



**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences (School of Human Evolution and Social Change; School of Politics and Global Studies)

Unit(s) within college/school responsible for program: School of Human Evolution and Social Change (SHESC)

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Arts in Museum Studies

Master's Degree Type: MA – Master of Arts

Proposed title of major: Museum Studies

Is a program fee required? Yes No

Requested effective term: Fall and year: 2011
(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Richard Toon

Title: Associate Research Professor, Director, Museum Studies

Phone: 480 727-6787

email: Richard.toon@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name: Linda Lederman

(See attached Curriculum Planning Email Submission) 3/29/2011

College Dean signature _____ **Date:** _____

College Dean name:
(If more than one college involved)

College Dean signature _____ **Date:** _____

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This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's: MA-Master of Arts

Proposed title of major: Museum Studies

1. PURPOSE AND NATURE OF PROGRAM

Brief program description (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The MA in Museum Studies is intended to provide those planning to enter museum work or related fields (or those already working in museums or related fields), with the interdisciplinary orientation, skills, and social and cultural knowledge required for success in this rapidly expanding and changing cultural form. The program examines how museums produce and reflect culture and the role museums play worldwide. Students develop theoretical questions and applied skills that engage the functions, practices, and critical analyses of museums. Courses address topics across the interdisciplinary boundaries of museum studies in three areas of study: anthropology; art history, theory, and criticism; and public history. The program is designed to be use-inspired, socially embedded, and trans-cultural, educating students in the meaning and significance of museums in contemporary society and preparing them for diverse museum careers. *Please note that, at this point in time, this program involves museum exhibition design and not any architectural design of museums, thus we have not included any language or coursework that would infer the need for Design School faculty.*

Students accepted into the program will be involved in interdisciplinary projects at the Anthropology Museum, the Archaeological Research Institute, the Center for American Archeology, the ASU Museum of Art, Deer Valley Rock Art Center, and other museums and collections (over 35) managed by ASU. In addition, the program will collaborate with art, history, and other museums and agency partners locally, nationally, and internationally.

A. Total credit hours required for the program: 30

B. Are any concentrations to be established under this degree program? Yes No

2. PROGRAM NEED. Explain why the university needs to offer this program (include data and discussion of the target audience and market).

The ASU museum studies program is the only such graduate program in the southwestern United States and one of only two in the country with a base in anthropology (the other is at Columbia University). The School of Human Evolution and Social Change (formerly the Department of Anthropology) has offered this well-regarded program since 1986, providing a concentration in Museum Studies under the MA in Anthropology and a Graduate Certificate in Museum Studies. During its 25 years, the program has awarded only a modest number of degrees - fewer than 60 MAs awarded (at least 5 were MAs in passing). The number of graduating certificate students is higher, with an average of 10 per year awarded since 2004.

Despite this small number of graduates, the demand for museum studies is growing increasingly vigorous. A large and highly qualified pool of students has applied over the past several years and in this transition year – without a concerted call for applicants – 27 students have applied with the knowledge

that we are planning to change the curriculum to this new proposed MA in Museum Studies and 8 for the certificate). The redesign of the concentration here as a standalone MA degree creating a new Interdisciplinary degree in MA in Museum Studies, with areas of study in anthropology; public history; and art history, theory and criticism – will graduate approximately 16 MAs (see enrollment projections below), as well as approximately 10 certificate students per year (mainly Ph.D. students with an interest in museum-related topics). In sum, we will graduate 26 students per year; over 60% of whom will be in the masters program (see section 4, below).

The interdisciplinary nature of the new degree will increase the potential pool of students in two main ways:

- 1) The majority of students currently enrolled in the program are certificate course students with interests in history or art history. Among that group are people who work in museums or who are planning to do so, and are *not* pursuing Ph.D.s in history or art. They will likely opt to enroll in the new master degree program, because this is a useful credential in the museum job-market. In addition, the new degree will recruit students with an interest in museums who have fine art or art history degrees.
- 2) The current concentration under the MA in Anthropology program is mainly marketed to potential anthropology museum curators. The new program will target this population as always, but will broaden to invite people interested in museums that specialize in art or history. It will furnish training and knowledge about a broader array of practices and practitioners, including exhibit designers and developers, museum educators, museum marketing and public relations staff, collection managers, conservators, development staff, and media managers.

