Guidelines and Record of Progress
2014-2015

MA Museum Science and Heritage Management
Texas Tech University

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

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

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Chair, Museum Science
Horn Professor, Museum Science
Museum of Texas Tech University
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Vice-Chair Museum Science and Faculty Advisor
Museum of Texas Tech University
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Rhonda Quinlan, Academic Programs Coordinator
Museum of Texas Tech University
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Additionally, all Museum faculty and staff have specialized areas of expertise and experience and can answer other questions you may have. Their specializations are listed on pages 50-52 and they are happy to help you.
Museum of Texas Tech University
GENERAL INFORMATION

The Museum of Texas Tech University, as an education resource for a diverse audience, collects, researches, and disseminates information about the natural and cultural heritage of local and related regions.

The Museum is educational, scientific, cultural, and research element of Texas Tech University and accredited by the American Alliance of Museums. The collections in the arts, humanities, and sciences are held-in-trust in perpetuity for public education, exhibition, reference, enjoyment, and research for the people of Texas and the nation. The Museum is located in Lubbock (population of over 230,000) on the Southern High Plains of West Texas.

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

A Master of Arts degree is offered in the Museum Science and Heritage Management Programs using the entire Museum as the teaching laboratory. Each course of study has a specified curriculum of required courses.

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

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

MUSEUM FLOOR PLAN AND EMERGENCY EXITS
The Museum of Texas Tech University Association (formerly the West Texas Museum Association), a chartered, non-profit corporation, 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 first director. He served in that capacity until his retirement in 1969. The Plains Museum collections consisted of “one branding iron, one cast-iron son-of-a-gun pot, with a hole in the bottom, and one pack saddle for a burro, with all the leather gone.” In February 1930, the first annual meeting was held and the organization boasted 69 charter members.

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

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

**Lubbock Lake Landmark Research**
Research takes place year round at the Lubbock Lake Landmark, an archaeological and natural history preserve with stratified deposits revealing cultures from 11,500 years ago to historic times. Research is under the direction of Dr. Eileen Johnson. Students and other volunteers receive room and board at the on-site field camps during the summer field season.

**Natural Science Research Laboratory Research**
Field research takes place at a variety of locations under the direction of Dr. Robert Baker or Dr. Robert Bradley.

**International Museum Day**
This day of special events is scheduled each May to coincide with ICOM’s annual celebration of International Museum Day.

**Environmental Awareness Week-Lubbock Lake Landmark**
This annual spring event focuses on environmental issues of the region and provides programs for school groups and the general public.

**FallFest-Lubbock Lake Landmark**
This event is held in October of each year. Demonstrations during this weeklong celebration focus on the life-ways of Native American peoples.

**Summer Camps**
Summer Camp programs held each summer for students in first through sixth grade. Classes are held at the Museum and the Lubbock Lake Landmark and include topics in history, art, archaeology, and the sciences.

**Space Week**
World Space Week each October is an annual international public space forum designed to focus world attention on space. Programs are conducted by a multitude of organizations throughout the world interested in space. The Museum of Texas Tech University and its Moody Planetarium host space related programs all week long.

**Art Workshops**
Various art workshops are offered to different age groups on an ongoing basis.
I. INTRODUCTION
In recognition of its public responsibility, the Museum of Texas Tech University endorses and upholds the highest ideals and concepts of ethical and professional practices. Those standards and commitments are defined in this Code of Ethics. It is intended to serve as a guide for the institution and all associated faculty, staff, students, trustees, and volunteers.

Premise
The Museum of Texas Tech University is a public and academic educational institution that collects, documents, preserves, and interprets objects, and disseminates the knowledge gained from them, to serve society. To promote public trust, high standards of operation and behavior are necessary at all levels of the Museum, including individual members of governing bodies, subdivisions and associations, 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 of Texas Tech University has an added responsibility to students and the museum community, to follow the recognized standards of the profession. For this reason, principles expressed in the Code of Ethics of the International Council of Museums (ICOM), American Alliance of Museums (AAM), and those of specific disciplines and professions, are endorsed and adapted as part of the Code of Ethics of the Museum of Texas Tech University. This code of ethics is applicable to all parties and individuals associated with the Museum of Texas Tech University.

