



TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# **Guidelines and Record of Progress**

## **2018-2019**

**MA in Heritage and  
Museum Sciences**

- **Museum Science**
- **Heritage Management**

**Texas Tech University**

**For information, please contact:**

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**Chair, Heritage and Museum Sciences**

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**Room 221 Administration**



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## Frequently Asked Questions

### **Do I have to take the required classes in order?**

Yes, all courses are offered on a set schedule. You may begin the program off-cycle, but that will not change the course-offering schedule (see page 82).

### **What other classes can I take?**

You may take a combination of Museum Science, Heritage Management, and other campus department graduate level courses to meet the 45-hour credit minimum (see pages 82-84).

### **Do I have to take summer classes?**

No, you are not required to take summer coursework. The program suggests taking summer courses to distribute the course load more evenly.

### **How do I register for classes?**

Class registration occurs online through the Banner system at: [registration.texastech.edu](http://registration.texastech.edu). You may also access the Banner system through the Raiderlink portal. If you need help accessing your Raiderlink username or password, contact University IT. If you need help locating coursework or have questions about a Banner error, contact Erika Gomez (Academic Programs Coordinator) for help. She cannot register you, but she can assist with troubleshooting.

### **What is a practicum?**

A practicum is a course that allows for a minimum of 192 hours of supervised, hands-on activities in a museum or heritage concentration area. The practicum can take place at the Museum or off-site at a different location (see page 76).

### **What is a Degree Plan?**

The Degree Plan is a TTU Graduate School requirement. You must complete this document, in consultation with the Program Graduate Advisor (Nicky Ladkin), electronically by the end of your third semester of enrollment (see pages 59,61,73,&74).

### **What are Qualls?**

The Qualifying exam is the Faculty Panel Exam that is an oral exam taken during a student's final semester of coursework. Successful passing of the exam is necessary before beginning an internship or thesis work (see page 61).

### **What are Comps?**

Comprehensive exams are taken in a student's last semester before graduation deadlines and consist of three components: written exam, public presentation, oral exam. All students must pass the comprehensive exam to graduate (see page 61).

### **How do I select my advisory committee?**

You should select the three members of your committee based on your academic and career interests (two members from your main program track and one member from outside your track or the Program). You must speak first with the faculty members about serving on your committee (see page 59).

### **Do I have to complete an internship?**

No, you may complete either a thesis or an internship, but one OR the other must be completed.

### **I will live at home during my internship, does it still have to be paid?**

Yes. Regardless of your housing accommodation, you must receive a salary/compensation from the host institution (see pages 62 and 88-89).

**Will the program find an internship for me?**

No. It is your responsibility to locate an internship should you choose that path to graduation (see pages 101-102)

**What internship paperwork do I have to complete?**

Prior to beginning an internship you must complete an Internship Learning Agreement in conjunction with your host institution, with approval by your committee and Program Chair (Dr. Eileen Johnson) (see page 103).

**If I write a thesis, how long does that take?**

Each student works at his or her own pace, but generally a thesis takes a year and usually 1 ½ years to complete (see pages 91-97).

**What thesis paperwork do I have to complete?**

The first step in the thesis process is an approved prospectus. The researching, writing, and editing of that document takes most students at least one full semester (see pages 91-97).

**Can I work at the Museum?**

Yes, primarily through the Heritage and Museum Sciences apprenticeship program. This program provides an important, experiential part of the curriculum and graduate students are hired as Student Assistants (see pages 122-123).

**Why didn't I get the work assignment that I wanted?**

Work assignments are based on balancing divisional needs and student interests. The apprenticeship program tries to accommodate a student's first or second choice, but sometimes this does not happen (see page 122).

**When can I switch work assignments?**

For first-year students, work assignments cover two semesters. You are eligible to switch assignments at the end of the second semester (usually the summer) (see page 123).

**Do I have to work at the Museum?**

No. You may choose to work outside of the Museum.

**Do I have to buy a parking permit?**

The Museum's North and West lots and the Lubbock Lake Landmark's public parking lot do not require a parking permit and are open for student use. You must have a parking permit to use the Faculty/Staff parking lot behind the Museum. Heritage and Museum Sciences is not responsible for any tickets or fees you may incur.

**I want to attend a conference, how do I apply for funding?**

Conference travel funding may be available to students presenting research findings. Funding may be available through the program or the Graduate School. If funding is available, students will be notified.

**I have a question or concern, who do I ask?**

- Program Requirements: Check the Guidelines first, then contact Nicky Ladkin (Graduate Advisor) or Erika Gomez (Academic Programs Coordinator)
- Registering for classes: Erika Gomez (Academic Programs Coordinator)
- Tuition & Fees: Student Business Services
- Work Assignment: Dr. Eileen Johnson (Chair, Heritage and Museum Sciences)
- Timecards: Talk with your supervisor first. You may also ask Jamie Looney or Julie Flores in the Museum Administration office.



TEXAS TECH UNIVERSITY  
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# Heritage and Museum Sciences Philosophy



## **Heritage and Museum Sciences Program Philosophy at Texas Tech University**

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Graduates of the 2-track Heritage and Museum Sciences Program are knowledgeable about a variety of museum and heritage related issues, possess extensive knowledge in areas of their choosing, and have professional skills, such as collections care, preventive conservation, and master planning. Skills developed meet stringent, disciplinary standards.

Course work provides students with efficient access to accumulated knowledge of museology, museography, heritage management, and related disciplines. The experiential component provides hands-on, real life experiences within an active, functioning museum.

The 2-track Program provides extensive opportunities for students to achieve independent proficiency in the full array of professional activities, including curation and collections care, museum and heritage education, research, and professional dissemination of research data. These learning opportunities are offered with faculty support ranging from direct supervision, collaboration, and consultation to independent pursuit with evaluation on completion.

Receipt of an MA in Heritage and Museum Sciences reflects favorable faculty review and production of specific professional products such as internship reports or theses.

The structure of the degree program provides a strong foundation in general museum and heritage knowledge and skills. This structure allows maximum flexibility for students to choose career directions and specialty areas, and to select the desired balance among the various learning activities, such as courses, practicum, collaboration, apprenticeships, internships, and research. The 2-track Program is structured so students can develop as self-initiated and critical learners who can make responsible decisions and learn to appreciate the benefits of review and collaboration.

The degree program is compatible with rigorous standards of accomplishments recognized by the international museum and heritage communities. The goal is to produce students who make significant contributions to museology and heritage management in the course of their graduate studies. Through such contributions, graduates of the Program will have clear professional credibility and acceptance when they achieve the independent status implied by the awarding of their degree.

## Student Conduct

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Students enrolled in the 2-track Heritage and Museum Sciences Program must conduct their professional and personal lives in a manner that reflects professional expectations. The nature of that attitude is defined in the ICOM Code of Ethics for Museums:

“Loyalty to colleagues and to the employing museum is an important professional responsibility and must be based on allegiance to fundamental ethical principles applicable to the profession as a whole. These principles should comply with the terms of the ICOM *Code of Ethics* and be aware of any other codes or policies relevant to museum work.” (ICOM Code of Ethics for Museums, sub-section 8.3)

Interaction among museum professionals is also defined by the Code and should be a guiding principle for students aspiring to enter the profession:

“Members of the museum profession have an obligation to follow the policies and procedures of their employing institution. However, they may properly object to practices that are perceived to be damaging to a museum, to the profession or to matters of professional ethics.” (ICOM Code of Ethics for Museums, sub-section 8.2)

Honesty and ethical behavior are expected practices for all students. Each student is a special representative of the Museum of Texas Tech University, whose conduct, attitude, and appearance reflect on the institution. Plagiarism is of particular concern in an academic environment. The *Code of Student Conduct* (page 15) defines plagiarism as:

1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one’s own and/or failing to properly cite direct, paraphrased or summarized materials.
2. Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

The complete *Code of Student Conduct* can be found in the Texas Tech University *Student Handbook* available at <http://www.depts.ttu.edu/dos/handbook/>. The Museum of Texas Tech University Code of Ethics can be found on pages 22-29 of the Guidelines. It also appears in the Museum of Texas Tech University *Collections Management Policy* available in the collecting divisions and Registrar’s Office.



TEXAS TECH UNIVERSITY

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# Welcome



## WELCOME

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The Heritage and Museum Sciences Program is housed and integrated into the operations of the Museum of Texas Tech University. Classes are held in the Museum and the Heritage and Museum Sciences apprenticeship program employs our graduate students in various areas of the Museum. The entire Museum complex, then, is used as the teaching classroom and laboratory. This rare situation allows total immersion into an American Alliance of Museums (AAM) accredited museum that is both a community museum and a research institution. Most of the Heritage and Museum Sciences faculty also have staff positions in the Museum. Additionally, all Museum faculty and staff have specialized areas of expertise and experience. Their specializations are listed on pages 56-58 and they are happy to help you.

Although housed in the Museum, the Chair of Heritage and Museum Sciences reports directly to the Provost Office. Students are always welcome to voice their concerns, questions, ideas for improvement with the Chair or for the Chair to act as a sounding-board for the student.

Welcome, then, to the beginning of your program of graduate study at Texas Tech University. The *Guidelines and Record of Progress* contains information essential to your progress through your program in Museum Science or Heritage Management. Please read it, become familiar with its contents, and keep it on hand during your time here. It will answer many of the questions that you have regarding such things as required courses, how to select a Graduate Student Advisory Committee, when to submit required documents to the Graduate School, and how to write a thesis or obtain an internship.

Rules and requirements may change throughout your time in graduate studies. Nevertheless, **the academic year of the Guidelines and University Catalog under which you entered the University for the Heritage and Museum Sciences Program guides your progress through the program and university.** In this case, it is the 2018-2019 academic year.

Questions relating to your own unique situation and course of study undoubtedly will arise. Please feel free to ask any questions that you have at any time. They can be directed to:

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Horn Professor, Museum Science  
Director, Lubbock Lake Landmark  
Director of Academic and Curatorial Programs  
Museum of Texas Tech University  
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# Museum of Texas Tech University



## GENERAL INFORMATION

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Through its collections and programs, the Museum of Texas Tech University engages campus and community to enhance understanding of self- and community identity, society, and the world; to empower people to be informed citizens of the 21<sup>st</sup> century; and to enrich lives.

The Museum is an educational, scientific, cultural, and research element of Texas Tech University and accredited by AAM. The collections in the arts, humanities, and sciences are held-in-trust for the people of Texas and the nation. The collections are for research, exhibition, reference, public education, and enjoyment. The Museum is located in Lubbock (population of over 240,000) on the Southern High Plains of West Texas.

The building, completed in 1970 and extended several times since then, contains over 250,000 square feet of galleries, research facilities, classrooms, work areas, and collections housing. The Museum complex includes the main museum building, Moody Planetarium, Natural Science Research Laboratory, and Lubbock Lake Landmark. A 40-foot mural, created in India ink by Peter Rogers, dominates the lobby. Museum galleries feature long-term and temporary exhibits drawn from the Museum's own collections as well as community and traveling exhibits.

The Moody Planetarium, a 70-seat auditorium, has daily programs for the public. The Helen DeVitt Jones Sculpture Court and Auditorium hosts special programs and events for the Museum and is available to the University and the community for similar purposes.

The Museum is state-assisted through a legislative appropriation. Additional support comes from the University, endowment income, and grants.

The Museum is open to the public from 10:00 a.m. to 5:00 p.m., Tuesday through Saturday, and from 1:00 to 5:00 p.m. on Sunday. Access to the Museum at other times by faculty, staff, and students is available depending on a variety of factors such as employment status and level of security clearance. The Museum is closed to the public on Monday. The Heritage and Museum Sciences Research Library (in the basement) is open to students, faculty, and staff from 8:00 a.m. to 5:00 p.m. Monday through Friday. Additionally, the Library is open from 10:00 a.m. to 5:00 p.m. on Saturday and 1:00 p.m. to 5:00 p.m. on Sunday. Stacks are closed when a Librarian is not present.



## PARKING

Parking on the Texas Tech University campus is regulated by the Transportation & Parking Services (TPS) department. Parking lots are zoned according to permits, park & pay stations, visitor spaces, and special event parking. Very little free parking is available on the University's main campus. A few parking permits are designed for commuter graduate students and these permits are cheaper than other permit options.

The University's main campus is a closed campus, Monday-Friday 7:30am-5:30pm. This restriction includes parking lots next to academic buildings, the Library, and the Student Union. TPS runs a bussing service to assist with reaching destinations in the heart of campus. The closest bus stop to the Museum is located in the International Cultural Center parking lot. A full explanation of permits, parking lots, campus maps, and the bussing schedule is available on the TPS website: <http://www.depts.ttu.edu/parking/> Bussing information also is available on the Student Government Association webpage: <http://www.depts.ttu.edu/sga/>

Heritage and Museum Sciences students may park free of charge in two lots at the Museum: the north lot and the west lot. The small, faculty/staff lot behind the south side of the Museum (next to the loading dock) is regulated by a parking permit. Additionally, students may park free of charge in the north lot of the National Ranching Heritage Center and in the visitor lot at the Lubbock Lake Landmark.

It is the student's responsibility to review the TPS rules and regulations to determine whether or not a parking permit is required. All Heritage and Museum Sciences courses take place at the Museum, the Landmark, or the National Ranching Heritage Center where free parking is available.

TPS will ticket individuals violating parking policies. It is the student's responsibility to settle any citations received. Neither the Museum nor the Heritage and Museum Sciences Program will do that on your behalf. A full list of parking citations can be found here: <http://www.depts.ttu.edu/parking/Resources/Transparency/CitationsandEnforcement.php>

For any questions, review the TPS website or contact the TPS office. To purchase a parking permit, access "My Parking Account" on the TPS webpage.

## MUSEUM OF TEXAS TECH UNIVERSITY ASSOCIATION

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The Museum of Texas Tech University Association (formerly the West Texas Museum Association) is a chartered, non-profit corporation that is the support organization for the Museum. The Association serves to strengthen the Museum's art collections, promote public programming, and generate general goodwill for the Museum and its programs.

The idea for the Museum was born March 27, 1929. In May of that year, a constitution was adopted and officers elected for The Plains Museum Society. Dr. W. Curry Holden became the Museum's founding director. He served in that capacity until his retirement in 1965. The initial collection of the Plains Museum consisted of "one branding iron, one cast-iron son-of-a-gun pot, with a hole in the bottom, and one pack saddle for a burro, with all the leather gone." In February 1930, the first annual meeting was held and the organization boasted 69 charter members.

When plans were being made in June of 1935 for the Texas Centennial celebration, the Plains Museum Society changed its name to the West Texas Museum Association in order that the organization might represent a larger geographic area.

During the summer of 1935, under the leadership of Dr. Holden and the West Texas Museum Association, 67 counties in Texas united their centennial efforts to secure a regional museum and erect 35 historical markers along Texas highways. Requests by the Association for an appropriation from the Texas Legislature were rejected. A direct appeal to the Texas Centennial Commission of Control resulted in the allocation of \$25,000 for a museum building to be constructed on the campus of Texas Technological College (now Texas Tech University) to house the collections of the renamed West Texas Museum. Ground was broken for the basement on September 23, 1936, and a formal opening was held March 5 of the next year. The Museum was in the basement stage for almost 13 years. After World War II, Dr. Holden launched a "Give-A-Brick" campaign, and the community responded with bricks and money. In 1948, the Texas Technological College Board of Directors allotted additional funds to finish the building. The second phase formally opened on October 9, 1950, coinciding with Texas Tech University's silver anniversary.

At the 35th Annual Meeting of the Museum Association on November 5, 1964, plans were revealed for construction of a new museum complex on a 15-acre tract at Fourth Street and Indiana Avenue. The announcement was made that the International Center for Arid and Semi-Arid Land Studies (ICASALS) would be an important part of the University, and the new museum would serve as a showcase for ICASALS, as well as a general and regional museum. The tract of land reserved for the new building was increased to 76 acres.

The Museum Association launched a fund-raising campaign and adopted the name ICASALS and Museum Development for that purpose. Groundbreaking for Phase 1 took place September 1968. The new building officially was opened November 13, 1970, at a cost of \$2,500,000. At that time, the Museum changed its name to the

Museum of Texas Tech University with Texas Tech University Board of Regents as its governing board.

In 1997, the West Texas Museum Association formally changed its name to the Museum of Texas Tech University Association.

Membership in the Association is open to all persons interested in the Museum, and programs and events are provided as a benefit of membership.

# MUSEUM OF TEXAS TECH UNIVERSITY CODE OF ETHICS

(Revised 2018)

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## 1. INTRODUCTION

The Museum of Texas Tech University endorses and applies current ethical standards and professional practices. Those standards and practices are defined in this Code of Ethics that is applicable to and serves as a guide for the institution and all associated faculty, staff, students, and volunteers. As a unit of Texas Tech University, the organization and responsibilities of the Museum are defined in the University's OP 30.03 (Museum of Texas Tech University). The Museum affirms its responsibilities set forth in that OP.

### **Premise**

The Museum of Texas Tech University is a public and academic educational institution that collects, documents, preserves, and interprets objects, and disseminates knowledge about them. The Museum is committed to transparency, public service, and responsible management of its resources. To promote public trust, high standards of operation and behavior are necessary at all levels of the Museum, including individual members of governing bodies, support organizations, volunteers, and staff. Maintaining these standards is a collective and individual effort.

As an institution actively involved with the training of Museum professionals, the Museum has an added responsibility to students and the Museum community, to follow recognized standards of the profession.

### **Statement of Position**

**Scope:** This Code of Ethics pertains to the Museum's governing body, faculty and staff members, students, volunteers, and support and associated groups of the Museum.

**Authority Recognition:** All laws, regulations, and international agreements of the United States and the State of Texas supersede this Code of Ethics. The general policies and regulations of the Texas Tech University System and specific regulations applicable to certain individuals, such as students and faculty, also supersede this Code of Ethics.

**Endorsements in Principle:** This Code of Ethics endorses the principles and standards of the International Council of Museums, American Alliance of Museums, Association of Academic Museums and Galleries, and those of specific disciplines and professions. In situations where differences may occur, the interests of the Museum will take precedence over the guidelines endorsed in principle.

This Code of Ethics also embodies and endorses the standards of conduct, principles of ethical behavior, and other statements of ethics described in Texas Tech University OP 10.11 (Ethics Policy).

**Implementation:** This Code of Ethics complements and works hand-in-hand with the mission and policies of the Museum. The policies, established by the governing body of the Museum are carried out under the guidance and supervision of its designated representative, the Executive Director of the Museum. The development of associated procedures is generally the responsibility of the Executive Director and designated staff.

**Periodic Review and Interpretation:** This Code of Ethics is reviewed every five years by the Collections Review Board and amended as needed. An Ethics Committee, appointed by the Executive Director, resolve any issues concerning its interpretation, including any non-adherence grievances.

