

B - Course Revision Form V. 7.2022 : Entry # 3547**DEAN Decision**

Approved

Today's Date

10/02/2025

EPC Decision

Approved

Today's Date

10/14/2025

GEC Decision

Approved

Today's Date

01/09/2026

APIRC Decision

Approved

Today's Date

02/02/2026

Begin Form**Today's Date**

09/08/2025

Your Name

Emily Gerhold

Your Email:egerhold@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Mark Brown

Email address of your Department Chair

B - Course Revision Form V. 7.2022 : Entry # 3547mabrown@highpoint.edu

By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

When should this proposal take effect?

Spring 2027

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
ART	1000	Museum Studies

What would you like to revise?

- Learning Outcomes

Are you also revising any of the following for this course?

- Change course designator

Gen Ed & Academic Program Information

Is this a revision to meet new Gen Ed requirements?

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Experiential Learning [EXP]

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

Yes

Is this course part of GoGlobal?

B - Course Revision Form V. 7.2022 : Entry # 3547

No

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
ART 1000	Museum Studies (minor)	Required

Is this course cross listed?

No

Choose the department designator for your course from the list below.

ART

Current course number

1000

Current course title

Museum Studies

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course in the box below.**

As students engage with this course, they will:

- Apply experiential learning through hands-on curatorial practice, including exhibition planning, object interpretation, and public engagement.
- Communicate effectively across diverse museum audiences by producing interpretive texts, gallery guides, and promotional materials.
- Solve creative problems collaboratively, navigating curatorial challenges such as exhibition design, layout, and ethical considerations.
- Analyze the historical development of museums and evaluate how past practices inform contemporary museology.
- Critically engage with current theoretical debates and assess their impact on museum operations and public relevance.
- Reflect on the evolving role of museums in society, particularly in relation to inclusion, cultural shifts, and interdisciplinary collaboration.
- Engage in regular applied workshops and reflective journaling to connect theory to lived experience.

Please list any revisions to units or content areas that will be required for all sections of this course in the box below.

Course assessment have been revised to emphasize experiential opportunities. New assessments include:

COLLABORATIVE EXHIBITION PROJECT

This semester-long experiential learning module engages students in the full curatorial process of planning and executing a public exhibition in the Sechrest Art Gallery. Students will apply theoretical knowledge from the course as they undertake real-world curatorial tasks, including research, object interpretation, exhibition design, and public engagement.

Students will choose roles such as:

B - Course Revision Form V. 7.2022 : Entry # 3547

- Curator: Research and select works, write interpretive texts
- Educator: Design gallery guides and programming
- Designer: Create layout and visual identity
- Registrar: Track object data and condition reports
- Communications: Write press releases and manage outreach

Deliverables

- Exhibition proposal (group)
- Object labels and wall text (individual)
- Design mockups (group)
- Installation plan (group)
- Public engagement activity (group)
- Final reflection paper (individual)

Assessment Criteria

- Contribution to group work and assigned role
- Quality of research and interpretive writing
- Creativity and feasibility of design
- Engagement with ethical and cultural considerations
- Depth of reflection on experiential learning

MUSEUM RESPONSE PAPERS

Throughout the semester, you will visit three museums of your choosing and record your experiences and impressions as you visit. After your visit, you will write a short museum response paper; in it, you should provide some context for the exhibition (who designed the exhibition, which institution houses it, and what motivated its creation), as well as outline what visitors might expect. To achieve this, you need to both describe AND critique this exhibition and its rationale. This is not a research paper; you do not need to do a great deal of additional research beyond visiting the exhibition (although if the artist/works/subject of the exhibition is totally new to you, you may have to do just a bit). You can (and should), though, provide concrete examples from the exhibition to illustrate your points by incorporating label copy or website references.

MUSEUM PROFESSIONAL INTERVIEW DETAILS

As part of your experiential learning in ART 1000, you will conduct an interview with a museum professional. This project will deepen your understanding of museum operations, curatorial practice, and professional pathways through direct engagement with someone working in the field.

APPLIED WORKSHOP & IN-CLASS LABS

Regular in-class sessions anchor the experiential focus of the course. Each is designed to model authentic museum work, encourage peer collaboration, and provide space for experimentation and feedback. Students will both participate in these sessions during class meetings and reflect on their experiences with them in their journals. Topics include:

- Collection Identity Exercise
- Historical Analysis Lab
- Label-Writing Lab
- Rapid Exhibit Design Workshop
- Curatorial Ethics Debate
- Audience-Centered Design Lab
- Peer-Led Case Study Discussions
- Exhibition Critique Sessions
- Visual Identity and Promotion Lab

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity, etc.)

ARTS learning outcomes:

COMMUNICATION:

- Collaborative Exhibition Project: Students produce interpretive texts, object labels, wall text, and promotional materials (e.g.,

B - Course Revision Form V. 7.2022 : Entry # 3547

press releases, social media posts), all of which require clear, audience-sensitive communication. These deliverables are tailored to public gallery visitors, requiring students to consider tone, accessibility, and educational value.

- Museum Professional Interview and Reflection: Students conduct interviews with museum professionals and synthesize insights into a reflective presentation. This process demands professional communication during the interview and thoughtful articulation of findings in the reflection.

- Site Visit Response Portfolio: Students analyze exhibitions and write response papers that describe and critique curatorial choices. These papers require students to interpret visual and textual information and communicate their observations clearly and analytically.

CREATIVE PROBLEM SOLVING:

- Collaborative Exhibition Project: Students navigate curatorial challenges such as theme development, object selection, layout design, and ethical considerations. They must work collaboratively to develop innovative solutions that are feasible and culturally sensitive.

- Exhibition Design & Layout Phase: Includes mockups and peer critique, encouraging iterative design thinking and creative resolution of spatial and interpretive challenges.

- Museum Professional Interview: Students explore how professionals solve problems in their roles, gaining insight into real-world strategies and reflecting on how these might inform their own approaches.

- Rapid Exhibit Design and Visual Identity Labs: These simulate time-constrained, collaborative problem-solving environments where students must quickly generate and refine ideas.

EXPERIENTIAL learning outcomes: This redesigned approach to ART 1000 is filled with opportunities to engage in experiential learning.

- The Collaborative Exhibition Project engages students in curatorial planning, object interpretation, and public engagement, culminating in a public exhibition.

- The Museum Professional Interview connects students with field practitioners, deepening understanding through direct dialogue and reflective analysis.

- Site Visit Response Papers and Weekly Journals prompt students to critically reflect on museum environments and their own hands-on learning.

These assessments ensure students actively apply course concepts in real-world contexts and articulate their learning through meaningful projects.

Please list any revisions to course policies that will be required for all sections of this course.

N/A

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

This course includes some experiential learning activities, including site visits, hands-on projects, or on-campus gallery-based engagements that complement in-class instruction. These activities are designed to reinforce course objectives while maintaining the integrity of required contact hours. All experiential components will be supervised and integrated into the overall instructional plan.

B - Course Revision Form V. 7.2022 : Entry # 3547

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom in the box below.

N/A

Is there any additional information that you would like to provide for this proposal?

N/A - Thanks for your consideration!

Sample Syllabus

- [ART-1000-Experiential-Focus-REVISED.pdf](#)