218 Barnes History and Methodology | 3 | | 3 | Expanded content to include organizational history and structure |
| Intermediate Foreign Language with Lab 201 | | | 4 | |
| Intermediate Foreign Language with Lab 202 | | | 4 | |
| | | MSM321 Exhibition Design and Development | 3 | |
| | | MSM320 Museum Education and Interpretation | 3 | Research and writing intensive |
| | | MSM330 Fundraising | 3 | Research and writing Intensive |
| | | MSM331 Non-Profit Management | 3 | |
| MSM 490 Senior Seminar | 3 | | 3 | Research and writing intensive |
| MSM 495 Independent Study/ MSM450 Internship | 3 | | 3 | Research and writing intensive Faculty approved study project in the museum field, including curatorial practice |
| Subtotal | | | 38 | |
| Electives | | | 15 | |
| Total | | | 53 | |

Majors may take electives other than the ones listed with the approval of advisor.

March 30, 2016

| Recommended Electives – Visual Arts Art History | CR | |
|--|-----------|--------------------------------|
| ARH210 Art History I | 3 | |
| ARH211 Art History II | 3 | Research and writing intensive |
| ARH375 African Art History | 3 | Research and writing intensive |
| ARH376 African American Art History | 3 | Research and writing intensive |
| Recommended Electives – Visual Arts Studio Arts | | |
| ART 100 Fundamentals of 2-D Design | 3 | |
| ART 101 Fundamentals of 3-D Design | 3 | |
| ART 102 Introduction to Computer Arts | 3 | |
| ART 220 Graphic Arts I | 3 | |
| ART 320 Graphic Arts II | 3 | |
| ART 420 Graphic Arts III | 3 | |
| Recommended Electives – Mass Communications | | |
| COM 200 Introduction to Mass Communication | 3 | |
| COM 201 Mass Media and Society | 3 | |
| COM 207 Media Technology | 6 | |
| COM 405 Strategic Communication Campaigns | 3 | |
| COM 402 Advertising and Integrated Marketing Communications | 3 | |
| Recommended Electives – Anthropology and/or Chemistry | | |
| SOC 201 General Anthropology | 3 | |
| SOC 303 Cultural Anthropology | 3 | |
| CHE 103 General Chemistry I / CHE 103L Gen. Chemistry I Lab | 3/1 | |
| CHE 104 General Chemistry II/CHE 104L Gen. Chemistry II Lab | 3/1 | |
| CHE 203 Organic Chemistry I / CHE 203L | 3/1 | |
| CHE 204 Organic Chemistry II / CHE 204L | 3/1 | |

MSM 210 Museums and Collections I

This course provides an overview of the inner workings of museums and their contributions to the public by collecting, preserving, and interpreting material culture. Art museums are the focus of the course, but other institutions such as history, ethnographic, collections and children's museums, as well related sites such as zoos and public gardens, will be discussed. Topics covered include: the history of museums as a foundation for assessing current challenges in the field, organizational structures, development and marketing, architecture, museum education, the role of curators, management and care of collections, exhibition planning and the use of new technologies. Prerequisites: ENG102

MSM 211 Museums & Collections II 3 credits

This course allows students to delve deeper into the current trends and best practices in museum management in terms of institutional functions, including policy development, educational outreach, public programming, marketing, fundraising and policy issues. Through a review of assigned readings, case studies, internet and field research, the student will become informed about diverse museum administrative structures, relevant contemporary issues, and possible legal and/or ethical implications. By enhancing the student's awareness of the importance of strategic thinking in managing governance, programmatic priorities, goal setting, donor and audience expectations, public relations, and staff development, the student will be better prepared to understand the requirements for assuming leadership positions in the museum field. Prerequisites: MSM210