## 2. GOVERNANCE

### General Responsibility

#### Administration

The Texas Tech University system Board of Regents and its designated line of authority is the governing body of the Museum of Texas Tech University. While the governing body has the responsibility of serving the Museum without serving individual interests, it must also ensure that all activities are in agreement with federal, state, and University regulations, Museum professional standards and practices, as well as the mission and policies established for the Museum.

The Museum of Texas Tech University Association is a separate 501(c)3 organization that supports the Museum. The Museum Association is not a governing body for the Museum, but a long-standing community-based membership group. The Museum Association's members seek to increase public awareness and support for the Museum on a local to international level. The governing body and the Museum recognize the importance of these efforts. Neither the governing body nor the Museum are responsible for the Museum Gift Shop that is administered by the Museum Association.

#### Agreements and Contracts

The governing body, through its designated representative, the Executive Director, reserves the right to negotiate and involve the Museum with corporations, agencies, or other outside parties in projects and programs that have mutual interest. The governing body will not obligate the Museum to projects or programs that do not serve Museum interest, or to situations that compromise the resources needed for ongoing activities related to the Museum's primary functions.

## **Fiscal Matters**

The governing body is responsible for using budgeted funds and resources to serve the interests of the Museum and its mission in a manner that provides an appropriate balance of allocations for staff, collections, facilities, equipment, programs, services, and museum functions. In all fiscal matters, the governing body maintains full documentation and accountability for resource expenditures. The governing body does not use any Museum resources for individual financial gain.

## **Fundraising**

All fundraising activities are compatible with mission and programs of the Museum. The Museum acts ethically, legally, and transparently in such activities. All monetary donations are handled so that the needs and wishes of the Museum are balanced with those of the donor. In all matters involving sales of goods or services, the Museum maintains reasonable rates of exchange. The governing body may raise funds to establish endowments for the Museum through the Texas Tech University Foundation and initiate corporate investment in Museum activities.

## **Personnel**

The governing body recognizes the greatest asset of the Museum is its staff, and that the quality of the staff is directly related to the Museum's ability to build and maintain collections, conduct research, develop exhibit and education programs for public and academic audiences, and perform services. For this reason, the governing body, acting through the Executive Director, is responsible for maintaining an equal opportunity employment process, providing job descriptions, hiring qualified staff, providing training and career enhancement opportunities, conducting periodic performance reviews and evaluations, and developing work environments that are in agreement with federal, state, and University regulations that address health, safety, and personnel issues. Working relationships between all persons affiliated with the Museum are based on equity and mutual respect.

## **Collections**

The governing body recognizes that the collections are the foundation of the Museum's programs and functions. The governing body recognizes that the possession of these collections incurs legal and ethical obligations to provide proper housing, management, and care for the collections and associated documentation. For these reasons, the governing body, acting through the Executive Director, is responsible for assuring that the scope of each collection agrees with the Museum's mission, that collection growth is balanced with available resources, and that appropriate allocation is made of personnel, facilities, equipment, services, and support to address the ongoing needs of each collection.

## **Audiences**

The governing body recognizes the importance of serving diverse public and academic audiences, and that these audiences help justify the support the

Museum receives from federal, state, local, and private sources. For this reason, the Museum;

- (1) Provides programs and activities that serve its broad constituency;
- (2) Is a facility that provides a responsive, safe, and comfortable environment; and,
- (3) Is a resource for accurate information.

The Museum is particularly sensitive to dealing properly with cultural, social, and legal issues, such as due respect for human remains, animal care and use regulations, disability access, and religious, gender, ethnic, and cultural diversity.

### **Privacy Protection**

The governing body values protecting personal information as a priority. All efforts are taken to protect the privacy of faculty, staff, students, volunteers, and visitors. The Museum adheres to all federal and state laws regarding privacy, including the Texas Public Information Act and the Family Educational Rights and Privacy Act.

Texas Tech University and the Museum maintain application and employment information. Potential, current, and former employee information is private unless requested through proper legal means.

The Museum may collect visitor information and feedback through surveys, evaluations, or personal interviews and share aggregate data as appropriate. Generally, this information is collected anonymously, but should any identifying information be collected, it will not be shared with the general public or private businesses.

## **3. COLLECTIONS**

Collections are developed, managed, and conserved for use in research, exhibits, and/or education programs for public and academic audiences. To ensure these collections will be available for use in the future, utilization is balanced with current preservation standards and practices. All collections-related activities promote the public good, not individual financial gain.

### **Acquisition**

The growth and development of collections adheres to the Museum's mission statement and Collections Management Policy of the Museum, particularly in regards to legal and ethical acquisition, clear ownership, provenance, condition, value, need, and ability to provide proper long-term care. The Museum is committed to continued growth and development of collections in a manner that reflects quality and relevance over quantity.

New acquisitions emphasize collection integrity, object integrity, and maximum associated information.

### **Management, Care, and Use**

The management, care, and use of Museum collections follow the Museum's Collections Management Policy. Implementation of the Collections Management Policy is based on written procedures that:

- (1) Meet legal, museum, and academic standards for collections;
- (2) Include specifications for providing proper care with respect to environment, housing, exhibition, and handling;
- (3) Incorporate all parts of the collection, including objects, associated data, collection records, and reference material;
- (4) Allow for standardized access to the collections and associated data; and
- (5) Treat human remains, mortuary, and sacred objects with respect.

### **Due Diligence**

The Museum will seek to resolve the status of any objects ethically and legally that may be claimed or found to be subject of a question of ownership, repatriation, or restitution. The Museum will exercise due diligence and make every available effort to ensure that no such concerns exist before making acquisition recommendations. The Museum takes repatriation and restitution claims seriously. All claims of ownership asserted with objects already in the Museum's collections will be addressed openly, seriously, responsively, and with respect for all parties involved.

This responsibility includes any object:

- (1) Subject to the Native American Graves and Repatriation Act;
- (2) Found to be appropriated unlawfully during the Nazi era without subsequent restitution; or,
- (3) Found to be exported illegally from its country of origin or from the country where it was last owned legally.

### **Truth in Presentation**

Museum staff is responsible to present accurate information about the objects the Museum owns, exhibits, interprets, or publishes. Intellectual honesty and

objectivity in the presentation of objects is the duty of all individuals associated with the Museum, whether in a paid or unpaid position.

## **Disposal**

The disposal of accessioned collection objects follows the Museum's Collections Management Policy and accompanying written procedures for policy implementation. The policy and procedures ensure all deaccessioning activities are exclusively for the purpose of supporting the mission and scope of collections. All deaccessioned material is documented fully, clearly justified, disposed of appropriately, and free from problems of ownership, conflict of interest, and ethical or legal entanglements. No personal gain resulting from deaccessioned material is to be realized by any individual having an affiliation with the Museum or University higher administration.

## **4. CONDUCT OF INDIVIDUALS**

### **Responsibility to the Museum**

Individuals affiliated with the Museum are expected to be familiar with and to abide by the Code of Ethics, Collections Management Policy, and Collections Management Procedures adopted by the Museum. Individuals affiliated with the Museum are expected to fulfill all duties and responsibilities of their designated position and written job description, in a timely and professional manner. All Museum resources, including personnel, staff time, facilities, collections, images, equipment, supplies, and funds, are to be used only to serve the interests and purposes of the Museum. Unauthorized use of these resources by any individual, strictly for personal benefit, is ethically irresponsible and may be regarded as a conflict of interest, fraud, or theft.

Individuals affiliated with the Museum have unique responsibilities related to maintaining the Museum's image, trust, and credibility for its audiences. For this reason, affiliated individuals must:

- (1) Properly represent the Museum and their position when interacting with others;
- (2) Exercise professional discretion about activities and concerns of the Museum; and
- (3) Hold in confidence relevant information not subject to public disclosure under federal or state laws concerning matters such as collections, personnel, and security.

Individuals affiliated with the Museum must avoid the appearance of impropriety and situations that may be construed as a conflict of interest. The purpose of this concern is to prevent the actual or perceived conflict between

Museum personnel and the objectives of the Museum. Concerns about potential conflicts of interest will be conveyed immediately to the Executive Director. Potential conflicts of interest include:

- (1) Personal collecting within the collecting areas of the Museum;
- (2) Using Museum affiliations, Museum resources, or the influence of one's position in ways solely to benefit personally, or to serve solely the interests of persons outside the Museum;
- (3) Placing the Museum in a situation that compromises its mission, policies, functions, practices, or philosophies;
- (4) Placing the Museum in a situation that it unduly competes with outside parties, and
- (5) Participating in other employment that compromises one's capability to perform in a timely and professional manner.

### **Responsibility to Collections**

The Museum's ability to service audiences depends on the quality and accuracy of available information. Such information includes object and collection documentation, personal communications, formal presentation, written correspondence, public exhibits, and educational programs. For this reason, individuals affiliated with the Museum maintain accurate and complete as possible information.

The Museum's ability to perform its functions depends on the quality of object preservation and conservation. Individuals affiliated with the Museum will respect all objects and materials by following professional museum preservation procedures, providing protection from agents of deterioration, providing proper housing, and exercising safe handling.

Individuals affiliated with the Museum collections must be knowledgeable about their respective collection(s), museum and academic standards related to their collection(s), and changes in philosophies and practices for properly managing and caring for their collection(s). They also are responsible for upholding the University's technology and emergency policies and for upholding the Museum's security and emergency policies.

### **Responsibility to Other Individuals**

Individuals affiliated with the Museum must be responsive to each other, to professional associates outside of the Museum, and to the Museum's public and academic audiences, and treat each individual with professional courtesy

and respect and observe the rights of one another. They cooperate as needed to promote the Museum and its mission, functions, services, programs, and image. Supervisors and faculty are responsible for the actions of the individuals under their supervision and will take an active role in providing direction, instruction, communication, and group cooperation.





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Museum of Texas Tech University Personnel



**Museum Staff  
2018-2019**

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**Administration**

**742-2442**

**Dr. Gary Morgan**, Executive Director  
**Dr. Eileen Johnson**, Director of Academic and Curatorial Programs  
**Erika Gomez**, Academic Programs Coordinator  
**Nicky Ladkin**, Assistant Director for Academic Engagement  
**Dr. Cameron Saffell**, Assistant Director for Operations and Special Projects  
**Dr. Jill Hoffman**, Assistant Director for Visitor Experience  
**Jamie Looney**, Manager-Administration & Finance  
**Julie Flores**, Business Assistant/Operations Specialist  
**Brad Johnson**, Operations and Events Manager  
**Sally Post**, Marketing and Communications Manager  
**Daniel Tyler**, Marketing and Communications Coordinator  
**Emily Phillips**, Development Officer  
**Jessica Stepp**, Intern

**Anthropology**

**742-2442**

**Dr. Eileen Johnson**, Senior Curator  
**Rachel Gruszka**, Collections Manager – Anthropology  
**Meg Reel**, Assistant Collections Manager – Ethnology  
**Jim Gannaway**, Documentation Specialist  
**Lila Jones**, Research Aide

**Art**

**742-2442**

**Dr. Peter Briggs**, Helen DeVitt Jones Curator of Art  
(vacant), Research Aide

**Clothing & Textiles**

**742-2442**

**Dr. Marian Ann Montgomery**, Curator

**Custodial Services**

**742-2470**

**Stella Villanueva**, Lead Custodian  
**George Garcia**, Custodian  
**Jesus Rivera**, Custodian  
**Cesario (J.R.) Romo**, Custodian  
**Joseph (Joe) Sweat**, Custodian

**Education**

**742-2432**

**Dr. Jill Hoffman**, Helen DeVitt Jones Curator of Education  
**Tiffany Demmon**, Program Coordinator  
**Caroline Reeves**, Planetarium Manager  
**Bethany Cheshire**, Intern

**Exhibits** 742-2442  
Andy Gedeon, Exhibits Manager/Acting Curator of Exhibits  
Bill Perkins, Tradesman  
Caroline Arellanos, Exhibits Specialist  
Ian Babowicz, Intern

**History** 742-2442  
Dr. Cameron Saffell, Curator

**Lubbock Lake Landmark (LLL)** 742-1116  
Dr. Eileen Johnson, Director  
Susan Rowe, Heritage Education Program Manager  
Deborah Bigness, Operations Manager  
Kippa Hopper, Operations Specialist  
Scott Trevey, Historic Maintenance Supervisor  
Thomas Harris, Historic Maintenance Technician III  
Nikki Greer, Intern  
Dr. Stance Hurst, Regional Research Manager 742-1117  
Kathleen Wilson, Assistant Collections Manager – QRC  
Doug Cunningham, Research Aide  
John Moretti, Research Aide

**Museum Archives**  
Dr. Eileen Johnson, Director of Academic & Curatorial Programs 742-2442  
Jim Gannaway, Documentation Specialist

**Museum Association** 742-2443  
Jouana Stravlo, Executive Administrator  
Becky Rogers, Administrative Business Assistant  
Piper Rains, Planning Assistant & Membership Secretary

**Heritage and Museum Sciences Research Library**  
Dr. Eileen Johnson, Director of Academic & Curatorial Programs 742-2442

**Museum Shop** 742-2436  
Linda Duncan, Shop Manager

**Natural Science Research Laboratory (NSRL)** 742-2486  
Dr. Robert Bradley, Director and Curator of Mammals  
Dr. Caleb Phillips, Curator of Genetic Resources  
Dr. Nancy McIntyre, Curator of Birds  
Lisa Bradley, Research Associate  
Heath Garner, Curator of Collections  
Kathy MacDonald, Collections Manager – Genetic Resources

**Paleontology**

**742-2442**

**Dr. Sankar Chatterjee**, Curator  
**Dr. Bill Mueller**, Assistant Curator  
**Kendra Wallace**, Research Aide

**Registration**

**742-2442**

**Terri Carnes**, Registrar  
**Dr. Bill Mueller**, Photographer

**Visitor Services/Security**

**742-2490**

**Sara Armenta**, Senior Guard  
**Sandy Pierce**, Guard  
**Sharon Ball**, Guard  
**Christabel Zips**, Guard  
**Taylor Harkey**, Guard/Facilities  
**Josh Wilson**, Guard/Facilities





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program

- **Museum Science**
- **Heritage Management**



**Heritage and Museum Sciences Faculty  
2018-2019**

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<b>Dr. Robert Bradley</b> *	834-1303
Director, Natural Science Research Laboratory	
Curator of Mammals	
Professor, Biological Sciences	742-2710
robert.bradley@ttu.edu	
<b>Terri Carnes</b>	834-3309
Museum Registrar	
Lecturer, Museum Science	
terri.l.carnes@ttu.edu	
<b>Dr. Peter Briggs</b> *	834-4255
Helen DeVitt Jones Curator of Art	
Instructor, Museum Science	
peter.briggs@ttu.edu	
<b>Dr. Sankar Chatterjee</b> *	834-4590
Curator of Paleontology	
Horn Professor, Geosciences	
sankar.chatterjee@ttu.edu	
<b>Dr. Hyojung Cho</b> *	834-0221
Associate Professor, Heritage Management	
hyojung.cho@ttu.edu	
<b>Dr. Nicholas Crofts</b> *	742-2442
Instructor, Heritage Management	
International Olympic Committee and Museum	
Lausanne, Switzerland	
nicholas.crofts@ttu.edu	
<b>Dr. Jill Hoffman</b> *	834-1187
Helen DeVitt Jones Curator of Education	
Instructor, Museum Science	
jill.hoffman@ttu.edu	
<b>Dr. Stance Hurst</b> *	834-7945
Lubbock Lake Landmark Regional Research Manager	
Instructor, Heritage Management	
stance.hurst@ttu.edu	

**Dr. Eileen Johnson** \* 742-2442  
Director, Lubbock Lake Landmark  
Director of Academic and Curatorial Programs  
Chair, Heritage and Museum Sciences Program  
Horn Professor, Museum Science  
Senior Curator of Anthropology  
[eileen.johnson@ttu.edu](mailto:eileen.johnson@ttu.edu)

**Marc Masurovsky**  
Lecturer, Heritage Management  
Holocaust Art Restitution Project,  
Washington, D.C.  
[mmasurovs@aol.com](mailto:mmasurovs@aol.com)

**Nicky Ladkin** \* 834-7261  
Assistant Director for Academic Engagement  
Associate Chair and Graduate Advisor, Heritage and Museum Sciences Program  
Instructor, Museum Science  
[nicky.ladkin@ttu.edu](mailto:nicky.ladkin@ttu.edu)

**Susan Rowe** \* 834-0010  
Heritage Education Program Manager  
Lubbock Lake Landmark  
Instructor, Heritage Management  
[susan.rowe@ttu.edu](mailto:susan.rowe@ttu.edu)

**Dr. Cameron Saffell** \* 834-6717  
Assistant Director for Operations and Special Projects  
Assistant Professor, Museum Science  
Curator of History  
[cameron.saffell@ttu.edu](mailto:cameron.saffell@ttu.edu)

**Dr. Scott White** \* 834-2178  
Special Projects Manager  
Curator of Art  
Instructor, Heritage Management  
National Ranching Heritage Center  
[scott.white@ttu.edu](mailto:scott.white@ttu.edu)

**\* = may serve on Graduate Advisory Committee; however, please note that not all Instructors can chair a committee. Please check with the Chair of Heritage and Museum Sciences before selecting the chair of your Graduate Advisory Committee.**

## **Museum and Heritage Leaders for Today and Tomorrow**

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Museum Science and Heritage Management are practice-based disciplines requiring practitioners to link theory with practice on a daily basis in the professional field. The graduate Heritage and Museum Sciences Program with its tracks in Museum Science and Heritage Management educates museum and heritage leaders for today and tomorrow. The Program emphasizes thorough preparation in the broad spectrum of museum and heritage theory and practice and leads to a Master of Arts in Heritage and Museum Sciences. Graduates from the Program have a comprehensive background in their fields that may include additional specialization for career enhancement. The collective effort of the 2-track Program has a positive, long-term impact on museum and heritage professions.

### **COMMITMENT TO PROGRAM EXCELLENCE**

#### **Teaching**

The 2-track Program provides a well-integrated curriculum that fosters professional and personal growth.

#### **Research**

- Faculty and staff are involved in professional research and scholarly activity.
- Students conduct research with a goal of contributing to museology and heritage.

#### **Practical Experience**

- The 2-track Program is housed in the AAM accredited Museum of Texas Tech University.
- Students are eligible for temporary, part-time employment in the Museum complex through the Heritage and Museum Sciences apprenticeship program.
- Students can experience all areas of museum and heritage operations through apprenticeship employment, practicums, and volunteerism.

### **OUTSTANDING PROGRAM RESOURCES**

#### **Faculty**

- Each Heritage and Museum Sciences faculty member is a teacher, scholar, and museum or heritage professional, giving students guidance, inspiration, and example.
- Faculty members are active national and international contributors in professional organizations concerned with training museum and heritage personnel and a variety of academic disciplines.