Statement of Position
Scope: This Code of Ethics pertains to all governing bodies, staff members, students, and support and/or associated groups of the Museum.

Authority Recognition: This Code of Ethics is superseded by all laws, regulations, and international agreements of the United States and the State of Texas. Within this framework, this Code of Ethics also is superseded by the general policies and regulations of Texas Tech University and specific regulations applicable to certain individuals, such as students and faculty.

Endorsements in Principle: This Code of Ethics endorses in principle the guidelines proposed by the International Council of Museums and the American Alliance of Museums. Within this framework, this Code of Ethics also endorses in principle the guidelines established by those disciplines and/or professions that are recognized as having affiliations with museums in the United States. In situations where differences may occur, the interests of the Museum will take precedence over the guidelines endorsed in principle.

Implementation: This Code of Ethics serves as the umbrella for 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 (hereafter referred to as Executive Director). The development of associated procedures is generally the responsibility of the Executive Director and designated staff.

Periodic Review and Interpretation: An Ethics Committee, appointed by the Executive Director, addresses any recommended changes of this document and resolves any issues raised about its interpretation. This Code of Ethics is reviewed at least every five years, and amended as needed.

II. GOVERNANCE

General Responsibility

Administration: The governing body serves all parts of the Museum of Texas Tech University (see Definitions) as well as the staff, students, visitors, and support and/or associated groups of the Museum. While the governing body has the responsibility of serving these parties, it must also ensure that all activities are in agreement with the federal, state, and University regulations, as well as the mission and policies established for the Museum.

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 interests, or to situations that compromise the resources needed for on-going 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, through its agents, maintains full documentation and accountability for resource expenditures.

Fundraising: All fundraising activities will be compatible with the mission and programs of the Museum. The Museum will be ethical and open about its intentions related to such activities. All donations will be 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 will maintain reasonable rates of exchange. The governing body may raise funds to establish endowments for the Museum through the Texas Tech University Foundation.

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 ongoing services. For this reason, the governing body, acting through the Executive Director, is responsible for providing job descriptions, hiring qualified staff, providing training and career enhancement opportunities, supporting adherence to the Code of Ethics,
providing resources to perform jobs, 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.

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 storage, 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 both 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) establishes 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 properly dealing with cultural, social, and legal issues, such as due respect for human remains, animal rights, handicap access, and religious and cultural diversity.

III. COLLECTIONS

Scope
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 philosophies and practices, especially those involving preventive conservation.

Acquisition
The growth and development of collections adheres to the Mission Statement and Acquisition Policy of the Museum, particularly 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 will emphasize collection integrity, object/specimen integrity, and maximum associated information.

Management, Care, and Use
The management, care, and use of these collections follow the collections’ policies of the Museum, such as those for security, loans, object/specimen utilization, integrated pest management, emergency preparedness, and
preventive conservation. Implementation of policies is based on written procedures that 1) meet disciplinary standards for the respective collections; 2) include specifications for providing proper care with respect to environment, storage, and handling; and, 3) incorporate all parts of the collection, including objects/specimens, associated data, collection records, reference material, and specialized collections.

**Disposal**
The disposal of accessioned collection items follows the Deaccession and Disposal Policy of the Museum and written procedures for policy implementation. All deaccessioned material is fully documented, clearly justified, disposed of appropriately, and free from problems of ownership, conflict of interest, and ethical and legal issues. No personal gain resulting from deaccessioned material is to be realized by any individual having affiliations with the Museum or the University.

**IV. CONDUCT OF INDIVIDUALS**

**Scope**
This Code of Ethics pertains to all governing bodies, staff members, students, and support and/or associated groups of the Museum of Texas Tech University (see Definitions).

**Responsibility to Museum**

**Code of Ethics, Policies, and Procedures**: Individuals having an affiliation with the Museum are expected to be familiar with and to abide by the Code of Ethics, Policies, and Procedures adopted by the Museum.

**Duties and Responsibilities**: Individuals having an affiliation 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.

