



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Guidelines and Record of Progress

2023-2024

Master of Arts in Heritage and Museum Sciences

Texas Tech University

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MUSM E204B

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Frequently Asked Questions

How do I register for classes?

Class registration occurs online through the Banner system at: registration.texastech.edu You also can 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 Sally Shelton (Heritage and Museum Sciences Graduate Advisor) for help. She cannot register you, but she can assist with troubleshooting.

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 pages 42-52).

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 42-52).

Do I have to take summer classes?

No, you are not required to take summer coursework. Heritage and Museum Sciences (HMS) suggests taking summer courses to distribute the course load more evenly and complete all formal coursework by the end of the third long semester.

Can I work at the Museum?

Yes, primarily through the HMS apprenticeship program. This program provides an important, experiential part of the curriculum and graduate students are hired as Student Assistants (see pages 66-67).

Do I have to work at the Museum?

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

What is an Apprenticeship?

An **Apprenticeship** is a paid, part-time position in one of the Museum's topical areas (collections, exhibits, programs). Students in good standing in the HMS program can begin an apprenticeship placement in the first semester. An apprenticeship does not carry academic credit. Apprenticeship appointments are made by the HMS Chair, Dr Eileen Johnson. See pages 66-67.

When can I switch apprenticeship placements?

For first-year students, a placement covers two semesters. You are eligible to switch placements at the end of the second semester (usually the summer) (see pages 66-67).

Why didn't I get the apprenticeship placement that I wanted?

Placements 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 pages 66-67).

What is a Practicum?

A **Practicum** is a flexible, individualized course that allows for a minimum of 192 hours of supervised, hands-on activities in a museum or heritage area. The practicum can take place at

the Museum or off-site at a different location. A Practicum carries academic credit but is not a paid position.

What is a Degree Plan?

The **Degree Plan** is a Texas Tech University Graduate School requirement. In consultation with the HMS Graduate Advisor, you must complete this document electronically by the end of your third semester of enrollment (see pages 40-41).

What are Quals?

The **Qualifying Exam**, also called **Faculty Panel Exam**, 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 111).

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 pages 111-112).

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 outside HMS). You must speak first with the faculty members about serving on your committee (see pages 57-58). Students doing the thesis option must speak with the HMS Chair (Dr. Eileen Johnson) or Associate Chair (Sally Shelton) **PRIOR** to selecting a chair for the thesis committee.

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 95-105).

Will HMS find an internship for me?

No. It is your responsibility to locate an internship should you choose that path to graduation (see pages 95-105). The HMS Graduate Advisor (Sally Shelton), however, will help you and provide advice in your search.

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 HMS Chair (Dr. Eileen Johnson) (see pages 95-105).

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

Each student works at his or her own pace, but generally a thesis takes at least a year and usually 1 ½ years to complete (see pages 85-103).

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 85-103). Thesis students are required to enroll in the spring Thesis Prospectus course.

Do I have to buy a parking permit?

The Museum's North and West public lots require the purchase of a parking permit from University Transportation and Parking Services if used regularly while at class and work. The Lubbock Lake Landmark's public parking lot does not require a parking permit and is open for student use. You must have a parking permit to use the Faculty/Staff parking lot behind the Museum. HMS 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 HMS (contact the Chair) and the Graduate School.

I have a question or concern. Whom do I ask?

- HMS Requirements: Check the Guidelines first, then contact the Graduate Advisor (Sally Shelton).
- Registering for classes: Sally Shelton (Graduate Advisor).
- Tuition and Fees: Student Business Services
- Apprenticeship Placement: Dr. Eileen Johnson (HMS Chair).
- Timecards: Talk with your supervisor first. You may also ask Christabel Zips in the Museum Administration office.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Welcome to Heritage and Museum Sciences

Welcome

Welcome to the beginning of your program of graduate study at Texas Tech University. This *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 may 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.

Heritage and Museum Sciences (HMS) is housed in and integrated into the operations of the Museum of Texas Tech University. Classes are held in the Museum and the HMS apprenticeship program employs 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 HMS faculty also have staff positions in the Museum.

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

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 HMS guides your progress through the program and university. In this case, it is the 2023-2024 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:

Dr. Eileen Johnson, Chair, Heritage and Museum Sciences
Horn Professor, Museum Science
Museum of Texas Tech University
Ph. 806-742-2442
eileen.johnson@ttu.edu

Sally Shelton, Associate Chair, Heritage and Museum Sciences
Associate Professor of Practice and Graduate Advisor
Museum of Texas Tech University
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Heritage and Museum Sciences Philosophy

The mission of Heritage and Museum Sciences (HMS) is to educate and prepare museum and heritage leaders for today and tomorrow on a national to international scale.

Graduates of Heritage and Museum Sciences (HMS) 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.

HMS has two tracks that provide extensive opportunities for students to achieve independent proficiency in the full array of professional activities, including curation and collections care, museum and heritage education, exhibits, public programs, 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.

Coursework 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, and accredited museum.

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 HMS curriculum 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 during their graduate studies. Through such contributions, HMS graduates will have clear professional credibility and acceptance when they achieve the independent status implied by the awarding of their degree.

Museum and Heritage Leaders for Today and Tomorrow

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



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Texas Tech University Resources and Policies

Important TTU Links

Student Conduct

Students of Concern

Title IX

Academic Integrity

Parking and Transportation Options

Important TTU Links

Student Handbook (TTU): <https://www.depts.ttu.edu/dos/handbook/>

Texas Tech University and Graduate School: [Texas Tech Graduate School | Graduate School | TTU](#)

Policies and Procedures (in 2023-2024 Undergraduate and Graduate Catalog):

[Texas Tech University--Acalog ACMS™ \(ttu.edu\)](#)
<https://catalog.ttu.edu/content.php?catoid=17&navoid=1654>

Academic Calendar:

https://www.depts.ttu.edu/officialpublications/calendar/22-23_onepage_calendar.pdf

University Parking Services: [Transportation & Parking Services | Transportation & Parking Services | TTU](#)

TTU Library, Advanced Technology Learning Center, and Computing Resources

[University Libraries | University Libraries | TTU](#)

[Advanced Technology Learning Center \(ATLC\) | Computing Labs | Technology Support | TTU](#)

Student Health Services [Student Health Services | Student Health Services | TTU](#)

Emergency Communications Center:

[Emergency Communications Center | Office of Communications & Marketing | TTU](#)

On-campus activities

[Student Union & Activities | Student Union & Activities | TTU](#)

[University Recreation | University Recreation | TTU](#)

[Event Calendar | School of Music | TTU](#)

[Current Season | Event Calendar | Theatre & Dance | TTU](#)

[Texas Tech Red Raiders--Official Athletics Website](#) (all TTU athletics/sports)

[\(3\) KTXT--The Raider 88.1 | Facebook](#) KTXT 88.1 FM

Student Conduct

Students enrolled in Heritage and Museum Sciences 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-En-web.pdf](#), 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-En-web.pdf](#), sub-section 8.2)

Honesty and ethical behavior are expected practices for all students. Each student is a special representative of the Heritage and Museum Sciences Program and 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* 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 TTU *Student Handbook* available at <https://www.depts.ttu.edu/dos/handbook/>.

The Museum of Texas Tech University Code of Ethics can be found on page 157 of these guidelines. It also appears in the Museum of Texas Tech University *Collections Management Policy*, available in the collecting divisions and Registrar's Office.

Through the office of the Dean of Students, Texas Tech University offers a wide range of help and support services for students either experiencing or witnessing problematic issues. These can include, but are not limited to, substance abuse, behavioral issues, classroom behavioral issues, academic and financial concerns, grievances (discriminatory or sexual harassment), injury and illness, personal or family crisis, suicidal behavior, and threatening behavior or acts of violence.

Texas Tech University and HMS have zero tolerance for any actions or behaviors that threaten, demean, or in any other way adversely impact our students. **Such actions include bullying and intimidating behavior.** All such incidents must be reported promptly to a student's work supervisor and/or the HMS Graduate Advisor (Sally Shelton) and will be investigated completely.

Student of Concern Report

A Student of Concern report helps the office of the Dean of Students identify and provide support services for students in situations that require extra help. These situations may include:

- Alcohol/substance abuse
- Classroom and other behavioral issues
- Displays paranoia or distrust.
- Emergency detentions
- Extreme or sudden changes in behaviors
- Identifies any type of weapon.
- Student death
- Student and family crisis
- Students in distress
- Suicidal ideation
- Suicide attempts
- Threatening behavior (e.g., bullying or intimidation)

If you are concerned for yourself or others in any of these situations, please notify the HMS Chair (Dr. Eileen Johnson) or Graduate Advisor (Sally Shelton) immediately. They will help with the next steps immediately. For more information, see [Students of Concern | Dean of Students | TTU](#).

Office of Student Conduct

[Office of Student Conduct | Office of Student Conduct | TTU](#)

Incident Reporting Form: [Incident Reporting Form \(maxient.com\)](#)

Title IX

[Title IX at Texas Tech](#) | [Title IX | TTU](#)

Title IX is a federal law that prohibits discrimination on the basis of sex in any educational program or activity.

Texas Tech University does not tolerate **discrimination** or **harassment** based on or related to:

- Sex
- Gender Identity
- Sexual Orientation
- Race
- Ethnicity
- Religion
- Spirituality
- Ability Status
- Protected Veteran Status
- Any other part of your identity

Sex-Based Discrimination Includes:

- Sexual Harassment
- Sexual Assault
- Sexual Misconduct
- Interpersonal Violence
- Stalking
- Discrimination or Harassment based on Gender Identity or Sexual Orientation
- Pregnancy, Nursing, and Parenting Discrimination

University policy defines consent, sex discrimination, and sexual misconduct behaviors that are prohibited. To read how the University defines these behaviors, please see Section D of the Student Code of Conduct. https://www.depts.ttu.edu/dos/docs/2020_2021handbook/2021ID.pdf

To report an incident online, see the form at [Report an Incident | Title IX for Students | Title IX | TTU](#). **Reports are private**, and will not be shared with other students, faculty, non- Title IX staff, or **parents**, without expressed consent.

Title IX staff will **not** share information with the Police Department, unless requested by the student or to comply with a lawfully issued subpoena.

Reports also can be made **anonymously**, except for University employees who become aware of possible Title IX infractions. *Please note- reporting anonymously may limit the University's ability to investigate the incident or provide resources to the involved parties.*

At Texas Tech University, students, faculty, staff, and community members can make a report in a variety of ways:

- File a Report Online
https://cm.maxient.com/reportingform.php?TexasTechUniv&layout_id=40
- Contact Administrators Directly
https://www.depts.ttu.edu/titleix/students/Report_an_Incident.php#contactadmin
- Contact Confidential Administrators
https://www.depts.ttu.edu/titleix/students/Report_an_Incident.php#contactconfidential

When Should I File a Title IX Report?

- An incident has negatively affected your academics, employment, or student involvement.
- You have concerns about your safety or the safety of others.

- You need assistance and support, but you do not want to disclose details or names.
- You would like a No Contact Order to prohibit communication between you and another party.
- You would like the University to facilitate an informal resolution or investigate the incident.

How Can We Help You?

- Provide [Supportive Measures](https://www.depts.ttu.edu/titleix/supportresources/im.php) and Resources:
<https://www.depts.ttu.edu/titleix/supportresources/im.php>
Emotional support and processing after an incident:
[CARE \(Campus Advocacy, Response & Education\) Coordinators](#)
- Academic Support
Course load reductions, withdrawals, absence notifications, requests for flexibility/alternative participation to faculty or supervisors
- Housing Assistance
 - Short-term emergency housing accommodations or housing changes
- Medical Services
- Counseling Services
- Extracurricular and Student Organization Assistance
- Altering Student Employment Schedules
- Parking Assistance
- Safety Plan: <https://www.depts.ttu.edu/titleix/supportresources/im.php>
 - Support and referrals for concerned friends, family, partners, and faculty/staff members.
- See Supportive Measures Page ([Supportive Measures | Title IX | TTU](#)) for information regarding on-campus, community, and national resources
- Stop behavior from continuing or escalating.
- Provide education and prevention.
- Facilitate Informal Resolutions
- Investigate incidents to pursue a potential disciplinary outcome.

What Happens When I Report an Incident?

- The Title IX Case Management Team reviews the report.
- A member of the Case Management Team sends an email to the involved student to create an individualized support plan and discuss different options available.
- The student decides if they would like to file a Formal Complaint to begin the University Grievance Process

The Title IX process is Complainant driven, meaning the student who is reporting the incident gets to determine how they would like the University to intervene.

To learn more:

- View a Flowchart of the Title IX Process:
<https://www.depts.ttu.edu/titleix/TitleIXProcessFlowchart.pdf>
- Read more about the options available through the Title IX Process and Frequently Asked Questions: <https://www.depts.ttu.edu/titleix/TitleIXFAQ.pdf>.

Commitment to Privacy & Confidentiality

After making a report, student information will be handled in accordance with the regulations established by the Federal Educational Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy of student educational records, and information contained in educational records cannot be shared without the student's written consent. If you already have a FERPA on file with the registrar's office, we require a new form to be filled out once you are in contact with our office to ensure confidentiality.

All reports are treated with the greatest degree of confidentiality possible. Confidentiality is maintained on a need-to-know basis with respect to the university's obligations to investigate allegations of sexual misconduct and take the appropriate corrective action.

Academic Integrity

Texas Tech University Statement of Academic Integrity

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") *Quality Enhancement Plan, Academic Integrity Task Force, 2010*]

Texas Tech University Code of Conduct

Academic Dishonesty

"Academic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student. Students are responsible for understanding the principles and policies regarding academic integrity at Texas Tech University, and abide by them in all class and/or course work at the University. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. Academic integrity violations are outlined in the Code of Student Conduct, Part X, B3. The University policies and procedures regarding academic integrity can be found in the Student Handbook in Part II, section B and online here: www.ttu.edu/studenthandbook.

Honesty and ethical behavior are expected practices for all students. Each student is a special representative of the Heritage and Museum Sciences Program and 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* 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 unauthorized use of Artificial Intelligence (AI) software such as ChatGPT is a form of cheating. Such use is reported to the Dean of Students. They will investigate and determine the sanctions.

Attendance

Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected, and the university reserves the right to deal at any time with individual cases of non-attendance. (OP 34.04: Academic Regulations Concerning Student Performance; [OP 34.04: Academic Regulations Concerning Student Performance | Operating Policies & Procedures | TTU](#))

All HMS courses are held in person, and you are expected to attend all class sessions. Remote attendance platforms such as Zoom are used only occasionally and only in the event of an absence caused by serious illness or unavoidable events. Attendance via a remote platform must be approved by the instructor in advance. The instructor may decline to send out a remote attendance link if the student does not have a sufficiently good reason for missing a class in person. Students may request a link no more than three times in a semester.

