



## Educational and Interpretive Philosophy

As an academic museum that is also accredited by the American Alliance of Museums, the Museum of Art and Archaeology's exhibitions and educational programs are designed for the benefit of MU students, faculty, and staff, as well as for citizens of all ages in Columbia, central Missouri, and beyond.

To ensure the museum is delivering its mission, as well as ensuring wise and efficient uses of resources, the museum's exhibitions and educational programs should have defined goals, such as:

1. sharing works of art and artifacts to teach visitors about a diversity of regions, cultures, and eras;
2. directly supporting the education of MU students studying art, art history, classics, archaeology, history, museum studies, or related fields, and serving as an educational resource for all MU students;
3. encouraging visitors to relate to or identify with people and cultures that may have traditions and perspectives different than their own;
4. more fully articulating the interrelated nature of cultures and artistic movements throughout the history of humanity;
5. sparking creativity of thought and an appreciation for differing approaches to viewing objects of art and antiquity;
6. encouraging people to experience and examine works of art in a critical, discerning manner, reflecting upon how those same strategies can be applied to other facets of their life;
7. exploring and expanding definitions of what constitutes "art"; and
8. fostering a lifelong enjoyment of learning about art, antiquities, and the long history of humanity's creative endeavors.

Further, the museum's exhibitions and education programs:

- are based on appropriate research and designed to fulfill one or more of the goals listed above;
- meet standards for physical accessibility;
- incorporate professional museum and/or arts education standards and are aligned with K-12 or university class curricula when appropriate;
- appropriately match content and intellectual rigor to the different audiences served; and
- are informed by feedback generated through regular assessment practices.

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