The program will continue to build on its strengths in the theoretical foundations of museology, engaging interdisciplinary research questions on material culture, cultural representation, heritage, and identity. The museums studied in this program are growing rapidly world-wide, and they are changing just as quickly as they reexamine their traditional roles. Thus, this couldn't be a more exciting and relevant time to redesign a program that must be both locally and globally-engaged, socially-embedded, and use-inspired, thereby meeting the design aspirations of the New American University.

3. IMPACT ON OTHER PROGRAMS. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

Other academic units that will be affected by the new program are: the Public History Program concentration under the MA in History in the School of Historical, Philosophical, and Religious Studies; the School of Art in the Herberger Institute for Design and the Arts; and the School of Community Resources and Development. (See letters of collaboration/support attached.) The main impact will be in allowing students of this program to take elective courses provided in partner academic units. These academic units will fully cooperate with the planning and implementation of the proposed degree program.

Some students who currently enroll in the public history concentration under the MA in History program and also the museum studies certificate program may choose to enroll only in the new museum studies masters degree, but the number is likely to be relatively small, and students will retain the option of enrolling in public history and taking a museum studies courses (1 of 6 offered in the Public History program). The Interdisciplinary Museum Studies Executive Committee will include the faculty director from the public history program who will closely monitor the choices students make. Conversely, students focusing in the anthropology and art areas of study, within the new museum studies masters degree, will have the opportunity to take elective courses offered by faculty of the public history program.

Similarly, students currently enrolled in arts masters programs will have the option of taking elective courses, but we expect that the new program will attract students with specific interests in the arts and museums—an area that complements existing arts programs rather than competes with them, also an opportunity to concurrently pursue MFA in Art and MA in Museum Studies. Again, the Interdisciplinary Museum Studies Executive Committee will include faculty from the School of Art who will closely monitor

the enrollment choices their students make. In addition, students focusing in the anthropology and public history areas of study of the new program will have the opportunity to take elective courses offered by the school of art.

Students of the MA proposed here will be able to take elective courses on various aspects of non-profit management and tourism studies offered by the School of Community Resources and Development. The School is in the process of expanding its course offerings, particularly in tourism studies. Given the wide variety of electives available within each of the three areas of study (anthropology; art history, theory, and criticism; or public history) and the expanding number of courses available in non-profit management and tourism, the new MA in Museum Studies is unlikely to put any significant burden on the School of Community Resources and Development. The director of the museum studies program and the director of the School of Community Resources and Development will monitor the impact of the program to implement, restrict, or expand elective course offerings as needed.

4. PROJECTED ENROLLMENT How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

The number of students enrolled is planned to reach a head count of 36 by the fifth year. This is based on a first year enrollment of 12 students and an annual attrition rate of 20%.

5-YEAR PROJECTED ANNUAL TOTAL ENROLLMENT					
	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 and 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	12	24	30	35	36

5. STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

A. List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

Learning Outcomes

The program will introduce students to the theory and practice of museum studies, based on the following learning outcomes:

Outcome 1:

Students will understand the conceptual domains that make up the field of museum studies and become familiar with their practical implementation:

- Philosophy and history of museums
- Material culture, collections, and preservation
- Interpretation and representation of culture
- Museum Administration, management, finance, and leadership
- Education, learning, and visitor studies
- Exhibits development and interpretive planning
- Marketing, communications, and audience research
- Application of new media

Outcome 2:

Students will be able to apply an analytical framework to at least two of the conceptual domains. They will be able to apply a critical analysis of the literature within these domains and explore an original research

question based in their area of study.

Outcome 3:

Students will become familiar with at least two areas of the practice of museum studies in their area of study: anthropology; art history, theory, and criticism; or public history. They will use and apply field appropriate methodologies in exhibit and development, outreach programs, educational programming, museum administration, visitor studies, and/or grant applications.