Students are responsible for knowing the course material for remote attendance days, just as they are for in-person days. Instructors will outline the penalties for unexcused class absences in the course syllabus distributed at the beginning of the semester in each class.

If the instructor changes the course modality from in-person to remote with the permission of the University, students are expected to log in on time and participate just as they would in person.

Parking and Transportation Options

Parking on the Texas Tech University campus is regulated by Transportation & Parking Services (TPS). It is considered a “closed campus” weekdays from 7:30 a.m.-5:30 p.m. This restriction includes parking lots next to academic buildings, the Library, and the Student Union. Parking lots are zoned with different types of ePermits (no hanging tags or windshield stickers), park-and-pay stations, visitor spaces, and special event parking. Very little free parking is available on the University’s main campus.

Students living in a residence hall complex are required to purchase an ePermit to park their vehicle in their complex’s lot. Commuter students have several ePermit options available depending on their individual needs. HMS students who have any type of currently valid ePermit may park in the Museum’s North or West Parking Lots in areas that are otherwise designated as Museum Visitor Parking, contingent on registering their ePermit-ed vehicle license plate with the Museum Operations Division. Students may also park in the visitor (upper) lot at the Lubbock Lake Landmark without a permit.

It is the student’s responsibility to review the TPS rules and regulations and to obtain an appropriate parking permit for wherever they choose to park on. TPS will ticket individuals violating parking policies. It is the student’s responsibility to settle any citations received. Neither the Museum nor HMS will do that on your behalf.

From 6:00pm to 2:45am, seven days a week during the semester, Transportation & Parking Services provides a night shuttle service for students.

- Raider Ride is free when the starting or ending point of the trip is on the TTU main campus or Satellite lots.
- Raider Ride has a \$5 charge per rider when the trip is from any off-campus location to another off-campus location.

For more information visit [Raider Ride | Transportation & Parking Services | TTU](#).

Citibus provides on- and off-campus bus service in Lubbock in conjunction with the Student Government Association. The closest bus stop to the Museum is in front of the International Cultural Center, across 7th Street (on the Indiana Avenue side) south of the Museum Building. On-campus service is free to anyone on the Tech campus, and students may ride free on any off-campus route by showing their Texas Tech ID card. Maps and schedule information is available at [Busing | Transportation & Parking Services | TTU](#).

TPS provides additional information on its website about bicycling on campus at [Bicycling | Transportation & Parking Services | TTU](#), including information on the free and optional registration service. A bicycle rack is available on the Museum’s North Plaza area; students provide their own bicycle lock. Lime is the certified electric scooter partner for TPS and the City of Lubbock, providing short-term rentals of Lime-S electric scooters and Lime-E electric assist bicycles. Lime scooters/bicycles follow the same rules as other bicycles (traffic laws, helmet requirements, etc.) and should be parked by the Museum’s bicycle rack. See [Transportation & Parking Services | Transportation & Parking Services | TTU](#).

TPS also has an evening transportation service (Raider Ride) and an on-demand car rental (Zipcar) service.

For any questions about any of these details, review the TPS website [Transportation & Parking Services | Transportation & Parking Services | TTU](#), or contact the TPS office. To purchase a parking permit, click the “My Parking Account” tab on the TPS webpage.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Museum of Texas Tech University Information

Mission Statement

General Information

Museum Floor Plan and Emergency Exits

Museum of Texas Tech University Association

Museum Staff 2023-2024

Mission Statement

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 21st century; and to enrich lives.

General Information

The Museum is an educational, scientific, cultural, and research element of Texas Tech University and accredited by the American Alliance of Museums (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 264,000; 11th largest city in Texas and 83rd largest in the US) 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.

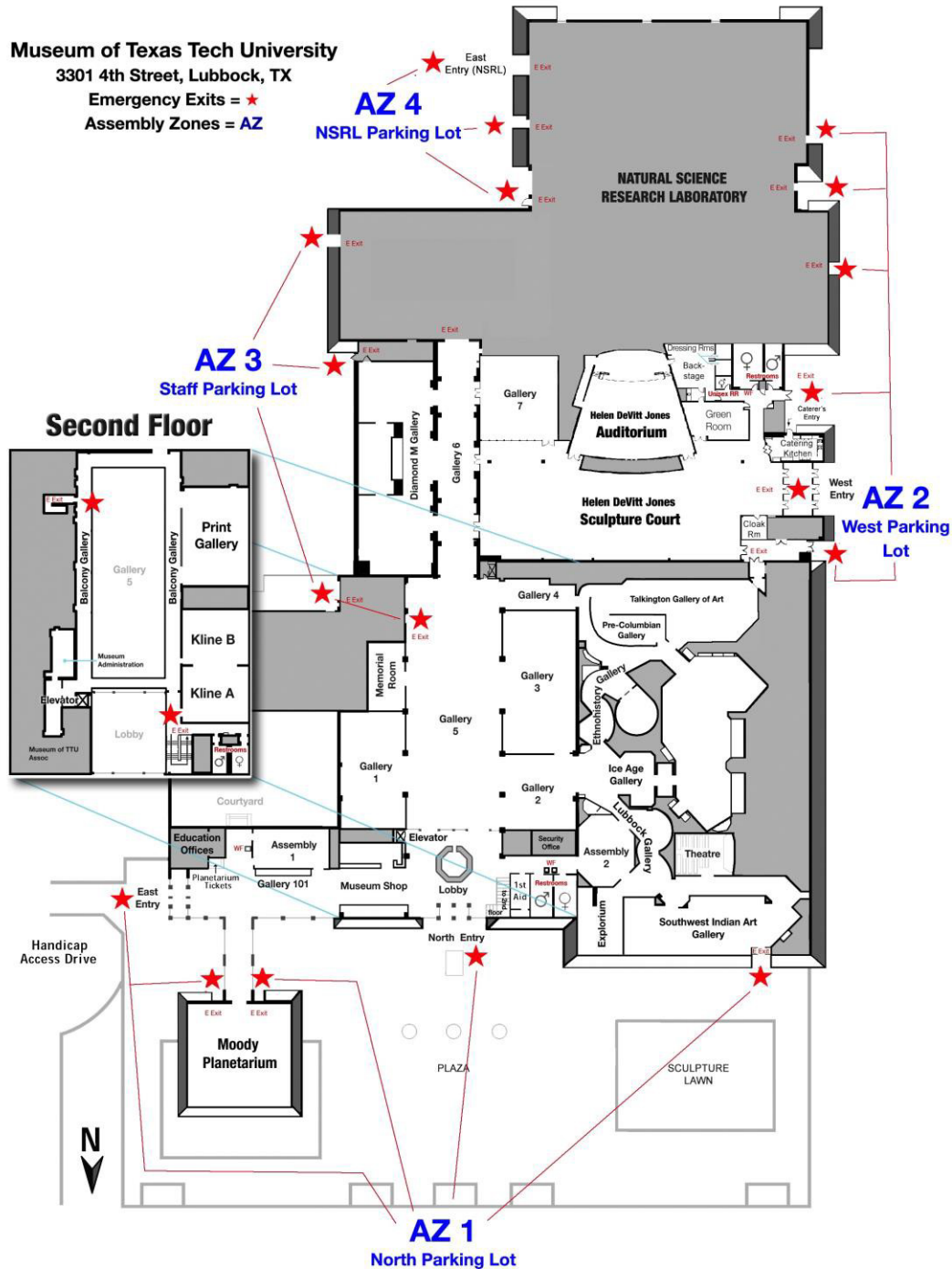
The Moody Planetarium, a 70-seat auditorium, has daily programs for the public. The Helen DeVitt Jones Sculpture Court and Auditorium hosts special programs and events for the Museum and is available to the University and the community for similar purposes.

The Museum recently opened a new wing known informally as the Arnold Wing (formal name: Dr. Robert Neff and Louise Willson Arnold Wing), located east of and adjacent to Gallery 1 on the 1st floor of the Museum. This new wing consists of a basement for collections storage of three-dimensional artworks, a 1st floor of gallery space, and a 2nd floor of dedicated academic space: the new home for Heritage and Museum Sciences. The academic floor consists of centralized HMS faculty and staff offices, a conference room, and classrooms/labs for HMS classes and student use.

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. Currently, the Heritage and Museum Sciences Research Library (in the basement) is closed due to construction activities and an opening date has not yet been determined.

Museum Floor Plan and Emergency Exits



Museum of Texas Tech University Association

The Association promotes and supports the Museum and assists in securing monies, members, collections, and general good will for the educational and building programs of the Museum.

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 of the Museum building 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 Staff 2023-2024

Administration: 742-2442

Dr. Aaron Pan, Executive Director
Dr. Cameron Saffell, Assistant Director for Operations and Special Projects
Annette Castellano, Assistant Director of Development
Christabel Zips, Business Coordinator
Gabriela Gonzalez, Administrative Assistant/Finance Assistant
(Position open), Operations and Events Manager
Laura Ray, Marketing and Communications Manager
Mystie Do, Multimedia Specialist

Anthropology: 742-2442

Dr. Eileen Johnson, Senior Curator
Rachel Gruszka, Collections Manager – Anthropology
Darcy Phillips, Assistant Collections Manager – Ethnology
Jim Gannaway, Documentation Specialist

Art: 742-2442

Tracee Robertson, Helen DeVitt Jones Curator of Art
(Position open), Assistant Collections Manager

Clothing & Textiles: 742-2442

Dr. Marian Ann Montgomery, Curator

Custodial Services: 742-2470

Stella Villanueva, Custodial Chief
George Garcia, Custodian
Manuel Gonzalez, Custodian
Pauline Gonzales, Custodian
Bertha Romero, Custodian

Education: 742-2432

Dr. Jill Hoffman, Helen DeVitt Jones Curator of Education
Caroline Reeves, Planetarium Manager
Alexandra Jones, Education Intern

Exhibits: 742-2442

Andy Gedeon, Exhibits Manager

Bill Perkins, Carpenter

(Position open), Exhibits Specialist

Mattie Sparks, Exhibits Intern

History: 742-2442

Dr. Cameron Saffell, Curator

Lubbock Lake Landmark (LLL): 742-1116 or 742-1117

Dr. Eileen Johnson, Director

Dr. Stance Hurst, Regional Research Manager

Susan Rowe, Heritage Education Program Manager

Deborah Bigness, Operations Manager

Kippra Hopper, Operations Assistant

Scott Trevey, Historic Maintenance Supervisor,
(Position open), Historic Maintenance Technician

Katie Holt, Assistant Collections Manager, QRC

Brooke Thorson, Heritage Education Intern

Emily Ladd, Heritage Research Aid

Doug Cunningham, Research Aide

(Position open), Research Aide

Lila Jones, Research Aide

Museum Archives: 742-2442

Dr. Aaron Pan, Executive Director

Museum Association: 742-2443

Jouana Stravlo, Executive Administrator

Becky Boggs, Administrative Business Assistant

Lauren Thompson, Museum Shop Manager: **742-2436**

Heritage and Museum Sciences Research Library: 742-0627

Dr. Eileen Johnson, Chair, Heritage and Museum Sciences

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

Dr. Jennifer Giron, Curator of Invertebrates

Lisa Bradley, Research Associate

Heath Garner, Curator of Collections

Kathy MacDonald, Collections Manager – Genetic Resources

Paleontology: 742-2442

(Position open), Curator

Kendra Wallace, Assistant Collections Manager

John-Henry Voss, Research Aide

Registration: 742-2442

Terri Carnes, Registrar

Visitor Services/Security: 742-2490

Michael Chryssomitis Operations and Venue Manager

Josh Wilson, Security Chief

Sandy Pierce, Visitor and Security Associate

Patrick Rigsby, Visitor and Security Associate

Jessie Wise, Visitor and Security Associate



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Heritage and Museum Sciences Requirements

Major Steps Required by the Graduate School for the Master's Degree

Responsible Academic Conduct Training

Degree Plan and Admission to Candidacy

Heritage and Museum Sciences Course List

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

Choosing a Formal Minor

Thesis and Internship Options

Major Steps Required 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 advisory committee and thesis 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	Take the faculty panel exam (=qualifying exam)	Graduate Advisor	Graduate Advisor	This is taken in the semester when coursework will be complete (39 hours) and must be passed before thesis or internship work can begin in the next semester.
6	Enroll in the spring thesis prospectus course (thesis students only)	Graduate Advisor or Chair, Advisory Committee	Graduate Advisor	This is a mandatory course for all students beginning a thesis.
7	Enroll in semester of graduation (at least 3 hours of thesis or internship)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of Graduation
8	File "STATEMENT OF INTENTION TO GRADUATE" form, including official title of thesis, if applicable.	Student	Graduate School Enrollment Management	Semester of Graduation
9	Schedule final comprehensive examination and/or defense.	Student	Graduate Advisor Graduate School Thesis Coordinator	Semester of Graduation (usually 6 weeks before graduation)
10	Send email to the Thesis Coordinator indicating the time and date of the defense			
11	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

	Action	Initiated Through	Submitted to	Time
12	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
13	Pay Thesis-Dissertation fee, if applicable	Student (thesis option)	Student Business Services	Prior to deadline during semester of graduation
14	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)
15	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
16	Submit official .pdf of thesis to ETD web site (MM students submit PDF programs to ETD site and turn CDs of performances into the Graduate School)	Student	Graduate School Thesis Coordinator	Prior to deadline

Forms may be downloaded from the Graduate School web:

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

For Graduate Program Degree Plan deadlines see:

<https://www.depts.ttu.edu/gradschool/academic/MastersPrograms.php>

Responsible Academic Conduct Training

[Responsible Academic Conduct Training | Graduate School | TTU](#)

An essential part of the graduate experience is to raise the awareness to professional standards of research ethics, integrity, and safety, and of challenges that student may face throughout their careers. To supplement the effort provided by our exceptional Texas Tech faculty, the Graduate School in collaboration with the Office of Research and Innovation has developed a responsible scholarship training that addresses academic practices such as data management, intellectual property, management of conflict of interest, ethical use of humans and animals in research, social responsibility of research, effective collaboration, and research misconduct.

This training is required for all new and continuing degree-seeking graduate students. Separate training modules are available for different broad disciplines (student self-selects the module).

Starting May 31st, 2023, the Graduate School will no longer accept any of the Responsible Scholarship Courses under the Texas Tech University Citi Page and we will only accept the Responsible Conduct of Research Courses under the Texas Tech University Graduate School Citi Page for fulfilling the Graduate School training requirement.

[CITI - Collaborative Institutional Training Initiative \(citiprogram.org\)](#)

Deadlines

Summer/Fall 2023 Deadline: Wednesday, November 1, 2023

Instruction Guide for Training

You must access the training using the go.grad.ttu.edu/rcr link and ensure you are affiliated with Texas Tech University Graduate School before completing the courses, otherwise we may not receive your results, which could result in you receiving a registration hold.

Responsible Academic Conduct Training FAQ

Who needs to complete the Responsible Academic Conduct training? Degree-seeking students must complete training within their first semester.

