APPLICATION FOR NEW COURSE

1. Submitted by the College of **Fine Arts**   Date: **September 15, 2008**

   Department/Division proposing course: **Department of Art/Art Education**

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number   **A-E 560**

   b. Title˙ **Museum Education**

   ˙If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

   c. Courses must be described by <u>at least one</u> of the categories below. Include the number of <u>actual contact hours per week</u> for each category, as applicable.

   (__) CLINICAL   (__) COLLOQUIUM   (__) DISCUSSION   (__) LABORATORY   (_3_) LECTURE

   (__) INDEPEND. STUDY   (__) PRACTICUM   (__) RECITATION   (__) RESEARCH   (__) RESIDENCY

   (__) SEMINAR   (__) STUDIO   (__) OTHER – Please explain: _____

   d. Please choose a grading system: ☑ Letter (A, B, C, etc.)   ☐ Pass/Fail

   e. Number of credit hours: **3**

   f. Is this course repeatable?   YES ☐   NO ☑   If YES, maximum number of credit hours: _____

   g. Course description:

   An examination of educational techniques and practices of learning in a museum setting. The course will focus on educational theories, learning styles and techniques, audiences, educational materials and outreach strategies that will prepare students for successful professional careers in museum education.

   h. Prerequisite(s), if any:

   i. Will this course be offered through Distance Learning?   YES ☐   NO ☑

   If YES, please identify one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based	Interactive video	Extended campus	Kentucky Educational Television (KET/teleweb)	Other
☐	☐	☐	☐	☐

   Please describe "Other": _____

3. Teaching method: ☐ N/A   or   ☑ Community-Based Experience   ☐ Service Learning Component   ☐ Both

4. To be cross-listed as: **N/A**
   _____   _____
   Prefix and Number   Signature of chair of cross-listing department

5. Requested effective date (term/year):   **Fall / 2009**

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6. Course to be offered (please check all that apply): ☐ Fall   ☑ Spring   ☐ Summer

7. Will the course be offered every year?   ☑ YES   ☐ NO

    If NO, please explain: _____

8. Why is this course needed?

    :Museum education has developed into a vital part of the programming of museums of all sizes. Knowledge of the operation of such organizations will be of substantial professional benefit to our students and will lead to increased career opportunities for them.

9. a. By whom will the course be taught? Professor Marty Henton _____

    b. Are facilities for teaching the course now available?   ☑ YES   ☐ NO

        If NO, what plans have been made for providing them?

        _____

10. What yearly enrollment may be reasonably anticipated?
    10-15

11. a. Will this course serve students primarily within the department?   ☑ Yes   ☐ No

    b. Will it be of interest to a significant number of students outside the department?   ☑ YES   ☐ NO
        If YES, please explain.

        :Arts Administration

12. Will the course serve as a University Studies Program course[†]?   ☐ YES   ☑ NO
    If YES, under what Area? _____
    [†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

    ☐ traditional – offered in corresponding departments at universities elsewhere

    ☑ relatively new – now being widely established

    ☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK?   ☑ Yes   ☐ No

15. Is this course part of a proposed new program?   ☐ YES   ☑ NO

    If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus?   ☐ YES   ☑ NO
    If YES[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

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17. ☑ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. ☑ Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Marty Henton   Phone: 7-2252   Email: Marty.henton@uky.edu

20. Signatures to report approvals:

May 2, 2008
DATE of Approval by Department Faculty

printed name: Ben Withers   Reported by Department Chair   signature

11/14/08
DATE of Approval by College Faculty

printed name: ROBERT SHAY   Reported by College Dean   signature

2/10/09
* DATE of Approval by Undergraduate Council

printed name: S GILL   Reported by Undergraduate Council Chair   signature

* DATE of Approval by Graduate Council

printed name   Reported by Graduate Council Chair   signature

* DATE of Approval by Health Care Colleges Council (HCCC)

printed name   Reported by Health Care Colleges Council Chair   signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*

Rev 8/07

AE 560
MUSEUM EDUCATION
Undergraduate

COURSE DESCRIPTION – This course will introduce students to educational techniques and practices of learning in a museum setting. Students will look at diverse educational theory, learning styles and techniques, audiences, educational materials, outreach and community programs. Virtual tours of museums around the United States and the world combined with visits to local museums will enhance learning. Hands-on experience developing and designing an educational program for a school audience incorporating the Kentucky Core Content will provide students with a deeper understanding of learning in a museum setting. In addition, students will take a look at learning in a museum beyond the school audience to a wider more diverse community audience.

LEARNING OUTCOMES
- Research and select a virtual museum to study.
  - Design an educational program based on a collection at the museum.
  - Develop learning materials that are appropriate for a specific grade level and that incorporate the Kentucky Core Content.
  - Present a power point presentation to the class on your virtual tour.
- Participate in an individual project
  - Locate a local and or regional museum.
  Interview the educational staff about their mission and types of educational programs.
  - Select one of the museum collections to research.
  - Develop learning materials that are appropriate for a specific grade level and that incorporate the Kentucky Core Content.
  - Develop pre-visit materials to be sent to the schools prior to the visit
  - Design post-visit materials and assessment tools for evaluating the educational outcomes.
- Write a research paper on contemporary learning theories and practices in museums.

Prerequisites: Art Education and Arts Administration, or with the permission of the instructor.

COURSE REQUIREMENTS –
- Attendance in this class is important to your grade. You can make up an excused absence in cooperation and with approval from the instructor.
- Virtual presentations on a museum will be part of the semester experience. You will choose a museum and research the educational offerings. You can use the website for the class presentation in addition to, any other technology. You will also be responsible for developing a conceptual idea for an educational program that relates to an exhibit from your selected museum site. You will have approximately 20 minutes for the presentation and if you can do a brief sample of your activity with the class if you have enough time.