Matrix of instruction and experiences supporting intended learning outcomes

Degree requirement	Outcome 1	Outcome 2	Outcome 3
ASB 579 Critical Issues in Museum Studies	X		
ASB 574 Exhibit Design and Development		X	X
ASB 500 Museum Studies Research Methods	X	X	
Other relevant elective courses	X		X
ASB 584 Museum internship			X
Research skills portfolio and research presentation	X	X	

Direct measures of student performance:

Coursework (learning outcome 1): All students complete courses in ASB 579, Critical Issues in Museum Studies (offered yearly by Richard Toon in SHESC), ASB 574, Exhibit Design and Development (offered each semester by Judy Newland in SHESC) and ASB 500, Museum Studies Research Methods (offered yearly by Richard Toon in SHESC), three courses approved by their supervisory committees, two of which should be in their chosen area of study, for a total of a 30-hour Program of Study. All courses must be completed with a grade of B or better and an overall Plan of Study grade point average of 3.5 or better.

Research portfolio (learning outcomes 1 and 2): In order to graduate, students write two research papers to demonstrate an ability to gather, analyze, and interpret data systematically. These data must address a museum studies interdisciplinary or disciplinary issue in their area of study: anthropology; art history, theory, and criticism; or public history. Research papers should be written in the context of courses taken to meet the masters' degree requirements. The findings of one research paper must be presented in an interdisciplinary research symposium. At the end of the each student's fourth semester, their research portfolio is evaluated by a faculty subcommittee composed of: 1) the student's MA chair; 2) a faculty member from outside the student's area of study; 3) a faculty member from the student's area of study.

Internship (learning outcome 3): Following the submission of a proposal, students complete a total of 320 hours in an internship approved by their supervisory committees. On completion, students must submit a journal/portfolio about the internship and skills acquired.

Individual student progress (learning outcomes 1-3): This is both a theoretical and an applied program, and as such we require an evaluation of individual student progress in their applied work. Each spring semester students submit a progress report and vita, which is evaluated by a faculty member in their area of study and in consultation with their advisory or supervisory committee. The review, completed by the program director, includes an assessment of progress in meeting degree requirements, grades and participation in courses, performance in TA/RA positions, and professional and scholarly activities (such as receipt of research funding, publications, research presentations at scholarly meetings, participation in professional organizations, and service to the museum profession and community).

Indirect measures of student performance: During their period of study, students should increase their involvement in the professional field of museum studies. This engagement may take many forms: participation in museum-related professional and scholarly conferences, collaborations with museum scholars and professionals, involvement in museum-related professional organizations, employment and advancement in a museum-related field, etc. Following their period of study, students should be equipped to obtain positions in further scholarly work or the museum field.

Indirect measures of engagement will be gathered from students as part of their spring progress report (see above) and from graduates via an online survey. The report and survey will include an assessment of professionalism and placement. Professionalism will include various forms of scholarly and professional involvement during and following their course of study. Placement will include success in obtaining or advancing in a scholarly or professional post in a museum or museum-related field. This will not affect student eligibility to remain in the program)

Program Assessment: will be conducted each three years by the executive committee, managed by the Program Director. Program assessment will include (a) statistics on numbers of graduates, drop-out rates, and average time to completion of degree; (b) summaries of student evaluations in the core courses and requirements, (c) alumni placement and subsequent career outcomes and additional education; (d) the overall quality of applied projects presented by students in the annual presentation; (e) the summary of reports from while engaged in internships; and (f) summaries of annual reports provided by faculty mentors. The graduate coordinator in SHESC will maintain an alumni database and annual request updates from all alumni as to their place and type of employment. Program success will ultimately be judged based on consistent student placement and subsequent career or educational trajectories in areas where they are contributing to the public good.

6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable). Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

N/A

7. FACULTY, STAFF AND RESOURCE REQUIREMENTS

A. Faculty

- i. **Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.