What happens if I do not take the training by the deadline? Graduate students who do not complete the training by the deadline will have registration holds (TR) placed on their enrollment records.

Am I exempt from the mandatory training? The only graduate students who are exempt from training are those who are not degree-seeking students.

I'm an online/distance student; do I have to take the training? Yes, all graduate students, whether they are on campus or online/distance students, must complete the training.

In addition to being a graduate student, I am also a staff member; do I still have to complete the training? Yes, even though you are a staff member, you are still required to take the training.

I took CITI training at a previous institution; do I have to take the training? Yes, the Graduate School has created customized modules for students at our institution. You must retake the training.

I already completed Human Subjects training to meet course requirements. Do I have to complete the training? You have only completed the Human Subjects training course, not the course that the Graduate School has mandated. Thus, you must take one of the courses listed under the Responsible Scholarship heading.

I already completed one of the Responsible Scholarship courses at TTU to fulfill the Graduate School's training requirement, federal training requirements, or class assignments. Do I have to take the training? If you have taken an appropriate Responsible Scholarship course (see number 10) and have completed all required modules, you do not need to repeat the course or take a second course. However, students who completed a Responsible Conduct of Research Course while at TTU prior to Fall 2019 need to complete an additional training module to be compliant with the Graduate School training requirements. Log into your CITI account, access your completed training, and find the "Plagiarism (ID19625)" module. Complete this additional training module and you will be compliant with the Graduate School training requirements.

The registration asks for my "Role in Research"; how should I respond? Choose the answer you feel is most appropriate. This demographic data is collected by CITI but is not utilized by Texas Tech University. Just make sure that you use accurate identifier information and your TTU email address so that administrators can verify your training progress/completion.

Which course should I select and which modules do I need to complete?

- **Heritage and Museum Science students should register for the Humanities Responsible Scholarship course.**

The Graduate School has left course selection up to students and their advisors. All the courses address the key topics of Responsible Scholarship, and examples, videos, and vignettes are generally applicable to distinct disciplines. The only course that the Graduate School will not accept from students is the course for "Administrators" because students are not administrators. Moreover, "Plagiarism Training for Non-PhD Business Administration Students ONLY" will only fulfill the requirement for students in those programs. Please look at the instructions; page 10 lists the appropriate courses. You must complete one of the appropriate courses AND you must complete all the required modules for your training to be complete.

How long does it take to complete the training? Most people complete the training in 2-3 hours.

How do I verify that I have completed the training? Administrators will verify your completion of the training using your identifier information and TTU email address. You do not need to provide a completion certificate or any additional documentation.

Is Responsible Academic Conduct Training the same as Responsible Scholarship Training? Yes; Responsible Scholarship Training was re-titled Responsible Academic Conduct Training to clarify the purpose of this training. If you have completed an appropriate Responsible Scholarship course and have completed all required modules, you do not need to repeat the course or take a second course.

Further questions may be addressed to responsible.academic.conduct.gradschool@ttu.edu.

Degree Plan and Admission to Candidacy

All information listed below can also 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 (Sally Shelton) or Graduate Advisory Committee chair. Delay in submission of a Degree Plan may result in postponement of admission to candidacy and graduation. **In addition, a delay in submission will affect a**

student's eligibility for apprenticeship employment and scheduling of the student's Faculty Panel Exam (Qualifying Exam).

When a student has submitted an approved copy of the Master's Degree Plan to the Graduate School 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 HMS Chair (Dr. Eileen Johnson) and approval of the Dean of the Graduate School.

Approval of a Master's Degree Plan, however, does not 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 the requirements connected with the degree program.

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

A student planning to graduate must electronically file in the Graduate School Office the **Statement of Intent 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: [Forms & Resources | Academic Progress | Graduate School | TTU](#)

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** form is completed online. It can only be completed for the semester of graduation **during** the semester of graduation, and must be completed before the deadline. The Graduate Advisor will send this information out each semester.

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

* Required course for Museum Science track

+ Required course for Heritage Management track

Museum Science Courses (14 courses offered)

MUSM 5321: Museology

An overview of 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 in the Museum Science track 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, paleontology, Quaternary research sciences, and vertebrate biology.

***+MUSM 5326: Museum Administration**

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**

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 HMS 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. A copy of the signed Practicum Agreement must be on file in the department office by the beginning of the practicum.

MUSM 5329: Material Culture

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**

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: Exhibition Principles

Current techniques and trends of the exhibits industry together with learning theories and design concepts are explored and utilized. The focus is on the practical experience students receive throughout the course. This course provides the student with a practical hands-on approach to exhibit development and implementation.

MUSM 5332: Museum Preventive Conservation

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

MUSM 5333: Museum Education

Explores the role of education in museums, emphasizing theory and practice. The class examines 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 5340: Museum Collections Documentation

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 Administrative Assistant (Margaret Dobrowolska) **prior** to beginning thesis research, enrollment in thesis hours, and/or writing the thesis. **Internship only:** requires a full-time (40-hour week), PAID internship at an approved museum or heritage property and a signed written agreement filed with the Administrative Assistant (Margaret Dobrowolska) **prior** to beginning the internship. Often includes a specific project approved by the student's advisory committee. Written documentation of internship activities by the host institution is required.

MUSM 7000 (special section): Thesis Prospectus

Prerequisite: Consent of HMS Chair

This team-taught course is the first stage of thesis work. Students work with the faculty team to develop a draft thesis prospectus. The student then works with their committee chair to finalize the prospectus for graduate committee approval. During this course,

students will design a research plan that includes the research problem or question, a theoretical or philosophical perspective, goal and objectives, methodology, and data collection and analysis. **This course must be taken and passed before thesis work can begin.** Students must be in good standing in HMS, have passed the Faculty Panel Exam, and have the approval of the HMS Chair.

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 (14 courses offered)

***+HMG 5323: Principles of Heritage Management**

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.

HMG 5325: Heritage Field Methods

Prerequisite: Consent of Instructor

Problems of collecting heritage cultural and natural history objects, specimens, samples in the field and methods of identifying and documenting heritage properties.

HMG 5327: Heritage Planning

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.

HMG 5330: Heritage Education (S)

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.**

HMG 5331: World Heritage Sites

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.

HMG 5332: Digital Heritage

This course takes a landscape approach to heritage management, examining the connections between people and the landscape. Students learn the digital techniques necessary for documenting, recording, and preserving these heritage connections. The focus is on learning the use of digital technologies to document, record, and preserve heritage. Students 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 images from digital cameras to construct 3D models of landscapes, buildings and objects. Students learn these techniques by developing and implementing a research project that is the major requirement for this course.

HMG 5333: Heritage Tourism

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.

HMG 5334: Public Heritage Communications

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.

HMG 5339: Theory and Practice of Provenance Research

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 19th 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.

HMG 5341: Heritage Practicum

Prerequisite: Consent of Instructor

Individual instruction course of supervised experiences involving hands-on activities in heritage administration, landscape or structure maintenance and restoration, collections, education, and exhibitions. Throughout this intensive, hands-on individualized course, students will gain familiarity with the various methodologies involved, practical aspects translating theoretical concepts and principles, and problem resolution. Sections will allow work in all areas of the Lubbock Lake Landmark, a heritage facility of the Museum of Texas Tech University, and at other heritage institutions by arrangement with the HMS 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. A copy of the signed Practicum Agreement must be on file in the department office by the beginning of the practicum.

+HMG 6000: Master's Thesis or HMG 6001: Internship

Prerequisite: Consent of Advisory Committee

Thesis only: requires a thesis prospectus approved by the Advisory Committee and filed with the Administrative Assistant (Margaret Dobrowolska) **prior** to beginning thesis research, enrollment in thesis hours, and/or writing the thesis. **Internship only:** requires a full-time (40-hour week), PAID internship at an approved museum or heritage property and a signed written agreement filed with the Administrative Assistant (Margaret Dobrowolska) **prior** to beginning the internship. Often includes a specific project approved by the student's advisory committee. Written documentation of internship activities by the host institution is required.

HMG 7000 (special section): Thesis Prospectus

Prerequisite: Consent of HMS Chair

This team-taught course is the first stage of thesis work. Students work with the faculty team to develop a draft thesis prospectus. The student then works with their committee chair to finalize the prospectus for graduate committee approval. During this course,

students will design a research plan that includes the research problem or question, a theoretical or philosophical perspective, goal and objectives, methodology, and data collection and analysis. **This course must be taken and passed before thesis work can begin.** Students must be in good standing in HMS, have passed the Faculty Panel Exam, and have the approval of the HMS Chair.

HMG7 7000 (special section): Geoheritage

Geoheritage began as a field of study in the 1990s to identify and protect the earth's geological resources for future generations. Early geoheritage scholarship led to the creation of UNESCO's Global Geoparks in 2001. Geoheritage now is developing into a research field investigating the spatial and temporal connections between earth's physical landscape and people. In this seminar course, the concepts and principles of geoheritage are examined. Emerging geoheritage topics such as urban geoheritage, geoconservation, geotourism, territoriality, and geomorphology are discussed to explore new insights derived from geoheritage relevant to heritage science and other fields of study.

HMG7 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 and Required Courses for Museum Science and Heritage Management Tracks

Museum Science track	Semester	Heritage Management track
MUSM 5327 Collections Management*	1 (Fall)	MUSM 5327 Collections Management+
HMGT 5323 Principles of Heritage Management*		HMGT 5323 Principles of Heritage Management+
MUSM 5326 Museum Administration*		MUSM 5326 Museum Administration+
MUSM 5332 Preventive Conservation	2 (Spring)	HMGT 5327 Heritage Planning
MUSM 5333 Museum Education		HMGT Public Heritage Communication
MUSM 5340 Collections Documentation		HMGT 5331 World Heritage Sites
		HMGT 5330 Heritage Education
		HMGT 7000 Geoheritage
	Intersession	HMGT 5339 Theory and Practice of Provenance Research
MUSM 5325 Museum Field Methods	Summer I	HMGT 5325 Heritage Field Methods
MUSM 5321 Museology		HMGT 5333 Heritage Tourism
MUSM 5325 Museum Field Methods	Summer II	HMGT 5325 Heritage Field Methods
MUSM 5330 Museum Laws, Ethics, & Standards*	3 (Fall)	MUSM 5330 Museum Laws, Ethics, & Standards+
MUSM 5331 Exhibition Principles		HMGT 5332 Digital Heritage
MUSM 5329 Material Culture		

* 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 electives 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 HMS Chair, Advisor, or Committee chair.

A total of 45 credit hours is required for graduation from both the Museum Science and Heritage Management tracks of HMS. 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 5326 Museum Administration

MUSM 5330 Museum Laws, Ethics, and Standards

HMGT 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, Museum Administration, and Principles of Heritage Management.

Students beginning their course of study in a spring semester will take either **three** Museum Science or Heritage Management elective courses OR **two** Museum Science or Heritage Management elective courses and one additional elective course from outside HMS (another department on campus).

Track elective courses for Museum Science

MUSM 5321 Museology

MUSM 5325 Museum Field Methods

MUSM 5328 Museum Practicum

MUSM 5329 Material Culture

MUSM 5331 Exhibition Principles

MUSM 5332 Preventive Conservation

MUSM 5333 Museum Education

MUSM 5340 Collections Documentation

MUSM 7000 Research

Track elective courses for Heritage Management

HMGT 5325 Heritage Field Methods

HMGT 5327 Heritage Planning

HMGT 5330 Heritage Education

HMGT 5331 World Heritage Sites

HMGT 5332 Digital Heritage

HMGT 5333 Heritage Tourism

HMGT 5334 Public Heritage Communication

HMGT 5339 Theory and Practice of Provenance Research

HMGT 5341 Heritage Practicum

HMGT 7000 Geoheritage

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

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 is also 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 HMS Chair; Dr. Eileen Johnson); 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 5326, HMGT 5323, and MUSM 5330 toward the 9 credit hours for the minor in Museum Science.

MUSM 5321 Museology	3 credit hours
MUSM 5327 Museum Collections Management	3 credit hours
MUSM 5330 Museum Law, Ethics, and Standards	3 credit hours
MUSM 5329 Material Culture	3 credit hours
MUSM 5331 Exhibition Principles	3 credit hours
MUSM 5332 Museum Preventive Conservation	3 credit hours
MUSM 5333 Museum Education	3 credit hours
MUSM 5340 Collections Documentation	3 credit hours
MUSM 5325 Museum Field Methods	3 credit hours
MUSM 5328 Museum Practicum	3 credit hours
MUSM 7000 Research	3 credit hours (variable)

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 5326, HMGT 5323, and MUSM 5330 toward the 9 credits for the minor in Heritage Management.

HMGT 5323 Principles of Heritage Management	3 credit hours
HMGT 5327 Heritage Planning	3 credit hours
HMGT 5331 World Heritage Sites	3 credit hours
HMGT 5333 Heritage Tourism	3 credit hours
HMGT 5330 Heritage Education	3 credit hours
HMGT 5332 Digital Heritage	3 credit hours

HMGT 5339 Theory and Practice of Provenance Research	3 credit hours
HMGT 5325 Heritage Field Methods	3 credit hours
HMGT 5341 Heritage Practicum	3 credit hours
HMGT 7000 Geoheritage	3 credit hours
HMGT 7000 Research	3 credit hours (variable)

Courses outside the HMS Department

A number of courses and programs at TTU may be taken as single courses, as part of a certificate program, or as a minor in HMS. Students work with the HMS Graduate Advisor as well as the appropriate faculty and advisors in the outside department to set up enrollment in such courses. Only graduate courses can be counted in the degree plan. For most departments, 3 courses (=9 hours) will count as a minor. Graduate certificate programs are normally 5 to 6 courses (15 to 18 hours).

A list of graduate certificate programs at TTU are found at the link below. Please consult with the Graduate Advisor if you are interested in pursuing any of these as a minor or an addition to the HMS degree.

<https://ttugradschool.force.com/admissions/programs?degType=Certificate#:~:text=%20%20%20%20Program%20Name%20%20,%20Courtney%20Meyers%20%209%20more%20rows%20>

For students interested in further work in grant-writing and fundraising, the following TTU course is recommended:

PUAD 5362: Grant Writing and Fundraising for Nonprofits [PUAD 5362 - Grant Writing and Fundraising for Nonprofits - Acalog ACMS™ \(ttu.edu\)](#)

Thesis and Internship Options

As a **final requirement** in HMS (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 undertaking a thesis or internship.** Detailed guidelines for each option follow.

For the thesis option, students must have a thesis prospectus approved by his/her Graduate Advisory Committee before beginning thesis research, writing a thesis, and registering for thesis hours. Thesis students are required to register for the spring 7000 prospectus course after passing the faculty panel exam (=quals) in their second fall semester.