#### **Facilities**

- The Heritage and Museum Sciences Program is housed in the Museum of Texas Tech University
- The Museum is located in Lubbock, Texas, a city of around 240,000.
- The Museum is an integral part of Texas Tech University, an institution of around 37,000 students that provide an atmosphere of intellectual vigor.

- Established in 1923 (as Texas Technological College), Texas Tech University is one of the youngest major research institutions in the United States.
- University and departmental attitudes and facilities fervently support graduate study.
- The Graduate School, with a current enrollment of around 6,250 (Spring 2018), has awarded masters degrees since 1929 and doctoral degrees since 1952.
- The Advanced Technology Learning Center (West Basement of the University Library) gives students comprehensive access to the latest computer technology; many departments feature their own library and computer facilities.

### **Texas Tech University**

- Library holdings of over 1 million volumes, 9,000 periodical subscriptions, digital databases, e-databases, and approximately 700,000 units of microfilm, the Vietnam Center, and Southwest Collection (the University archive and regional history repository for West Texas and the Southwestern United States)
- Instructional colleges of Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Human Sciences, Visual and Performing Arts, and the School of Law.
- Associated with the Texas Tech University Health Sciences Center that includes the School of Medicine, the School of Nursing, and the School of Allied Health.
- Associated with public service and research centers ranging from the Center for Public Service and the International Center for Arid and Semi-Arid Land Studies to the Center for Petroleum Mathematics and the Institute for Disaster Research.
- Consistent dedication to quality and research, earning national and international respect for numerous departments.
- Tier 1 Research University.
- Hispanic Serving Institution.

### **Museum of Texas Tech University**

- Accredited by the American Alliance of Museums.
- An educational, scientific, cultural, and research element of Texas Tech University.
- Collections held-in-trust for the people of Texas and the nation for research, public education, reference, and enjoyment.
- Museum collections comprise over 8 million objects, specimens, and samples in six collecting divisions (Anthropology, Art, Clothing & Textiles, History, Natural Science, and Paleontology) that represent archaeology and ethnology, art, clothing, textiles, history, mammalogy, genetic resources, ornithology, entomology, vertebrate paleontology, and geology.
- Museum complex consisting of the main museum building, the Lubbock Lake Landmark (LLL), and the Natural Science Research Laboratory (NSRL).
- Long-term and temporary exhibition galleries, sculpture court, 287-seat auditorium, theater, collections and office space, two research libraries, class and meeting rooms, computer laboratory, and conservation laboratory.

## **OUTSTANDING CURRICULUM**

### **MUSEUM SCIENCE TRACK**

- Curriculum consists of four required core courses, a wide selection of track and free elective courses, and a thesis or internship.
- 14 Museum Science courses offered.
- Non-credit colloquium offered each semester.
- 45 hours of credit are required for graduation.
  - 12 credit hours in required Museum Science and Heritage Management courses forming the core curriculum
  - 15 credit hours of track elective Museum Science courses
  - 12 credit hours of free elective graduate level courses
  - 6 credit hours for the thesis or internship options

### **Program Specialties**

- In addition to preparing students as generalists, students may elect to specialize in a particular subdivision:
  - Collections Management and Care
  - Curatorship
    - Anthropology
    - Art
    - History
    - Clothing & Textiles
    - Natural Science
    - Paleontology
  - Museology
  - Museum Management
  - Museum Education
- Students work with a particular faculty member to specialize and tailor their elective courses to achieve a greater in-depth knowledge of the selected subdivision.

### **HERITAGE MANAGEMENT TRACK**

- Curriculum consists of a series of required core courses, a wide selection of elective courses, and a thesis or internship.
- 15 Heritage Management courses offered.
- Non-credit colloquium offered each semester.
- 45 hours of credit are required for graduation.
  - 12 credit hours in required Heritage Management and Museum Science courses forming the core curriculum
  - 15 credit hours of track elective Heritage Management courses
  - 12 credit hours of free elective graduate level courses
  - 6 credit hours for the thesis or internship options

### **Program Specialties**

- In addition to preparing students as generalists, students may elect to specialize in a particular subdivision:
  - Heritage Planning and Administration
  - Heritage Resource Management Administration
  - Heritage Education
  - Public Policy in Heritage Management
  - Heritage Tourism
  - Theory, Philosophy, and Ethics of Heritage Management
- Students work with a particular faculty member to specialize and tailor their elective courses to achieve a greater in-depth knowledge of the selected subdivision.

## **STUDENTS**

### **Students**

- Come from throughout the nation as well as internationally.
- Come from a variety of academic backgrounds, e.g., Anthropology, Art, Biology, Business, Education, History, and Science.
- Enhance their graduate experience through the Museum and Heritage Management Students Association, an active student body.
- Look to alumni for leadership and introduction to museum and heritage professions.

## **ALUMNI**

### **Alumni**

- The 2-track Heritage and Museum Sciences Program has alumni of several hundred active professionals as well as those who have now retired. Over 600 students have graduated from the program. Since 1974, the Heritage and Museum Sciences Program has been producing graduates who make a difference in the museum and heritage fields. Former students are now national and international museum and heritage leaders.
- Alumni are of great value to the Program. They are in a position to offer valuable advice to the faculty and program administrators. They are an excellent entry to professional networking for students who are seeking internships, jobs, and like-minded colleagues.
- Heritage and Museum Sciences continues to serve alumni by maintaining and growing a strong program. The success of current students helps to enhance the careers of the alumni, and the future success of the program has a bearing on the careers that current students are able to establish.

## **FINANCIAL ASSISTANCE**

### **Financial Aid**

- Over 90% of Heritage and Museum Sciences graduate students receive financial aid through scholarships and/or employment in the Museum through the Heritage and Museum Sciences apprenticeship program.
- Graduate students also may qualify for the Work-Study Program.
- Lubbock has a low unemployment rate and a low cost of living.
- More information regarding financial assistance can be found under the Financial Aid section of this handbook.





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Students

- Museum Science
- Heritage Management



## Museum Science and Heritage Management Students

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### First Year Students 2018-2019 Heritage Management

#### Museum Science

Amy Dillon, BA History

Sarah Jones, BA Art

Michela Kuykendall, BA History

Jordan Lucier, BA Anthropology and Classics

Melissa LaFortune, BA Anthropology

Jessica Morris, BFA Ceramics, Graduate Certificate in Trauma, Grief, and  
Renewal

Cassandra Munnell, BA History

Ariel Reker, BA Anthropology and History

Eric Richard, BA History

Joel Smith, BA History

Kelsey Unger, BA History

Diana Vargas, BA Interdisciplinary Studies

**Second Year and Continuing Students  
2018-2019**

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**Heritage Management**

**Amanda Boston**, B.A. Anthropology

**Andrew DeJesse**, B.F.A. Illustrations

**Scott Garrold**, B.A. Anthropology

**Brian Gendron**, B.A. History, B.S. Political Science Pre-Law

**Danielle Marshall**, B.A. Anthropology

**Museum Science**

**Sarah Breshears**, BA Anthropology & Ancient Mediterranean Studies

**Shannon Carr**, B.A. Anthropology

**Alyssa Carter**, BA History & Humanities

**Chen Du**, BS Chemical Engineering, MS Environmental Chemistry & Engineering

**Elise Dukart**, BA English Literature

**Jasmine Durrett**, BA University Studies

**James Ferguson**, BA Classical & Religious Studies

**Kimberly Hawke**, BA English

**Alexandra Jones**, BA History

**Raven LaFave**, BGS General Studies

**Lars Lindquist**, B.F.A. Glass & Glass Sculpture

**Laura Marques Britto**, BA Museology

**Ivana Montenegro**, B.A. Music

**Megan Ostrenga**, BS Secondary Education & Earth Science

**Jessica Stepp**, M.A. History, B.A. History

**Zujjaj Talpur**, B.A. History

**Alexander Van Allen**, BA History

**John-Henry Voss**, B.A. History

**Mykel Wade**, BA History

**Shinara Weathersby**, BA English, Creative Art & History

**Emily Williams**, BA Anthropology

**Hannah Wilson**, B.A. Art History

**Hina Zaidi**, B. Arch. Architecture

## MUSEUM & HERITAGE STUDENTS ASSOCIATION

The Museum & Heritage Students Association (MHSA) is a registered, Texas Tech University student organization. MHSA provides professional development and leadership opportunities, and connects incoming students with returning students. **Membership is open only to University students**, and the core membership is drawn from the Heritage and Museum Sciences Program. Monthly meetings, volunteer activities, and special events are held throughout the year for the membership with a special emphasis in the fall semester toward welcoming incoming Heritage and Museum Sciences students.

Officer elections occur in the fall semester for the following positions: President, Vice President, Secretary, and Treasurer. The committee chairs and staff/faculty advisor are elected in the spring semester. Dues are \$15 and collected at the beginning of each long semester to help provide lunches for members at the monthly meetings. Each set of student leaders defines different goals for the organization while upholding the purposes of MHSA.

As defined in the bylaws, the purposes of MHSA are to:

- Disseminate information about museums, museum programs, internship possibilities, and the museum profession to its members.
- Serve as an intermediary for information and discussion of concerns between its members and the Museum Science department and the Museum Administration.
- Encourage professional and ethical behavior among its members.
- Encourage members to participate in conferences, plan field trips to other museums, host social events, and produce literature reporting organization activities and other relevant information.
- Provide assistance, as able, for events organized by the Museum of Texas Tech University.
- Promote the Museum Science program at Texas Tech University to prospective Museum Science and Heritage Management students.
- Promote a wider interest in, and appreciation of, museums in general.

Membership in MHSA is not a requirement for the successful completion of the Heritage and Museum Sciences Program; participation in MHSA is optional.

### Current leadership:

President:	Megan Ostrenga	<a href="mailto:megan.ostrenga@ttu.edu">megan.ostrenga@ttu.edu</a>
Vice President:	Raven LaFave	<a href="mailto:raven.lafave@ttu.edu">raven.lafave@ttu.edu</a>
Treasurer:	Emily Williams	<a href="mailto:emily.j.r.williams@ttu.edu">emily.j.r.williams@ttu.edu</a>
Secretary:	Elise Dukart	<a href="mailto:elise.dukart@ttu.edu">elise.dukart@ttu.edu</a>
Advisor:	Dr. Hyoyung Cho	<a href="mailto:hyojung.cho@ttu.edu">hyojung.cho@ttu.edu</a>

Please contact one of the current leaders for additional information.



TEXAS TECH UNIVERSITY  
Museum of Texas Tech University™

# **Heritage and Museum Sciences Policies and Procedures**



## Policies and Procedures for Graduate Students

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This document clarifies the policies, procedures, and guidelines for completing the 2-track Heritage and Museum Sciences Program at Texas Tech University. Policies regarding various aspects of graduate student activities are established to protect students as well as to maintain high standards of the Program. Compliance with stated policies, procedures, and guidelines is the responsibility of the student, and failure to do so may result in suspension, probation, or delay of graduation. The policies stated herein supplement those of the Graduate School at Texas Tech University and do not in any way supersede those standards already documented. Students are encouraged to become familiar with these policies and those published in the Graduate Catalog, available at: <http://catalog.ttu.edu>

Additional general policies and procedures relating to student affairs can be found in the *Student Handbook* available at: <http://www.depts.ttu.edu/dos/handbook/>

### Heritage and Museum Sciences Administrative Structure

Heritage and Museum Sciences is located on the Administrative floor (2<sup>nd</sup> floor) of the Museum. The Chair (Dr. Eileen Johnson) is in Room 221, the Associate Chair & Graduate Advisor (Nicky Ladkin) in Room 226, and the Academic Programs Coordinator (Erika Gomez) in Room 211.

The Chair of Heritage and Museum Sciences reports directly to the Provost Office. The Associate Chair & Graduate Advisor reports to the Chair. Students having questions, concerns, grievances, suggestions for program improvement, or needing guidance or any other matter can speak with either the Chair or Associate Chair. Students are welcome to come just to chat. The University has a chain-of-command structure. **Particularly for grievances and concerns, students should meet with the Chair first.** If that does not resolve the issue, the next level is the Provost Office. Laterally, academic questions, concerns, and such matters can be directed to the Associate Dean of the Graduate School. Non-academic matters can be directed to the Dean of Students.

## Advisor Information

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The Associate Chair of the Heritage and Museum Sciences Program is the official Graduate Advisor for the Museum Science and Heritage Management tracks. Every student is expected to assume responsibility for determining the direction and area of specialization he or she wishes to follow within the limits of the degree program in consultation with the Graduate Advisor.

Students beginning the program must contact the Heritage and Museum Sciences Graduate Advisor for initial advisement. This step provides students with an introduction to the program and the initial recommendations for course selection. At any time, students may and are encouraged to seek the advice of faculty or staff in areas of special interest. **Those staff members not having graduate faculty appointments may not serve on graduate student advisory committees, but they may assist advising on course selection. (See pages 39-40 for list of who can serve on committees.)**

Texas Tech University policy states that the degree plan should be completed after 9 hours (generally after the 1<sup>st</sup> semester). Because it is not stated as a requirement, Heritage and Museum Sciences has some flexibility to extend that timeframe. Students in the Heritage and Museum Sciences Program, then, are expected to have selected a Graduate Advisory Committee Chair by the end of the second semester. That person serves as the student's advisor. The student should expect the committee to recommend courses, suggest internship opportunities or thesis research, discuss projects, provide general guidance, and ultimately assist in the job search. **Students who have not selected a Graduate Advisory Committee Chair and filed a degree plan by the beginning of their third semester will not be eligible to take the Faculty Panel Exam until the degree plan is filed. In addition, those students will not be eligible for continued apprenticeship employment until the degree plan is filed.**

The following have particular areas of specialization and are available to provide insight:

### **Administration**

Dr. Gary Morgan  
Dr. Eileen Johnson  
Nicky Ladkin  
Dr. Cameron Saffell

### **Anthropology**

Dr. Eileen Johnson

### **Archaeology**

Dr. Eileen Johnson  
Dr. Stance Hurst

### **Art**

Dr. Peter Briggs

<b>Biological Sciences</b>	Dr. Robert Bradley
<b>Clothing and Textiles</b>	Dr. Marian Ann Montgomery
<b>Collections Management</b>	Dr. Eileen Johnson Rachel Gruszka Megan Reel Dr. Peter Briggs Heath Garner
<b>Curation</b>	Dr. Robert Bradley Dr. Peter Briggs Dr. Bill Mueller Dr. Cameron Saffell Dr. Eileen Johnson Dr. Marian Ann Montgomery
<b>Data Management</b>	Heath Garner Terri Carnes Dr. Nicholas Crofts
<b>Digital Heritage</b>	Dr. Stance Hurst
<b>Ethnology</b>	Dr. Eileen Johnson Megan Reel
<b>Exhibits</b>	Andy Gedeon
<b>Facilities Management</b>	Dr. Cameron Saffell Nicky Ladkin
<b>Geosciences</b>	Dr. Sankar Chatterjee
<b>Heritage Management</b>	Dr. Hyojung Cho Dr. Stance Hurst Dr. Eileen Johnson Dr. Scott White
<b>Heritage Education</b>	Susan Rowe
<b>History</b>	Dr. Cameron Saffell
<b>Human Resources &amp; Payroll</b>	Jamie Looney Julie Flores

<b>Material Culture</b>	Dr. Cameron Saffell
<b>Mammalogy</b>	Dr. Robert Bradley
<b>Museum Education</b>	Dr. Jill Hoffman
<b>Museum Photography</b>	Dr. Bill Mueller Jim Gannaway
<b>Paleontology</b>	Dr. Sankar Chatterjee Dr. Bill Mueller
<b>Preventive Conservation</b>	Nicky Ladkin Dr. Eileen Johnson
<b>Quaternary Research Sciences</b>	Dr. Eileen Johnson
<b>Registration</b>	Terri Carnes Nicky Ladkin
<b>Security</b>	Sara Armenta Dr. Cameron Saffell

**Please ask for assistance. If the persons listed above cannot provide the information you are seeking, they will know whom to ask.**

## Graduate Student Advisory Committee

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Students must designate a Graduate Advisory Committee chair who then serves as the student's advisor (see pages 39-40). Regulations regarding the establishment and reorganization of advisory committees for Museum Science and Heritage Management are as follows:

### Establishing a Graduate Advisory Committee

The Graduate School requires a minimum of two members for a Graduate Student Advisory Committee; however, the Heritage and Museum Sciences Program requires three committee members (in both tracks). Thus, the Graduate Advisory Committee consists of three members of the graduate faculty of Texas Tech University. The Committee chair must be a faculty member who teaches either Museum Science or Heritage Management (depending on the student's track) and at least one member of the committee must be from a track or department other than the student's track. The Chair of Heritage and Museum Sciences must approve any deviation from this norm.

Each student is responsible for forming a Graduate Advisory Committee and should select committee members that can support his or her specific academic interests. Students must meet with each potential committee member to discuss membership on the committee and obtain his/her agreement. Students should expect to discuss their direction and goals and how that committee member can help them reach their goals. Students also must designate a Committee chair (who serves as the student's advisor) with his or her agreement. Choice of a Committee chair is particularly important for a thesis because the Committee chair directs the research and writing process. **Please discuss your proposed Committee chair with either the Chair or Associate Chair of Heritage and Museum Sciences as not all faculty can chair a committee.**

To formalize the Graduate Advisory Committee, students must complete the *Master's Degree Plan and Admission to Candidacy* form (also known as the Degree Plan). In addition to designating the Graduate Advisory Committee Chair, the two additional committee members (including one from outside the major area of study) must be identified on the degree plan, along with a listing of required and elective courses (totaling 45 credit hours) that are being counted toward the degree, and identification of thesis or internship credit hours. This form must be signed by the Chair of Heritage and Museum Sciences (Dr. Eileen Johnson) or Graduate Advisor (Nicky Ladkin), and submitted electronically by the department to the Graduate School for approval. Pre-filled forms (containing required courses) can be obtained from the Academic Programs Coordinator (Erika Gomez; Room 211), or blank forms can be downloaded from the Graduate School website at

<http://www.depts.ttu.edu/gradschool/academic/docs/MastersDegreePlanForm.pdf>

### **Reorganization of the Graduate Advisory Committee**

If Graduate Advisory Committee membership has to be reorganized, regardless of circumstances, students must submit a request for approval to the Program Chair (Dr. Eileen Johnson) or Graduate Advisor (Nicky Ladkin). Written approval by the Chair or Graduate Advisor must precede notification of the Graduate School.