CORE INSTRUCTIONAL FACULTY (delivering core/required courses)
School of Human Evolution and Social Change

Richard Toon, Associate Research Professor, Ph.D., *Philosophy and history of museums, museum theory, informal learning, visitor studies*, (100% instructional effort)

Judy Newland, ASU Museum of Anthropology Director and Curator of Exhibitions, MS, MA, *Exhibit design and development*, (25% instructional effort)

See Attachment A for other instructional faculty

- ii. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty.

None needed. All required faculty to teach the required courses are available.

- iii. **Administration of the program.** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The program will be housed in the School of Human Evolution and Social Change (SHESC), which has the resources to support its development and management. The degree will be administered by the Interdisciplinary Museum Studies Executive Committee.

(1) EXECUTIVE COMMITTEE. The executive committee for the degree will consist of the administering unit's (SHESC) graduate coordinator, two members at large from the graduate faculty voted for by the graduate faculty at-large, an appointed representative of non-SHESC participating units (Public History Program within the School of Historical, Philosophical and Religious Studies and the School of Art), and the appointed director of the program. The executive committee will be responsible for admission

decisions, curricular development and oversight, conducting regular degree-wide assessments of the learning outcomes, coordinating instructional timetables, and decisions regarding academic exceptions (such as timeline changes, student requests for approved equivalents for required courses or electives).

(2) PROGRAM DIRECTOR. Overall coordination across the program areas of study (anthropology; art history, theory, and criticism; public history) will be managed on a day to day basis by the program director. The program director will chair the executive committee, liaising across units as needed, and interfacing with the school's graduate college. He/she will also represent the degree program within and outside ASU, coordinate marketing of the program in and outside of ASU, manage student visits and enquiries, coordinate any funding across the degree, approve and process degree paperwork, coordinate admissions numbers and progress for the degree as a whole in line with unit and ASU priorities and needs, coordinate and supervise student internships, training, and additional support.

(3) SUPPORT STAFF. The director will be assisted in managing the overall functions of the degree program by SHESC's existing Graduate coordinator, will work closely with SHESC's school-wide graduate director, and will handle the basics of admissions, student enquiries, and students' chosen area of study.

B . Resource requirements to launch and sustain the program. Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

No new resources are required. The degree will draw on the infrastructure and capitalize on the resources that have been developed around the proposed museum studies program and that are already in place for the Museum Studies concentration under the MA in Anthropology. The large number of elective courses already being taught on the Tempe campus will continue for the new program. Necessary staff support is already in place in SHESC and is sufficient to the requirements of the degree (e.g., graduate coordination, managing the internship/practicum program). The three core classes required for the degree, ASB 579, 574 and 500 are already offered by SHESC on a regular basis.

8. CURRICULAR STRUCTURE OF THE PROPOSED PROGRAM

A. Admission Requirements Students apply to the Graduate College for Admission

- i. **Degree.** Minimum of a bachelor's degree (*or equivalent*) or a graduate degree from a regionally accredited College or University of recognized standing in a related field such as

The minimum requirement is a bachelor's degree or equivalent from a regionally accredited institution in disciplines related to museum studies, anthropology, history, or art (fine art or art history).

Admission is competitive and based on student academic excellence and additional relevant experience. It will also be contingent on the fit between student needs and the available faculty. Based upon historical data from the degree applicants for the Concentration in Museum Studies, the minimum GPA for consideration for admission would normally be 3.5 on a 4.0 scale for the last two years of study leading to a Bachelors degree. Admission decisions will be based upon evidence of GRE scores, undergraduate and graduate cumulative GPA, letters of recommendation, prior relevant experience, and statement of purpose. A degree in closely related to museum studies, anthropology, history, or art is generally expected for applicants. Value will be placed on prior experience in museums or other cultural institutions. Given the interdisciplinary goals of the program we desire a diverse pool of students, including countries of origin.