For the internship option, students must have a PAID, full-time 6-month (external) or 12-month (internal) internship approved by his/her Graduate Advisory Committee AND the HMS Chair (Dr. Eileen Johnson) before registering for internship hours.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Heritage and Museum Sciences Faculty and Program

Heritage and Museum Sciences Faculty
Commitment to Program Excellence

Heritage and Museum Sciences Faculty

2023-2024

Core Faculty

Dr. Hyojung Cho

834-0221

Associate Professor, Heritage Management
hyojung.cho@ttu.edu

Col. Andrew Scott DeJesse

Instructor, Heritage Management
Cultural Heritage Preservation Officer, US Army
anddejes@ttu.edu

Dr. Jill Hoffman

834-1187

Instructor, Museum Science
Helen DeVitt Jones Curator of Education
jill.hoffman@ttu.edu

Dr. Stance Hurst

834-7945

Assistant Professor, Heritage Management, Geoheritage
Lubbock Lake Landmark Regional Research Manager
stance.hurst@ttu.edu

Dr. Eileen Johnson

742-2442

Chair, Heritage and Museum Sciences
Horn Professor, Museum Science
Senior Curator of Anthropology
Director, Lubbock Lake Landmark
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Susan Rowe

834-0010

Instructor, Heritage Management
Heritage Education Program Manager
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Dr. Cameron Saffell

834-6717

Associate Professor, Museum Science
Assistant Director for Operations and Special Projects
Curator of History
cameron.saffell@ttu.edu

Sally Shelton

834-6292

Associate Professor of Practice, Museum Science
Associate Chair, Heritage and Museum Sciences
Graduate Advisor
sally.shelton@ttu.edu

Affiliated Faculty

Dr. Robert Bradley

834-1303, 742-2710

Professor, Biological Sciences

Director, Natural Science Research Laboratory

Curator of Mammals

robert.bradley@ttu.edu

PLEASE NOTE: Instructors cannot chair a thesis committee, although some may co-chair. Please check with the HMS Chair (Dr. Eileen Johnson) or Associate Chair (Sally Shelton) **before** selecting the chair of your Graduate Advisory Committee.

Commitment to Excellence

Teaching

HMS 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

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

Outstanding Resources

Faculty

- Each HMS 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

- Housed in the Museum of Texas Tech University, HMS moved to the Museum's latest wing expansion in early 2023, where the 2nd floor is dedicated academic space.
 - Exhibits and conservation laboratory.
 - Computer room
 - Conference room
 - Faculty office suite
- Five classrooms
- Digital Heritage Lab
- HMS Research Library

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 National Historic 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.
- The Museum is located in Lubbock, Texas, a city of more than 264,000 population.
- The Museum is an integral part of Texas Tech University, a Tier 1 research institution of over 40,000 students that is an atmosphere of intellectual vigor.

Texas Tech University

- Established in 1923 (as Texas Technological College), Texas Tech University is one of the youngest major research institutions in the United States. 2023 is the Centennial year for TTU.
- University and departmental attitudes and facilities fervently support graduate study.
- The Graduate School, with a current enrollment of around 7,200 (Fall 2022), 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.
- 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 designation
- On the 2022 Best Colleges for Veterans list

Outstanding Curriculum

Museum Science Track

- The 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.
- 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

Specialties

In addition to preparing students as generalists, students may elect to specialize in a particular subdivision:

- Collections Management, Care, and Conservation
- Curatorship
 - Anthropology
 - Art
 - History
 - Clothing and Textiles
 - Natural Science
 - Paleontology
- Museology
- Museum Education
- Museum 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.

Heritage Management Track

- The curriculum consists of four required core courses, a wide selection of track and free elective courses, and a thesis or internship.
- 14 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

Specialties

In addition to preparing students as generalists, students may elect to specialize in a particular subdivision:

- Geoheritage
- Heritage Education
- Heritage Planning and Administration
- Heritage Tourism
- Public Policy in Heritage Management
- 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

- 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

- HMS has several hundred active professional alumni, as well as those who now have retired. Over 600 students have graduated from the program. Since 1974, HMS 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 HMS and its students. 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.
- HMS 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 HMS has a bearing on the careers that current students are able to establish.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Financial Aid

General Information

Scholarships and Fellowships

Graduate Student Apprenticeship Program

Assistantships

Work-Study Program for Graduate Students

Conference Attendance

Mini-Grant Program for Thesis Research

Museum Internship Program

Employment at the Museum of Texas Tech University

General Information

HMS graduate students receive financial aid through a variety of sources. Over 90% of students have scholarships, fellowships, or are employed in the Museum through the HMS apprenticeship program. Awards may be obtained based on financial need or academic excellence. Competitive 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.

The *Bulletin of Texas Tech University Scholarships and Financial Aid* provides general information.

Scholarships and fellowships

HMS offers several competitive scholarships for which full-time (9.0 hours) HMS graduate students are eligible to apply. It is an annual award of \$1,000 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. The scholarship award (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 a 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** is also required for a third-year award for thesis students. Continuing students apply through the HMS Administrative Assistant (Margaret Dobrowolska). Scholarship applications are considered in the spring for students entering during the fall semester and in August for continuing students. After completion of required and elective courses and passing the Faculty Panel Exam, a minimum of 6 hours per semester is required for scholarship eligibility. A further reduction of hours per semester while maintaining scholarship eligibility must be approved by the HMS Chair (Dr. Eileen Johnson).

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 and maintains a minimum 3.0 GPA in HMS. The HMS Chair (Dr. Eileen Johnson) applies to the Graduate School for an allocation of Graduate Recruitment Fellowships. HMS then has the authority to make the award to students of their choosing who show promise for graduate study and whom HMS 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 (usually HMG 5330 – Heritage Education) 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 HMS Chair (Dr. Eileen Johnson). The fellowship requires annual reports to the HMS Chair, annual thank you letters to the Helen Jones Foundation, and an exit reflective piece at graduation. Helen Jones Fellows are strongly encouraged/expected to present at museum and heritage conferences. Three to four fellowships are awarded annually for fall entry and up to two fellowships for spring entry.

Graduate Student Apprenticeship Program

The apprenticeship program is another way HMS and its students are integrated into the Museum. HMS 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. An Apprenticeship Agreement specifies the roles and responsibilities of the supervisor and the apprentice for the period of the placement. The Agreement is signed by the student, supervisor, and HMS Chair, with a copy for the student's file.

Apprenticeship employment in the Museum complex (Museum, NSRL, Lubbock Lake Landmark) for HMS 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 placement is based on a 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 placements.** Apprenticeship placements will not be split between divisions. An apprenticeship placement may be supplemented by grant funds in the same division or another division.

First year graduate student placements are for a minimum of two semesters in a particular division, whereas second year graduate student placements are for a minimum of one semester in a particular division. Students work 15 hours/week. 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 HMS Chair (Dr. Eileen Johnson).

The minimum employment is 15 hours/week. Divisions that have grant funds (i.e., not dependent on HMS 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 1st year student to remain in the placement through the academic year (first two semesters). Those students or staff having difficulty with the placement may request a review of the placement. Requests go to the HMS Chair (Dr. Eileen Johnson). 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 HMS Chair (Dr. Eileen Johnson) reviews completed applications and makes the placements. Student interests will be matched to the extent possible within the stated parameters. Students will be notified of their placement within 10 business days after the start of the semester.

Assistantships

Research Assistants

Research Assistantships occasionally become available to HMS graduate students through grants or awards to HMS faculty and Museum 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 HMS Office any open research assistantships and an e-mail notice is sent to the HMS graduate students. Inquiries about research assistantships should be directed to the HMS Chair (Dr. Eileen Johnson).

Teaching Assistants

Teaching Assistantships are available to HMS 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 /semester). Inquiries about teaching assistantships should be directed to the HMS Chair (Dr. Eileen Johnson). Two assistantships are available each fall semester.

Graduate Assistants

Graduate Assistantships occasionally become available to HMS graduate students through grants or awards to HMS faculty and Museum 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 HMS Office of any open graduate assistantships and an e-mail notice is sent to the HMS graduate students.

Inquiries about graduate assistantships should be directed to the HMS Chair (Dr. Eileen Johnson).

Work-Study Program for Graduate Students

The federal work-study program is through Financial Aid on campus and involves the completion of the FAFSA form. Students need to apply early as funds are limited and processing can take up to 6 months. Awarding work-study funds is up to Financial Aid and not a department. 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 in a conference beyond simply attending are eligible for a conference allotment from HMS 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 (MPMA) has a competitive student poster session that is sponsored by HMS. MPMA is one of the primary conferences students attend. The conference allotment is a set amount (usually \$400 for MPMA) that **includes** Early Bird basic registration. The allotment varies annually based on available funds and number of students participating in the conferences. The Graduate School also has a travel grant program for students presenting at conferences.

Mini-Grant Program for Thesis Research

HMS has a mini-grant program for thesis research for graduate students pursuing a master's thesis in either track. 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. HMS funds requests up to \$1,000. Students may receive only one mini-grant. Proposals are submitted to the HMS Chair (Dr. Eileen Johnson). The mini-grant program does not fund travel to conferences.

Museum Internship Program

HMS 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 placements.

HMS has an internal internship program (through Museum and Lubbock Lake Landmark funds) to provide graduate students an expanded array of opportunities, enhance the work experience, and address the needs of the Museum or Lubbock Lake Landmark towards fulfilling its objectives and charges.

The HMS internship program offers **PAID**, full-time (40 hours/week) 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 2nd year students. Students apply by letter of interest to the entity in which the internship is housed and selected candidates will be interviewed by the supervisor of that internship.

The HMS 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 \$2,253/month, paid hourly at \$13.00, for an annual salary of \$27,040. 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 2024, starting in January (total 3)

- Exhibits: Museum of Texas Tech University
- 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) HMS 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 timecard must be turned in to 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 timecard 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 4:00 p.m., central time. Timesheets must be fully submitted and approved by this deadline to pay on the on- cycle payroll.

Signing up for direct deposit is recommended. Sign up can be done through Raiderlink.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Heritage and Museum Sciences Students

Museum Science and Heritage Management Students

Museum and Heritage Students Association (MHSA)

Museum Science and Heritage Management Students

First Year Students 2023-2024

Rutherford Allison, BA History, Xavier University

Nichole Alton, BS Anthropology and Archaeology, Eastern Michigan University

Mateo Coxsey, BA History, University of North Texas

Jonathan Decker, BA History, Marshall University

Tess Drake, BA Anthropology and Archaeology, New Mexico State University-Las Cruces

Kaitlyn Fortenberry, BA Art, Texas Tech University

Antonio Garcia, BA Anthropology and Archaeology, Texas Tech University

Cierra Ives, BA History, University of Houston--Clear Lake

Jaxon Jones, BS Biological and Biomedical Sciences, Baylor University

Anna Loehrer, BA History, College of St. Scholastica

Michelle Place, BA History, Rhode Island College

Jack Rigney, BFA History, Freed-Hardeman University

Mary Robles, BA Political Science, Texas Tech University

Megan Rodriguez, BA Anthropology and Archaeology, University of Texas-Arlington

Maria DeFillipi, BA Psychology, Texas Tech University (part-time)

Dr. Rosalinda Ramirez Jimenez, Ph.D. Higher Education, Walden University (part-time)

Second Year and Continuing Students

Heritage Management

Glenn Fernandez Cespedes, Bachelor's, Anthropology, University of Costa Rica

Gabriel Holloway, BA History, Texas Tech University

Brooke Thorson, BA History, Texas A&M University

Madison Westfall, BA Anthropology, Texas Tech University

Museum Science

Nina Bell, BA Public Relations, Texas Tech University

Rachel Chovan, BA Anthropology/Archaeology, Mercyhurst University

Chris Cioffi, BA History, Stephen F. Austin State University

Zachary Davis, BS Geology, University of Texas-Arlington

Alyssa DeWaele, BS Anthropology, University of Tennessee, Chattanooga

Trystan Hatley, BA History, Texas Tech University

Hannah Hill, BA History, Angelo State University

Zane Hobson, BA History, Texas Tech University

Emory Holland, BA Archeology, Boston University

Deidre Howard, BA Anthropology, Eastern New Mexico University

Kacie Howard, BA History, Texas Tech University

Ashley Kempken, BS Zoology and Conservation Biology, University of Wisconsin-Madison

William Ladyman, BS Geosciences, University of Oklahoma

Jessica Meason, BA General Studies, Texas Tech University

Jessica Morris, BFA Ceramics, Southwestern College

Darcy Phillips, BA Anthropology, Texas A&M University

Laura Ridge, BS Geoscience, Texas Tech University

Joshua Smith, BA History, Angelo State University

Abby Tharp, BA Political Science, Texas Tech University

Museum and Heritage Students Association (MHSA)

The Museum and 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:	Zane Hobson
Vice President:	Kacie Howard
Treasurer and Secretary:	Jessica Meason
Advisor:	Susan Rowe

Please contact one of the current leaders for additional information.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Policies and Procedures

Policies and Procedures for Graduate Students

Advisor Information

Graduate Student Advisory Committee

International Students

Documentation and Examinations

Suspension of Graduate Students

Policies and Procedures for Graduate Students

This document clarifies the policies, procedures, and guidelines for completing a Heritage and Museum Sciences degree at Texas Tech University. Policies regarding various aspects of graduate student activities are established to protect students as well as to maintain high standards established for HMS.

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: [Texas Tech University--Acalog ACMS™ \(ttu.edu\)](https://www.ttu.edu/catalog/ACMS).

Additional general policies and procedures relating to student affairs can be found in the *Student Handbook* available at [Student Handbook](#) | [Dean of Students](#) | [TTU](#).

Heritage and Museum Sciences Administrative Structure

HMS is housed on the second floor of the Arnold Wing of the Museum in the E204 suite. This area includes the chair and faculty offices, a conference room, a computer lab/classroom, and an exhibits and conservation laboratory. Dr. Johnson's office is E204B and Sally Shelton's office is E204C.

The HMS Chair reports to the Dean of the Graduate School. With HMS housed in the Museum, the Chair maintains an informational working relationship with the Executive Director of the Museum. The Associate Chair and 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 Dean of the Graduate School. 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

The HMS Associate Chair (Sally Shelton) 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.

Graduate advisement is required, and **mandatory** advising meetings are held every semester. It is the student's responsibility to attend these meetings as set by the Graduate Advisor (Sally Shelton). The initial advisement 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. (See pages 57-58 for the 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 first semester). Because it is not stated as a requirement, HMS has some flexibility to extend that timeframe. For HMS students, then, **the degree plan must be submitted** to the Graduate School by the **beginning of the third semester**.

HMS students 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.

Graduate Student Advisory Committee

Students must designate a Graduate Advisory Committee chair who then serves as the student's advisor. Regulations regarding the establishment of and changes within advisory committees for both HMS tracts are as follows:

Establishing a Graduate Advisory Committee

Although the Graduate School requires a minimum of two members for a Graduate Student Advisory Committee, **HMS 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 core 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 HMS Chair (Dr. Eileen Johnson) must approve any deviation from this norm.