### **International Students**

All Texas Tech University and Heritage and Museum Sciences program student policies, procedures, requirements, and expectations apply to all international students. Additional student policies, procedures, requirements, and expectations relating to immigration and visa status, among others, also may apply. These additions include further documentation and approvals required for undertaking paid work (employment) and internships located off-campus. All international students are assigned an international student counselor through the Office of International Affairs and are encouraged to be in regular contact with their counselor.

## Documentation and Examinations

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From the time of initial enrollment until graduation, documentation of student progress is required. **Completion of required progress documents is the responsibility of the graduate student.** This responsibility *must* be taken seriously. Failure to comply with stated deadlines may result in delay of graduation or suspension. Students must consult the Graduate Catalog or websites [http://www.depts.ttu.edu/gradschool/academic/masters\\_nonthesis.php](http://www.depts.ttu.edu/gradschool/academic/masters_nonthesis.php) (non- thesis students) [http://www.depts.ttu.edu/gradschool/academic/masters\\_thesis.php](http://www.depts.ttu.edu/gradschool/academic/masters_thesis.php) (thesis students) frequently to stay informed of deadlines for submission of required progress documents. Policies regarding the completion of documents are as listed:

1. The ***Master's Degree Plan and Admission to Candidacy*** form (commonly referred to as the Degree Plan), including the names of the members of the Graduate Advisory Committee, must be completed by the student in consultation with the student's Graduate Advisory Committee. **It must be submitted** through the Heritage and Museum Sciences Graduate Advisor **before the third semester of study.**
2. For any changes to the Admission to Candidacy form once it is filed, the student must submit those changes to the Graduate School on forms obtained online at: <http://www.depts.ttu.edu/gradschool/academic/FormsResources.php> Approval must be obtained from the Heritage and Museum Sciences Chair (Dr. Eileen Johnson) or Graduate Advisor (Nicky Ladkin) and be submitted electronically by the department to the Graduate School for approval. If changes are not filed in a timely manner, a graduation audit will place a flag on graduation.
3. A Faculty Panel Exam is an oral exam administered during the semester of the completion of all coursework. This exam serves as the Qualifying Exam (informally known as Qualls). Students must demonstrate they are academically and professionally prepared to begin an internship or thesis. If, in the opinion of the Faculty Panel, the student performs unsatisfactory, a subsequent oral exam must be taken after 2 weeks. Failure a second time will result in a suspension.
4. Final written and oral comprehensive examinations (informally known as Comps) must be arranged by the graduate student through the Academic Program Coordinator (Erika Gomez) in conjunction with the Graduate Advisory Committee. These examinations must take place during the student's final semester of the program. Committee members complete ballots on the results to be forwarded to the Program Chair and then to the Graduate School. Deadlines for Graduate School notification are set in

- each graduation period. Students must be aware of these deadlines so that exams can be scheduled to meet them.
5. If, in the opinion of the Graduate Advisory Committee, the student performs unsatisfactorily in the final written and oral examinations, a subsequent exam must be taken after four months. Failure a second time will result in suspension.
  6. For the internship option, a **PAID** internship must be completed at a museum or heritage facility approved by the Advisory Committee and Program Chair. An evaluation from appropriate personnel documenting satisfactory performance by the graduate student must be received before final grades are due in the semester of graduation (internship option only).
  7. For the thesis option, **an approved thesis prospectus must be on file prior to beginning thesis research, registration in thesis hours, and writing the thesis**. A printed draft version of the thesis must be submitted to the Graduate Advisory Committee at least two weeks before the final written and oral examinations (thesis option only). The student must revise the draft based on the comments of the committee and outcome of the defense. The student is responsible for securing committee member signatures on the thesis signature page.
  8. An electronic copy (ETD) of the thesis must be submitted to the Graduate School during the semester of graduation.  
[https://www.depts.ttu.edu/gradschool/academic/etd\\_info.php](https://www.depts.ttu.edu/gradschool/academic/etd_info.php)
  9. The Graduate School sets specific thesis deadlines in each graduation period (thesis option only).
  10. An ***Intent to Graduate*** form must be submitted to the Graduate School during the semester of graduation. The Graduate School sets deadlines for submission of this form in each graduation period. **Students must maintain continuous enrollment (including Summer) after registering for thesis hours.**
  11. Students must have completed **all** required forms and paid **all** appropriate fees prior to graduation.
  12. Students must maintain continuous enrollment in fall and spring semesters or risk suspension from the University. Thesis students also must be continuously enrolled in thesis hours after embarking on thesis hour enrollment up to and including the semester of graduation. This enrollment includes at least one credit hour of thesis in the Summer semester. **Students must be enrolled for three credit hours in thesis at Texas Tech University during the semester of graduation.**

A summary of major steps required for a Master's degree are presented on subsequent pages. Copies of the required forms are available on the Graduate School website at <http://www.depts.ttu.edu/gradschool/academic/FormsResources.php>.

## Suspension of Graduate Students

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Students enrolled in the 2-track Heritage and Museum Sciences Program are required to maintain a high level of performance. The Graduate Dean reserves the right to suspend or place on probation any student who does not maintain satisfactory academic standing. Students may be removed from the Heritage and Museum Sciences Program for any of the following reasons:

1. A student may be removed from the Program for earning a grade of "F" in a Museum Science or Heritage Management course.
2. **A student may be removed from the Program by the Graduate School if no Committee chair (advisor) has been selected for the period of one academic semester.**
3. A student may be removed from the Program if she or he has not completed the degree within six years from beginning in the Program.
4. A student may be removed from the Program after one year, if in the opinion of a majority of the Graduate Advisory Committee members and with concurrence of the Program Chair, insufficient progress has been made toward completing a degree.
5. A student may be suspended by the Dean of the Graduate School given sufficient documentation of any unethical conduct regarding professional activities, including plagiarism.
6. A student may be removed from the Program for refusal or conscious lack of compliance with any of the rules and regulations stated within this document.
7. A student may be suspended from the Program for failure to perform satisfactorily in the Faculty Panel exam (Quals) or in the final written and oral examinations (Comps) on two separate occasions.

Academic Probation and Suspension of Graduate Students information is found in Texas Tech Operating Policy and Procedures 64.04. Appeals regarding suspension may be made as described in Texas Tech University Operating Policy and Procedures 64.07.

## Operating Policy and Procedure

### **OP 64.04: Academic Probation and Suspension of Graduate Students**

**DATE:** October 24, 2016

**PURPOSE:** This Operating Policy/Procedure (OP) is intended to define the academic requirements for continuation of graduate study.

**REVIEW:** This OP will be reviewed in September of even-numbered years by the Dean of the Graduate School with substantive revisions forwarded to the Graduate Council and the Provost and Senior Vice President.

#### **POLICY/PROCEDURE**

1. Every student enrolled in the Graduate School, whether working toward a degree or not, is required to maintain a high level of performance and to comply fully with policies of the institution. The Graduate School reserves the right to place on probation or to suspend any post baccalaureate or graduate student who does not maintain satisfactory academic standing or who fails to conform to the regulations of the university.
  - a. Students who are admitted to the Graduate School or to a degree program on condition of maintaining a required GPA are automatically on academic notice. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program.
  - b. If a student's cumulative GPA falls below 3.0, he/she is placed on academic probation. At this time, the student has two consecutive semesters to raise his/her cumulative GPA to at least 3.0. If his/her semester GPA drops below 3.0 during this two semester period, the student is subject to suspension. A student placed on suspension will be required to remain out of Graduate School for one semester. If a student is suspended two times he/she will not be allowed to return to Graduate School. Any student who has been suspended must appeal to the Graduate School, according to OP 64.07, if reinstatement is desired.
  - c. Summer sessions and/or trimester count as one semester.
2. Academic departments or programs may apply standards for probation and suspension higher than those established by the Graduate School. Such standards are to be approved by the Graduate School, and actions based thereon are to be recommended by the department to the graduate Dean.
3. Students may be suspended for unprofessional conduct such as cheating or plagiarism. Any appeal of such action is subject to the provisions of the Code of Student Conduct. See the *Student Handbook* for further information.

[Minor revision–posted 4/7/14 (replaces 9/26/05 edition)]

Operating Policy and Procedure  
**OP 64.07: Graduate Student Appeals**

**DATE:** April 7, 2014

**PURPOSE:** The purpose of this Operating Policy/Procedure (OP) is to outline the disposition of cases involving graduate student appeals.

**REVIEW:** This Operating Policy/Procedure (OP) will be reviewed in October of odd-numbered years by the dean of the Graduate School with substantive revisions forwarded to the senior vice provost and the provost and senior vice president (PSVP).

**POLICY/PROCEDURE**

1. This policy applies to specific grievances arising from matters affecting students' academic standing and performance, other than admission to the Graduate School (see OP 64.01) and academic dishonesty (see the *Code of Student Conduct*). Such matters include, but are not limited to, disputes concerning comprehensive and qualifying examinations, theses and dissertations, academic probation and suspension, publications, and graduate assistantships. Appeals, other than probation and suspension, may be made only when alleged prejudice or arbitrary or capricious action is involved. Appeals of course grades are made through the dean of the college in which the course is offered and, therefore, are excluded from consideration in this OP.

2. The burden of proof of unfair influence or action rests with the student.

3. A student wishing to appeal a decision or action first should discuss the matter with the faculty member or members involved.

4. If not satisfied with the outcome of this effort, the student should contact the chairperson of the department concerned. This contact, like that with the faculty members, normally is informal, and the department chairperson may take whatever action is deemed advisable in attempting to resolve the issue. All parties involved should make every effort to resolve the issue without going beyond this level.

5. If still not satisfied following these meetings and discussions, the student may make a written formal appeal to the Office of the Dean of the Graduate School. The appeal must include supporting information that details specifically all aspects of the student's grievance.

6. The dean of the Graduate School may first convene an informal committee of at least two associate deans to evaluate the information and seek further information from the academic department involved. The dean may render a decision on the basis of this investigation and evaluation or may choose to defer a decision until the case has been considered by a hearing committee (normally the Student Affairs Committee of the Graduate Council). Ordinarily, this committee will meet only in the fall and spring semesters, due to the difficulty of securing relevant participants in the summer months.

7. If an appeals committee is convened, it will examine the evidence and hold what hearings and meetings it deems necessary to make a recommendation in the case. It is not necessary for the parties to appear unless requested by the committee, but parties have the right to appear if they wish to do so. The dean of the Graduate School may attend meetings of the appeals committee but will not be present during the committee's deliberation of its final recommendation. Members

of the committee who have professional or personal relationships with either party in a dispute that would create a hindrance to objective judgment or a conflict of interest must withdraw themselves or be recused from the committee. The dean will name a replacement. After appropriate deliberation, the committee will make its recommendation to the graduate dean.

8. Taking into account the recommendation of the appeals committee (if convened), the Dean of the Graduate School will make a decision on the appeal, which will be sent in writing to the student, the department involved, and the chairperson of the appeals committee.

9. Appeal of the dean's decision may be made in writing, with evidence and history provided to the Office of the PSVP either by the student or by the faculty member(s) involved.

10. If an appeal is made to the office of the PSVP, the PSVP or designee will determine whether to hear the appeal. If the appeal is heard, the office of the PSVP will render a decision on the basis of the evidence and history provided. The decision will be sent in writing to the student, the department involved, the chairperson of the appeals committee, and the dean of the Graduate School. The decision of the office of the PSVP will be considered the final disposition of the case, without any further appeal at Texas Tech University.

## Operating Policy and Procedure

### **OP 64.02: Graduate Enrollment Policy**

**DATE:** May 6, 2016

**PURPOSE:** The purpose of this Operating Policy/Procedure (OP) is to ensure that graduate enrollment corresponds closely with the use of faculty time and other university resources.

**REVIEW:** This OP will be reviewed in March of even-numbered years by the dean of the Graduate School and the Graduate Council with substantive revisions forwarded to the provost and senior vice president.

### **POLICY/PROCEDURE**

#### **1. Full-time Study**

Normal full-time enrollment varies between 9 and 13 hours for doctoral students and between 9 and 16 hours for other graduate students in the regular semester period. Full-time enrollment in a summer session is from 3 to 6 hours. During a regular semester, more than 13 hours for a doctoral student or 16 hours for other graduate students requires special permission of the graduate dean. As of September 1, 2000, students with 130 + doctoral hours will pay out-of-state tuition regardless of residency status.

Students must be enrolled full time (at least 9 hours in each long term, 3 hours in each relevant summer session) to be eligible to hold fellowships, teaching assistantships, graduate part-time instructorships, research assistantships, or other appointments designed for the support of graduate study, as well as to qualify for certain types of financial aid. All international students are required by law to have full-time enrollment in every long semester. Graduate students designated **PGRD** (those who have earned an undergraduate degree but who will take only undergraduate courses) may not be appointed to teaching assistantships, graduate part-time instructorships, or research assistantships, as noted in the *Undergraduate/Graduate Catalog*.

If a student is devoting full time to research, utilizing university facilities and faculty time, the schedule should reflect at least 9 hours enrollment (at least 3 hours in each summer session). Enrollment may include research, individual study, thesis, or dissertation.

Exceptions to full-time enrollment for employment purposes require approval by the graduate dean.

#### **2. Continuous Enrollment**

Each student who has begun thesis or dissertation research must register in each regular semester and at least once each summer until the degree has been completed, unless granted an official leave of absence from the program for medical or other exceptional reasons. At least 6 hours of 6000 or 12 hours of 8000 constitute minimum requirements. Off-campus students may register for 1 hour of 6000 or 8000 with departmental approval until their final semester, at which time they must enroll in at least 3 hours.

#### **3. Doctoral Residence**

Each student fulfilling the doctoral residence requirements will enroll for at least 24 hours in one calendar year. The dean of the Graduate School must approve in advance any other pattern of enrollment to meet the doctoral residence requirement. Students holding half-time assistantships or graduate part-time instructorships may satisfy the requirement by taking at least 9 hours in each long term and 6 hours in the summer. Students who are employed full time, and for whom completion of 24 hours in one calendar year would constitute unreasonable hardship, may submit proposals for consideration of alternate patterns of enrollment to complete the residence requirement with departmental support.

4. **Other Considerations**

Courses beyond the minimal requirements, including research and appropriate special studies courses, strengthen student programs and provide greater depth and specialization but should be carefully planned in order not to push the student beyond the maximum fundable hours. The

Southern Association of Colleges & Schools (SACS) states that "a program leading to a doctor's degree is normally the equivalent of at least three years of full-time graduate study" and "must require a period of residency after admission to the doctoral program," as well as "appropriate and regular means for determining candidacy and the fulfillment of degree requirements."

Departments should strive for compliance with both the SACS requirements and the state's maximum limit on fundable doctoral hours while providing the most strength and depth possible for the student within these limits.





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program Requirements

- **Museum Science**
- **Heritage Management**



## Major Steps Required by the Graduate School

- Forms may be downloaded from the Graduate School web:  
<http://www.depts.ttu.edu/gradschool/academic/FormsResources.php>
- For Graduate Program Degree Plan deadlines see:  
<http://www.depts.ttu.edu/gradschool/academic/MastersPrograms.php>

### Required Steps for the MASTER'S DEGREE

ACTION	INITIATED THROUGH	SUBMITTED TO	TIME	
1	Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2	Set up thesis advisory committee and title, if applicable	Graduate Advisor	Graduate Advisor	Prior to filing "Program for the Master's Degree and Admission to Candidacy" form
3	File "PROGRAM FOR THE MASTER'S DEGREE AND ADMISSION TO CANDIDACY" form (Not to be confused with the "Statement of Intention to Graduate" form, see #6 below)	Graduate Advisor or Chair, Advisory Committee	Graduate School Enrollment Management	After first semester of master's coursework, no later than the posted deadline
4	File changes in degree program, as necessary	Graduate Advisor or Chair, Advisory Committee	Graduate School Enrollment Management	As needed
5	Enroll in semester of graduation (at least 3 hours of thesis, if defending thesis)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of graduation
6	File "STATEMENT OF INTENTION TO GRADUATE" form, including official title of thesis, if applicable. (Not to be confused with the "Program for Master's Degree and Admission to Candidacy" form see #3 above)	Student	Graduate School Enrollment Management	Semester of graduation (One must be filed for each intended graduation semester)
7	Schedule final comprehensive examination and/or defense. Send email to the Thesis Coordinator indicating the time and date of the defense.	Student	Graduate School Thesis Coordinator	Semester of graduation (usually about 6 weeks before graduation)
8	After the exam, the advisor sends REPORT ON COMPREHENSIVE EXAM FORM to Enrollment Management.	Graduate Advisor (non-thesis option)	Graduate School Enrollment Management	By posted deadline
9	After defense, obtain committee signatures on the ORAL DEFENSE and THESIS-DISSERTATION APPROVAL FORM and submit to Graduate School	Student (thesis option)	Graduate School Thesis Coordinator	Prior to deadline during semester of graduation
10	Pay Thesis-Dissertation fee, if applicable	Student (thesis option)	Student Business Services	Prior to deadline during semester of graduation
11	After incorporating committee changes, submit .pdf file of thesis to the ETD site for official review	Student (thesis option)	Graduate School Thesis Coordinator	Semester of graduation (usually 5 weeks before graduation date)
12	Final grade for thesis hours (A or B) Grade will be "CR" until final semester	Chair, Advisory Committee	Registrar Final grade roll	End of semester
13	Submit official .pdf of thesis to ETD web site (MM students submit PDF programs to ETD site and turn CDs of performances in to the Graduate School)	Student	Graduate School Thesis Coordinator	Prior to deadline

## **Degree Plan and Admission to Candidacy**

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All information listed below also can be found online in the Texas Tech University catalog and on the Texas Tech University Graduate School Website.

By the beginning of the third semester of enrollment, the student must submit to the Dean of the Graduate School a “Master’s Degree Plan and Application for Admission to Candidacy” as prepared by the student in consultation with the Graduate Advisor or Graduate Advisory Committee chair. Delay in submission of a degree program may result in postponement of admission to candidacy and graduation.

When a student has submitted an approved copy of the “Master’s Degree Plan” from the Graduate Office, they are expected to follow it as the basis of all subsequent enrollments. Substitution of courses can be made only on the written recommendation of the Heritage and Museum Sciences Program Chair and approval of the Dean of the Graduate School.

Approval of a “Master’s Degree Plan” does not, however, constitute admission to candidacy for a master’s degree. It merely signifies that the proposed program is acceptable if the student satisfies all Graduate School regulations and all of the requirements connected with the degree program.

## Statement of Intention to Graduate Forms (Thesis and Non-Thesis)

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A student planning to graduate must electronically file in the Graduate School Office an “Intention to Graduate” form at the beginning of the semester of intended graduation.

A list of deadlines, including the date for filing “Statement of Intent to Graduate,” can be found on the Graduate School website at:

<http://www.depts.ttu.edu/gradschool/academic/FormsResources.php>

No candidate’s name will be placed on the “Tentative List of Graduates” for any graduation date unless this form has been received at the Graduate School by the specified deadline.