Admissions decisions will be made by the degree program's Executive Committee, managed by the program Director. Applicants identify any specific faculty and program area of study (anthropology; art history, theory, and criticism; or public history) they wish to work on at the time of admission, submit an official ASU graduate application, official GRE scores and transcripts of all undergraduate and graduate coursework, a statement of purpose outlining career and educational goals, and three letters of academic recommendation. SHESC's Graduate Director will then approve those admission requests in their totality based on administrative factors such as, meeting minimum school requirements. The Director will then send the recommendation decisions to the Graduate College.

- ii. **English Proficiency Requirement for International Applicants.** If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate

College requirement. (See Graduate College policy and procedures <http://graduate.asu.edu/admissions/international.html#proficiency>):

Because we desire a diverse student body and wish to include international students, no additional English proficiency is required.

iii. **Required Admission Examinations.**

GRE GMAT Millers Analogies None Required

iv. **Application Review Terms.** Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

Fall Deadline (month/year): December 15th, 2011

Spring Deadline (month/year):

Summer Deadline (month/year):

B. **Degree Requirements.** Below provide the curricular requirements for the proposed degree program.

i. **Total credit hours (cr hrs) required for the degree program: 30 credit hours**

Core courses. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc). Omnibus number courses can not be used as core courses. Permanent numbers must be requested by submitting course proposal to ACRES for approval.

Total credit hours for required core courses: 9 credit hours

All students must take the following three courses, two of which must be taken in the first year of study:
ASB 574 Exhibit Design and Development (3) (renamed from Exhibition Planning and Design)
ASB 500 Museum Studies Research Methods (3) (this course exists with rotating topics)
ASB 579 Critical Issues in Museum Studies (3)

iii. **Elective Courses**

Total cr hrs for program electives: 9 credit hours - (3 courses, at least 2 from chosen areas of study: anthropology, history, or art (fine art or art history)). Courses chosen to fulfill this requirement will be in consultation with the student's advisor.

Provide a sample list of elective courses (additional courses from above list can also be taken as electives):

The list below provides a sample of elective courses available to students, but is by no means exhaustive. Those listed for School for Human Evolution and Social Change (ASB courses), for example, include only the museum studies courses and a sample of socio-cultural studies courses and do not include the wide variety offered by the school's faculty in archeology and other subject areas.

Course prefix and number	Course title	Credit hours	New course?
ASB591	Museum collection management	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 573	Museum administration	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Learning in museums	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

Course prefix and number	Course title	Credit hours	New course?
ASB 591	Museums and community	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Museums and new media	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Museums and popular culture	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 500	Ethnographic field methods	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Southwest ethnology and ethno history		
ASB 531	Anthropology of Development	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 541	Theory in socio-cultural anthropology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 570	Immigration to the U.S.	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Ethnography, theory, imagination	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Modernity	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ASB 591	Identity, nationalism	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
HST 502	Public history methodology	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
HST 598	U.S. cultural institutions and public practice	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
HST 525	Historical resource management	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
HST 526	Historians and preservation	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
HST 527	Historical administration	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
PUB 501	Introduction to Scholarly Publishing	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 591	Material culture analysis	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 591	Public art	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 591	Art museums, history, theory, practice	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 591	Visual culture studies	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 598	Systems, art and ecology (or Art and ecology)	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ART 598	Public environments	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 535	Culture and empire	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 598	Mexican art in times of globalization	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
ARS 598	Art and design criticism	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
NLM 520	Financial management in nonprofit organizations	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
NLM 560	Leadership and ethics in the nonprofit sector	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

Course prefix and number	Course title	Credit hours	New course?
REC 591	Environmental interpretation and education	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
REC 591	Advanced tourism studies	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
REC 591	Special events management	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- iv. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.
- Are 400-level ASU courses allowed on student program of study for this degree? Yes X No
 - If yes, how many credit hours?
- v. **Additional Requirements (if applicable).** Provide a brief description of any additional requirements (e.g. internships, clinicals, field study, etc.)