Students must designate a Committee chair (who serves as the student's advisor) with his/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 HMS Chair or Associate Chair, as not all faculty can chair a thesis committee.**

A graduate faculty member from another TTU department may serve on a committee for the HMS program as appropriate but cannot serve as chair. Please consult with the Graduate Advisor if you are interested in this option. This option is particularly important if you are minoring in another program or department.

Each student is responsible for forming a Graduate Advisory Committee and should select committee members that can support his/her specific academic interests. Students must meet in person 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.

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 HMS Chair (Dr. Eileen Johnson) or the Graduate Advisor (Sally Shelton) and submitted electronically by the department to the Graduate School for approval.

Changes to the Graduate Advisory Committee

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

International Students

All Texas Tech University and HMS 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

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 (see pg. 83 section A for clarification). Students must consult the Graduate Catalog or websites frequently to stay informed of deadlines for submission of required progress documents:

[Master's Non Thesis Students | Academic Progress | Graduate School | TTU](#) (non-thesis students)

[Master's Thesis Students | Academic Progress | Graduate School | TTU](#) (thesis students)-

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 HMS Graduate Advisor (Sally Shelton) **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: [Forms & Resources | Academic Progress | Graduate School | TTU](#). Approval must be obtained from the HMS Chair (Dr. Eileen Johnson) or the Graduate Advisor (Sally Shelton) 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 Quals). Students must demonstrate they are prepared academically and professionally to begin an internship or thesis. If, in the opinion of the Faculty Panel, the student performs unsatisfactorily, a subsequent oral exam must be taken **after two weeks**. Failure a second time will result in suspension (see pg. 83 section B for clarification).

4. Final written and oral comprehensive examinations (informally known as Comps) must be arranged by the graduate student through the Graduate Advisor (Sally Shelton) in conjunction with the Graduate Advisory Committee. These examinations must take place during the student's final semester (i.e., semester of graduation). **This exam is a Graduate School requirement. Committee members complete ballots on the results to be forwarded to the HMS 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 **no earlier than four months later**. Failure a second time will result in suspension (see pg. 83 section B for clarification).
6. For the internship option, a **PAID** internship (40-hour week) must be completed at a museum or heritage facility approved by the Advisory Committee and HMS Chair (Dr. Eileen Johnson). 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, students are required to enroll in the Thesis Prospectus course after passing the Faculty Panel Exam. An approved thesis prospectus must be on file prior to beginning thesis research, writing the thesis, and registration for thesis hours. A **draft version of the thesis must be submitted** to the Graduate Advisory Committee **at least two weeks before** the defense (presentation and oral examination) (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
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 enrolled continuously 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 a minimum of 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 is presented on subsequent pages. Copies of the required forms are available on the Graduate School website at [Electronic Theses/Dissertations \(ETD\) | Academic Progress | Graduate School | TTU](#).

Suspension of Graduate Students

Students enrolled in HMS are required to maintain a high level of performance. The Dean of the Graduate School reserves the right to suspend or place on probation any student who does not maintain satisfactory academic standing.

A. Students may be removed from HMS for any of the following reasons:

1. A student may be removed from HMS for earning a grade of "F" in a Museum Science or Heritage Management course.
2. A student may be removed from HMS for earning a grade of "C" in two HMS track and free electives courses.
3. A student may be removed from HMS by the Graduate School if no Advisory Committee chair (advisor) has been selected for the period of one academic semester.
4. A student may be removed from HMS if he/she has not completed the degree within six years from beginning in HMS.
5. A student may be removed from HMS after one year, if in the opinion of a majority of the Graduate Advisory Committee members and with concurrence of the HMS Chair, insufficient progress has been made toward completing a degree.
6. A student may be removed from HMS for refusal or conscious lack of compliance with any of the rules and regulations stated within this document.
7. A student may be suspended by the Dean of the Graduate School given sufficient documentation of any unethical conduct regarding professional activities, including plagiarism and cheating.

B. Students will be removed from HMS for any of the following reasons:

1. For failure to achieve a passing grade ("B") in the four required courses.
2. 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.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Master's Thesis

Thesis Option: Overview

Thesis Guidelines

Thesis Prospectus

Conducting the Research

Writing the Thesis

Thesis Defense

Additional assistance

Thesis Option: Overview

A 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 student's Graduate Advisory Committee. The thesis option provides students with 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. A thesis is expected to be of publishable quality in order to be approved by the Graduate Advisory Committee and the Graduate School.

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

Detailed information on TTU thesis requirements can be found at these sites:

[What You Need To Know | Academic Progress | Graduate School | TTU](#)

[Thesis Dissertation Completion Requirements | Academic Progress | Graduate School | TTU](#)

[Defend, Format & Submit Your Document | Academic Progress | Graduate School | TTU](#)

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, however, does not act as proofreader, either before or after the final submission. For more information, contact Allison Belisle at etd.gradschool@ttu.edu.

The Graduate School and TTU library no longer provide binding through their commercial binding service. Students who need to make bound copies for their committees and/or departments or would like to have bound personal copies, must find a binding service through a third party. The retail version of the commercial binding previously offered by the library is Thesis-On-Demand.

[ETDChecklistUpdated.pdf \(ttu.edu\)](#)

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**. That document is available on the Graduate School website on the Thesis and Dissertations homepage at [Defend, Format & Submit Your Document | Academic Progress | Graduate School | TTU](#), 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. **PLEASE NOTE:** Once the thesis has been approved by the Graduate Advisory Committee and submitted by the student to the Graduate School, the Graduate School may request formatting revisions and makes a final evaluation as to whether to accept or reject a 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 is also 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 takes 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.** Students also should choose Graduate Advisory Committee members who are interested in the research. The thesis must address a museum or heritage subject.

Thinking about the thesis

The student defines the subject of the thesis in conjunction with the Graduate Advisory Committee and within HMS and Graduate School requirements. 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 enrollment in the Thesis Prospectus course is required. 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 HMS Office. It demonstrates to the Graduate Advisory Committee that:

1. the research subject has been considered carefully and addresses a museum or heritage 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 chair of the Graduate Advisory Committee to complete the research and writing of the thesis.

Thesis coursework sequence

Once a student has passed the qualifying exam, the thesis process begins. A thesis student should plan to meet with their committee chair as soon as possible to discuss a thesis topic and research approach.

All thesis students who have passed the Faculty Panel Exam (Qualifying Exam) are required to enroll in a special spring section of HMGT/MUSM 7000 dedicated to writing a successful thesis prospectus. This course must be passed before proceeding with thesis research. The course focuses on developing a draft thesis prospectus. The student then works with their committee chair to finalize the prospectus for committee approval and getting it approved by the committee. Once it is approved, the student will start the research phase of thesis work, as laid out in the approved prospectus.

For most of the time that a student is working on a thesis, they will be registering for research hours (either MUSM 7000 or HMGT 7000). Research courses are variable-credit courses, and each student will need to make sure that they are registering for the appropriate number of hours. Unlike thesis or internship hours, research hours are not eligible to count as full-time enrollment at 3 hours.

The number of hours a student registers for MUSM 7000 or HMGT 7000 in each semester should be discussed with the thesis committee chair and the student's funding sources, as appropriate. A student can take as little as 1 hour of research each semester and still be enrolled at TTU and in HMS, but that may not be sufficient for the funding source requirements. Students need to talk to their funding sources to find out how many hours they require for a student to register each semester in order to meet their minimum hour requirement to maintain the funded status. These requirements vary, depending on the funding agency's rules.

The student should work with the committee to plan out a reasonable sequence for the steps to take and the time this will need. Students are allowed to register for as many or as few research hours per semester as needed, and thesis students are allowed to skip registering in the summer. Students who have research assistantship appointments in the summer, however, must enroll for 6 hours.

A student only needs 6 hours of thesis courses (either MUSM 6000 or HMGT 6000). These should be the last courses a student registers for and can be spread out over two semesters (so long as the second semester is the semester of graduation) or the 6 hours taken in the semester of graduation. At the start of this phase, 3 hours of a thesis course will count as full-time registration, and that full-time status should be accepted by the student's funding sources. Once a student enrolls in thesis hours, however, they must remain continuously enrolled (including the summer) until graduation. **Do not register for thesis hours until** the thesis draft is near completion, approved by your committee chair, and ready for committee review.

A thesis student should plan to defend their thesis in the semester of graduation. That means that the student should be registered for thesis hours and should have the thesis in final draft form at the beginning of the final semester. Defenses are held in the first half of that semester, giving the student time to incorporate the committee's post-defense edits and get the thesis turned in to the Graduate School for review and acceptance.

Thesis Prospectus

General Information

The Thesis Prospectus consists of three parts:

1. text of 12-15 pages
2. references cited in the text.
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 thesis must address a museum or heritage issue.**

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. All thesis students are required to enroll in the Thesis Prospectus course as part of this process.

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 send it to 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

Every thesis 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
 - Thesis Statement
 - Background Information
 - 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 the earlier 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 and significance 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 graduation may be delayed. These guidelines can be found at the Graduate School website at [Thesis-Dissertation Document Formatting Guidelines | Academic Progress | Graduate School | TTU](#).

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 and Dissertation Boot Camp

Participation in the TTU Graduate School Thesis and Dissertation Boot Camp is **mandatory**. More information and semester schedules can be found at [Thesis & Dissertation Boot Camp | Graduate School | TTU](#).

“Thesis and Dissertation Boot Camps are intended to help students progress through the writing stages of the thesis and dissertation process. Boot camp motivates participants by providing space, writing support, structured time, and a sense of community. Participants will learn about the thesis and dissertation process and will develop more effective writing practices. Each day of boot camp will include a half-hour goal setting and discussion session followed by 2.5 hours of sustained independent writing time. Writing consultants will be available to provide feedback on participant writing in short, 15-minute consultations.”

Thesis Defense

Students are required to complete a thesis defense that consists of a 3-day written exam, public presentation addressing all aspects of the thesis, including a question-and-answer session, and an oral exam. The presentation must be face-to-face (no option for remote delivery). **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. The oral exam is a closed question and answer session with the Graduate Advisory Committee members. This latter session is likely to last two or three hours, although no time limit is set. **No student can defend an incomplete draft.**

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 [Master's Thesis Students | Academic Progress | Graduate School | TTU](#).



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Internships

Internship Option: Overview

Obtaining an Internship

Internship Guidelines for Host Institutions

Checklists for Internships

Internship Option: Overview

A full-time (40 hours/week), **PAID** internship provides extensive practical experience either in an institution other than the Museum (external; minimum 6 months) or at the Museum of Texas Tech University (internal; 12 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.

US museum professionals are beginning to voice an ethical stance and call for only paid internships. Unpaid internships are viewed as exploitive/wage theft, exclusionary/class-based privilege, furthering obstacles for socio-economic mobility, contributing to a lack of diversity, and having a disproportionate burden on the economically disadvantaged.

Students must initiate the process of securing a full-time (40 hours/week), PAID internship. Students must prepare a resume and letter of application that are reviewed and approved by the Graduate Advisor (Sally Shelton). Students also should seek internship opportunities through professional job listings and by direct contact with targeted institutions. **The HMS Chair (Dr. Eileen Johnson) 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. External internships must be at least six months long, paid, and full-time (40 hours/week).
2. Internal internships are 12 months (1-year) long, paid, and full-time (40 hours/week) with health insurance, sick leave, and tuition assistance.
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 regular members 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, personal financial, or personal 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 interim report, final report, interim and final evaluation by the supervisor, personal observations, and the final presentation.

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 work environment (e.g., urban vs. rural, large institution vs. small institution) will strongly influence the internship experience. 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: [Classified Job Listing--Texas Association of Museums \(texasmuseums.org\)](https://www.texasmuseums.org/classified-job-listing)
- Mountain-Plains Museums Association: [Mountain-Plains Museums Association--Jobs \(mppma.net\)](https://www.mppma.net/jobs)
- American Association of State and Local History: [Museum and History Jobs--AASLH Career Center](https://www.aaslh.org/career-center)

Another good source is the free Museum-L listserv: MUSEUM-L@HOME.EASE.LSOFT.COM

Internships for the National Park Service can be found at [Work With Us--Youth Programs \(U.S. National Park Service\) \(nps.gov\)](https://www.nps.gov/work-with-us/youth-programs) and [Positions | The Student Conservation Association \(thesca.org\)](https://www.thesca.org/positions).

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

Internal internship positions at the Museum are posted on the TTU Human Resources website and applications must be submitted online through that system at [Work at Texas Tech | Human Resources Home | TTU](https://hr.ttu.edu/work-at-texas-tech).

Internal internships usually are offered in Exhibits, Museum Education, and Heritage Education. The student **must speak** with the internship supervisor before submitting an application. The availability of additional internal internships varies from year to year.

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. **Be proactive!**

Applying for an internship

Follow application instructions and deadlines explicitly. At a minimum, a cover letter and a resume are usually required. Draft these documents and meet to review them with the Graduate Advisor (Sally Shelton). 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 HMS Chair (Dr. Eileen Johnson) has approved the internship**. These stipulations should be made clear to the potential host institution at the time the offer is accepted provisionally. Before accepting an internship, be sure you understand both the scope of work and the work environment, so the internship experience is a positive one.

Internship Guidelines for Students

Introduction

A full-time (40 hours/week), **PAID** internship is an 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, approval by the HMS Chair (Dr. Eileen Johnson), and a written agreement (Internship Learning Agreement) signed by both the host institution and the HMS Chair. The chair of the student's Graduate Advisory Committee serves as the University's intern supervisor.

The Internship Learning Agreement Form is in the Forms Index on page 120. The student and Host Institution need to fill this out, including the job description in the document. Once that is done, the student will need to set up a committee meeting. The committee will review the agreement and add 3 to 5 educational outcomes. At that point, the agreement is ready to be signed by the student, host, committee chair, and the HMS chair. The final signed document is filed with the student's records. **A student cannot start an internship before that signed agreement is on file.**

To complete the degree requirements, a student enrolling for an external internship must complete a minimum of six months of full-time (40 hours/week) on-the-job training at another museum or heritage facility. Internships lasting longer than six months are permitted, provided they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 12 months (1-year) of full-time (40 hours/week) 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 HMS 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 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 HMS Graduate Advisor (Sally Shelton) 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 may require the signature of the HMS Chair (Dr. Eileen Johnson) and Financial Aid. A waiver for the scholarship rules is at the discretion of the HMS Chair 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 time-critical 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 and consists of a 3-day written exam, public presentation addressing all aspects of the internship, including a question-and-answer session, and an oral exam. This time away is included in the six months or 12 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.

General Standards and Guidelines

Internship locations and content must be reviewed and approved by the HMS Chair (Dr. Eileen Johnson) 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 and other considerations (e.g., housing provided) as appropriate;
- Evaluation procedures; and
- Signatures of the host institution and HMS Chair.