**Use of Resources**: All resources of the Museum, including personnel, salaried-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.

**Discretion and Confidentiality**: Individuals affiliated with the Museum have unique responsibilities related to maintaining the Museum’s image, trust, and credibility to its public and academic 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 concerning matters such as collections, personnel, and security.

**Conflict of Interest**: Individuals having an affiliation with the Museum must avoid situations that may be construed as a conflict of interest. Concerns about potential conflicts of interest will be immediately conveyed to the appropriate
Museum authority. The purpose of this concern is to prevent the actual or perceived conflict between personal collecting and the objectives of the Museum. Potential conflicts of interest include 1) personal collecting within the curatorial collection of areas of the Museum; 2) using Museum affiliation, Museum resources, or the influence of one's position, in unauthorized ways solely for personal benefit, or to solely serve 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**

**Integrity of Information:** The Museum's ability to serve its public and academic audiences is dependent on the quality and accuracy of available information. Such information includes object and collection documentation, personal communications, formal presentation, written correspondence, publications, exhibits, and educational programs. For this reason, individuals affiliated with the Museum will maintain information integrity with respect to accuracy and completeness.

**Integrity of Preservation:** The Museum's ability to perform its functions is dependent on the quality of object/specimen preservation and conservation. Individuals affiliated with the Museum will demonstrate respect for the object/specimen by following professional museum preservation procedures, providing protection from agents of deterioration, providing proper storage, and exercising safe handling.

**Integrity of Operations:** Individuals affiliated with the Museum collections will be knowledgeable about their respective collection(s), disciplinary standards related to their collection(s), and changes in philosophies and practices for properly managing and caring for the collection(s).

**Responsibility to Other Individuals**

**Public and Academic Audiences:** Individuals affiliated with the Museum will be responsive to the Museum's public and academic audiences, and treat each individual with professional courtesy.

**Professional Associates:** Individuals affiliated with the Museum will be responsive and cooperative with professional associates outside of the Museum organization.

**Museum Affiliates:** Individuals affiliated with the Museum will respect the property and rights of one another. Individuals will acknowledge the roles and responsibilities of each other, and will cooperate as needed to promote the mission, functions, services, programs, and image of the Museum. Supervisors and faculty are responsible for the actions of the individuals under their direction. To promote the mission, functions, services, programs, and image of the Museum, supervisors and faculty will take an active role in providing direction, instruction, communication, and group cooperation.
Adherence to the Code of Ethics
Adherence to the Code of Ethics by individuals affiliated with the Museum is addressed in the General Policies (OP10.11 vol. 1) of the Museum.
Museum of Texas Tech University Personnel
Museum Science and Heritage Management Faculty  
2014-2015

**Dr. Robert Baker**  
Director of Natural Science Research Laboratory  
Curator of Mammals  
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**Dr. Robert Bradley**  
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Curator of Mammals  
Professor, Biological Sciences  
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**Terri Carnes**  
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**Dr. Peter Briggs**  
Helen DeVitt Jones Curator of Art  
Instructor, Museum Science  
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**Dr. Sankar Chatterjee**  
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**David K. Dean**  
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**Dr. Jill Hoffman**  
Helen DeVitt Jones Curator of Education  
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**Dr. Stance Hurst**
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Instructor, Heritage Management
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Executive Director, Museum of Texas Tech University
Director, Lubbock Lake Landmark
Curator of Anthropology
Horn Professor, Museum Science
Chair, Museum Science Program
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Marc Masurovsky
Instructor, Heritage Management
United States Holocaust Museum

Nicky Ladkin 834-7261
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Vice-Chair and Graduate Advisor, Museum Science and Heritage Management
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Education Program Manager
Lubbock Lake Landmark
Instructor, Heritage Management
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Dr. Cameron Saffell 834-6717
Assistant Director for Operations and Facilities
Assistant Professor, Museum Science

Dr. Scott White 834-2178
Special Projects Manager
Curator of Art
Instructor, Heritage Management
National Ranching Heritage Center
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Museum Staff