Total cr hrs for other required courses: 12 credit hours

Internship (6 credit hours): ASB 584 Museum Internship: Students must complete a total of 320 hours in an internship approved by their supervisory committees, usually in a museum setting or museum-quality collection or archive related to their chosen area of study: anthropology; art history, theory, and criticism; or public history. On completion, students must submit a journal/portfolio about the internship and skills acquired.

- vi. **Total cr hrs required for research (if applicable): 6 credits**
ASB 592 Research in order for students to create their research portfolio for the culminating experience
- vii. **Culminating experience** for the proposed program (please check all that apply and provide requested information):

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
Thesis (master's only)	<input type="checkbox"/>			
Research Portfolio (master's only)	<input checked="" type="checkbox"/>	Research portfolio: Students must write two research papers to demonstrate an ability to gather, analyze, and interpret data systematically. These data must address a museum studies interdisciplinary or disciplinary issue in their area of study area of study (anthropology; art history, theory, and criticism; or public history). Research papers should be written in the context of courses taken to meet the masters' degree requirements. The findings of one research paper must be presented in an interdisciplinary research symposium. At the end of the each student's fourth semester, their research portfolio is evaluated by a faculty		

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
		subcommittee composed of: 1) the student's MA chair; 2) a faculty member from outside the student's area of study; 3) a faculty member from the student's area of study.		
Capstone course (master's only)	<input type="checkbox"/>			
Dissertation (doctoral only)	<input type="checkbox"/>			

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

viii. Master's program comprehensive exams, please check all that apply (Please note: for doctoral programs, a written and an oral comprehensive exam are required.)

- Written comprehensive exam required
- Oral comprehensive exam required
- No comprehensive exam required

ix. Committee: Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 1 for an applied project.

x. Foreign Language Exam.

Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required:

xi. Course Prefix(es) Provide the following information for the proposed graduate program.

- a. Will a new course prefix(es) be required for this degree program?
Yes No
- b. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it with this proposal.

New Courses Required for Proposed Degree Program. Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

ATTACHMENT A
Additional Graduate Faculty List for the MA in Museum Studies

School of Human Evolution and Social Change

Arlene Simon, Associate Research Professor, Director, Archaeological Research Institute, Ph.D., *Museum collection management*, (5% instructional effort)

Amber Wutich, Assistant Professor Ph.D., *Cultural Anthropology*, (5% instructional effort)

Jonathan Maupin, Assistant Professor, Ph.D., *Anthropology, Community Development*, (5% instructional effort)

Daniel Hruschka, Assistant Professor, Ph.D., *Anthropology, Biocultural Anthropology*, (5% instructional effort)

James Eder, Professor, Ph.D., Sociocultural Anthropology, *Global Dynamics and Regional Interactions, Societies and their Natural Environments*, (5% instructional effort)

Takeyuki (Gaku) Tsuda, Associate Professor, Ph.D., *Sociocultural Anthropology, International Migration, Diasporas, Ethnic Minorities, Ethnic and National Identity, Transnationalism and Globalization*, (5% instructional effort)

Hjorleifur Jonsson, Associate Professor, Ph.D., Sociocultural Anthropology, *Ethnicity, Political Culture and Cultural Politics, Identity, Spectacle, History, Sports, Cultural Anthropology*, (5% instructional effort)

Andrea Ballesterio, Assistant Professor, Ph.D., *Anthropology of Knowledge, Ontology/Epistemology, Materiality*, (5% instructional effort)

Elizabeth A. Brandt, Professor, Ph.D., *Sociocultural Anthropology/Linguistics, Ethnography*, (5% instructional effort)

School of Historical, Philosophical and Religious Studies

Jannelle Warren-Findley, Interim Senior Director, Public History Program, Ph.D., *Public History Methodology, Cultural institutions and Public Practice, Historical Resource Management, Historians and Preservation*, (15% instructional effort)

Christine R. Szuter, Ph.D., Director and Professor of Practice of the graduate Scholarly Publishing Program, Ph.D., *Scholarly Publishing*, (5% instructional effort)

School of Art

Kate Duncan, Professor, Ph.D., *Art History and Native American Art*, (10% instructional effort)