**The “Intention to Graduate” is completed online at:**

<http://www.depts.ttu.edu/gradschool/academic/FormsResources.php>

Under Master’s Program Forms, Intent to Graduate Form, then log in with eraider username and password. It can only be completed for the semester of graduation **during** the semester of graduation, and must be completed before the deadline.

A candidate who fails to graduate at the expected time is required to file a new “Intention to Graduate” form for any subsequent graduation and enroll in that semester.

## Heritage and Museum Sciences Course List

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\* Required course for Museum Science track

+ Required course for Heritage Management track

### MUSEUM SCIENCE COURSES

(14 courses offered)

#### **MUSM 5321-Museology**

**Prerequisite: Consent of instructor**

An overview to the field of museum science, highlighting international museological theory and the historical and contemporary roles of museums in a global society. Provides a strong foundation for students majoring in Museum Science on which all other courses are built.

#### **MUSM 5325-Museum Field Methods**

**Prerequisite: Consent of instructor**

Problems of collecting museum artifacts, specimens, and samples in the field and methods of handling material before it reaches the museum. Sections will allow work in anthropology, art, paleontology, Quaternary research sciences, and vertebrate biology.

#### **MUSM 5326-Museum Administration**

**Prerequisite: Consent of instructor**

Instruction in topics encountered by all division heads and supervisors as well as additional focus on museum managers, including budget formulation, personnel supervision, governance, policies and procedures, facility issues, interaction with support organizations, and grant writing.

#### **\*+MUSM 5327-Museum Collections Management**

**Prerequisite: Consent of instructor**

Defines the roles of museum collections and focuses on general museum concepts, procedures, and issues related to the management, care, and preservation of collections. Instruction in art, humanities, and natural science collections.

#### **MUSM 5328-Museum Practicum**

**Prerequisite: Consent of instructor**

Individual instruction course of supervised experiences involving hands-on activities in museum administration, collections, education, and exhibitions. Sections will allow work in all areas of the Museum of Texas Tech University and at other institutions by arrangement with the Museum Science Graduate Advisor. **Requires a minimum of 192 total work hours, a completed Practicum Agreement signed by the student, faculty member, and work supervisor (if different from faculty member), and a brief reflection paper on what was learned from completion of the practicum.**

### **MUSM 5329-Material Culture**

#### **Prerequisite: Consent of instructor**

Investigation of how to study humankind's cultural environment embodied in artifacts of people's creation or modification and adapted over time through discussion of historical, philosophical, anthropological, and art historical literature to interpret the past through its material culture.

### **\*+MUSM 5330-Museum Law, Ethics, and Standards**

#### **Prerequisite: Consent of instructor**

Addresses the ethical considerations and legal obligations of museum collections, administration, and operations. Attention given to international concerns as well as to state and national issues.

### **MUSM 5331-Museum Interpretation and Communication**

#### **Prerequisite: Consent of Instructor**

Investigates the theories and methods of museum exhibitions and interpretation. Includes planning, developing, and evaluating strategies of exhibitions, publications, and interpretive programs.

### **MUSM 5332-Museum Preventive Conservation**

#### **Prerequisite: Consent of Instructor**

A course designed to give future museum workers an awareness of the need for specialized care of artifacts. Introduction of current methods and theories pertaining to museum collections care.

### **MUSM 5333-Museum Education**

#### **Prerequisite: Consent of Instructor**

Explores the role of education in museums, emphasizing theory and practice. The class will examine concepts such as: the history and development of museum education; current issues; learning theories; techniques; creation of learning materials; types of outreach; managing policy and working with volunteers; and program evaluation. The class is designed to meet the interests and professional needs of those who want to pursue employment in museum education.

### **\*+MUSM 5334-Curatorial Methodology**

#### **Prerequisite: Consent of Instructor**

This course develops graduate level museum research methods skills with an emphasis on application of professional curatorial practices in museums and related contexts.

### **MUSM 5340-Museum Collections Documentation**

#### **Prerequisite: Consent of Instructor**

Instructs students on museum registration documentation beginning with the history and development, and then progressing to the organization and

management of museum registration supporting documents and informational records. The course focuses on historical and current theoretical and practical approaches, including technological approaches, and usability of museum documentation generated through the registration process itself, and to museum documentation generated in conjunction with other areas of a museum, in both written and electronic formats.

**\*MUSM 6000-Master's Thesis or MUSM 6001-Internship**

**Prerequisite: Consent of Advisory Committee**

**Thesis only:** requires a thesis prospectus approved by the Advisory Committee and filed with the Academic Programs Coordinator (Erika Gomez) **prior** to beginning thesis research, enrollment in thesis hours, and/or writing the thesis.

**Internship only: PAID** internship at an approved museum often includes a specific project approved by the student's advisor committee. Written documentation of internship activities to provide practical information for the museum profession.

**MUSM 7000-Research**

**Prerequisite: Consent of Instructor**

Requires written proposal that defines the research and what the end product of the research will be.

**HERITAGE MANAGEMENT COURSES  
(15 courses offered)**

**\*+HMGT 5323-Principles of Heritage Management**

**Prerequisite: Consent of Instructor**

Provides a theoretical framework and examines issues of evaluation, legislation, sustainability, socio-economic impacts, and communication to foster global responsibility and present integrative approaches to managing heritage.

**HMGT 5324-Heritage Resource Management**

**Prerequisite: Consent of Instructor**

A hands-on practical application of the management of heritage assets based on the institutional operation of a heritage facility with on-site structures.

Participates in many facets of heritage management gain an understanding of the value of the conservation and preservation of manmade, natural and culturally modified heritage resources.

**HMGT 5327-Heritage Planning**

**Prerequisite: Consent of Instructor**

Explores practical approaches and methods to heritage planning with emphasis on the integration of related disciplines to attain environmentally sound and socially responsible preservation, management, and development initiatives.

**HMGT 7000-Heritage Resource Administration and Marketing**

**Prerequisite: Consent of Instructor**

Provides a real-world knowledge and practice for the managing of heritage sites, landscape resources, museums, state and national parks, tourism, and cultural collections. The course introduces students to non-profit administration and cultural management and will cover the scope of operations of man-made and natural heritage while addressing the challenges of administration and marketing in the modern competition for visitors and funding.

### **HMGT 7000-World Heritage Sites**

#### **Prerequisite: Consent of Instructor**

A survey of cultural and natural World Heritage Sites, how sites are selected and managed, and the interplay of landscapes, identity, and hegemony. Examines how the concept and practice of world heritage takes on different meanings and impacts indigenous rights, tourism, and economies around the world.

### **HMGT 7000-Heritage Tourism**

#### **Prerequisite: Consent of Instructor**

Study of the economic uses of heritage resources. Examination of the development process (production, construction and consumption) of heritage, the role of diverse stakeholders, and impacts on host communities in heritage tourism.

### **HMGT 7000-Public Heritage Communications**

#### **Prerequisite: Consent of Instructor**

Studies public heritage communication, both interpretation as a process and presentation as a product using the examples of historic house museums and sites. The class discusses international dialogue on the principles of heritage site interpretation and presentation and reviews the historical overview and current practices of heritage interpretation in the U.S.

### **HMGT 7000-Heritage Education (S)**

#### **Prerequisite: Consent of Instructor**

Heritage Education is based on the idea that heritage offers the opportunity for learners to engage in experiences that make them learn. This course provides a hands-on approach to heritage education through key concepts and competencies. It is designed to meet the interests and professional needs of educators at cultural and natural heritage sites. This University – designated Service Learning course satisfies the Helen DeVitt Jones Fellowship requirement of enrollment in a Service Learning course.

### **HMGT 7000-Perspectives on Intangible Heritage**

#### **Prerequisite: Consent of Instructor**

The notion of intangible heritage has gained considerable prominence in recent years. This course introduces students to recent developments in the field, taking a critical approach to current definitions, policies, and programs. The important relationships between tangible and intangible heritage will be explored, highlighting the potential for an integrated approach. The course examines ways in which heritage institutions can adapt standards and organizational practice to

document manifestations of intangible heritage and help contribute to its preservation.

### **HMGT 7000-Heritage Information Management**

#### **Prerequisite: Consent of Instructor**

Information is increasingly seen not simply as a product but as a critical resource, an investment that requires careful management to achieve its full potential. This course approaches the issue from the perspective of natural and cultural heritage institutions and the material covered is theoretical, practical, and technical. The course examines key concepts (data, information, syntax and semantics), the information lifecycle, and the history and development of information systems from paper to new media, to understand how information can be stored, retrieved, and used. Students are introduced to a critical perspective on existing software for information management as well as guidelines for evaluation, development, and procurement.

### **HMGT 7000-Digital Heritage**

#### **Prerequisite: Consent of Instructor**

This course takes a landscape approach to heritage management. A heritage landscape approach examines the connections between people and the landscape. Students in this class will learn the digital techniques necessary for documenting, recording, and preserving these heritage connections. The focus of this class is on learning the use of digital technologies to document, record, and preserve heritage. Students in this course will learn geographical information systems (GIS) and photogrammetry techniques for heritage research. GIS is a system for recording both tangible and intangible heritage in connection with the landscape. Photogrammetry is a technique that uses the images from digital cameras to construct 3D models of landscapes, buildings, artifacts, etc. Students will learn these techniques by developing and implementing a field research project, which is the major requirement for this course.

### **HMGT 7000-Theory and Practice of Provenance Research**

#### **Prerequisite: Consent of Instructor**

Millions of art objects changed hands illegally between 1933 and 1945 during acts of cultural plunder associated with genocide, mass slaughter, and wholesale acts of racial, political, religious, and ethnic persecution, in clear violation of international covenants and agreements laid out at the turn of the 19<sup>th</sup> century by the global community. An unknown number of those displaced objects never returned to the rightful owners or their next of kin. This state of affairs has deeply affected the postwar international art market, national and international cultural heritage and exchange policies, raising deep questions about due diligence and ethical practices in the management of private and public art collections as well as the buying and selling of art objects on the global art market.

### **HMGT 7000 – Archival Administration, Preservation, and Management for Cultural Heritage Organizations**

#### **Prerequisite: Consent of Instructor**

An introduction to the basic principles and procedures employed by libraries,

archives, and museums to organize and make available the wide array of archival records and cultural heritage materials. The primary objective is to introduce the principles of archival administration, preservation, and management as it is practiced in traditional archive settings as well as in other cultural heritage organizations like museums and historical societies. A secondary area of discussion is the evolving role of archives in relation to cultural heritage management around the world.

### **+HMGT 6000-Master's Thesis Or MUSM 6001-Internship**

#### **Prerequisite: Consent of Advisory Committee**

**Thesis only:** requires a thesis prospectus approved by the Advisory Committee and filed with the Academic Programs Coordinator (Erika Gomez) **prior** to beginning thesis research, enrollment in thesis hours, and/or writing the thesis.

**Internship only: PAID** internship at an approved heritage facility or museum often includes a specific project approved by the student's advisor committee. Written documentation of internship activities to provide practical information for the heritage profession.

### **HMGT 7000-Research**

#### **Prerequisite: Consent of Instructor**

Requires written proposal that defines the research and what the end product of the research will be.

## Sequence of Course Offerings & Required Courses for Museum Science and Heritage Management Tracks

Museum Science MUSM (unless stated)	Semester	Heritage Management HMGT (unless stated)
5327 Collections Management*	<b>1 (Fall)</b>	MUSM 5327 Collections Management+
HMGT 5323 Principles of Heritage Management*		5323 Principles of Heritage Management+
5334 Curatorial Methodology*		MUSM 5334 Curatorial Methodology+
5330 Museum Laws, Ethics & Standards*		5330 Museum Laws, Ethics & Standards*
<b>2 (Spring)</b>		
5332 Preventive Conservation	<b>2 (Spring)</b>	5327 Heritage Planning
5333 Museum Education		7000 Heritage Resource Administration and Marketing
		7000 Public Heritage Communication
5340 Collections Documentation		7000 World Heritage Sites
		7000 Heritage Education
	<b>Interession</b>	7000 Theory and Practice of Provenance Research
5325 Museum Field Methods	<b>Summer I</b>	7000 Archival Administration, Preservation, and Management
5321 Museology		7000 Heritage Tourism
5325 Museum Field Methods	<b>Summer II</b>	7000 Perspectives on Intangible Heritage
<b>3 (Fall)</b>		
5331 Interpretation and Communication	<b>3 (Fall)</b>	5324 Heritage Resource Management
		7000 Heritage Information Management
5326 Museum Administration		
5329 Material Culture		7000 Digital Heritage

\* Denotes a required course for Museum Science track

+ Denotes a required course for Heritage Management track

*Courses without a notation are elective courses for Museum Science and Heritage Management*

- The table lists the 4 required courses for the Museum Science and Heritage Management tracks. It also lists Museum Science and Heritage Management courses that can be taken as elective for the Museum Science and Heritage Management track elective respectively.
- Museum Science track students may take Heritage Management courses to fulfill any of their elective course requirements.

- Heritage Management track students may take Museum Science courses to fulfill any of their elective requirements.
- Other graduate level elective courses may be taken throughout the course of study on approval of the Program Chair, Advisor, or Committee chair.

A total of 45 credit hours are required for graduation from both the Museum Science and Heritage Management tracks of the Heritage and Museum Sciences Program. This total includes: 4 required courses (12 hours); 5 track elective courses (15 hours) in Museum Science for Museum Science track students **or** 5 elective courses (15 hours) in Heritage Management for Heritage Management track students; 4 additional elective courses (12 hours) in any area(s) of graduate study; and 6 credit hours of Museum Science or Heritage Management thesis **or** internship.

#### Required courses for both Museum Science and Heritage Management tracks

MUSM 5327 Collections Management

MUSM 5224 Curatorial Methodology

MUSM 5330 Museum Laws, Ethics, and Standards

HMG 5323 Principles of Heritage Management

- Students beginning their course of study in a fall semester will take the **three** required courses offered in the fall; Collections Management, Curatorial Methodology, and Principles of Heritage Management
- Students beginning their course of study in a spring semester will take the **one** required course offered in the spring; Museum Laws, Ethics and Standards; and **two** additional Museum Science or Heritage Management elective courses

#### Track elective courses for Museum Science

MUSM 5321 Museology

MUSM 5326 Museum Administration

MUSM 5329 Material Culture

MUSM 5331 Interpretation and Communication

MUSM 5332 Preventive Conservation

MUSM 5333 Museum Education

MUSM 5340 Collections Documentation

MUSM 5325 Field Methods

MUSM 5328 Practicum

MUSM 7000 Research

#### Track elective courses for Heritage Management

HMG 5324 Heritage Management Resources

HMG 5327 Heritage Planning

HMG 7000 Heritage Education

HMG 7000 Heritage Resource Administration and Marketing

HMG 7000 World Heritage Sites

HMG 7000 Theory and Practice of Provenance Research

HMG 7000 Heritage Tourism

HMG 7000 Archival Administration, Preservation, and Management

HMGT 7000 Perspectives on Intangible Heritage  
HMGT 7000 Heritage Information Management  
HMGT 7000 Public Heritage Communication  
HMGT 7000 Digital Heritage  
MUSM 5328 Practicum  
MUSM 5325 Field Methods  
HMGT 7000 Research

Thesis or Internship courses for Museum Science

MUSM 6000 Thesis  
MUSM 6001 Internship

Thesis or Internship courses for Heritage Management

HMGT 6000 Thesis  
HMGT 6001 Internship

## Choosing a Formal Minor

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A formal minor for the MA is possible in any area of study offered by the Graduate School. The required number of hours for a minor is specified by the department in which the minor is taught, but usually is 9 hours. A signature of the Graduate Advisor in the minor department is required on the Degree Plan.

Students in the Museum Science or Heritage Management tracks are encouraged to take the opportunity to register for courses offered in both fields. A minor in Museum Science or Heritage Management also is an option.

A minor at the master's level in Museum Science or Heritage Management consists of 9 credit hours in the following curriculum (approved by the Program Chair); a minor at the doctoral level consists of 15 hours of Museum Science or Heritage Management courses of which at least 9 credit hours must be from the following curriculum.

Students who minor in Museum Science can choose courses from the following curriculum. **Note: Students in the Heritage Management track may not count the core curriculum MUSM 5327, MUSM 5334, HMG 5323, and MUSM 5330 toward the 9 credit hours for the minor in Museum Science.**

<b>MUSM 5321</b> Museology	3 credit hours
<b>MUSM 5326</b> Museum Administration	3 credit hours
<b>MUSM 5327</b> Museum Collections Management	3 credit hours
<b>MUSM 5330</b> Museum Law, Ethics, and Standards	3 credit hours
<b>MUSM 5329</b> Material Culture	3 credit hours
<b>MUSM 5331</b> Museum Interpretation and Communication	3 credit hours
<b>MUSM 5332</b> Museum Preventive Conservation	3 credit hours
<b>MUSM 5333</b> Museum Education	3 credit hours
<b>MUSM_5440</b> Museum Data Management	3 credit hours
<b>MUSM 5325</b> Field Methods	3 credit hours
<b>MUSM 5328</b> Practicum	3 credit hours
<b>MUSM 7000</b> Research	3 credit hours

Students who minor in Heritage Management can choose courses from the following curriculum. **Note: Students in the Museum Science track may not count the core curriculum MUSM 5327, MUSM 5334, HMG 5323, and MUSM 5330 toward the 9 credits for the minor in Heritage Management.**

<b>HMG 5323</b> Principles of Heritage Management	3 credit hours
<b>HMG 5327</b> Heritage Planning	3 credit hours
<b>HMG 7000-005</b> Heritage Tourism	3 credit hours
<b>HMG 7000-006</b> Heritage Resource Management	3 credit hours
<b>HMG 7000</b> Heritage Resource Administration/Marketing	3 credit hours
<b>HMG 7000</b> World Heritage Sites	3 credit hours
<b>HMG 7000</b> Heritage Information Management	3 credit hours

<b>HMGT 7000</b> Heritage Education	3 credit hours
<b>HMGT 7000</b> Digital Heritage	3 credit hours
<b>HMGT 7000</b> Theory and Practice of Provenance Research	3 credit hours
<b>HMGT 7000</b> Archival Administration, Preservation, and Management for Cultural Heritage Organizations	3 credit hours
<b>HMGT 7000</b> Perspectives on Intangible Heritage	3 credit hours
<b>HMGT 7000</b> Research	3 credit hours
<b>MUSM 5327</b> Museum Collections Management	3 credit hours
<b>MUSM 5330</b> Museum Law, Ethics, and Standards	3 credit hours
<b>MUSM 5325</b> Field Methods	3 credit hours
<b>MUSM 5328</b> Practicum	3 credit hours

## Thesis and Internship Options

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As a final requirement in the Heritage and Museum Sciences Program (both tracks), all students must complete six hours of credit through a thesis or internship. In consultation with the student's Graduate Advisory Committee, students select an option that best suits their interests and goals. Students must complete all required and elective courses and pass the Faculty Panel Exam (Quals) before registering for thesis or internship hours. Detailed guidelines for each option follow. **For the thesis option, students must have a thesis prospectus approved by his or her Graduate Advisory Committee before beginning thesis research, registering for thesis hours, and writing a thesis. For the internship option, students must have a PAID, full-time 6-month (external) or 12-month (internal) internship approved by his or her Graduate Advisory Committee AND the Program Chair (Dr. Eileen Johnson) before registering for internship hours.**

### Thesis Option

The thesis consists of original research on a theoretical and/or practical museum or heritage related topic completed by the student under the direction of the Graduate Advisory Committee. The thesis option provides students an opportunity to make a contribution of new knowledge to the profession. Students anticipating entry into a doctoral degree program will gain valuable research and writing skills by completing a thesis. Students who have already acquired the skills and experiences internships offer will gain from scholarly and professional credentials conferred by the thesis.