MSM 218 Barnes History and Methodology 3 credits

Taught at the Barnes Foundation in Philadelphia, Pennsylvania, this course will provide insight into the history of the Barnes Foundation and its ongoing development. Students will learn about the pedagogical development and implementation of the Barnes' innovative ideas about building a better democracy through the arts. Students will learn about Dr. Barnes' work as a civil rights advocate and educator whose work transformed art education in the US and abroad. Students will explore visual aesthetics and communication through the elements and principles of design, analyze a variety of objects in the Barnes Foundation galleries and explore societal values in art and design, and common standards of excellence. Students will begin by exploring the concepts inherent in the formal elements of art, then focus on principles and elements including: compositional unity, emphasis, balance, texture, rhythm, motion and tension. Prerequisites: ART100 or ART200 or permission of instructor, advisor and Chair. Prerequisites: ENG201, ART 200

MSM310 Collections Care and Management 3 credits

This course introduces students to management and care of museum collections. Students learn the responsibilities of the collections manager and registrar in the documentation of objects, writing collection management policies and establishing safe collection storage options and environmental monitoring. Other topics covered include: preservation and conservation, museum security, insurance, loan procedures, customs and related issues. The Lincoln University Collection of African Art and Material Culture is utilized to address object handling, writing condition reports, labeling, conducting inventories, and use of collections information management systems for cataloguing. Students will also discuss key issues in the practical application of Collections Care and Management best practices with emphasis on the developing use of science and technology. Prerequisites MSM211

MSM320 Museum Education and Interpretation 3 credits

The purpose of this course is to teach students the skills necessary for assuming duties relative to museum interpretation and presentation. This program will prepare the committed student for any museum or gallery position interpreting and guiding audiences through exhibitions of all kinds. Students will learn current trends and practices using high and low-tech interpretative strategies that will be applied to real and virtual exhibitions on Lincoln's campus and at the Barnes Foundation. Using case studies and analysis, students will learn about best practices and innovation, and gain valuable skills in creating and implementing public programs and K-12 object based education programs for museums in various disciplines. This course will explore pre and post evaluation formal and informal strategies for measuring program effectiveness, designing age-appropriate materials and exploring regional differences in the ways the public engages in museum education. Students will examine the evolution of museum education and public programs in the arts, humanities and sciences. Prerequisites: MSM310

MSM321 Exhibition Design and Development 3 credits

This course introduces students to the practical elements of exhibition design and development, including permanent and changing exhibitions for traditional and non-traditional exhibition venues, including museums, non-profit organizations, trade shows and others. Students will learn the many steps towards creating successful exhibitions from start to finish, including budgeting, collaboration and coordination with education and development, and audience pre- and post- evaluation. Students receive hands-on experience in exhibition development, design, construction, installation, de-installation and interpretation, as well as learning about best practices in the field, current trends and challenges. Students mount an exhibition using Lincoln's collections of two and three-dimensional works of art and historic materials as their final project. Prerequisite: MSM211

MSM330 Fundraising 3 credits

Students learn basic techniques including grant writing, grant reporting, gift acknowledgement and donor cultivation for public and private philanthropies. Topics will include government funding sources, corporate foundations, individual giving, and special events/membership programs. Students will conduct research on grant opportunities, prepare a written grant application and learn about how proposals are reviewed, and what makes a proposal successful. The course will also discuss how fundraising works as an integral component for program and exhibition development and the role that boards of directors and the senior staff play in successful fundraising campaigns. Prerequisites: MSM320 or permission from instructor

MSM331 Non-Profit Management 3 credits

This course provides students with the basics in non-profit organization management. Topics include the history of not for profit organizations, governance, stewardship, community engagement, outreach and strategic planning. Topics will include legal issues in museum administration, contracts, emergency preparedness and basic financial management strategies. Students will use case studies and selected readings that highlight current trends in the non-profit sector, tax and accounting rules. Prerequisite: MSM320 or permission from instructor

MSM450 Internship 3 credits

Students will apply theories and principles learned in the classroom to a professional internship in the museum field at an approved site. Throughout the internship, students will complete various tasks designed to reflect and enhance the internship experience, including weekly reports and maintaining a journal of activity that includes documentation of formal meetings, evaluations, projects, and accomplishments.