Betsy Fahlman, Professor, Ph.D., *American Art, New Deal Art, Public Art*, (5% instructional effort)

Claudia Brown, Professor, Ph.D., *Asian Art, Art of China and Japan*, (5% instructional effort)

School of Community Resource and Development Faculty

Dallen Timothy, Professor, Ph.D., *Tourism*, (5% instructional effort)

Wendy Hultsman, Associate Professor, Ph.D., *Parks and Recreation*. (5% instructional effort)

Deepak Chhabra, Assistant Professor, Ph.D. *Heritage tourism, Authenticity of Heritage Objects and Indigenous Cultures*, (5% instructional effort)

Mark Hager, Associate Professor, Ph.D. *Nonprofit Organizations; Volunteer Management, Financial Operations of and Reporting by Nonprofit Organizations*, (5% instructional effort)

Lili Wang, Assistant Professor, Ph.D., *Public Policy and Nonprofit Sector Studies*, (5% instructional effort)

Richard Knopf, Professor and Director, Partnership for Community Development, Ph.D., *Human Services Planning and Program Evaluation, Non-profit Management, Park and Recreation Management*, (5% instructional effort)

ATTACHMENT B
Letters of Support

January 25, 2011

Richard Toon, PhD
Associate Research Professor
Director, Museum Studies
School of Human Evolution and Social Change
Arizona State University
PO Box 872402
Anthropology Building, RM 258
Tempe, AZ 85287-2402

Dear Richard:

I write in support of the new Interdisciplinary Degree in Museum Studies that you are proposing. We in the Public History Program of SHPRS have been involved in the planning from the beginning and are grateful to you for the opportunity to participate in this challenging new endeavor.


The Public History Program is the applied section of the Faculty of History in SHPRS. As such, we train M.A. and Ph.D. students as historians who master subject content and learn how to apply their knowledge outside of classroom situations. Museum work is only one of the areas in which we train history students (they also specialize in scholarly publishing, historical administration, historic preservation, cultural resource management and policy formulation) but it is an important one with consistent enrollment. Over the nearly twenty years that I have been teaching in this program, we have had three to six students who wanted to earn the museum studies certificate in addition to their M.A. in public history in every two-year cycle, the pattern that Museum Anthropology assumed in its earlier format. I feel certain that such numbers of history applicants will continue to choose to do the certificate and a few may opt for the degree.

From my program perspective, having a strong program in museum studies, particularly one that allows for such interdisciplinary work, is vital to the success of our program as well as yours. Our students need to train in broad areas of applied work and to understand that parts of the training, though offered under different university numbers, intersect in useful ways. The career path of these cultural workers is not as defined and settled as it once was and the more interdisciplinary their training, the more opportunities they will find after they receive their degrees. Thus I am very pleased that the Museum Studies program will continue and grow with new vigor.

At ASU, as you know, we are all about "civic engagement" and community embeddedness. These applied programs keep university faculty and students engaged in the world beyond campus with good outcomes for both. I look forward to working with

you and the other faculty engaged in Museum Studies. Our programs will be stronger and more innovative as a result of this partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Jannelle".

Jannelle Warren-Findley
Interim Senior Director
Public History and Scholarly Publishing Program/
Associate Professor of History

ASU Herberger Institute
FOR DESIGN AND THE ARTS
ARIZONA STATE UNIVERSITY

Richard Toon, Associate Research Professor
Program Director, Museum Studies
SHESC

February 7, 2011

Dear Richard,

I'm writing in my capacity as Director of the School of Art to formally communicate my support for the new Master of Arts degree in Museum Studies based in the School of Human Evolution and Social Change and conducted in partnership with the School of Art and the Public History program.