- Field Work at a local/regional museum. You will spend 8 hours in a local/regional museum. You will research the museum goals, structure, mission, interview staff and look at the educational materials and programs that are currently provided for their audiences. After gathering information you'll design a unique educational activity/lesson incorporating various forms of technology for a school audience based on a specific part of the museum collection or individual items that relate the lesson to the Kentucky Core Content. Included in this will be pre-visit materials and post visit assessments relevant to the lesson. In addition, you'll design an educational activity for a community group in a non-academic visit. This will be your final presentation to the class at the end of the semester.
- Research paper- 5 – 8 pages on learning in a museum. You can pull ideas from your field work, our museum visit to the Speed to expand upon the research topic.

EVALUATION

- Attendance and class participation   10%
- Virtual presentations   25%
- Final museum education project on field work   40%
  from your selected museum
- Research paper   25%

GRADING SCALE

90 -	100 =	A
80 -	89 =	B
70 -	79 =	C
60 -	69 =	D
Below 59 =		E

TEXBOOK The assigned text is Hein, George, *Learning in the Museum*, Routledge, 1998. The book can be purchased at the University Bookstore and Kennedy's.

Additional References:

Falk, John H. and Dierking, Lynn. D, *The Museum Experience*, Whalesback Books, 1992

Hooper-Greenhill, Eilean, *The Educational Role of the Museum*, Routledge, 1994

Hooper-Greenhill, Eilean, *Museums and Education; Purpose, Pedagogy, Performance*, Routledge, 2007

Wilkinson, Sue, and Clive, Sue, *Developing Cross Curricular Learning in Museums and Galleries*, Trentham Books Limited, 2001

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading.* Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

AE 560
MUSEUM EDUCATION
Graduate

<u>COURSE DESCRIPTION</u> – This course will introduce students to educational techniques and practices of learning in a museum setting. Students will look at diverse educational theories, learning styles and techniques, audiences, educational materials, outreach, community programs, and trends in museums education. Students will relate this knowledge to museum education as a professional field that prepares students for the job market as a museum educator. Virtual tours of museums around the United States and the world combined with visits to local museums will enhance learning. Hands-on experience developing and designing an educational program for a school audience incorporating the Kentucky Core Content will provide students with a deeper understanding of learning in a museum setting. In addition, students will take a look at learning in a museum beyond the school audience to a wider more diverse community-based audience.

<u>LEARNING OUTCOMES</u>
- Research and select a virtual museum to study.
  - Design an educational program based on a collection at the museum.
  - Develop learning materials that are appropriate for a specific grade level and that incorporate the Kentucky Core Content.
  - Design and present a power point slide show to the class on your virtual tour.
- Participate in an individual project
  - Locate a local and or regional museum.
  Interview the educational staff about their mission and types of educational programs.
  - Select one of the museum collections to research.
  - Develop learning materials that are appropriate for a specific grade level and that incorporate the Kentucky Core Content.
  - Develop pre-visit materials to be sent to the schools prior to the visit
  - Design post-visit materials and assessment tools for evaluating the educational outcomes.
- Write a research paper on contemporary learning theories and practices in museums.

Prerequisites: Art Education 576, 577, 578,and 579 or with the permission of the instructor.

<u>COURSE REQUIREMENTS</u> –
- <u>Virtual presentations</u> on a museum will be part of the semester experience. You will choose a museum and research the educational offerings. You can use the website for the class presentation in addition to, any other technology. You will also be responsible for developing a conceptual idea for an educational program

that relates to an exhibit from your selected museum site and present your findings to the class.

- Field Work at a local/regional museum. You will spend 8 hours in a local/regional museum. You will research the museum goals, structure, mission, interview staff and look at the educational materials and programs that are currently provided for their audiences. After gathering information you'll design An educational activity/lesson incorporating various forms of technology for a school audience based on a specific part of the museum collection or individual items that relate to the Kentucky Core Content. Included in this will be pre-visit materials and post visit assessments relevant to the lesson. In addition, you'll design an educational activity for a community group in a non-academic visit. This will be the end of the semester presentation to the class.

- Graduate Leadership – Graduate students will have the opportunity to work individually or in teams on a museum education project specifically designed and implemented in conjunction with the UK Art Museum educators.

- Research paper- 5 – 8 pages on learning in a museum. You can pull ideas from your field work and our museum visits to expand upon the research topic. Graduate research – Students receiving graduate credit will have an additional research paper required that is more rigorous. Students will choose a museum education program to research with reference to the type of learning and educational programs that are implemented within the museum, and its relation to the history of museum education, and current research in the field of museum education.

- Attendance in this class is important to your grade. Two unexcused absences will lower your grade by a letter (remember that an absence is really three hours a week). You can make up an excused absence in cooperation with approval from the instructor

EVALUATION
- Virtual presentations   15%
- Final museum education project on field work   20%
  from your selected museum
- Graduate leadership project in conjunction
  with museum educators   30%
- Research paper   25%
- Attendance and class participation   10%
  Graduate students will lead a seminar

GRADING SCALE
  90 - 100 =   A
  80 - 89 =   B
  70 - 79 =   C
  60 - 69 =   D

REQUIRED TEXBOOK
Hein, George, *Learning in the Museum*, Routledge, 1998. The book can be purchased at the University Bookstore and Kennedy's.

ADDITIONAL READINGS
Falk, John H. and Dierking, Lynn. D, *The Museum Experience*,

Hooper-Greenhill, Eilean, *Museums and Education*,

Villeneuve, Pat, *From Periphery to Center: Art Education in the 21st Century.*

Wilkinson, Sue, and Clive, Sue, *Developing Cross Curricular Learning in Museums and Galleries*, Trentham Books Limited, 2001

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