MSM490 Senior Seminar 3 credits

Senior Seminar is the "senior capstone" course for the Museum Studies Major. Topics in this course will include contemporary issues and career opportunities in museums, and information concerning graduate school choice and application. This course will assist the Museum Studies Major in developing a professional portfolio of their exhibitions, programs and related material and/or academic research. Museum Studies students will make a formal presentation of their senior thesis topic to coincide with their senior thesis paper. Student's writing portfolio will also include a resume and additional writing samples from research and writing-intensive courses. Prerequisite: Completion of 400 level Museum Studies, Pass or Conditional Pass of Writing Proficiency Portfolio and/or approval from major advisor and Department Chair.

| First Year | Second Year | Third Year | Fourth Year |
|---|---------------------------------|--|------------------------------|
| Museum Studies requirements (45 credits – electives in blue) | | | |
| Museums & Collections I | Collections Management & Care | Museum Education & Interpretation Non-profit Management | Internship/Independent Study |
| Museums & Collections II Barnes History and Methodology | Exhibition Development & Design | Fundraising | Senior Seminar (3) |

| COURSES | PSLO 1 | PSLO 2 | PSLO 3 | PSLO 4 | PSLO 5 | PSLO 6 | PSLO 7 | PSLO 8 |
|-------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Museums and Collections I | I | I | I/R | | I | | I | |
| Barnes History and Methodology | I | | | I/R/ | | I/R | R | |
| Museums and Collections II | | I/M | R | M | | | R | |
| Exhibition Design and Development | | M/A | M/A | A | | | M/A | M/A |
| Collections Care and Management | I | I | | | I | I | | |
| Museum Education and Interpretation | I | I/R | I | | | | I/M | M |
| Fundraising | I | I/M | | | R/M | | M/A | A |
| Non-profit Management | I | I | | | I/R | | M/A | |
| Independent Study/Internship | | M/A | | M/A | | | M/A | M/A |
| Senior Seminar | | M/A | | M/A | | M | M/A | M/A |

I = Introduced – Knowledge and skills are introduced; learners are expected to understand the skill or concept well enough to explain it

R = Reinforced – Learners are able to go beyond knowledge and skill to application of the knowledge or concept in different contexts.

Learners still need guidance and feedback as they practice using the knowledge and skills (Apply and Analyze – Bloom’s Taxonomy)

M = Mastery – Learners are able to independently apply the knowledge and skill in a variety of situations.

Learners are able reflect on their own application of the knowledge and make adjustments on their own (Evaluate and Create – Bloom’s Taxonomy)

A = Assessment – Evidence collected and evaluated for program-level assessment

Student Learning Outcomes are:

PSLO 1: Acquire research, understand and accurately recall vocabulary inherent in museum studies.

PSLO 2: Apply and present ideas, in written and oral format, accurately using the vocabulary inherent to museum studies.

PSLO 3: Acquire and apply techniques and skills employing a variety of methods for the creation of finished exhibitions and programs.

PSLO 4: Evaluate their own museum concepts and products (exhibitions, programs, print materials, digital materials, etc.), and those of others, in terms of content, composition, design and context, and demonstrate an ability to analyze the formal elements of museum work in isolation and in comparison to other components.

PSLO 5: Research theories about museology, formulate thesis statements, and write papers that illustrate knowledge of various components, periods and modalities. Final products must reflect proficiency and command of bibliographic citation methods (Chicago Manual of Style) used in the field.

PSLO 6: Articulate the history and organizational structure of different museum types, including their respective mission, goals, collection theories and processes and educational philosophies.

PSLO 7: Produce a digital and/or hard copy portfolio writing samples used for career-related purposes.

PSLO 8: Create exhibitions, programs (virtual or real,) and related ancillary materials based on original research, self-directed planning and/or following a self-selected/created thesis.