2014-2015

Administration
Dr. Eileen Johnson, Executive Director
Rhonda Quinlan, Assistant to the Director/Academic Programs Coordinator
Tabitha Schmidt, Deputy Director
Nicky Ladkin, Assistant Director for Community Engagement
Dr. Cameron Saffell, Assistant Director for Operations and Facilities
Dr. Steve Fritz, Development Officer
Jamie Looney, Manager-Administration & Finance
Julie Flores, Business Assistant/Operations Specialist
Tobin Brannan, Social Media Coordinator
Casey Seger, Intern

Anthropology
Dr. Eileen Johnson, Curator
Rachel Gruszka, Collections Manager, Anthropology
Meg Reel, Assistant Collections Manager, Ethnology
Jim Gannaway, Documentations Specialist
Katherine Bell Ehlers, Research Aide

Art
Dr. Peter Briggs, Helen DeVitt Jones Curator of Art
Michael Glenn, Intern

Carpenter Shop
Todd Farmer, Tradesman

Clothing & Textiles
Dr. Marian Ann Montgomery, Curator

Custodial Services
Stella Villanueva, Lead Custodian
George Garcia, Custodian
Jesus Rivera, Custodian
Cesario (J.R.) Romo, Custodian
Joseph Sweat, Custodian
Josie Vara, Custodian

Education
Dr. Jill Hoffman, Helen DeVitt Jones Curator of Education
Cara Sanders, Senior Office Assistant
Tiffany Demmon, Intern
Rachel Thomas, Intern
Exhibits  742-2442
Denise Newsome, Curator of Exhibits
Andy Gedeon, Exhibits Manager
John Michael Cavazos, Intern

History  742-2442
Henry Crawford, Curator

Library and Museum Archives  742-2442
Tobin Brannan, Social Media Coordinator

Lubbock Lake Landmark (LLL)  742-1116
Dr. Eileen Johnson, Director
Susan Rowe, Education Program Manager
Deborah Bigness, Operations Manager
Kippi Hopper, Operations Specialist
Scott Trevey, Historic Maintenance Supervisor
Matt McEwen, Historic Maintenance Technician III
Anna Jolley, Intern
Dr. Stance Hurst, Regional Research Manager  742-1117
Doug Cunningham, Research Aide
Katherine Bell Ehlers, Research Aide
Alison Barrett, Research Aide
Dallas Ward, Research Aide

Museum Association  742-2443
Jouana Stravlo, Executive Administrator
Becky Rogers, Administrative Business Assistant

Museum Shop  742-2436
Linda Duncan, Shop Manager

Natural Science Research Laboratory (NSRL)  742-2486
Dr. Robert Baker, Director and Curator of Mammals
Dr. Robert Bradley, Assistant Director and Curator of Mammals
Dr. Nancy McIntyre, Curator of Birds
Lisa Bradley, Research Associate
Heath Garner, Curator of Collections
James Cokendolpher, Research Scientist/Curator of Invertebrates
Kathy MacDonald, Research Aide

Paleontology  742-2442
Dr. Sankar Chatterjee, Curator
Bill Mueller, Assistant Curator
Registration
Terri Carnes, Registrar
Bill Mueller, Photographer

Security
Sara Armenta, Senior Guard
Don Harmon, Guard
MacKenzie Oliver, Guard
Debbie Sanders, Guard
John Villegas, Guard/Facilities
Josh Wilson, Guard/Facilities
Museum Science and Heritage Management Programs
The Museum Science and Heritage Management graduate programs train museum and heritage leaders for today and tomorrow. The programs emphasize thorough preparation in the broad spectrum of museum and heritage theory and practice and leads to a Master of Arts in Museum Science or Heritage Management. Graduates from the programs have a comprehensive background in their fields that may include additional education in specializations for career enhancement. The collective effort of the programs will have a positive, long-term impact on museum and heritage professions.

**COMMITMENT TO PROGRAM EXCELLENCE**

**Teaching**
- The programs provide 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 contributions to museology and heritage.

**Practical Experience**
- The programs are housed in the AAM accredited Museum of Texas Tech University.
- Students can observe and experience all areas of museum and heritage operations.
- Students are eligible for temporary, part-time employment at the Museum and the Lubbock Lake Landmark.