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

Interns must be provided with 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 work week corresponds to the host institution's standard work week. 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 changes the student's status and ability to graduate. Full-time, permanent employment begins **after** the internship is completed.

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.

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)/department(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.

Workplace

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.

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 journal 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).

Evaluation

Evaluation is an ongoing process that is carried out by both the host institution and Texas Tech University through HMS. 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 Graduate Advisor (Sally Shelton).

The host institution must provide the student and Texas Tech University, i.e., to the Graduate Advisory Committee chair or in the case of internal internships to the HMS Graduate Advisor (Sally Shelton) 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 Graduate Advisor (Sally Shelton) 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 reviewed carefully by the student's Graduate Advisory Committee.

The Student Internship Evaluation Form to be completed by the host institution is located in the Forms Index on page 122.

The student provides Texas Tech University with an evaluation of the internship experience through the Graduate Advisory Committee chair, or, in the case of internal internships, to the HMS Graduate Advisor (Sally Shelton) 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.

The Host Institution Evaluation Form to be completed by student interns is located in the Forms Index on page 127.

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.

The presentation must be scheduled no earlier than 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. The presentation is scheduled through the Graduate Advisor (Sally Shelton) to occur in the week that the student returns to take the comprehensive written exam and immediately before the oral exams.

The student should place the internship and host institution into context at the beginning of the presentation by including one slide that addresses the host institution (including mission and governance) and one slide that outlines all projects undertaken during the internship and percentage of time devoted to each.

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

Introduction

Heritage and Museum Sciences encourages students to undertake internships as one option to complete the degree requirements. The internship is required to be a **PAID**, full-time (40 hours/week) 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 HMS Chair (Dr. Eileen Johnson). 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 (40 hours/week) on-the-job training at another museum or heritage facility. Internships lasting longer than 6 months are permitted, provided they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 12 months (1-year) of full-time (40 hours/week) 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 HMS and the host institution. The 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.

Standards

The following are required of all Texas Tech University HMS 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 (40 hours/week) employment, corresponding to the Host Institution's standard work week;
- The **internal internship** consists of a 12-month (1-year) **PAID**, full-time (40 hours/week) employment, corresponding to the Texas Tech University's standard work week;
- Interns are considered staff members and are included in the host 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.

The Workplace

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 workspace 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.

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 any pertinent 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.

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.

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 provides, through the student intern, a standard evaluation form (Host Internship Evaluation; page 122.) 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 provides 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, provides HMS 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.

The Student Internship Evaluation form to be completed by the host institution internship supervisor is located in the Forms Index on page 127.

Checklists 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? Additional compensation such as housing provided?
- ☐ 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 or heritage 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 an introduction to the Board of Directors included?
- ☐ 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 information on any dress and/or uniform code provided?

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 expectations

- ☐ 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

Heritage *and* Museum Sciences Program

Exams

Faculty Panel (Qualifying) Exam

Comprehensive Exam

Expectations for the Faculty Panel and Comprehensive Exams

Thesis Defense or Internship Presentation

Faculty Panel (Qualifying) Exam

All students, whether writing a thesis or completing an internship, are required to take the Faculty Panel Exam (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. It is scheduled by the Graduate Advisor (Sally Shelton) who assigns the day and time for each student taking the exam.

Panel members are appointed by the HMS Chair (Dr. Eileen Johnson) 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 receive comments via e-mail from the Graduate Advisor (Sally Shelton) based on the evaluation of the panel members regarding their progress. Students who pass proceed with either internship or thesis work. Students who do not pass have the opportunity to retake the exam after a 2-week study period. **Students who do not pass the second time are suspended from the program (see pg. 83 section B).**

Failure to take the Faculty Panel Exam in a timely manner will delay graduation. Students cannot undertake an internship or thesis work without first passing the Faculty Panel Exam.

Comprehensive Exam

All students, whether writing a thesis or completing an internship, are required to return to Lubbock to take the Comprehensive Exam (Comps). The purpose of the Comprehensive Exam 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 graduating from HMS are highly qualified, emerging professionals.

The Comprehensive Exam for the master's degree occurs during the final semester before graduation. **It consists of a 3-day written exam, an oral exam** administered by the Graduate Advisory Committee, and a **40-45-minute** internship presentation or thesis defense.

The student initiates the exam by scheduling the following with Graduate Advisor (Sally Shelton): the date to begin the written exam; the date and time for the presentation; and a time for the oral exam. Internship students 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 cannot be scheduled to take place until after the midpoint of the internship. An internship student must check in advance with their host institution internship supervisor to find a convenient time to return to Lubbock. The Comps for a thesis student must be scheduled to occur towards the end of the thesis writing process (i.e., a chair-approved complete draft sent to the committee members for review) and before the Graduate School deadline in the semester of graduation.

The standard is to have the 3-day written exam scheduled to occur on a Monday-Wednesday timetable with the defense/presentation and oral exam on the following Friday morning or afternoon. When scheduling conflicts arise, 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 the student's work schedule (if internship),

availability of the Graduate Advisory Committee members, and availability of the rooms 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, 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 are also 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 verbally 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 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 Administrative Assistant (Margaret Dobrowolska) 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 upon 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 Graduate Advisory Committee administers the oral exam. Often, the oral exam begins with 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.

Expectations for the Faculty Panel and Comprehensive Exams

The Faculty Panel (Qualifying) Exams and Comprehensive Exams are administered not only to test knowledge, but also as an opportunity for students to demonstrate their professionalism.

The purpose of these exams is to demonstrate written and oral mastery of heritage and museum concepts and terminology, showcase the students' ability to think creatively and reflect upon their views of the profession, and show that they are prepared for the next phase, that may be moving on to an internship, conducting thesis research, or beginning a career as a museum or heritage professional.

In the **Faculty Panel Exams**, questions are based specifically on the four required courses: MUSM 5327 (Collections Management), MUSM 5326 (Museum Administration), HMGH 5323 (Principles of Heritage Management), and MUSM 5330 (Museum Laws, Ethics, and Standards). Students should start planning for this exam after the successful completion of the first three courses and enrollment in the MUSM 5330 in the second fall semester. Students cannot begin an internship or start on thesis research until they have passed their Faculty Panel Exam.

Comprehensive Exams are given once the student's coursework is complete and the internship or thesis work is in the final stages. The questions are based on the student's complete range of coursework. The committee members also may ask questions relating to the student's internship experience, thesis research, or professional areas in museum or heritage fields in which the student may be working. Comprehensive exams include 3 days of written exam questions, followed by a public presentation or thesis defense, and then a final oral examination with the student's committee.

Exam answers are very much about going beyond basic heritage and museum concepts. A student demonstrates this integration by connecting concepts and issues and explaining the rationales behind them.

Professional behavior

This aspect starts with the basics: be on time, dress professionally, act professionally.

Demonstrate confidence and answer in an organized way. Be confident and believe in yourself (and your answer). Avoid arrogance (usually reflecting a nervous energy or lack of preparation). Being timid, crying due to stress level, or not being confident are common problems.

To help build your confidence:

- Write and speak clearly, and construct answers in a coherent, methodical fashion.
- Summarize arguments and concepts you have read and used. Utilize facts, sources, and museum or heritage theory to connect different concepts and to create and support your own arguments.
- Show how readings, professional actions or expectations, and standards and best practices connect and/or inform one another.
- Exercise critical thinking and show a comprehensive understanding of broad issues as well as specific points.
- **Use accurate, current professional terminology.** Professional terminology is a particular component you are expected to demonstrate in your answers. Example: some professionals may still use older terminology such as referring to "grave goods," but current professional usage is to say "associated and unassociated funerary objects" when talking about NAGPRA.

- Make sure you can define and explain key terms and museum or heritage concepts.
- Cite professional standards and best practices and know from where those originate. These may be examples from particular institutions, material from coursework, or references from classic or current professional articles and books.
- Be able to explain common acronyms, initial abbreviations, and short names and how that item/agency relates to heritage and museum concepts. Some common examples: NAGPRA, NPS, CCI, AAM, the 1970 Convention. Other lesser examples, but just as valid: AAMD, AASLH, RC, ARCS.
- Show that you are staying current with new ideas and issues that have arisen within or affecting the museum or heritage profession.

Some questions may have short answers; others may require more elaboration, particularly to demonstrate ties between museum or heritage concepts or aspects. If longer answers are needed, be sure to stay focused.

Answer the question asked; do not digress into other topics because you know more about that. Be thorough but not encyclopedic.

Suggestions for managing oral exams

For many students, the Faculty Panel (Qualifying) Exam and Comprehensive Exam are the most nerve-racking moments of the program experience. The student may be stressed and nervous, but should try to avoid glib responses, nervous laughter, or emotional ups-and-downs (particularly crying). These responses often are indicators that the student is not confident about the material and not professionally strong.

- Speak slowly and deliberately. Nervous energy may make you inadvertently rush through your answers.
- Exercise good eye contact with the committee and exhibit good body language. Be professional and academic.
- Short answers tend to lead to rapid-fire back and forth questioning that can be nerve-racking for student and professor alike.
- If you are not sure what the questioner is asking, seek clarification or rephrase the question to make sure you understand. Rephrasing buys you a little time to think about your answer. But, talking it through also may change your perspective on the question.

What if you get a question that seems to go beyond your area or extent of knowledge?

Some questions are intended to encourage a student to think on his or her feet. Some may not even have a single clear-cut, correct answer. It is ok to say you do not know or state an opinion such as "I haven't thought about that, but might find that" How you react and respond to those questions is an opportunity to show your character and professionalism.

For comprehensive exams, use the time between the written and oral exams to look for any weak areas in the written answers, and be ready to address them and fill in any gaps during the orals.

The goal of the exams is to help you succeed! The committee will work with you to guide you through the process. These exams can be retaken one time if that is needed.

These exams will not be the last time you are in this position. As a museum or heritage professional, you most likely will face very similar situations in the future, just in a different form. It may be discussing a difficult topic with the board or presenting a subject to local leaders. It

may be justifying information in a report or dealing with a hostile audience, or educating others inside or outside the profession. If you appear to be someone who will go forward and do a credible job of sounding knowledgeable and defending your ideas or position, then you will pass your exams. And passing is the ultimate goal.

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, ideally approximately 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. 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 by including one slide that addresses the host institution (including mission and governance) and one slide that outlines all projects undertaken during the internship and percentage of time devoted to each. **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. The presentation is graded pass-fail.



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Forms Index

Museum Practicum Agreement

Internship Learning Agreement

Host Institution Evaluation

Student Internship Evaluation



TEXAS TECH UNIVERSITY

Heritage and Museum Sciences Program

Practicum Agreement

Students enrolled in MUSM 5328 or HMGH 5341 are assigned a collections project designed to provide practical experience in working with *[list the type]* collections. Projects can include identification, organization, preservation, and documentation. The objective of this particular assignment is *[general project info here]*.

Project Description

Detailed project info

Minimum number of hours to be dedicated to the project: 192

By signing this document, I agree to dedicate the time and effort required to accomplish the project as outlined above. I understand that I will not be assigned a grade for this course until the project is completed.

Student Signature

Name – Instructor on Record

Title

Name – additional supervisor

Title

Delete if not needed



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Internship Learning Agreement

Student Name

Student E-Mail Address

Student Campus Address

Address during Internship Phone

Location Name

Location Address

Phone

Supervisor Name & Title

Email Address

Internship Position Title

Internship Project Title

Graduate Advisory Committee Chair Name

Title

Schedule

Starting Date

Ending Date

Hours per week

Total Weeks

Salary/Compensation

Job description (from announcement)

Internship Objectives (from host):

Educational Objectives (from committee):

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 to any changes to this agreement in writing.

Student

Date

Internship Supervisor

Date

Graduate Advisory Committee Chair

Date

HMS Program Chair

Date



TEXAS TECH UNIVERSITY

Heritage and Museum Sciences Program

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

Intern _____ Location _____

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)

EXCELLENT: Consistently exceeded expectations

SATISFACTORY: Consistently met expectations

NEEDS IMPROVEMENT: Did not consistently meet expectations.

UNSATISFACTORY: Consistently failed to meet expectations

Planning	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Was the project(s) clearly defined?				
Were the goals realistic?				
Was the time required to complete the task(s) sufficient?				
Was the space provided adequate to the task(s)?				
Were the necessary materials provided?				

Orientation Materials	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Were a map or floor plan and guide to the institution provided?				
Was a staff handbook provided?				
Was a staff list provided?				

Orientation	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Was a formal tour of the facilities organized?				
Was a formal introduction to staff and volunteers organized?				
Was information on pay schedules and benefits provided?				
Were institution policies and procedures for holiday, sick, or annual leave described?				
Were evaluation procedures described?				

The Internship	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Were you given timely feedback on your performance?				
Were your strengths and weaknesses identified?				
Were you given recognition of your work?				
Were you provided professional challenges?				
Were you provided oversight and direction?				
Did the internship adhere to the stated purpose and goals?				

Evaluation	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Were regular progress review sessions held?				
Was a formal mid-internship evaluation held?				
Were you given an exit interview?				

Overall	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Was the internship a worthwhile experience?				
Was there an opportunity to make meaningful contributions?				
Were concerns satisfactorily answered in a timely manner?				
Should interns be encouraged to apply to the institution?				

Please comment on any of the above.

Strengths of the internship:

Weakness of the internship:

Recommendations:

Signed _____ Date _____



TEXAS TECH UNIVERSITY

Heritage and Museum Sciences Program

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)

EXCELLENT: Consistently exceeded expectations

SATISFACTORY: Consistently met expectations

NEEDS IMPROVEMENT: Did not consistently meet expectations.