**Students must have completed all required and elective coursework, pass the Faculty Panel Exam (Quals), and have a prospectus approved by the Graduate Advisory Committee on file before being authorized to begin thesis research or register for thesis credit hours.**

Texas Tech University's Graduate Advisor's Manual recommends: "Before beginning work on a thesis, students should consult the booklet entitled Instructions for Preparing and Submitting Theses and Dissertations." A member of the Graduate School staff is available to advise students about matters of style, format, documentation, and so forth, and should be consulted about unusual situations or problems well before submission of the final version. The Graduate School does not, however, act as proofreader, either before or after the final submission. Signatures on the title page signify that committee members have read, approved, and determined that the document meets the Graduate School's standards as set forth in the Instructions. The instructions noted above are available on the Graduate School website on the Thesis and Dissertations homepage at [www.depts.ttu.edu/gradschool/academic/DefendFormatSubmit.php](http://www.depts.ttu.edu/gradschool/academic/DefendFormatSubmit.php) along with instructions for the required electronic submission of the final document.

Evaluation of the thesis by the Graduate Advisory Committee on a pass/fail basis is based on the defense and final submission of the thesis.

### **Internship Option**

A full-time **PAID** internship provides extensive practical experience either at the Museum of Texas Tech University (internal; 12 months) or in an institution other than the Museum (external; minimum 6 months). The objective is to offer entry into the museum and heritage professions in a supervised staff situation that is beneficial to both parties. The projected outcome is increased professional work experience, the credential of having completed a structured internship, and an established network for career advancement. With recent court rulings, an internship that provides mutual benefit to the student and to the institution must involve compensation.

**Students must initiate the process of securing a PAID internship.** Students must prepare a resume and letter of application that are reviewed and approved by the Graduate Advisory Committee. Students also should seek internship opportunities through professional job listings and by direct contact with targeted institutions. **The Chair of Heritage and Museum Sciences must approve final selection of an internship before final acceptance by the student.** The internship search process gives students an experience similar to seeking and securing a regular position in the museum or heritage field.

**Students must have completed all required and elective coursework and pass the Faculty Panel Exam before being authorized to register for internship credit hours.**

The Graduate Advisory Committee will provide specific information relating to the expectations and requirements of internships. In general, internship requirements are as follows:

1. Internal internships are one year (12 months) long, paid, and full-time with health insurance and tuition assistance.
2. External internships must be at least six months long, paid, and full-time.
3. Host museums preferably are accredited by the American Alliance of Museums or have an equivalent status in the world museum and heritage communities.
4. Interns expect to perform a clearly defined job relating to the normal operation of the institution/organization.
5. Interns expect to be treated as a regular member of the host institution's staff.
6. Interns must be compensated (salaried or stipend) at a reasonable "living wage" level by the host institution **regardless of financial aid, or personal financial or accommodation situation of the student.** Compensation may vary depending on location, amenities provided, and cost of living.

- 7. Full-time or part-time employment is not acceptable as a substitute for an internship.**

**Evaluation of the internship on the thoroughness and credibility of the student's work is derived from the proposal, interim report, final report, interim and final evaluation by the supervisor, personal observations, and the final presentation.**





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program

- Museum Science
- Heritage Management

## Master's Thesis



## **Thesis Guidelines**

### **Introduction**

Writing a master's thesis is unlike any other piece of writing with respect to its length, focus, structure, and methodology. The process of writing, revision, and re-writing several times over also is different from the production of a term paper or research paper. The content of the thesis (subject matter) is likely to be the part that is most familiar to students. A completed master's thesis is a lengthy and sophisticated investigation into a clearly defined subject, and takes hard work and dedication to produce. A thesis, however, is really written by accomplishing a series of small, related tasks, many of which students have experienced and have completed successfully in the past. The details will vary from thesis to thesis depending on the nature of the research, but all thesis writing must follow a set of simple steps. If these are followed, students will not be faced suddenly with the seemingly impossible task of "writing a thesis" in an unrealistic timeframe.

### **The Master's Thesis—step by step**

#### **Start soon**

It is never too early to start thinking about the subject for a thesis. Writing a thesis does take considerable time, and it cannot be squeezed out during the course of a semester, especially given the time constraints of the student's Graduate Advisory Committee and Graduate School deadlines that occur well in advance of the end of each semester. Students should choose a committee chair who has knowledge in the proposed field, has a record of peer-review publications, and with whom they can work productively. Student also should choose Graduate Advisory Committee members who are interested in the research. The thesis must address a museum science or heritage subject.

#### **Thinking about the thesis**

The student defines the subject of the thesis in conjunction with the Graduate Advisory Committee and within Heritage and Museum Science Program and Graduate School requirements. But, it is the student's choice concerning the research that is undertaken.

Students should think about ideas for research and be creative. What is of interest and why? What important question needs to be answered, or what problem should be solved? This exercise will help frame the thesis statement.

Ideas should be written down so that they can be remembered. Ideas may change and evolve, and it is of value to review previous notions about the research subject.

**Students should be realistic about the timeframe for the research.** Complex questions take years to investigate. Although the thesis will take time to produce, most students do not have the luxury of years to spend on it. Being realistic about the timeframe also will help to frame the thesis statement and assist in the choice of research methodology.

**The thesis prospectus is mandatory** and writing the thesis may not proceed until the Graduate Advisory Committee approves the prospectus and an approved copy signed by the Committee chair is on file in the Program Office. It demonstrates to the Graduate Advisory Committee that:

1. the research subject is carefully considered and addresses a museum science or heritage management subject matter;
2. the thesis statement is clearly made;
3. the theoretical or philosophical perspective, literature, and current research is known; and
4. the student is ready to begin the research.

The thesis prospectus provides the student and the Graduate Advisory Committee with a roadmap to the finished thesis and allows all to agree on how the thesis will be accomplished. In this way, the thesis prospectus functions as an agreement between the student and the Graduate Advisory Committee. After the Graduate Advisory Committee members accept the prospectus, the student works almost exclusively with the Graduate Advisory Committee chair to complete the research and writing of the thesis.

## **Thesis Prospectus**

### **General Information**

The Thesis Prospectus consists of three parts: (1) text of 12 – 15 pages; (2) references cited in the text; and (3) bibliography pertinent to the research. The text should present enough information to demonstrate that the student has identified a research problem or question, has an understanding of the issues and pertinent literature, and has a solid and appropriate methodology to address the problem or question. The research problem or question should be real, and emphasis placed on clear presentation of perspective and methodology.

The student should receive from the chair of the Graduate Advisory Committee instructions or a style guide for developing the prospectus and the thesis (including how to reference and what style to follow in the references cited section). In addition, the Graduate School has a format guide that must be followed in the thesis. The student should expect to go through several drafts with the Graduate Advisory Committee chair. Once the chair approves the draft prospectus, then the draft prospectus must be presented to and accepted by the committee. **The process usually takes at least a semester.** Upon approval by the Graduate Advisory Committee, the student should develop a listing of chapter topics and time schedule (a timeline) in conjunction with the chair to act as a guide toward completion and timely graduation. **A copy of the approved**

**prospectus, signed by the Graduate Advisory Committee chair, must be placed in the student's file.**

### **Specific Information**

An abstract is not part of the prospectus and should not be included. Appendices may be included if they are pertinent (e.g., if a survey is going to be conducted, an appendix containing the draft survey questions should be included). The text of the Thesis Prospectus consists of the following minimum five sections (other sections may be included as appropriate):

### **Introduction**

Should be succinct while providing sufficient background to understand the research problem or question and its relevance. **The research problem or question should be stated within the first paragraph.**

### **Theoretical or Philosophical Perspective**

Should provide the framework within which the research is being conducted and the results interpreted. A philosophical perspective is used when addressing underlying principles or concepts where a broad body of literature is not well developed on the subject. A theoretical perspective is used only when the subject has a sufficient body of knowledge; theories have been formulated in the literature, with published research pertaining to it. The perspective may be only theoretical, only philosophical, or a combination. As examples, a thesis focused on museum education would combine education theory and museum philosophy; one focused on museum exhibition would combine exhibition and education theory and museum philosophy; and one focused on collections management may involve only museum philosophy. This section should provide sufficient development to understand the linkage between the perspective and the research problem or question. If hypotheses are being posed for testing, this section is the appropriate place following the theoretical or philosophical discussion.

### **Goals and Objectives**

Should outline what is to be achieved and the relevance of the different parts of the research to the whole. **Goal and objective are not synonymous terms.** Goal is the broader, overarching achievement to be reached. Objective is a means to reach the goal. Generally, a goal and several objectives are outlined. The focus should be on what objectives are necessary in order to achieve the goal. The linkage should be made clear between the goal and objectives and the theoretical or philosophical perspective.

### **Methodology**

Should be a specific accounting of how the research will be accomplished. As an example, if documents are to be examined in the research process, the student must specify how or what manner the examination will occur and the data generated from that examination (i.e., specify what the examination entails). The linkage should be made clear between the goal and objectives and the methodology.

## **Ending Comment**

Should be a commentary on the potential significance or relevance of the research to broader issues and the discipline.

Time spent writing the prospectus is never wasted, because it frames and guides the research and, eventually, the writing. Some sections that are written for the prospectus will become the foundation for a part of the thesis (such as the theoretical perspective and bibliography).

Students must check the prospectus for spelling and grammar and print it out for the Graduate Advisory Committee members. The Graduate Advisory Committee members must be provided with a copy of the written prospectus and a meeting must be arranged, giving the Graduate Advisory Committee members at least two weeks to read and comment on the prospectus. Students must present and discuss the prospectus in the meeting, and be prepared to answer a variety of questions from the Graduate Advisory Committee members. If the prospectus is accepted, the student is able to proceed to the next step. If not, the Graduate Advisory Committee will indicate where additional work is needed.

## **Conducting the Research**

The process involves the collecting and analyzing of data or material according to the research methodology. Some restrictions or regulations may apply (such as use of human subjects), and students must be aware of these before conducting their research. The Graduate Advisory Committee can provide advice.

## **Writing the Thesis**

All theses must include and address the following, although the number of chapters may vary depending on the specific topic of the thesis and the requirements of the Graduate Advisory Committee:

- Title
- Acknowledgments
- Table of Contents
- Chapter One: Introduction
  - Background Information
  - Thesis Statement
  - Significance of the research
- Chapter Two: Theoretical or Philosophical Perspective
  - Framework
  - Goals and objectives
- Chapter Three: Methodology
- Chapter Four: Results/findings
- Chapter Five: Discussion
- Chapter Six: Conclusions
  - Answering the research question or problem proposed
  - Synthesis of findings

- Implications
- References Cited

At this point, students should review the research prospectus and the chapter-by-chapter outline. Portions of what was written for the prospectus can become the foundation for particular chapters, such as the Theoretical or Philosophical Perspective and Methodology chapters. Data or findings are reported in the Results chapter, and the interpretation of those results and significance are discussed in the Discussion chapter. The Conclusions chapter assists the reader in understanding the meaning of the results or findings.

Students work with their Graduate Advisory Committee chair to determine the order or flow of the writing. This flow usually is chapter-by-chapter. Students should expect to write, revise, edit, revise, and rewrite each chapter several times over. Further reorganization and editing may be necessary to craft the chapters into a complete, cohesive, draft document. Once the Graduate Advisory Committee chair has approved the draft document, the student submits that draft document to the committee members for review at least two weeks prior to the thesis defense.

Students must use the Graduate School guidelines for formatting the thesis. This use is a strict requirement, and if the student does not comply, the thesis will require major reformatting work and graduating may be delayed. These guidelines can be found at the Graduate School website at <http://www.depts.ttu.edu/gradschool/academic/FormattingGuidelines.php> A style guide (e.g., MLA, AAA, and Chicago) must be agreed upon by the Graduate Advisory Committee. A number of other Graduate School deadlines and requirements must be adhered to with respect to the thesis. These can be found on the Graduate School Calendar for the semester in which the student plans to graduate.

### **Thesis Defense**

Students are required to complete a thesis defense that consists of a public presentation addressing all aspects of the thesis, including a question and answer session. **The presentation should be 40-45 minutes long.** It is an integral part of the requirements for graduation, must be of an academic and professional nature, and be delivered accordingly. A closed question and answer session follows with the Graduate Advisory Committee members. This latter session is likely to last two or three hours, although no time limit is set. The defense must be scheduled to occur during a regular workday and at such a time that students and colleagues can attend. It must be scheduled no earlier than in the semester of graduation after the Intent to Graduate form has been filed for that semester. It also must be scheduled before the final version of the thesis is submitted to the Graduate School. The Graduate Advisory Committee may require further revision of the draft document based on committee member's review and results of the defense.

### **Additional assistance**

Comprehensive information providing further guidelines and assistance for the thesis option is available on the Graduate School website at [http://www.depts.ttu.edu/gradschool/academic/masters\\_thesis.php](http://www.depts.ttu.edu/gradschool/academic/masters_thesis.php)



TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program

- Museum Science
- Heritage Management

## Internship



## OBTAINING AN INTERNSHIP

### Search for an internship

First decide on some general requirements as these may influence how and where you search. What type of museum or heritage property would you like to work in or are you flexible? Do you have a particular geographic location in which you would like to work? What skills do you want to develop? Are any other factors important to consider? The more flexible you are, the wider range of opportunities will be open to you. Start the search sooner rather than later.

Search professional organization job posting websites as many institutions and organizations post internships on these sites. Useful sites include Texas Association of Museums, Mountain-Plains Museums Association, and the American Association of State and Local History. Another good source is the Museum-L listserv that you can subscribe to free of charge. Internships for the National Park Service can be found at:  
<https://www.nps.gov/aboutus/jobsforstudents.htm> and  
<https://www.thesca.org/serve/positions>

**Read forwarded emails.** The Museum has built relationships with a number of other institutions that regularly recruit interns from the Heritage and Museum Sciences Program. In these cases, an announcement is sent out by email to the Graduate Advisor who forwards them to all students. The Graduate Advisor also forwards to all students announcements that meet program requirements from other institutions and organizations.

Internship positions at the Museum are posted on the TTU Human Resources website and applications must be submitted online through that system at <https://www.depts.ttu.edu/hr/workattexastech/> Internships are offered in Exhibits, Museum Education, and Heritage Education. The student **must speak** with the internship supervisor before submitting an application.

Browse museum, heritage, federal, state, and municipal websites. Many museums and heritage facilities have internship programs and post details on their websites. Federal, state, and municipal entities also usually post internship positions on their websites, e.g., Texas Historical Commission, Texas Parks and Wildlife, City of Lubbock. If you find a museum or institution that you would like to work at but cannot determine online if internships are available, find a phone number and call.

### Apply for an internship

Follow application instructions and deadlines explicitly. At a minimum, a cover letter and a resume usually are required. Draft these documents and meet to

review them with your Graduate Advisory Committee chair. Names of two or three references also may be required. As a professional courtesy, obtain permission from anyone you intend to list as a reference.

### **Accepting an internship**

An internship offer may be accepted provisionally, but is not finalized until the Internship Learning Agreement has been completed, signed by all parties, and **the Chair of Heritage and Museum Sciences has approved the internship.** These stipulations should be made clear to the potential host institution at the time the offer is accepted provisionally. See page 103 for more information on the internship learning agreement.

## Internship Guidelines for Students

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### I. Introduction

A **PAID** internship is another option for students in either the Museum Science or Heritage Management track. The internship is expected to be beneficial for both the student and host institution. An internship is defined as a supervised work experience in a museum or heritage facility applying both the theoretical knowledge and practices previously gained through formal instruction, training, and experiential learning. Students apply museum or heritage theory and principles in a supervised working situation as a staff member who has specific assigned responsibilities and objectives.

Prior to undertaking a **PAID** internship, the student must have approval of the Graduate Advisory Committee and a written agreement (Internship Learning Agreement) signed by both the Host Institution and the Chair of Heritage and Museum Sciences. The chair of the student's Graduate Advisory Committee serves as the University's intern supervisor.

**Internship Learning Agreement Form is located in the Forms Index on pages 131-132.**

To complete the degree requirements, a student enrolling for an external internship must complete a minimum of six months of full-time on-the-job training at another museum or heritage facility. Internships lasting longer than six months are permitted, providing they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 1-year (12 months) of full-time on-the-job training; in both cases, **graduation is at the end of the internship.**

Internships vary with the needs of the host institution and the skills and interests of the student. All require, however, a clearly defined purpose, objectives, work plan, and method of evaluation. These guidelines are designed to provide a rational framework for fulfilling the requirements of the Heritage and Museum Sciences Program and the Host Institution. The ultimate goal is to provide the student with a program that meets educational standards and experience in a complex, technical field.

### **A NOTE ON CREDITS AND FEES**

A student may count no more than six (6) internship credit hours toward graduate requirements. **Please note:** if all of the internship credits are taken in one semester, with none in the second semester, Texas Tech University will drop the student from the active roll and the student will have to reapply for admission. This situation requires splitting credits between two semesters, usually three credits in each. Splitting the credits results in a class load below one-half time

and may affect internship deferment requirements for some loan institutions, as well as Texas Tech University scholarship rules. A request for full-time status should be made to the Heritage and Museum Sciences Graduate Advisor after notification to the student from Student Business Services and/or Financial Aid. Internship deferments for school loans must be obtained from lending institutions and require the signature of the Chair of Heritage and Museum Sciences and Financial Aid. A waiver for the scholarship rules is at the discretion of the Chair of Heritage and Museum Sciences and must be obtained in advance. Students must enroll under the Graduate Advisory Committee chair in the correct section (three choices: in Lubbock; outside Lubbock, but in Texas; or out of state) to obtain any applicable fee waivers. **All of these are timely issues and should be resolved well before an internship begins.**

### **A NOTE ON EXAMINATIONS AND GRADUATION**

A student should notify the Host Institution at the outset of the need to complete academic requirements. This obligation includes five working days to return to Texas Tech University towards the end of the internship to complete final exam (Comps) requirements. This time away is included in the six months or twelve months 1-year) work time and is noted on the Internship Learning Agreement.