**OUTSTANDING PROGRAM RESOURCES**

**Faculty**
- Each 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 personnel and a variety of academic disciplines.

**Facilities**
- The Museum is located in Lubbock, Texas, a city of over 230,000, in an area of natural beauty and cultural stimulation.
- The Museum is an integral part of Texas Tech University, an institution of over 30,000 students, that provides an atmosphere of intellectual vigor.
- Established in 1923, Texas Tech University is one of the youngest major research institutions in the United States.
- University and departmental attitudes and facilities fervently support graduate study.
• The Graduate School, with a current enrollment of around 7,000, has awarded masters degrees since 1929 and doctoral degrees since 1952.
• The Advanced Technology Learning Center gives students comprehensive access to the latest computer technology; many departments feature their own library and computer facilities.

Texas Tech University
• Library holdings of over 1 million volumes, 9,000 periodical subscriptions, digital databases, e-databases, and approximately 700,000 units of microform, 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.

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 in perpetuity for public education, reference, enjoyment, and research for the people of Texas and the nation.
• Maintains collections in archaeology, art, clothing, ethnology, frozen tissues, geology, history, mammalogy, entomology, ornithology, vertebrate paleontology, and textiles.
• Museum Complex consisting of the main museum building, the Lubbock Lake Landmark, and the Natural Sciences Research Lab.
• Long-term and temporary exhibition galleries, computer laboratory, theater, conservation laboratory, class and meeting rooms, collections and office space, two research libraries, sculpture court, and a 287-seat auditorium.

OUTSTANDING CURRICULUM

MUSEUM SCIENCE
• Curriculum consists of a series of core courses, a wide selection of elective courses, and a thesis or internship.
• 45 hours of credit are required for graduation.
  ○ 27 credit hours in Museum Science courses forming the core curriculum
12 credit hours of elective graduate level courses
6 credit hours for the thesis or internship options

Program Specialties
- In addition to preparing students as generalists, students may elect to become specialists in a number of subdivisions:
  - Collections Management and Care
  - Communication and Interpretation
  - Curatorship
    - Anthropology
    - Art
    - History
    - Natural Sciences
  - Museology
  - Museum Management

HERITAGE MANAGEMENT
- Curriculum consists of a series of core courses, a wide selection of elective courses, and a thesis or internship.
- 45 hours of credit are required for graduation.
  - 27 credit hours in Heritage Management courses forming the core curriculum
  - 12 credit hours of elective graduate level courses
  - 6 credit hours for the thesis or internship options

Program Specialties
- In addition to preparing students as generalists, students may elect to become specialists in a number of subdivisions:
  - Heritage Planning and Administration
  - Heritage Resource Management Administration
  - Interpretation
  - Public Policy in Heritage Management
  - Heritage Tourism
  - Theory, Philosophy, and Ethics of Heritage Management

STUDENTS

Students
- Come from throughout the nation as well as international students.
- 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.
FINANCIAL ASSISTANCE

Financial Aid

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

The Museum Science and Heritage Management programs have alumni of several hundred active professionals. Since 1974, the programs have been producing graduates who make a difference in the museum field. Former students are now national and international museum leaders.

Alumni are of great value to the programs. 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.

The Museum continues to serve alumni through responsive leads for job placement, but of more importance is the fact that the programs continue to be strong. The success of current students helps to build the careers of the alumni, and the future success of the program has a bearing on the careers that current students are able to establish. Students and alumni have good reasons for working together and supporting one another.
Philosophy of the Programs in
Museum Science and Heritage Management
at Texas Tech University

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

Course work provides students with efficient access to accumulated knowledge of museology, museography, heritage management, and related disciplines.

The programs provide extensive opportunities for students to achieve independent proficiency in the full array of professional activities, including collections care, research, and professional dissemination of research data. These learning opportunities are offered with faculty support ranging from direct supervision, collaboration, and consultation to independent pursuit with evaluation on completion.

Receipt of an M.A. in Museum Science or Heritage Management reflects favorable faculty review and production of specific professional products such as internship reports or theses.