UNSATISFACTORY: Consistently failed to meet expectations

Work Habits	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Punctuality				
Attendance				
Availability				
Motivation				
Appearance				
Communication Skills	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Oral Communication				
Written				
Interpersonal Relations				
Job Performance	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Accuracy				
Completeness				

Quantity of Work				
------------------	--	--	--	--

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"/>

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

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

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

Intern's strengths:

Suggestions and Recommendations:

Signature_____

(Please use additional sheets if necessary)



TEXAS TECH UNIVERSITY

Heritage *and* Museum Sciences Program

Appendices

Texas Tech University Statement of Academic Integrity

Thesis Integrity Review Policy

Academic Integrity Violation Sanction Matrix

OP 64.02: Graduate Enrollment

OP 64.04: Academic Probation and Suspension of Graduate Students

OP 64.07: Graduate Student Appeals

OP 60.15: Smoke-free and Tobacco-free Environment

OP 30.03: Museum of Texas Tech University

Museum of Texas Tech University Code of Ethics

Texas Tech University Statement of Academic Integrity



TEXAS TECH UNIVERSITY
Office of the Provost
Student Affairs

Academic Integrity: Student Handbook
<http://www.depts.ttu.edu/dos/handbook/>

SECTION B. ACADEMIC INTEGRITY

a. Texas Tech University Statement of Academic Integrity

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") [Quality Enhancement Plan, Academic Integrity Task Force, 2010](#)]

b. Academic Dishonesty Definitions

Students must understand the principles of academic integrity, and abide by them in all class and/or course work at the University. Academic Misconduct violations are outlined Part II, section B.2 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

c. Instructor Responsibilities

Any person becoming aware of alleged violations of academic integrity should report the allegation to the instructor of record in the course. The instructor in a course is responsible for initiating action in each case of dishonesty or plagiarism that occurs in that class. The instructor should contact the Office of Student Conduct to discuss the nature of the violation and the student's record of academic integrity violations. Instructions for reporting allegations of academic dishonesty are available in the Code of Student Conduct. The instructor should attempt to discuss the matter with the student and receive a response from the student about the allegations. Then, the instructor may notify the student of possible academic sanctions including, but not limited to assigning a paper or research project related to academic integrity, make-up assignment that is different than the original assignment, issue no credit for the original assignment, reduce the grade for the assignment and/or course, issue a failing grade on the assignment, and/or issue a failing grade for the course. The academic penalty will not be implemented or assigned until all disciplinary procedures are complete. All academic integrity violations should be referred to the Office of Student Conduct as a central clearinghouse of violations and for adjudication as a Code of Student Conduct violation where disciplinary sanctions will be assigned.

d. Withdrawal and Assignment of Grades

Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course in question. A student should continue attending class and participating in course work until the disciplinary process is complete. If it is determined that the student was not responsible for academic integrity violations and/or the referring faculty member allows the student to withdraw from the course, the student may file a request with the Associate Vice Provost for Student Affairs for approval to drop the course or withdraw from the University retroactively.

If a referring faculty member must submit a final course grade before an Academic Integrity Violation allegation is resolved, the faculty member should notify the Department Chair and the Associate Academic Dean of the intention to assign a grade of F and/or leave the final grade blank. The involved student may be given a temporary grade of X by the Office of the Registrar, which does not affect the student's GPA, until the academic integrity adjudication process is complete. When the academic integrity adjudication process is complete, the final grade will be assigned through the appropriate academic channels and the completion of a grade change form. All appeals related to academic integrity violations should follow the process outlined in Part I, section C.7 (Disciplinary Appeals Procedures).

e. Academic and Disciplinary Penalties

The academic and disciplinary penalties will not be implemented until the disciplinary procedure and appeal process has been exhausted. In cases in which a student is found not responsible for academic dishonesty, the student will be entitled to the grade he/she would have received in the absence of an academic integrity violation. In addition, the student will be allowed to continue in the particular course without prejudice.

f. Referrals to the Office of Student Conduct

In addition to the assignment of academic sanctions by the instructor of record, a referral of the academic integrity violation should also be made to the Office of Student Conduct for the assignment of disciplinary sanctions. Instructions for reporting academic dishonesty violations are available in the Code of Student Conduct. A student referred to the Office of Student Conduct for alleged violations of academic misconduct is entitled to all substantive and procedural guarantees provided in the Code of Student Conduct. Law students are subject to discipline procedures as described in the Honor Code of the School of Law. Instructors of record of the course where the violation occurred and the associate academic dean of the college where the student is enrolled or of the college housing the course where the violation occurred may participate in the adjudication of the violation and assignment of additional sanctions with the Office of Student Conduct as outlined in the Code of Student Conduct.

NOTE: Additional Academic Integrity information is available from the Office of Student Conduct and TTU Ethics Center

Thesis Integrity Review Policy



TEXAS TECH UNIVERSITY
Graduate School™

INTEGRITY REVIEW POLICY

The Graduate School of Texas Tech University is pleased to announce that Turnitin.com has been added to the ETD (Electronic Thesis and Dissertation) process. By submitting drafts of theses and dissertations to Turnitin.com during the formatting review and well before the documents are placed in the public ETD database, the Graduate School and Graduate Faculty can assist students with proper citation methods -- a leading cause of plagiarism -- and with maintaining the academic integrity of the student, department, and university.

Turnitin.com encourages proper citation methods and academic integrity by supplying originality reports on submitted documents. These reports provide a percentage number denoting the amount of possibly plagiarized material and highlights areas in the submitted ETD illustrating sections that could be considered unoriginal. Most of the material indicated proves to be direct quotes, which helps ascertain whether or not citations have been properly used by the author. High-percentage originality reports will be shared with the student and the student's chairperson. The reports are generated by comparing submitted documents to over 12 billion web pages (current and archived), over 40 million student papers, over 10,000 major newspapers, magazines, and scholarly journals and thousands of books including literary classics.

ETDs submitted by the Graduate School to Turnitin.com are placed in the Turnitin.com database. However, the documents cannot be accessed by other institutions without permission of the TTU Graduate School. Another document submitted by another institution may match the digital fingerprint of a TTU ETD, thus signifying that someone else could have plagiarized a TTU ETD. In that instance, the other institution may contact the TTU Graduate School for information about that specific document. We then have the option to release the entire document for comparison, only a portion of the document, or none of the document at all. Students' names are never released to other institutions during this process.

Academic Integrity Violation Sanction Matrix

TEXAS TECH UNIVERSITY

Academic Integrity Violation

Sanction Matrix



Preface regarding this Sanction Matrix

It is important to note that this sanction grid only applies once a finding of responsibility has occurred. Accordingly, the examples of mitigating and aggravating circumstances provided are examples rather than rules and do not downplay or negate that a violation(s) of University policy(s) that occurred. Different instances of a violation of the same student conduct policy rarely look exactly the same, and thus require detailed analysis and consideration when sanctioning. This analysis must include contemplation of certain case-specific circumstances that either make a violation more or less egregious than other instances of the same violation.

Additionally, prior violation(s) of the Code of Student Conduct may be considered aggravating circumstance(s) that could potentially increase sanction(s) for a current policy violation. The number of prior cases, the egregiousness of past violations, and prior violations for the same offense may also be considered as aggravating circumstances.

Office of Student Conduct

Conduct Violation – Cheating Offenses**Definition from Code of Student Conduct**

The definition of the Cheating offenses can be located in the Student Handbook Part II, Section B.

Examples

- Copying from another student's academic work
- Receiving assistance and or seeking aid from another individual on academic work
- Use or possession of material or devices during academic work
- Possessing, using, buying, stealing, transporting, selling, or soliciting academic work or material, including past or current exam material
- Obtaining or coercing another individual to gather or gain access to academic work or material
- Transmitting or receiving information about the contents of academic work with another individual who has or will complete the academic work
- Substituting for another individual or permitting another individual to substitute for oneself to complete course work, including sign in/ register for attendance
- Taking, keeping, misplacing, damaging, or altering the property of the university or of another individual
- Uploading, downloading, or accessing information online without permission
- Falsifying data, reports, and/or other academic work
- Failing to comply with instructions given by the faculty or administrator

Range of Appropriate Sanctions**Mitigating Circumstance Examples**

- Evidence of reasonable attempts to prevent cheating (e.g. request to move seats)
- Minor academic work or assignment, as dictated by the course syllabus
- The action or behavior was a minor percentage of the academic work or assignment (e.g. one question on an assignment was copied from another student's work)

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major academic work or assignment, as dictated by the course syllabus
- The action or behavior was a major percentage of academic work or assignment (e.g. copied all of the exam answers from another student)
- The action or behavior occurred on multiple academic works and/or assignments

Conduct Violation – Plagiarism Offenses

Definition from Code of Student Conduct

The definition of the Plagiarism Offenses 1.b.1-2 can be located in the Student Handbook Part II, Section B, Subsection 1, which are on page 15.

Examples

- Representation or use of another individual(s) words, ideas, illustrations, structure, computer code, or other media as one's own
- Unauthorized submission of a previous academic work in the same or different course (e.g. failure to gain permission from the faculty to reuse partial or an entire previous academic work)
- Failing to properly cite outside resources and/or previous academic work authored by the same student, (e.g. excluding or forgetting in text citation(s) and/or work cited page/section)

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent plagiarism
- Minor academic work or assignment, as dictated by the course syllabus
- Plagiarized a minor percentage of the academic work or assignment (e.g. one sentence in an essay without proper citation giving credit to the resource used)

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major academic work or assignment, as dictated by the course syllabus
- Plagiarized a major percentage of the academic work or assignment (e.g. Two paragraphs in an essay without proper citation giving credit to the resource used)
- Plagiarized material on multiple academic works and/or assignments

Conduct Violation – Collusion Offenses

Definition from Code of Student Conduct

The definition of the Collusion Offenses 1.c can be located in the Student Handbook Part II, Section B, Subsection1, which are on page 16.

Examples

- Unauthorized collaboration or assistance on academic work with another individual
- Giving or receiving access to another individual's partial or completed academic work
- Conspiring with another individual to commit a violation of academic dishonesty

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent collusion
- Minor academic work or assignment, as dictated by the course syllabus
- The action or behavior was a minor percentage of the academic work or assignment (e.g. one question on an assignment was copied from another student's work)
- You were the individual that sent, shared, and/or authored the academic work

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major academic work or assignment, as dictated by the course syllabus
- The action or behavior was a major percentage of academic work or assignment (e.g. copied all of the exam answers from another student's)
- The action or behavior occurred on multiple academic works and/or assignments
- You were the individual that requested, received, and or used in any capacity academic work authored by someone else.

Conduct Violation – Falsifying Academic Records Offenses

Definition from Code of Student Conduct

The definition of the Falsifying Academic Records Offenses 1.d.1-2 can be located in the Student Handbook Part II, Section B, Subsection 1, which are on page 16.

Examples

- Altering or assisting in the alteration of any official University records
- Submitting false information
- Omitting requested information required for or related to any academic record of the University

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent alteration or falsification of records
- Evidence that the alteration or falsification of records occurred without the individual's knowledge or permission

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated

Conduct Violation – Misrepresenting Facts Offenses

Definition from Code of Student Conduct

The definition of the Misrepresenting Facts Offenses 1.e.1-3 can be located in the Student Handbook Part II, Section B, Subsection1, which are on page 16.

Examples

- Providing false grades, resume, or other academic information
- Providing false or misleading information to injure another student academically or financially
- Providing false or misleading information or documentation to receive a postponement or an extension on academic work(s)
- Providing false or misleading information or documentation to receive credit for attendance
- Providing false or misleading information or documentation to obtain an academic or financial benefit for oneself or another individual

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent submission of false or misleading information or documentation
- Minor academic work or assignment, as dictated by the course syllabus
- Nature and extent of false or misleading information or documentation (minor action or behavior)
- You signed into class and failed to remain the entire time

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major academic work or assignment, as dictated by the course syllabus
- Nature and extent of false or misleading information or documentation (major or multiple actions) (e.g. two falsified doctors notes to excuse class absences)
- You were the individual or played a role in fabricating, altering, misleading, or falsifying documentation for medical excuses and family and personal emergencies

Conduct Violation – Violation of Professional Standards Offenses

Definition from Code of Student Conduct

The definition of the Violation of Professional Standards Offenses 1.f can be located in the Student Handbook Part II, Section B, Subsection 1, which are on page 16.

Examples

- Any act or attempted act that violates specific Professional Standards or a published Code of Ethics

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent a violation
- Minor violation, as dictated by the course syllabus, Professional Standards, or a published Code of Ethics
- Nature and extent of the violation (minor action or behavior)

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major violation, as dictated by the course syllabus, Professional Standards, or a published Code of Ethics
- Nature and extent of the violation (major action or behavior)

Conduct Violation – Unfair Academic Advantage Offenses

Definition from Code of Student Conduct

The definition of the Unfair Academic Advantage Offenses 1.g can be located in the Student Handbook Part II, Section B, Subsection 1, which are on page 16.

Examples

- Any action or attempted action that may result in creating an unfair academic advantage for oneself
- Any action or attempted action that may result in creating an unfair academic advantage or disadvantage for oneself or another individual

Range of Appropriate Sanctions



Mitigating Circumstance Examples

- Evidence of reasonable attempts to prevent the creation or result in an unfair academic advantage or disadvantage
- Minor violation, as dictated by the course syllabus or University policies
- Nature and extent of the violation (minor action or behavior)

Aggravating Circumstance Examples

- Evidence the behavior was planned or premeditated
- Major violation, as dictated by the course syllabus or University policies
- Nature and extent of the violation (major action or behavior)

OP 34.12: Grading Procedures, Including Academic Integrity

[Moderate revision—posted 6/27/23 (replaces 5/12/17 edition)]



TEXAS TECH UNIVERSITY™

Operating Policy and Procedure

OP 34.12: Grading Procedures, Including Academic Integrity

DATE: June 27, 2023

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to clearly articulate grading procedures.

REVIEW: This OP will be reviewed in March of even-numbered years by the Vice Provost for Academic Innovation and Student Success with substantive revisions presented to the Provost and Senior Vice President.

POLICY/PROCEDURE

1. Grades and their Interpretations

The instructor of record determines all grades for a course. The method of determining the grade will be included in the course syllabus presented to the students at the beginning of the semester. The grades used with their interpretations are **A** = Excellent; **B** = Good; **C** = Average; **D** = Inferior (passing, but not necessarily satisfying degree requirements); **F** = Failure; **P** = Passing; **PR** = In Progress; **I** = Incomplete; and **W** = Withdrawal. The letter **R** designates a course repeated to remove an **I** for undergraduate courses only. The grades of **CR** (credit) and **NC** (no credit) are given in certain instances.

Instructors may choose to add a plus or a minus to the grade. These will be entered on the transcript but will not be used in the calculation of the student's cumulative grade point average.

The grade of **PR** is given only when the work in a course extends beyond the semester or term; it implies satisfactory performance. The grade of **PR** is not to be used for graduate students except for when a course spans multiple terms; e.g., Rawls College of Business working professional MBA courses.

The grades of **CR** (credit) and **NC** (no credit) are used primarily in thesis and dissertation courses, and in other instances deemed necessary by the academic unit; e.g., in the College of Education for student teaching.

The grade of **I** is given only when all of the following criteria are met:

- a. The deadline for student-initiated drop has passed; and
- b. The student is unable to complete the course and associated requirements due to an unforeseen circumstance that is appropriately documented; and
- c. The student was passing the course at the time the Incomplete was requested.

OP 34.12

A grade of Incomplete is not given in lieu of an **F**, **W**, **PR**, or **NC**. The instructor assigning the grade must complete and submit the *Grade of Incomplete* form available on the Registrar's website. A change of grade resulting from the completion of work specified on the *Grade of Incomplete* form must be recorded within one calendar year from the date the **I** is awarded. Failure to submit a change of grade within one calendar year from the date the **I** is awarded results in an **F** for that course for graduate and undergraduate coursework. In rare cases, an extension may be approved and processed by filling out the same incomplete form. The **I** may be replaced by an **R** if the undergraduate course is repeated within one year (not available for graduate courses). The appropriate grade will be given for the second registration. The incomplete (**I**) form should be initiated by the instructor of record online through the Office of the Registrar at <https://db.reg.ttu.edu/faculty>.