**Students should review the deadlines carefully for submitting the Intent to Graduate and completing examinations. Failure to meet deadlines may result in the student enrolling for an additional semester of credit and graduating later than expected. It is the student's responsibility to acquire and carefully review the latest graduation requirements and deadlines. These are available online with the Graduate School.**

## **II. General Standards and Guidelines**

Internship locations and content must be reviewed and approved by the Chair of Heritage and Museum Sciences prior to acceptance.

Interns must have a formal written contract (Internship Learning Agreement) with the Host Institution and Texas Tech University that includes the following:

- The purpose and objectives of the internship;
- The duties and responsibilities of the intern;
- Starting and termination date and days and hours of work;
- Salary/Stipend;
- Evaluation procedures; and
- Signatures of the Host Institution and Chair of Heritage and Museum Sciences.

Interns are considered as staff members and should expect to be included in the Host Institution's regular work, meetings, and activities.

Interns must be provided a job description. Interns must be assigned professional responsibilities and a project or specific part of a major project. This assignment must be outlined prior to accepting an internship and must be described in the written internship agreement.

The internship workweek corresponds to the Host Institution's standard workweek. The student must adhere to the Host Institution's holiday schedule and work week.

Internships are part of the student's academic program and are distinct from employment as permanent staff. Students should not expect to be hired by the Host Institution. Full-time permanent employment of an intern during the period of the internship may change the student's status and must have the prior approval of the student's Graduate Advisory Committee and the Chair of Heritage and Museum Sciences.

Scheduled leave of one week by the student to take comprehensive examinations must be worked out in advance with the Host Institution. Leave to attend professional conferences or other activities is at the discretion of and must be arranged with the Host Institution.

Interns must have clearly defined standards for performance and evaluation at the outset of the internship.

### **III. Purpose, Objectives, and Plan of Work**

Each internship must begin with a clearly stated purpose agreed to by the Host Institution and the student's Graduate Advisory Committee with the following information:

- The title of the internship position;
- The division(s) in which the internship will take place; and
- The topic(s) of study and an outline of the components that comprise this initial professional work experience, including the learning activities.

The objectives and products for each task of the internship must be clearly defined. These should fit into a Plan of Work with a chronological outline of the projects and tasks that include the following:

- Objectives and a schedule for completion of the project(s);
- Required or suggested readings; and
- Time(s) for the evaluation.

### **IV. Work Place**

Each intern should expect the following:

- Adequate workspace appropriate to the assigned tasks;
- Comfortable and safe working conditions;
- Materials and equipment to carry out assigned tasks;
- Prompt payroll payments and travel funds as earned; and
- Opportunities for professional and personal growth.

### **V. Intern Responsibilities**

The intern is expected to:

- Fulfill all provisions stipulated in the Internship Learning Agreement;
- Be prompt and consistent in attendance;

- Carry out assigned tasks in an efficient and professional manner;
- Develop working relationships with other staff members;
- Understand and support the Host Institution's mission and Code of Ethics;
- Maintain a daily diary or log with a description of work undertaken, knowledge gained, problems encountered, and accomplishments;
- Provide the chair of the Graduate Advisory Committee with a written, mid-Internship report, a final Internship report, and an evaluation of the Host Institution on the Host Institution Evaluation form; and
- Pass the comprehensive written and oral examinations (Comps).

## **VI. Evaluation**

Evaluation is an ongoing process that is carried out by both the Host Institution and Texas Tech University through the Heritage and Museum Sciences Program. The intern must maintain close communication with the chair of their Graduate Advisory Committee. Concerns and problems must be brought to the chair's attention during the internship, so that a resolution can be affected. In the case of internal internships, if the Graduate Advisory Committee chair and Host Institution internship supervisor is the same individual, the intern should communicate with the Heritage and Museum Sciences Graduate Advisor.

The Host Institution must provide the student and Texas Tech University (to the Graduate Advisory Committee chair or in the case of internal internships to the Heritage and Museum Sciences Graduate Advisor if the Host Institution internship supervisor is the same individual as the Graduate Advisory Committee chair) with the following:

- A brief, written mid-internship evaluation; and
- A final evaluation on the Student Internship Evaluation form of the student's performance, attendance, attitude, work habits, strengths, and weaknesses.

The student obtains the Student Internship Evaluation form from the Academic Program Coordinator and provides it to the Host Institution. The Host Institution's student evaluation is an important part of the student's overall program and is carefully reviewed by the student's Graduate Advisory Committee.

**Student Internship Evaluation Form to be completed by the Host Institution is located in the Forms Index on pages 136-138.**

The student will provide Texas Tech University with an evaluation of the internship experience. The student will provide Texas Tech University (to the Graduate Advisory Committee chair or in the case of internal internships to the Heritage and Museum Sciences Graduate Advisor if the Host Institution internship supervisor is the same individual as the Graduate Advisory Committee chair) with the following:

- A brief, written mid-internship evaluation; and
- A final evaluation on the Host Institution Evaluation form of the internship experience

**Host Institution Evaluation Form to be completed by student interns is located in the Forms Index on pages 133-135.**

**VII. Internship presentation**

Students are required to complete **an internship presentation of 40 to 45 minutes in length** that consists of a public presentation addressing all aspects of the internship, including a question and answer section. The presentation is an integral part of the requirements for graduation, must be of an academic and professional nature, and be delivered accordingly. It should include an analysis of the internship experience in the context of what was learned in program coursework and a reflection on the value and application of the experience.

It must be scheduled no earlier than in the semester of graduation after the Intent to Graduate has been filed for that semester. It must be scheduled to occur during a regular workday and at such a time that students and colleagues can attend. It must be scheduled through the Academic Programs Coordinator to occur in the week that the student returns to take the comprehensive written and immediately before the oral exams.

The chair of the student's Graduate Advisory Committee assigns the student's final grade after consultation with the Advisory Committee and the Host Institution Internship Supervisor.

## Internship Guidelines for Host Institutions

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### I. Introduction

The Heritage and Museum Sciences Program (Museum Science and Heritage Management tracks) encourages students to undertake internships as one option to complete the degree requirements. The internship is required to be a **PAID** one and to be beneficial for both the student and host institution. An internship is defined as a supervised work experience in a museum or heritage facility applying both the theoretical knowledge and practices previously gained through formal instruction, training, and experiential learning. Students apply museum or heritage theory and principles in a supervised working situation as a staff member who has specific assigned responsibilities and objectives.

Prior to undertaking an internship, the student must have approval of the Graduate Advisory Committee and a written agreement (Internship Learning Agreement) signed by both the Host Institution and the Chair of Heritage and Museum Sciences. The chair of the student's Graduate Advisory Committee serves as the University's intern supervisor for external internships.

To complete the degree requirements, a student enrolling for an external internship must complete a minimum of six months of full-time on-the-job training at another museum or heritage facility. Internships lasting longer than 6 months are permitted, providing they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 1-year (12 months) of full-time on-the-job training; in both cases, **graduation is at the end of the internship.**

Internships vary with the needs of the host institution and the skills and interests of the student. All internships, however, require a clearly defined purpose, objectives, work plan, and method of evaluation. These guidelines are designed to provide a rational framework for fulfilling the requirements of the Heritage and Museum Sciences Program and the Host Institution. The ultimate goal is to provide the student with a program that meets educational standards and experience in a complex, technical field.

Texas Tech University assigns a faculty supervisor (the chair of the student's Graduate Advisory Committee) to work with the student and the Host Institution's Internship Supervisor.

### II. Standards

The following are required of all Texas Tech University Heritage and Museum Sciences Program (Museum Science and Heritage Management tracks) Internships:

- Interns have a formal written contract (Internship Learning Agreement) with the Host Institution and Texas Tech University stating the purpose and objectives of the internship, the intern's duties and responsibilities, starting and termination dates, days and hours of work,

- salary/compensation, evaluation procedures, and the name and position of the immediate supervisor;
- The **external internship** consists of a minimum of six months **PAID**, full-time employment, corresponding to the Host Institution's standard workweek;
- The **internal internship** consists of a 1-year (12 months) **PAID**, full-time employment, corresponding to the Texas Tech University's standard workweek;
- Institution's regular work, meetings, and activities;
- A professional member of the Host Institution staff is assigned as the Internship Supervisor;
- Interns must be assigned professional responsibilities and a project or specific part of a major project;
- Interns must be provided a job description; and
- Interns must have clearly defined standards for performance and evaluation.

### **III. The Work Place**

The Host Institution must provide each intern with the following:

- An orientation to the institution, including a tour of facilities, review of institutional policies and procedures, and an introduction to other staff;
- Adequate work space appropriate to the assigned tasks;
- Comfortable and safe working conditions;
- Material and equipment to carry out assigned tasks;
- Prompt payroll payments and travel funds as earned;
- Opportunities for professional and personal growth; and
- Assistance with locating housing.

### **IV. Purpose, Objectives, and Plan of Work**

The intern works with the Host institution to produce the Internship Learning Agreement. That document is composed of the following:

#### **Purpose**

Each Internship must begin with a clearly stated purpose and should include the following:

- The title of the internship position;
- The department(s) or division in which the internship will take place; and
- The topic(s) of study and an outline of the components that comprise this initial professional work experience, including the learning activities.

#### **Objectives**

The objectives and products of the internship must be defined clearly and should include the following:

- Specific objectives for each task assigned; and
- Expected outcomes for each assigned task.

#### **Plan of Work**

The Plan of Work must provide a chronological outline of the topic(s) of study, detail the tasks assigned, and list learning activities and readings. The plan should include the following:

- Objectives and a schedule for completion for the project(s);
- A scheduled orientation;
- Required or suggested readings; and
- Time(s) for the evaluation.

## **V. Intern Responsibilities**

The intern is expected to:

- Be prompt and consistent in attendance;
- Carry out assigned tasks in an efficient and professional manner;
- Develop working relationships with other staff members; and
- Understand and support the Host Institution's mission and Code of Ethics.

## **VI. Evaluation**

Evaluation is an ongoing process that is carried out by both the Host Institution and Texas Tech University (through the Graduate Advisory Committee). Texas Tech University will provide, through the student intern, a standard evaluation form (Host Internship Evaluation; pages 133-135). The Host Institution's evaluation is an important part of the student's overall program and is reviewed by the student's Graduate Advisory Committee. The student's final grade will be assigned by Texas Tech University after reviewing the evaluation and in consultation with the Internship Supervisor.

The Host Institution will provide the student and Texas Tech University with the following:

- A brief written mid-internship evaluation;
- A final evaluation on the required form of the student's performance, attendance, attitude, work habits, strengths, and weaknesses; and
- An evaluation of the internship process.

The student, in turn, will provide the Heritage and Museum Sciences Program with an evaluation of the internship experience on the Host Institution Evaluation form.

A carefully planned internship assures the student a positive work and educational experience and the Host Institution a successful project.

**Student Internship Evaluation form to be completed by the Host Institution Internship Supervisor is located in the Forms Index on pages 133-135.**

## **CHECKLIST FOR INTERNSHIPS**

### **Planning**

**Interns are viewed as staff and are not volunteers.** While an educational component must be part of the internship, the internship is an initial professional work experience.

- Is the project(s) defined?
- Are the objectives established?
- Are the required skills and expertise determined?
- Is the time required to complete the tasks(s) determined?
- Are starting and ending dates established?
- Is the supervisor selected?
- Is the required space available?
- Are the necessary materials on hand?
- Is a job description prepared?
- Is an educational component included?

### **Internship Learning Agreement**

- Does it have a starting and ending date?
- Does it list hours of employment?
- Does it describe the project(s) and intern responsibilities?
- Does it include the stipend or rate of pay?
- Does it include the name of the Host Institution supervisor?
- Does it include the name of the University supervisor?
- Does it describe the evaluation procedures?
- Does it include University requirements, including leave for written and oral examinations?

### **Orientation**

For many interns, the internship is the first professional work experience and they may be unfamiliar with museum culture and office etiquette.

- Is a formal tour of the facilities organized?
- Is a formal introduction to staff provided?
- Is an introduction to volunteers organized?
- Is there an introduction to the Board of Directors?
- Is information on pay schedules and benefits provided?
- Are institution policies and procedures for holiday, sick, or annual leave described?
- Are evaluation procedures described?
- Is office or workspace provided and a key(s) assigned?
- Is there information on any dress and/or uniform code?

### **Orientation Materials**

- Are a map or floor plan and guide to the institution provided?
- Is an annual report provided?
- Is an identification badge or pass issued?
- Is a staff handbook provided?
- Is a staff list provided?
- Is a calendar of events and list of holidays provided?

### **Internship**

- Are the projects described and has a time frame for completion been written?
- Is a journal being kept of the new procedures, terminology, and museum or heritage practices the intern encounters?
- Is a regular weekly or bi-weekly work review established?
- Are applicable readings assigned?

### **Evaluation**

- Are regular progress sessions planned?
- Is a formal mid-internship evaluation planned?
- Is an exit interview and review of the internship organized?
- Is the University's written evaluation completed?



TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program

- **Museum Science**
- **Heritage Management**

## **Examinations**



## Examinations

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### **Faculty Panel Examination**

All students, whether writing a thesis or completing an internship, are required to take the Faculty Panel Examination (Quals). This oral examination takes place late in the final semester as students are completing all course work and prior to beginning an internship or thesis. This exam may take place in a later semester depending on the students' progress in completing all course work. It is scheduled by the Graduate Advisor. Students must sign up with the Graduate Advisor and complete the oral examination with a panel of faculty members. Panel members are appointed by the Chair of Heritage and Museum Sciences and serve on all student panels for the year in which they are appointed. Exams are conducted separately with each student.

Students are expected to show professional and academic readiness through demonstration of knowledge about museum or heritage-related issues. Students must be prepared to answer questions relating to material covered in each of the **required** courses for the program of study.

Exams are graded pass/fail. Students will receive comments via e-mail from the panel members regarding their progress. Students who pass will proceed with either internship or thesis work. Students who do not pass will have the opportunity to retake the exam after a 30-day study period.

**The student is responsible for requesting the scheduling of the Faculty Panel Examination by the Graduate Advisor. Failure to take the Faculty Panel Examination in a timely manner may delay graduation.**

### **Comprehensive Examination**

All students, whether writing a thesis or completing an internship, are required to return to the Museum to take a Comprehensive Examination (Comps). The purpose of the Comprehensive Examination is to give the student and the Graduate Advisory Committee an opportunity to gain an appreciation of the level of expertise the student has achieved, and to assess the student's ability to assimilate knowledge and ideas related to the profession. The Committee can assess the need for further study, assuring that all students leaving the Program are highly qualified, emerging professionals.

The Comprehensive Examination for the master's degree occurs during the final semester before graduation. It consists of a written exam and an oral exam administered by the Graduate Advisory Committee. It also includes a **40-45 minute** internship presentation or thesis defense.

The student initiates the exam by scheduling with the Academic Programs Coordinator (Erika Gomez) a time to begin the written exam, a time for the presentation, and a time for the oral exam. Internship students may initiate this process in the semester of graduation once the Intent to Graduate has been filed,

towards the conclusion of the internship. **HOWEVER**, the Comps for an internship student may not be scheduled to take place until after the midpoint of the internship and preferably at the end of the internship. The Comps for a thesis student must be scheduled to occur towards the end of the thesis writing process and before the Graduate School deadline in the semester of graduation. An internship student must check in advance with their Host Institution internship supervisor to find a convenient time to return to the Museum.

The written exam may be scheduled to occur on a Monday – Wednesday timetable with the defense/presentation and oral exam on the following Friday morning or afternoon. Alternatively, it may be scheduled to occur on a Wednesday – Friday timetable with the defense/presentation and oral exam on the following Monday morning or afternoon. The schedule is dependent on student work schedule and availability of the Graduate Advisory Committee members and the Helen DeVitt Jones Auditorium where the defense/presentation takes place.

Questions for the written exam are designed by each member of the committee and generally are formulated in requests for definitions, short answer questions, essay questions, or a response to a hypothetical situation. Students set their schedules for the use of time on exam days (e.g., starting time, lunch hour) within an 8:00 a.m. – 5:00 p.m. workday. **It is strongly recommended, however, that the entire available time be utilized in order to produce work of sufficient depth and breadth.** Comps are an integral part of the academic requirement for the Master's degree and should be undertaken accordingly. **Students are expected to take the written exam seriously and provide synthetic responses rather than just a regurgitation of facts.** Academic writing style and content also are expected. Students write for three consecutive days, responding to questions from one Graduate Advisory Committee member each day. They are provided with a blank flash drive and a Mac or PC computer for their responses that must be turned in at the end of each day. This exam is a closed book exam, meaning that consulting any sources (notes, publications, and internet) is prohibited. No bags, purses, laptops, tablets, or phones may be taken into the testing room. Specific procedural instructions will be provided in writing on the first day of the exam.

Comps, by definition, are inclusive of any and all areas of the course of study. **All students (internship or thesis options) are expected to exhibit their knowledge of the philosophical, historical, legal, and ethical basis of museums and heritage; communicate a thorough knowledge of contemporary global museum and heritage issues; give evidence of concrete technical knowledge and experience that leads to sound choices in the application of skills; and show familiarity with specific professional publications.** Students are responsible for developing a familiarity with all conceptual issues and reading assignments from their graduate coursework. When the written exam is completed at the end of each day, it is turned in to the Academic Programs Coordinator (Erika Gomez) who distributes it to the Graduate Advisory Committee for evaluation.

Students are provided with a printed copy of their responses and are strongly encouraged to review them between the end of the written exams and beginning of the oral exam so that deficiencies can be addressed during the oral exam. Students are required to bring a copy of their responses to the oral exam.

The oral exam is scheduled to occur after a one-day break after the completion of the written exam and immediately following the thesis defense or internship presentation. The oral exam customarily takes two to three hours, although no time requirement or limitation is set. The student is responsible for scheduling the date at the same time the written exam is scheduled through the Academic Programs Coordinator (Erika Gomez). The Graduate Advisory Committee administers the oral exam. Often, the oral exam begins by the Graduate Advisory Committee members directing questions to the student about the responses to the written exam. This questioning is done to clarify issues, pursue thoughts that the student introduced, or cover material that may not have appeared in the responses. After the issues of the written responses have been resolved, the committee may ask questions leading to discussions about any aspect of the museum or heritage profession.