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

Students enrolled in the programs 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. They should comply with the terms of the ICOM Code of Ethics and be aware of any other codes or policies relevant to museum work.” (ICOM Code of Ethics for Museums, sub-section 8.3)

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

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

Honesty and ethical behavior are expected practices for all students. Each student is a special representative of the Museum of Texas Tech University, whose conduct, attitude, and appearance reflect on the institution.

The complete Code of Student Conduct can be found in the Texas Tech University Student Handbook available at http://www.depts.ttu.edu/dos/handbook/. The Museum of Texas Tech University Code of Ethics can be found in this publication on pages 12-17. It also appears in the Museum of Texas Tech University Collections Management Policy available at http://www.depts.ttu.edu/museumttu/
Museum Science and Heritage Management Students

First Year Students
2014-2015

Heritage Management

Brian Gendron
B.A. History, Middle Tennessee State University, Murfreesboro, Tennessee
B.S. Political Science Pre-Law, Middle Tennessee State University, Murfreesboro, Tennessee

Charlotte Lee-Stockton
B.A. Anthropology, Texas Tech University, Lubbock, Texas

Museum Science

Robynn Amaba
B.S. Merchandising, University of North Texas, Denton, Texas
B.S. Digital Retailing, University of North Texas, Denton, Texas

Ruth Field
B.A. Anthropology, Lone Star College, The Woodlands, Texas

Melanie Colleen Collins
B.A. Art History, Trinity University, San Antonio, Texas

Rebecca Knight
B.A. Anthropology, University of Kentucky, Lexington, Kentucky

Victoria Lancaster
B.S. History, Texas Wesleyan University, Fort Worth, Texas

Michael Linder
B.S. History, Indiana State University, Terre Haute, Indiana

Amy Lowery
B.S. Biology, Iowa State University, Ames, Iowa
B.S. Anthropology, Iowa State University, Ames, Iowa

Elizabeth Qualia
B.A. History, Hendrix College, Conway, Arkansas

Caroline Reeves
B.A. History, Abilene Christian University, Abilene, Texas

Alexander Root
B.A. Anthropology, Texas Tech University, Lubbock, Texas
Jessica Stepp  
M.A. History, University of Central Arkansas, Conway, Arkansas  
B.A. History, Rhodes College, Memphis, Tennessee  

Stephanie Wuthnow  
B.A. Anthropology, Texas Tech University, Lubbock, Texas  
B.A. History, Texas Tech University, Lubbock, Texas  

Second Year and Continuing Students  
2014-2015  

Heritage Management  

Amanda Atkinson  
B.A. Religious Studies, Northern Arizona University, Flagstaff, Arizona  

Anna Jolley  
B.S. Anthropology, University of Georgia, Athens, Georgia  

Jillian Vann  
B.A. Music, Texas Tech University, Lubbock, Texas  

Randy Wallace  
B.S. and M. S. Architecture, Texas Tech University, Lubbock, Texas  

Dallas Ward  
B.A. History and Anthropology, Texas Tech University, Lubbock, Texas  

Museum Science  

Samantha Biffle  
B.A. History, University of Texas at San Antonio, San Antonio, Texas  

John Michael Cavazos  
B.A. Anthropology, Baylor University, Waco, Texas  

Kelly Chandrapal  
B.F.A. Visual Art Studies, University of Texas at Austin, Austin, Texas  

Raquel Coleman  
B.A. Anthropology, California State University at Sacramento, Sacramento, CA  

Tiffany Demmon  
B.A. History, Arizona State University, Tempe, Arizona  

Betsy Deiterman  
B.S. Radiologic Technology, Midwestern State University, Wichita Falls, Texas  

Amber Garcia  
B.A., History, University of Texas at San Antonio, San Antonio, Texas
Jennifer Jacobs  
B.A. Anthropology, University of Miami, Coral Gables, Florida

Timothy McSweeny  
B.A. History and Politics, Cornell College, Mount Vernon, Iowa

Andrea Moreno  
B.A. History, Texas Tech University, Lubbock, Texas

Shelby Newman  
B.A. History & English, University of Mary Hardin-Baylor, Belton, Texas

Ryan Painter  
B.A. History, New Mexico State University, Las Cruces, New Mexico

Jennifer Parsley  
B.A. German, Texas Tech University, Lubbock, Texas  
B.B.A International Business, Texas Tech University, Lubbock, Texas

Megan Reel  
B.A. History, University of Saint Andrews, Scotland

Kristin Rodriguez  
B.A. History, University of Texas at San Antonio, San Antonio, Texas

Casey Seger  
B.S. History, South Dakota State University, Brookings, South Dakota.

