

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester  
to make the next catalog (2011-12) production**

DATE (CHANGE DATE EACH TIME REVISED): 10.01.2010 REV 11.22.10; REV 12.7.10

PROGRAM AREA(S): BUS/ART/EDUC

**Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.**

**1. Course Information.**

*[Follow accepted catalog format.] (Add additional prefixes if cross-listed)*

**OLD**

Prefix BUS/ART/EDUC Course# 434 Title The Museum:  
Culture, Business, and Education Units (3)

3 hours lecture per week

hours blank per week

Prerequisites:

Consent of Instructor Required for Enrollment

Corequisites:

**Catalog Description** (Do not use any symbols): This course is an interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.

**NEW**

Prefix BUS/ART/EDUC Course# 434 Title The Museum:  
Culture, Business, and Education Units (3)

3 hours lecture per week

hours blank per week

Prerequisites:

Consent of Instructor Required for Enrollment

Corequisites:

**Catalog Description** (Do not use any symbols): An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.

General Education  
Categories  
Lab Fee Requested

Graded  
CR/NC  
X A - F

Repeatable  
for up to 9 units  
Total  
Completions

Course Level:  
X Undergraduate  
Post-bac/Credential  
Graduate

Optional  
(Student's  
choice)

Multiple  
Enrollment in  
same semester

General Education  
Categories C1, D, UDIGE  
Lab Fee Requested

Graded  
CR/NC  
X A - F

Repeatable for  
up to 9 units  
Total  
Completions

Course Level:  
X Undergraduate  
Post-bac/Credential  
Graduate

Optional  
(Student's  
choice)

Multiple  
Enrollment in same  
semester

**2. Mode of Instruction (Hours per Unit are defaulted)**

**Hegis Code(s)** \_\_\_\_\_  
(Provided by the Dean)

**Existing**

**Proposed**

	Units	Hours Per Unit	Benchma rk Enrollme nt	Grade d		Units	Hour s Per Unit	Benchma rk Enrollme nt	Graded	CS No. (filled out by Dean)
Lecture	3	1	30	X	Lecture	3	1	30	X	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

### 3. Course Attributes:

**General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

#### **A (English Language, Communication, Critical Thinking)**

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

#### **B (Mathematics, Sciences & Technology)**

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

#### **C (Fine Arts, Literature, Languages & Cultures)**

- X C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

#### **X D (Social Perspectives)**

#### **E (Human Psychological and Physiological Perspectives)**

#### **X UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement**

**Meets University Language Requirement**

**American Institutions, Title V Section 40404:** Government US Constitution US History  
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

**Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

### 4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

#### **OLD**

This class will expose students to a series of interconnected issues related to art, education and business. The field trips, lectures, discussions, guests speakers and extensive interdisciplinary activities will allow the participants to a.) Understand the complexity of each discipline b.) Investigate the significance of these connections within the institution, and c.) Examine their role(s) in defining the dialogue with the international and local community. Students will be able to earn 3 units in art, business or education.

This model could be used to examine other museums and reflect upon the specificity of each institution. This will allow students to take the course more than once and give them a unique opportunity to comparatively examine museum practices.

- Requirement for the Major/Minor
- X Elective for the Major/Minor
- X Free Elective

#### **NEW**

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- Requirement for the Major/Minor
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**Submit Program Modification if this course changes your program.**

### 5. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

#### **OLD**

Upon completion of the course, the student will be able to:\*

#### **NEW**

1. Describe, understand and analyze the connections between the art business and education within museum practices
2. Evaluate the ways that art, business and education can be mutually beneficial in a museum environment
3. Examine from three different perspectives on the role of the museum in contemporary culture
4. Reflect in written and oral form on the various aspects of the museum as a cultural institution/
5. Describe and analyze the processes of collecting and displaying art in museums
6. Critically analyze the development of an art collection and the specificity of museum practices
7. Evaluate and analyze the business practices of running a museum
8. Analyze the ethical issues in running a museum
9. Analyze the educational services offered by the museum and reflect on possibilities for new projects
10. Analyze how the educational projects of the museum are connected to what children learn in schools (California framework)
11. Apply the knowledge and information to real life situation in a final presentation

### **Art History**

The course will comprise “traditional art history” lectures based on the examples available at the museum. It will also include discussions about collecting art, museum displays, issues in organizing and curating exhibition, and other relevant issues related to critical thinking about art and museum practices. Visits to the Getty Drawing and Photography Departments (if possible) will also be included. Discussions with curators and other museums professionals will be part of class activities.

### **Business**

The students will learn business aspects of running a museum, developing exhibition and maintaining collections. Discussions with museum specialists working in these departments will be included (if possible). The discussions may be limited to public information. The Getty has a Museum Management Institute and we will try to get someone from this department to make a presentation. Other professionals may also be invited.

### **Education**

The visits to the Getty will expose students to the educational projects, programs, and materials developed and used by the museum. Specifically, the course will analyze how the Getty education program has addressed a wide range of visitors including adults, and most importantly school children with diverse cultural backgrounds. Visits to the *Family Room*, *Art Access* (spaces reserved within the museum for education projects) and discussions with education curators will be included. Particular attention would be given to the projects related to bilingual and special education.