### **Thesis Defense or Internship Presentation**

#### **Thesis Defense**

Students in the thesis option are required to complete a thesis defense that consists of a public presentation addressing all aspects of the thesis. **The presentation should be no shorter than 40 minutes and no longer than 45 minutes.** This segment of the defense includes a question and answer session with the public in attendance. This public presentation is followed by a closed question and answer and discussion session with the Graduate Advisory Committee members. The defense is graded pass-fail.

#### **Internship Presentation**

Students in the internship option are required to complete an internship presentation that consists of a public presentation addressing all aspects of the internship. The student should place the internship and host institution into context at the beginning of the presentation. **The presentation should be no shorter than 40 minutes and no longer than 45 minutes.** This segment includes a question and answer session with the public in attendance. This public presentation is followed by a closed question and answer and discussion session with the Graduate Advisory Committee members. The presentation is graded pass-fail.





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# Financial Aid



## General Information

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Museum Science and Heritage Management graduate students receive financial aid through a variety of sources. Over 90% of students have scholarships, fellowships, or are employed through the Museum. Awards may be obtained based on financial need or academic excellence. Student scholarships waive out-of-state tuition rates and assess tuition at the in-state rate. This benefit translates into a significant saving on tuition and fees. Student apprenticeship positions continue for the academic year. Application must be made for summer employment and each fall semester. The *Bulletin of Texas Tech University Scholarships and Financial Aid* provides general information.

### **Scholarships**

The Heritage and Museum Sciences Program offers several scholarships for which full-time (9.0 hours) Museum Science and Heritage Management students are eligible to apply. The scholarship is for one academic year, renewable for up to two additional years (total of 3 years). Payment (applied as a tuition reimbursement) is divided equally between fall and spring semesters. If a student is an out-of-state student, this award provides an assessment of tuition at the in-state rate for the entire academic year including May Intersession, Summer I, and Summer II semesters. The initial award of this scholarship is based on scholastic achievement with a grade point average (GPA) of at least 3.0. A second and third year award depends on the maintenance of an overall GPA of at least 3.5. **An approved thesis prospectus** also is required for a third year award for thesis students. Apply through the Program Office. Scholarship applications are considered in the spring for students entering during the fall semester. After completion of required and elective courses and passing the faculty panel exam, a minimum of 6.0 hours per semester is required for scholarship eligibility.

### **Graduate Recruitment Fellowship**

This fellowship is a competitive (based on GPA; 3.0 or better) annual award of \$4,000 that is renewable for a second year for Master's students provided the student remains in good standing in their program track. Heritage and Museum Sciences applies to the Graduate School for an allocation of Graduate Recruitment Fellowships. Heritage and Museum Sciences then has the authority to make the award to students of their choosing who show promise for graduate study and whom the Program wishes to recruit. Recipients are required to attend three Graduate School sanctioned professional/academic programs for each year of the award and apply through the Graduate School for external funding for each year of the award. The number of allocated fellowships varies from year to year.

### **Helen DeVitt Jones Fellowship in Museum Science and Heritage Management**

This fellowship is a competitive (based on GPA; 3.5 or better) annual award of \$6,000 that is renewable up to two years (total of 3 years) provided the student remains in good standing in their program track and maintains a minimum 3.5 GPA. Recipients are required to enroll in a service learning course and participate in community service involving 40 hours of volunteer work at a Lubbock area museum or heritage facility.

Recipients are known as Helen DeVitt Jones Fellows and receive biographical information about Helen Jones and her strong belief in community volunteerism. The fellowship provides the opportunity to learn the value of giving one's time as a volunteer in a community and how that experience benefits both the community and the volunteer. The fellowship provides a waiver of out-of-state tuition rates and assesses tuition at the in-state rate. Inquiries about the fellowship, including criteria, should be directed to the Heritage and Museum Sciences Chair (Dr. Eileen Johnson) or Associate Chair (Nicky Ladkin). The fellowship requires annual reports to the Chair of Heritage and Museum Sciences, annual thank you letters to the Helen Jones Foundation, and an exit reflective report at graduation. Three fellowships are awarded annually.

### **Graduate Student Apprenticeship Program**

The apprenticeship program is another way the Heritage and Museum Sciences Program and its students are integrated into the Museum. Heritage and Museum Sciences invests in its graduate students and their employment. The graduate student positions are an important aspect to Museum staff and divisions in accomplishing the operations of the Museum and fulfilling its objectives and charges.

Employment in the Museum complex (Museum, NSRL, Lubbock Lake Landmark) for Museum Science and Heritage Management graduate students is an important, experiential part of the curriculum. Students have the opportunity to put into practice the concepts they are learning in the classrooms. Graduate students in the Apprenticeship Program are hired as Student Assistants.

Graduate students are in training and expected to conduct themselves as pre-professionals. The positions are real and carry responsibilities and obligations. The positions are project/program oriented with an expected level of productivity and time-commitment by the student. The student, in turn, can expect a professional relationship of mutual respect, meaningful tasks, and engagement.

The apprenticeship program is based on a mutually beneficial approach and experience. Graduate students work in a topical area, such as curation, exhibits, education, heritage, or administration. Curation encompasses the collecting divisions, registration, and collections processing at Lubbock Lake Landmark. Education encompasses the Museum's Education division and the Landmark's Heritage Education division. A student's assignment is based on topical area of interest balanced with divisional needs. Generally, no more than two students from a year's group will be assigned to a specific division. **Divisions having collections grants with a stated timeframe in which to accomplish the work have priority for student assignments.** Apprenticeship assignments will not be split between divisions. An apprenticeship assignment may be supplemented by grant funds in the same division or another division.

**First year graduate student assignments are for a minimum two semesters in a particular division** whereas second year graduate student assignments are for a minimum one semester in a particular division. Students work 15 hours/week at \$9.00/hour. Students are expected to arrive on time and work the

15 hours each week. Employment may continue in the summer. Starting with summer employment, students may request a different assignment than during the previous two semesters. Requests go to the Chair of Heritage and Museum Sciences.

**The minimum employment is 15 hours/week.** Divisions that have grant funds (i.e., not dependent on Heritage and Museum Sciences funds for student employment) may be able to accommodate a student wanting less than 15 hours/week or supplement a student wanting to work more than 15 hours/week.

The intent is for the 1<sup>st</sup> year student to remain in the assignment through the academic year (first two semesters). Those students or staff having difficulty with the assignment may request a review of the assignment. Requests go to the Chair of Heritage and Museum Sciences. Those students not meeting on average their work hours will be counseled by their supervisor. If the situation persists and cannot be resolved, the student will no longer be employed through the apprenticeship program. The student would be eligible for employment through division grants.

Graduate students must complete an apprenticeship employment application form available during New Student Orientation at the beginning of the fall or spring Semester. The Chair of Heritage and Museum Sciences reviews completed applications and makes the assignments. Student interests will be matched to the extent possible within the stated parameters. Students will be notified of their assignment within 10 business days after the start of the semester.

### **Research Assistants**

Research Assistantships occasionally become available to Museum Science and Heritage Management graduate students through grants to Museum faculty and staff. Research assistants must be enrolled full-time (9 hours/semester). Texas Tech University's *Graduate Advisors Manual* states: "The principal investigator of a research project recommends the appointment of a research assistant for that project. The department chair initiates the appointment, and both the chair and the principal investigator sign the appointment form. The form is approved by the dean of the instructional college involved and reviewed by the Graduate Dean. Forms are then forwarded to the Budget Office." Research assistantships provide a waiver of out-of-state tuition rates, reduced tuition and fees (by about two-thirds reduction), and University benefits. A research assistant is considered a staff position and the person works within the University holiday schedule rather than the student holiday schedule. A research assistant works 20 hours per week and is paid monthly. Salary may vary between research assistantships based on grant or award funds. A principal investigator usually informs the Program Office, Chair, or Museum's Finance Manager of any open research assistantships and an e-mail notice is sent to the Program's graduate students. Inquiries about research assistantships should be directed to the Heritage and Museum Sciences Chair (Dr. Eileen Johnson).

### **Teaching Assistants**

Teaching Assistantships are available to Heritage and Museum Sciences graduate students in the fall semester only. Teaching Assistantships provide a waiver of out-of-state tuition rates, reduced tuition and fees (by about two-thirds reduction), and University benefits. A teaching assistant is considered a staff position and the person works within the University holiday schedule rather than the student holiday schedule. A teaching assistant works 20 hours per week and is paid monthly. Teaching assistants must be enrolled full-time (9 hours maximum). Inquiries about teaching assistantships should be directed to the Heritage and Museum Sciences Chair (Dr. Eileen Johnson). Two assistantships are available each fall semester.

### **Graduate Assistants**

Graduate Assistantships occasionally become available to Museum Science and Heritage Management graduate students through grants to Museum faculty and staff. Texas Tech University's *Graduate Advisors Manual* states, "The title of Graduate Assistant is intended for students employed in capacities other than teaching and research, and who are ordinarily paid on an hourly basis. A principal investigator usually informs the Program Office, Chair, or Museum's Finance Manager of any open graduate assistantships and an e-mail notice is sent to the Program's graduate students. Inquiries about graduate assistantships should be directed to the Heritage and Museum Sciences Chair (Dr. Eileen Johnson).

### **Work-Study Program for Graduate Students**

Funded study can be used to gain practical museum experience. Work-study can be obtained even during the first weeks of the semester; however, allowing six months for the processing of new student applications is more effective. According to the *Graduate Advisors Manual*: "The amount of financial aid is determined by prior year need base excluding any financial aid for prior year. Non-degree students are eligible for work-study funds during their first year of study. They must be accepted into a degree program before funds will be awarded for the following years. International students are not eligible for work-study funds." The work-study program is available to students throughout campus. Apply to the Texas Tech University Financial Aid department. Graduate work-study students are hired as Student Assistants.

### **Conference Attendance**

Students who participate at a conference beyond simply attending are eligible for a travel allotment from the Heritage and Museum Sciences Program to defray some of the costs of attending the conference. Participation is viewed as presenting a poster in a poster session, podium presentation in a panel session, giving a workshop, being on the Program Committee that plans the next conference, or similar activities. The Mountain-Plains Museums Association has a competitive student poster session that is sponsored by the Heritage and Museum Sciences Program. The Texas Association of Museums has initiated a competitive student poster session. These two organizations are the primary (although not only) conferences students attend. The travel allotment is a set amount that includes basic Early Bird registration. The allotment varies annually

based on available Heritage and Museum Sciences funds and number of students participating in the conferences.

### **Mini-Grant Program for Thesis Research**

The Heritage and Museum Sciences Program has a mini-grant program for thesis research for Museum Science or Heritage Management graduate students pursuing a master's thesis. The brief proposal consists of the student's thesis topic, hypothesis or research question, significance or relevance to museums or heritage management, what the need is and why (e.g., travel to other museums/heritage facility to generate data; equipment; software), a budget, and a copy of the student's approved thesis prospectus. The Graduate Advisory Committee chair also submits a support letter addressing how the grant would benefit the thesis research. The Program funds requests up to \$1,000. Students may receive only one mini-grant. Proposals are submitted to the Chair of Heritage and Museum Sciences (Dr. Eileen Johnson). The mini-grant program does not fund travel to conferences.

### **Museum Internship Program**

Heritage and Museum Sciences invests in its graduate students and their training to enter the professional field. The internship option is an important experiential aspect of both Museum Science and Heritage Management tracks, providing hands-on responsibilities and performance expectations within a real-world setting. Internships provide a quality experience that helps enhance or develop skills, knowledge, and perspective beyond the classroom setting and apprenticeship assignments.

Heritage and Museum Sciences has an internal internship program to provide graduate students an expanded array of opportunities, enhance the work experience, and address the needs of the Museum towards fulfilling its objectives and charges.

The Heritage and Museum Sciences internship program offers **PAID**, full-time, one-year (12 months) internships on a competitive basis. The number of internships and their focus varies each year based on funding availability (grants and internal resources). Internships normally start in January and the student must commit for the year. **Students graduate in December at the end of their internship.**

Available internships are announced in the fall semester by e-mail to 2<sup>nd</sup> year students. Students apply by letter of interest to the division in which the internship is housed and selected candidates will be interviewed by the supervisor of that internship.

The Heritage and Museum Sciences internship program is based on a mutually beneficial approach and experience. The program is governed by the same requirements as the external internships. A formal internship learning agreement must be executed that outlines the responsibilities and expectations of both parties. Internships currently are at \$1,800/month, paid hourly at \$10.38, for an annual salary of \$21,600. Based on grant funding, the salary level may be

higher. Internships provide full University benefits, including the University covering most of the cost of one course/ 3 credit hours per semester.

**Internal internships for the calendar year 2019, starting in January (total 3) Exhibits**

Museum Education-Museum of Texas Tech University

Heritage Education–Lubbock Lake Landmark

**Employment at the Museum of Texas Tech University**

1. Fill out the new employee packet
  - a. Texas Tech Application
  - b. Museum Apprenticeship Application
  - c. I-9 (Must have driver's license AND social security card or birth certificate OR a current passport – all documents must be originals)
  - d. W-4
  - e. Biographical Data Form
  - f. Employee Acknowledgement
  - g. ID Badge Request Form
2. Take completed ID badge paperwork to the Texas Tech Police Department Police Station to receive an official Museum ID badge (an email will be sent when paperwork is ready to be picked up in the Administration Office).
3. Complete the required Texas Tech University Training – All employees are required to complete EEO Training and Title IX training (must be completed within the first 2 weeks of employment). Depending on which Division you are working in, other training may be required.
4. All student employees are required to clock in and out. Time clocks are available in each Division. **The time card must be turned into the Administration Office no later than noon on the second day after a pay period ends.** You will also be required to enter your time into Texas Tech's Web Time (electronic timesheet) on eraider. The Administration Office will compare the time card to the hours entered on-line. Anyone caught recording hours not worked will immediately be dismissed.
5. Payroll Deadlines and Pay Date Guide
  - a. Pay days are the 10th and 25th of the month.
    - i. 10th of the month for time worked the 16th – End of the Month, unless this day falls on a weekend or holiday, then the pay day is the day before
    - ii. 25th of the month for time worked the 1st – 15th of the Month, unless this day falls on a weekend or holiday, then the pay day is the day before
  - b. Web Time Entry Timesheets are due two business days after the end of the pay period by 4:00pm central time. Timesheets must be fully submitted and approved by this deadline to pay on the on-cycle payroll.

6. We recommend signing up for direct deposit. Sign up can be done through Raiderlink. If you do not sign up for direct deposit, checks must be picked up in Doak Hall. (Campus map available on the University's webpage.)





TEXAS TECH UNIVERSITY

Museum of Texas Tech University™

# Heritage and Museum Sciences Program

- Museum Science
- Heritage Management

## Forms Index





## INTERNSHIP LEARNING AGREEMENT

### Student

\_\_\_\_\_  
Name

\_\_\_\_\_  
E-Mail Address

\_\_\_\_\_  
Campus Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Internship Address

\_\_\_\_\_  
Phone

Site \_\_\_\_\_

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Title

Internship Position Title  
\_\_\_\_\_

Internship Project Title  
\_\_\_\_\_

Graduate Advisory  
\_\_\_\_\_

Committee Chair      Name      Title

Schedule      \_\_\_\_\_      \_\_\_\_\_  
                  \*Starting Date      \*Ending Date

\_\_\_\_\_  
Hours per week      Total Weeks

\_\_\_\_\_  
Salary/Compensation

(\* Included in this time period is one week where the student must schedule to return to Texas Tech University to complete final comprehensive examinations. This week is counted as work time)

Internship Job Description:

Internship Objectives:

We, the undersigned, agree to and accept the conditions and stipulations given above, and in good faith will adhere to this agreement to the best of our abilities. All parties must mutually agree any changes to this agreement in writing.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Advisory Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Chair

\_\_\_\_\_  
Date



**Host Institution Evaluation - CONFIDENTIAL**  
**(To be completed by the Student Intern)**

Intern \_\_\_\_\_ Site \_\_\_\_\_

Dates of Internship \_\_\_\_\_ Supervisor \_\_\_\_\_

Prior to receiving the final grade for the internship, each student is required to complete an evaluation of the Host Institution and internship experience. This report must be completed and returned to the Chair of the student's Advisory Committee.

Please rate the following. (Check the appropriate box)

- |                     |  |
|---------------------|--|
| 1 EXCELLENT         | Consistently exceeded expectations       |
| 2 SATISFACTORY      | Consistently met expectations            |
| 3 NEEDS IMPROVEMENT | Did not consistently meet expectations   |
| 4 UNSATISFACTORY    | Consistently failed to meet expectations |

<b>Planning</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Was the project(s) clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the goals realistic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the time required to complete the task(s) sufficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the space provided adequate to the task(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the necessary materials provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Orientation Materials</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Were a map or floor plan and guide to the institution provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a staff handbook provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a staff list provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Orientation</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Was a formal tour of the facilities organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a formal introduction to staff and volunteers organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was information on pay schedules and benefits provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were institution policies and procedures for holiday, sick, or annual leave described?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were evaluation procedures described?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Internship</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Were you given timely feedback on your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were your strengths and weaknesses identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you given recognition of your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you provided professional challenges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you provided oversight and direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the internship adhere to the stated purpose and goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evaluation</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Were regular progress review sessions held?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was a formal mid-internship evaluation held?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you given an exit interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Was the internship a worthwhile experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was there an opportunity to make meaningful contributions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were concerns satisfactorily answered in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Should interns be encouraged to apply to the institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any of the above.

H. Strengths of the internship:

I. Weakness of the internship:

J. Recommendations:

Signed \_\_\_\_\_ Date \_\_\_\_\_



**Student Internship Evaluation (CONFIDENTIAL)**  
**(To be completed by the Host Institution Internship Supervisor)**

Student \_\_\_\_\_ Dates of Internship \_\_\_\_\_

Host Institution \_\_\_\_\_ Evaluator \_\_\_\_\_

Rate the student in the following areas: (Check the appropriate box)

- |                     |  |
|---------------------|--|
| 1 EXCELLENT         | Consistently exceeded expectations       |
| 2 SATISFACTORY      | Consistently met expectations            |
| 3 NEEDS IMPROVEMENT | Did not consistently meet expectations   |
| 4 UNSATISFACTORY    | Consistently failed to meet expectations |

<b>Work Habits</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication Skills</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Job Performance</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantity of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Suggested Grade - Please suggest a grade based on the following criteria.

A = Excellent	<input type="checkbox"/>
B = Satisfactory	<input type="checkbox"/>
C = Needs Improvement	<input type="checkbox"/>
D = Unsatisfactory	<input type="checkbox"/>

5. Goals - Discuss the main points of the internship, such as activities and projects, and the student's ability to complete them.

6. Overall evaluation - Discuss the intern's performance as a student and worker.

7. Basis for evaluation - Briefly discuss the criteria used to evaluate the student's performance.

8. Intern's strengths:

9. Suggestions and Recommendations:

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Please use additional sheets if necessary)