Since my arrival in July 2009 to ASU, I recognized that this was an area that would be fruitful to develop, and became excited to know that there was mutual interest in re-thinking and formulating anew the program's focus and offerings. At the invitation of SHESC Director, Sander van der Leeuw, the new Director of the ASU Art Museum, Gordon Knox, and I joined a series of conversations about how the program could be expanded to reflect new trends within museum exhibitions and museology, as well as an increasing interplay among disciplines in "museum culture." The current proposal, to which this letter is appended, is faithful in carrying out the ideas and promise of those meetings. The proposal was written following consultation with all involved parties after soliciting early commitments for particular courses and discussing potential student trajectories through the program with an eye toward maximizing existing resources.

Having discussed the proposal in general terms in its initial stages with the faculty in my School who would be involved, later drafts were then vetted thoroughly by the entire Art History faculty, receiving their unanimous support. Three key faculty have been identified and included in the program review submitted, but several more have courses listed as electives in the program, and a number of faculty suggested new courses they would like to develop or expand in anticipation of these new students. Furthermore, the ongoing relationships we have developed with museums and cultural institutions in the Phoenix metropolitan region through our outstanding arts internship program will certainly be of benefit to the Museum Studies Program students.

In closing, on behalf of the School of Art, I'm pleased to offer our support and enthusiastic engagement with this program. Its academic and professional goals are directly in line with long-standing commitments within our degree programs in the School, and we believe that participating in this interdisciplinary program will grant our current faculty and students increased opportunities for sharing their expertise and expanding their fields of inquiry and knowledge production.

School of Art

PO Box 871505, Tempe, AZ 85287-1505
(480) 965-3468 Fax: (480) 965-8338 <http://art.asu.edu>

Please do not hesitate to contact me with any questions related to our capacity to carry out our role in this program, or any other aspect of the support signaled here. We look forward to working with you to educate future generations of thoughtful, critically savvy and well-rounded museum professionals.

A handwritten signature in black ink, appearing to be 'AJ', with a long horizontal line extending to the right.

Adriene Jenik
Professor and Director, School of Art
Katherine K. Herberger Endowed Chair of Fine Arts

School of Art

PO Box 871505, Tempe, AZ 85287-1505
(480) 965-3468 Fax: (480) 965-8338 <http://art.asu.edu>

Richard Toon, PhD
Associate Research Professor
Director, Museum Studies
School of Human Evolution and Social Change
Arizona State University
PO Box 872402
Anthropology Building, RM 258
Tempe, AZ 85287-2402

Dear Richard,

This letter is to confirm our support of the proposed changes to the Museum Studies program. We are pleased to provide support courses for the new curriculum and hope to see a number of your students in our classes.

Sincerely,



Kathleen Andereck
Director and Professor.

CLAS Approvals: (Curriculum Committee/Senate and Dean)

1) Disestablish the Museum Studies concentration under the MA in Anthropology Degree Program

2) Establish a Master of Arts (MA) in Museum Studies Degree Program

From: Linda Lederman [mailto:Linda.Lederman@asu.edu]

Sent: Tuesday, March 29, 2011 11:26 AM

To: curriculumplanning@asu.edu

Cc: Jenny Smith; Kacie McKay

Subject: FW: Proposal for a MA in Museum Studies & proposal to disestablish the Museum Studies concentration under the MA in Anthropology degree program

Please approve.

Thanks. Linda

Linda Costigan Lederman, Ph.D.

Dean of Social Sciences &

Professor of Human Communication, Hugh Downs School of Human Communication

College of Liberal Arts and Sciences

Arizona State University

PO Box 876505

Tempe, AZ 85287 USA

Voice: 480-965-0668 Fax: 480-965-1093

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

From: Jenny Smith

Sent: Tuesday, March 29, 2011 9:51 AM

To: Linda Lederman

Cc: Alexandra Brewis Slade; Kacie McKay

Subject: Proposal for a MA in Museum Studies & proposal to disestablish the Museum Studies concentration under the MA in Anthropology degree program

Linda,

The CLAS Curriculum Committee and Senate have approved the attached proposal for a 1) Master of Arts in Museum Studies and a proposal to 2) disestablish the Museum Studies concentration under the Master of Arts in Anthropology. Please forward the proposals with your approval to

curriculumplanning@asu.edu

Thank you,

Jenny