UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

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

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>CRISTINA TURDEAN</td>
<td></td>
<td>Date Prepared:</td>
<td>August 20, 2015</td>
</tr>
<tr>
<td>Course Title:</td>
<td>MUSEUM COLLECTIONS MANAGEMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>HISP 317</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>HISP 200 or ARTH 315</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, year</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>EVERY OTHER YEAR</td>
<td></td>
</tr>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>CRISTINA TURDEAN</td>
<td></td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
<td>X</td>
</tr>
</tbody>
</table>

Document in attached impact statement

<table>
<thead>
<tr>
<th>This new course will be (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Required in the major</td>
<td>General Elective</td>
</tr>
<tr>
<td>Elective in the major</td>
<td>X</td>
</tr>
</tbody>
</table>

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

Catalog Description: This course is an introduction to the principles and practices of collections management in museums. Lectures, class activities, and hands-on projects provide students with a holistic view of collections management, including the care, preservation, and documentation of artifacts. Main course topics include collections management policies, museum registration methods, cataloging, preventive care and conservation, security, insurance, and the ethics and law of collections management.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 471 TT Museum Collections Management</td>
<td>Spring 2013</td>
<td>14</td>
</tr>
<tr>
<td>HISP 471 TT Museum Collections Management</td>
<td>Spring 2012</td>
<td>14</td>
</tr>
<tr>
<td>HISP 471 TT Museum Collections Management</td>
<td>Spring 2011</td>
<td>14</td>
</tr>
</tbody>
</table>

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

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

REQUIRED ATTACHMENTS:

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

Department Chair Approval: Andrea Livi Smith Date: August 19, 2015

CCC Chair Approval: Date: 9/16/15

UCC Chair Approval: Patricia Reynolds Date: 10/5/2015
I. Rationale Statement

Traditional brick-and-mortar museums cannot exist without physical objects, which are the foundation for all public activities, from exhibitions to school programs and special events. In addition to artifacts being museums’ raison d’être, collections are held by museums in trust for the public, which implies that the public also holds museums’ governing authorities accountable for maintaining and operating their collections in accordance with legal and professional standards. All these are reasons why collections management counts as a key museum activity that is conducted by professional staff with special training in object documentation, preservation, and care.

As a permanent offering in our catalog, a course in museum collections management would be consistent with the increase in the number of internships and entry-level jobs offered in this area of work. There is an obvious need for professionals with such knowledge and skills and numerous of our recent alumni found permanent employment as collections managers, after completing this course and collections internships while in school. At the same time, a permanent course would align our school curriculum to that of top-ranked undergraduate and graduate programs in museum studies.

In the format proposed below, a collections management course allows students to develop a skill set that could only strengthen their overall museum training and employment prospects. For each course I partner with a local museum for hands-on class projects involving object documentation and care. To give just an example, the Washington Heritage Museums, a consortium of four historic properties downtown Fredericksburg, which owns a large collection of artifacts in need for upkeep, is under-staffed, has limited possibilities to hire additional staff, and welcomes qualified assistance with routine work. I have already collaborated twice with this museum and, given the students’ good performance, the museum already offered me more projects, which promise to keep this collections management class busy for several more years. Nonetheless, this type of collaboration with the local community increases the visibility of our program and school and has the potential of opening new avenues for similar hands-on museum studies courses in the future.

As our Museum Studies Minor is growing larger from one year to another, most students expect this course to be offered on a continuous basis and plan on following a career path in collections management. Each time I taught this course in the past, the class was full and, unfortunately, I could not accommodate the students on the wait list.

II. Impact Statement

This course requires no additional resources. The current teaching space, budget, and technology of the Historic Preservation Department can fully cover the necessities of this course.

III. Syllabus
Course Description: This course is an introduction to the principles and practices of collections management in museums. The main goal is to provide students with a holistic view of collections managers’ responsibilities for museum objects, including the care, preservation, and documentation of artifacts. Main topics include collections management policies, museum registration methods, cataloging, preventive care and conservation, security, insurance, and the ethics and law of collections management. In the practical section of this course, students will gain proficiency in PastPerfect museum cataloging software and conduct an inventory and cataloging project at a local museum.