1. Describe orally and in writing, the connections between the art, business and education in museum practices (1,2,3,5)
2. Discuss in written and oral form on the various aspects of the museum as a cultural institution (2,3)
3. Describe the processes of collecting and displaying art in museums (5)
4. Analyze the business practices of running a museum, including ethical issues (1,5)
5. Analyze the educational services offered by the museum and reflect on possibilities for new projects (5,6)

\*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication, 3) Written Communication, 4) Conduct (Ethics), 5) Competencies in discipline, 6) Collaboration

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**6. Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

**Week 1**

Introduction of the course –one hour

**Week 2**

Lecture 1—Art-A brief history of museums and collecting practices

**Week 3**

Lecture 1—Business-Introduction to managerial issues in museums

**Week 4**

Lecture 1--Education –Education in museums-an introduction

**Week 5**

Getty field trip #1

An overview of the museum, its activities and functions

**Week 6**

Getty field trip #2

Collecting, displaying, and interpreting art in museums

**Week 7**

No class

**Week 8**

Getty field trip #3

The interaction between aesthetics, business, and education in museum practices

**Week 9**

Getty field trip #4

Art and audiences: Cultural identities, marketing strategies, and educational projects

**Week 10**

Getty field trip #5

The museum in the 21<sup>st</sup> century

**Week 11**

Lecture 2—Art- Critical and comparative analysis of museum practices

**Week 12**

Lecture 2 ---Business-critical analysis of business issues within museums

**Week 13**

Lecture 2--- Education –The role of education in museums

**Week 14**

No class

**Week 15**

Presentations at the Getty

**NEW**

**Week 1**

Introduction of the course –one hour

**Week 2**

Lecture 1—Art-A brief history of museums and collecting practices

**Week 3**

Lecture 1—Business-Introduction to managerial issues in museums

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**Week 14**

No class

**Week 15**

Presentations at the Getty

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

**7. Cross-listed Courses (Please note each prefix in item No. 1)**

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course: BUS/ART/EDUC 434

C. Program responsible for staffing: BUS/ART/EDUC

**8. References.** [Provide 3-5 references]

## OLD

- Falk, John and Dierking, Lynn, *Learning From Museums*, Altamira Press, 2000
- Hooper-Greenhill, Eileen, *Museums and the Shaping of Knowledge*, Routledge, 2002
- Hooper-Greenhill, Eileen, *Museums and the Interpretation of Visual Culture*, Routledge, 2001
- Kotler Neil, and Kotler, Phil, *Museum Strategies and Marketing: Designing Missions, Building Audiences, Generating Revenues and Resources*, Jossey-Bass, 1998
- McLean Fiona, *Marketing the Museum*, Routledge, 1997
- Newhouse, Victoria, *Towards a New Museum*, Monacelli Press, 1998
- Putnam, James, *Art and Artifact, The Museum as Medium*, Thames and Hudson, 2001
- Roberts, Lisa, *From Knowledge to Narrative: Educators and the Changing Museum*, Smithsonian Institution Press, 1997
- Vergo, Peter, ed, *The New Museology*, Reaktion Books, 1997
- Weil, Stephen S., and Pachter, Mark, *Making Museums Matter*, Smithsonian Institution Press, 2002

## NEW

- Falk, John and Dierking, Lynn, *Learning From Museums*, Altamira Press, 2000
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### 9. Tenure Track Faculty qualified to teach this course.

Art faculty: Irina D. Costache

Business faculty: William Cordeiro

Education faculty: Joan Karp

### 10. Requested Effective Date or First Semester offered:

### 11. New Resource Requested: Yes No X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No ( Refer to the Dean's Office for additional processing)

E. Other.

### 12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

X Catalog description

Mode of Instruction

Course Content

X Course Learning Outcomes

References

GE

Other

Reactivate Course

**Justification:** Updated Student Learning Objectives (SLO) and aligns SLO with Program Learning Goals (PLG)

**13. Will this course modification alter any degree, credential, certificate, or minor in your program?** Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 4, 2010** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2010**.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

William Cordeiro



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Proposer(s) of Course Modification

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Date

Type in name. Signatures will be collected after Curriculum approval.

Request for ART-BUS 434: The Museum: Culture, Business And Education to be added to GE Category C1: Art.

Committee Response:

**Approved by committee on 12-06-2010**

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*  
Describe, understand, and analyze the connections between art, business, and education within museum practices
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*  
Evaluate the ways that art, business, and education can be mutually beneficial in a museum environment
- *Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music*  
Examine from three different perspectives on the role of the museum in contemporary culture.
- *Examine the interrelationship between the creative arts, the humanities, and self*  
Reflect in written and oral form on the various aspects of the museum as a cultural institution
- *Include an exposure to world cultures*  
Analyze the educational Services offered by the museum and reflect in possibilities for new projects.
- *Impart knowledge and appreciation of the visual and performing arts*  
Analyze how the educational projects if the museum are connected to what children learn in schools (California frameworks)
- *Promote students' ability to effectively analyze and respond to works of human imagination*  
Apply the knowledge and information to real life situation in a final presentation.

Request for ART-BUS 434: The Museum: Culture, Business And Education to be added to GE Category D: Social Perspectives.

Committee Response:

**Approved by committee on 12-06-2010**

Criteria and Justifications Submitted:

- *Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience*  
Describe and analyze the processes of collecting and displaying art in museums
- *Focus on how a social science discipline conceives and studies human existence*  
Critically analyze the development of an art collection and the specificity of museum practices
- *Address issues using the methods commonly employed by a social science discipline*  
Evaluate and analyze the business practices of running a museum

Request for ART-BUS 434: The Museum: Culture, Business And Education to be added to GE Category UDIGE: Upper Division Interdisciplinary GE.

Committee Response:

**Approved by committee on 12-06-2010**

Criteria and Justifications Submitted:

- *Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines*  
Describe, understand, and analyze the connections between art, business, and education within museum practices
- *Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.*  
Reflect in written and oral form on the various aspects of the museum as a cultural institution



### Approval Sheet

**Course:**  

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for Intl Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement and Service Learning Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date