Mid-Semester and Semester Grade Reports: Instructors of record shall post mid-semester grade reports for freshmen, student-athletes, and undergraduate students in a negative academic standing. After mid-term grades are posted between the 34th and 40th class days, students can view the grades on Raiderlink (MyTech). At the close of each long semester and each summer term, final course grades are available on raiderlink.ttu.edu (MyTech).

Failure to meet certain university obligations may result in an administrative hold being placed on a student's access to such university procedures as registration, release of transcripts, and course add/drops. It is the student's responsibility to get the hold released, which can be accomplished by meeting the requirements of the department placing the hold.

Faculty members may not publicly post grades for any examinations, including final examinations, unless the department chairperson grants permission and a substantiated random identification procedure specifically without students' names, student IDs, and/or social security numbers is in place.

2. Dropping a Course

Students may officially drop a course through the 45th class day of a long semester or the 15th class day of a summer term and receive a drop grade indicator regardless of their progress in the class. All students who attend a Texas state institution of higher education are restricted to a maximum of six course drops during their undergraduate academic career. This includes all courses that were dropped at any Texas state institution of higher education the student has attended.

Undergraduate students who find it necessary to withdraw (drop to zero hours) from the university before the end of the semester will not have to use their state drop count for withdrawal.

3. Grade Changes

- a. Grade changes must be initiated by the instructor of record through the system provided by the Office of the Registrar. Justification for the change must be documented. Common justifications are completion of requirements satisfied for a previous "**I**," grading error, clerical error, etc.
- b. On the rare occasion when an instructor of record is unable to be reached after due diligent effort, a department chair may initiate a grade change on behalf of the instructor of record.

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This grade should not be in conflict of the instructor of record and may only be initiated after documentation of due diligent efforts to reach the faculty member.

- c. In the event of a successful grade appeal under [TTU OP 34.03, Student Grade Appeal](#), an academic dean may initiate an administrative grade change on behalf of the instructor of record by providing the outcome of the grade appeal as justification.

4. Texas Tech University Statement of Academic Integrity

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

5. Academic Dishonesty Definitions

Students must understand the principles of academic integrity and abide by them in all class and/or coursework at the university. Academic misconduct violations are outlined in Part I, section B.1 of the [Code of Student Conduct](#). If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student. Additional information about academic misconduct is available in the Texas Tech University Handbook in Part II, section B of the Community Policies section in the [Student Handbook](#).

a. Cheating

- (1) Copying from another student's academic work, test, quiz, or other assignment.
- (2) Receiving assistance from and/or seeking aid from another student or individual to complete academic work, test, quiz, or other assignment without authority.
- (3) The use or possession of materials or devices during academic work, test, quiz, or other assignment that are not authorized by the person administering the academic work, test, quiz, or other assignment.
- (4) Possessing, using, buying, stealing, transporting, selling, or soliciting in whole or in part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program/software. Possession, at any time, of current or previous course materials without the instructor's permission.

- (5) Obtaining by any means or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution, or computer program/software, or information about an unadministered test, test key, homework solution, or computer program.
- (6) Transmitting or receiving information about the contents of academic work, test, quiz, or other assignment with another individual who has completed or will complete the academic work, test, quiz, or other assignment without authority.
- (7) Substituting for another person, or permitting another person to substitute for oneself, in order to take a course, take a test, quiz, or other assignment, or sign in/register attendance.
- (8) Taking, keeping, misplacing, damaging, or altering the property of the university or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
- (9) Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- (10) Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment.

b. Plagiarism

- (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.

c. Collusion

The unauthorized collaboration with another individual to complete academic work, test, quiz, or other assignment; providing unauthorized assistance to another student; allowing another student access to completed academic work; and/or conspiring with another person to commit a violation of academic dishonesty.

d. Falsifying academic records

- (1) Altering or assisting in the altering of any official record of the university and/or submitting false information.
- (2) Omitting requested information that is required for, or related to, any official record of the university.

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e. Misrepresenting facts

- (1) Providing false grades, falsifying information on a resume, or falsifying other academic information.
- (2) Providing false or misleading information in an effort to injure another student academically or financially.
- (3) Providing false or misleading information or official documentation in an effort to receive a postponement or an extension on academic work, test, quiz, other assignment, or credit for attendance, and/or obtain an academic or financial benefit for oneself or another individual.

NOTE: Examples include, but are not limited to, fabricated, altered, misleading, or falsified documentation for medical excuses, family and personal emergencies, and signing into class and failing to remain the entire time.

f. Violation of Professional Standards

Any act or attempted act that violates specific professional standards or a published code of ethics.

NOTE: Students are held accountable under this policy based on their college or school of enrollment, declared major, degree program, and/or pre-professional program.

g. Unfair Academic Advantage

Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student that is not enumerated in items a–f.

6. Academic Dishonesty and Instructor Responsibilities

Any person becoming aware of alleged violations of academic integrity should report the allegation to the instructor of record in the course. The instructor in a course is responsible for initiating action in each case of dishonesty or plagiarism that occurs in that class. The instructor should contact the [Office of Student Conduct](#) to discuss the nature of the violation and the student's record of academic integrity violations. Instructions for reporting allegations of academic dishonesty are available in Part I, section C of the [Code of Student Conduct](#). The instructor should attempt to discuss the matter with the student and receive a response from the student about the allegations. Then, the instructor may notify the student of possible academic sanctions including, but not limited to, assigning a paper or research project related to academic integrity, make-up assignment that is different than the original assignment, issue no credit for the original assignment, reduce the grade for the assignment and/or course, issue a failing grade on the assignment, and/or issue a failing grade for the course. The academic penalty will not be implemented or assigned until all disciplinary procedures are complete. All academic integrity violations should be referred to the Office of Student Conduct as a central clearinghouse of violations and for adjudication as a *Code of Student Conduct* violation where disciplinary sanctions will be assigned.

7. Academic Integrity Allegations and Withdrawal/Assignment of Grades

- a. If a student is referred to the Office of Student Conduct for an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course in question. A student should continue attending class and participating in coursework until the disciplinary process is complete. If it is determined that the student was not responsible for academic integrity violations and/or the referring faculty member allows the student to withdraw from the course, the student may file a request with their academic associate dean for approval to drop the course or withdraw from the university retroactively.
- b. If a referring faculty member must submit a final course grade before an academic integrity violation allegation is resolved, the faculty member should leave the final grade blank and notify the department chair and the student's academic dean. The involved student may be given a temporary grade of **X** by the Office of the Registrar, which does not affect the student's GPA, until the academic integrity adjudication process is complete. When the academic integrity adjudication process is complete, the final grade will be assigned through the completion of a grade change form by the instructor of record.

8. Academic Integrity Appeals

Appeals of academic integrity decisions are separate from the grade appeal process. The designated appellate officer in academic integrity cases is the associate academic dean of the college where the student is enrolled or the associate academic dean of the college housing the course where the violation occurred. In situations where the associate academic dean participated in the hearing as the student conduct officer/investigator or instructor of record, the designated appeal officer is the academic dean. The appeals process related to academic integrity violations is detailed in Part I, section C.5 (Disciplinary Appeals Procedures) of the *Code of Student Conduct*.

9. Grading procedures in the School of Law are set forth in the School of Law's academic policies. For more information, please contact the School of Law's Associate Dean for Academic Affairs or the Assistant Dean for Academic Services. Law Students are subject to disciplinary procedures as described in the Honor Code for the School of Law as well as the TTU *Code of Student Conduct*.

OP 64.02: Graduate Enrollment

OP 64.07

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

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.

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.

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.

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.

OP 64.04: Academic Probation and Suspension of Graduate Students

[Date changed—posted 10/24/16 (replaces 11/13/14 edition)]

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

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.

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.

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.

Summer sessions and/or trimester count as one semester.

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.

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.

OP 64.07: Graduate Student Appeals

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

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

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.

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

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

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.

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.

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.

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.

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.

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.

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.

OP 60.15: Smoke-free and Tobacco-free Environment

DATE: May 25, 2017

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to provide for the health and safety of students, faculty, and staff by controlling fire hazards, assuring a smoke-free environment in all academic and administrative facilities, and meeting the requirements of 25 Texas Administrative Code, §703.20.

REVIEW: This OP will be reviewed in September of even-numbered years by the Managing Director of Environmental Health and Safety with substantive revisions forwarded through the Associate Vice President for Research (Research Integrity) and the Senior Associate Vice President for Research (Research Services) to the Vice President for Research.

POLICY/PROCEDURE

1. In the interest of providing a smoke-free environment, smoking is prohibited in all campus, academic, administrative, and athletic facilities.
2. Smoking areas must be located 25 feet from any facility with LEED designation and pedestrian entrance (ingress or egress) or public place. This includes any entryways or walkways leading to entrances.
3. There will be no smoking above the first floor of any building.
4. In the case of athletics, the prohibition applies to both indoor and outdoor facilities. Smoking is allowed in designated areas only.
5. All buildings that are under the control of the Housing and Residence Life and Hospitality Services are nonsmoking buildings, including the Student Union, all dining areas, and all areas of residence halls, including individual rooms.
6. The use of all tobacco products is prohibited by all employees and visitors in all buildings and structures where projects funded by the Cancer Prevention and Research Institute of Texas (CPRIT) are taking place as well as the sidewalks, parking lots, walkways, and attached parking structures immediately adjacent. A list of CPRIT projects and the facilities in which they are being conducted can be found on the website of the Office of the Vice President for Research.
7. Employees interested in tobacco use cessation services should contact the Office of Human Resources for information and referral.
8. Persons having reason to complain about violations of this policy should first seek resolution of the problem by asking the smoker(s) to comply voluntarily with this OP. If resolution of the problem cannot be achieved by this means, a complaint should be made to the head of the unit or office of the shop manager. If the head of the unit is part of the smoking activity, the complaint should be made to the next level supervisor. Heads of units are advised that such complaints can be made without risk to student or employee evaluation.
9. When continued and/or obvious abuse of the policy is evident, appropriate actions will be taken by the following individuals to assure compliance.
 - a. The Division of Undergraduate Education and Student Affairs will be responsible for cases involving students.
 - b. The college dean will be responsible for cases involving faculty.

c. The appropriate vice president will be responsible for handling cases involving non-faculty employees.

d. The Chief of Police will be responsible for handling cases involving individuals who are not student, faculty, or staff of the university.

10. Electronic cigarettes will not be permitted other than in the areas already mentioned in this OP.

OP 30.03: Museum of Texas Tech University

[Moderate revision—posted 5/8/23 (replaces 9/11/18 edition)]

DATE: May 8, 2023

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to ensure understanding and a standardized approach concerning the organization and responsibilities of the Museum of Texas Tech University.

REVIEW: This OP will be reviewed in October of even-numbered years by the Executive Director of the Museum and the Vice Provost for Outreach & Engagement with substantive revisions forwarded to the Provost and Senior Vice President.

POLICY/PROCEDURE

1. The Museum Complex

a. The Museum of Texas Tech University complex includes the main museum building, the Moody Planetarium, the Natural Science Research Laboratory, and the Lubbock Lake Landmark.

b. The museum is an integral part of the total university academic program and a vital conduit to the community, providing a unique teaching and learning environment through the preservation and presentation of scientific, historical, and cultural heritage and providing exhibitions, events, and programming to the public. The museum is a valuable resource for undergraduate, graduate, and individual study courses; faculty and students of the Heritage and Museum Sciences Program; and researchers. The graduate program is housed in the museum and integrated into museum operations. Student opportunities further enhance the value of the museum to university departments. These facilities serve as a unifying agent for research and exhibit programs and the academic activities of departments. The general public is able to share in the academic activities of the museum through special tours and programs that supplement regular visiting hours. The non-university community is able to enjoy public programs designed for all visitors, as well as those offered as a result of the academic program in museum science.

(1) The museum has established the following strategic goals:

- (a) Generate excellence in public and academic programming;
- (b) Expand and deepen community engagement and expand audience engagement at the state, national, and international levels;
- (c) Foster and enhance collections-based research;
- (d) Engage in sustainable funding, including cultivation of a larger donor base and creating revenue streams;
- (e) Acquire and maintain quality collections; and
- (f) Sustain high standards of museum professional practices.

(2) The museum features educational exhibits from its collections of art, natural sciences, history, clothing and textiles, ethnology, archaeology, paleontology, geology, and astronomy. Traveling exhibits expand and enhance these rotating exhibits.

2. Activities and Facilities of the Museum

a. The activities and facilities of the Museum of Texas Tech University are a part of the teaching, research, and outreach function of the university.

b. The museum as a research institution conducts regional to international transdisciplinary research in accord with its mission statement and scope of collections. The collections, in turn, reflect the research focus of the museum.

c. The Museum of Texas Tech University Association contributes to the museum's development by securing donations or purchasing art. The association also serves as a conduit for monetary gifts with which to enlarge the museum facility or for grants that support art acquisitions, exhibits, public programming, and collections care.

d. The university serves as the holder of title to the following properties utilized in the operation of the Museum of Texas Tech University:

(1) The museum building(s);

(2) Equipment and installations;

(3) All materials and collections purchased with state funds and all materials and collections secured by staff whose salaries are paid by state funds; and

(4) All materials and collections specifically donated to the university.

e. The museum strives to maintain accreditation already earned and overseen by the American Alliance of Museums (AAM) in Washington, D.C., and also reflects in practice the priorities established by the AAM. This includes the current emphasis on visitor experience, visitor service, public programming, and outreach.

f. The leadership, staff, and students of the museum seek to create an atmosphere that demonstrates best professional standards of ethics, transparency, respect, and collaboration and are held accountable for their efforts.

3. Museum Governance

a. The museum is administered by an Executive Director who is recommended by the Provost and Senior Vice President to the university President and approved by the Chancellor and the Board of Regents.

b. The Museum of Texas Tech University Association has the opportunity to provide advice and consultation in the process of selecting the Executive Director of the Museum.

4. Use of Museum Space and Facilities

a. The Museum of Texas Tech University offers a variety of programs and activities as well as serving as an extension of the research and instructional academic functions of the university. Selected facilities of the museum may be made available for special purposes on approval of the Executive Director.

b. The collections of the museum are held in trust for the people of the state of Texas. Use of museum collections for loan purposes (exhibition, research, conservation) must follow established museum procedures and be approved by the appropriate collections curator and the Executive Director.

Museum of Texas Tech University Code of Ethics

(Revised 2018)

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, resolves any issues concerning its interpretation, including any non-adherence grievances.

1. 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.

2. 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.

Money acquired from the sale of object(s) is used solely to obtain objects for the collection of the Museum Division from which the object(s) was deaccessioned. None of the revenue generated will be used to fund operating costs or salaries.

3. 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 are also 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.