Learning Outcomes: At the end of the class the students will be able to
(1) demonstrate working familiarity with the basics of museum registration and preventive collections management
(2) discuss ethical issues in collections management and the care of objects
(3) demonstrate working familiarity with the PastPerfect museum cataloging software
(4) conduct a museum inventory

Texts: All readings are available in electronic format on Canvas.
This course uses the following main books:
MacLeish, Bruce and Per Guldbeck. Care of Historical Collections. Walnut Creek, CA: AltaMira Press, 1995.

Course Assignments:

Assignment #1 “Quiz” Four quizzes scheduled throughout the semester will test the material covered in class lectures and assigned readings. Quizzes are not cumulative.

Assignment #2: “Class discussion leading” Once during the semester each student, in collaboration with a classmate, will lead class discussions. For this assignment, the 2-student group has to read all the materials listed in the “Collections Management” section of the class, think critically about their main points, and facilitate the class discussions.

Assignment #3: “Inventory report” In small groups, students will conduct a comprehensive inventory at the partnering museum and turn in inventory checklists.

Assignment #4: “Catalog worksheets” Using the computers in the Historic Preservation computer lab, each student will create PastPerfect data records for the assigned objects. The database will be turned in to the museum at the end of the semester.
Class participation: Discussion is a vital part of this course. Class participation grade will take into account the quality and frequency of a student's contribution.

Separate handouts detail these assignments.

Grading: The final grade is based on the following components:
1. Quizzes (4 x 10%) 40%
2. Class discussion leading 15%
3. Inventory report (team work) 15%
4. Catalog worksheets 15%
7. Class participation 15%

According to the UMW grading scale, academic performance in this course is graded as follows: A for "excellent work"; A-, B+, B, B- for "commendable work"; C+, C, C- for "acceptable work."

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60-66%</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

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

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

Office of Disabilities: Students who need special accommodations in this class should contact the Office of Disabilities Resources at 540-654-1266 or online at http://www.umw.edu/disability/ and bring the official letter to me, no later than the end of the first week of the semester, so I can take the appropriate steps to meet their needs.

Weekly Schedule:

Week 1
The class meets at the museum
Class overview and intro to the semester project

Week 2
Collections care: The Collections Storage Environment. Artifacts Handling
READ: Buck & Gilmore “Object Handling” (209-218)
Registration: The Profession. Policies and Procedures
"Collections Management Policies" (24-29) and "Ad Hoc Policies for Collections Managers" (30-33); Simmons “Compiling Collections Management Policies” (9-11), “Introductory Sections” (15-21), “Authority” (23-27), and “Scope of Collections” (29-31)

Week 3  
Collections care: Paper  
Registration: Acquisition and Documentation  

Week 4  
Quiz # 1  
Registration: Inventories  
READ: Buck & Gilmore "Inventory" (300-306), "Condition reporting" (223-230), "Marking" (233-238). BROWSE: “Marking” (238-248)  
CLASS ACTIVITY: Inventory worksheets

Week 5  
CLASS ACTIVITY: Inventory work at the museum

Week 6  
CLASS ACTIVITY: Inventory work at the museum

Week 7  
Inventory reports are due in class today (hard copy)  
Collections care: Textiles  
Registration: Loans and Exhibitions  
READ: Buck & Gilmore “Loans” (120-132), “Organizing Loan and Traveling Exhibitions” (133-137), “In-House Exhibitions” (138-140); Malaro “Loans” (273-297)

Week 8  
CLASS ACTIVITY: PastPerfect data entry

Week 9  
Quiz # 2  
Collections care: Wood  
Registration: Security and Risk Management  

Week 10  
CLASS ACTIVITY: PastPerfect data entry

Week 11  
Collections care: Ceramics, Glass and Stone  
Registration: Packing and Shipping. Deaccessioning.  

Week 12  
Field trip to a large museum storage facility

Week 13  
Quiz # 3  
Collections care: Iron and Steel. Non-ferrous Metals  
Registration: Copyright, Artists Rights, Reproductions. Collection Conundrums  

New Course Proposal Cover Sheet (July 2013)
Week 14  
**Collections care:** Organic Materials. Plastics  
**Registration:** Ethics and Law  
**READ:** Buck & Gilmore "Ethics for Registrars and Collections Managers" (394-398), "Collections Ethics" (399-407), "Care of Sacred and Culturally Sensitive Objects" (409-425); Simmons “Ethics” (147-153)

Week 15  
**Quiz # 4**  
**CLASS ACTIVITY:** PastPerfect data entry. *All object records must be finished by the end of the class.*