Jessica Schneider  
B.A. Anthropology, University of Colorado, Boulder, Colorado

Kari Smith  
B.A. English, University of North Texas, Denton, Texas

Brittany Spraggins  
B.A. History, Texas Tech University, Lubbock, Texas

Zujjaj Talpur  
B.A. History, Lafayette College, Easton, Pennsylvania

Hannah Thompson  
B.A. History and Anthropology, Washburn University, Topeka, Kansas

Daniel Tyler  
B.A. History, Southwestern University, Georgetown, Texas

John-Henry Voss  
B.A. History, Northwestern State University of Louisiana, Nachitoches, Louisiana

Brittany Webb
B.A. Anthropology, California State Polytechnic University, Pomona, California

Mikaela Young
B.A. Anthropology, University of Texas, Austin, Texas
Museum of Texas Tech University
Policies and Procedures
Policies and Procedures for Graduate Students

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


Additional general policies and procedures relating to student affairs can be found in the Student Handbook available at:

http://www.depts.ttu.edu/dos/handbook/
Advisor Information

The official advisor for the Museum Science and Heritage Management programs is the Vice-Chair. The Vice-Chair has been assigned by the University as the individual responsible for general oversight of the programs; however, that person is not the only individual that may give programmatic advice to students. 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.

Students beginning the program must contact the Vice-Chair for initial advisement. This step provides students with an introduction to the program and the initial recommendations for course selection. At any time, students may and are encouraged to seek the advice of faculty or staff in areas of special interest. Those staff members not having faculty appointments may not serve on graduate student advisory committees, but they may assist advising on course selection.

Once an Advisory Committee Chair is selected (see pg. 53), by the end of the first 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.

For information, suggestions, and advice about museum activities and related course offerings, the following have particular areas of specialization and are available to provide insight:

| Administration       | Dr. Eileen Johnson  
|                      | Nicky Ladkin   
|                      | Dr. Cameron Saffell |
| Anthropology         | Dr. Eileen Johnson |
| Archaeology          | Dr. Eileen Johnson  
|                      | Dr. Stance Hurst |
| Art                  | Dr. Peter Briggs |
| Biological Sciences  | Dr. Robert Baker  
|                      | Dr. Robert Bradley |
| Clothing and Textiles| Dr. Marian Ann Montgomery |
| Collections Management| Dr. Eileen Johnson  
|                      | Rachel Gruzska |
|                      | Megan Reel |
|                      | Dr. Peter Briggs |
Bill Mueller

**Preventive Conservation**
Nicky Ladkin
Dr. Eileen Johnson

**Quaternary Research Sciences**
Dr. Eileen Johnson

**Registration**
Terri Carnes
Nicky Ladkin

**Security**
Sara Armenta
Dr. Cameron Saffell

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

A requirement of the Graduate School of Texas Tech University is that graduate students must form a Graduate Student Advisory Committee after completing nine hours of course credit, usually by the end of the first semester. Students must designate an Advisory Committee Chair who then serves as the student’s advisor. Regulations regarding the establishment and reorganization of advisory committees for Museum Science and Heritage Management are as follows:

Establishing an Advisory Committee

The Graduate School requires a minimum of two members of a Graduate Student Advisory Committee; however the Museum Science and Heritage Management programs require three committee members. Thus, the Advisory Committee consists of three members of the graduate faculty of Texas Tech University. The committee chair must be a faculty member who teaches either Museum Science or Heritage Management (depending on the student’s major) and at least one member of the committee must be from a department other than the student’s major. Deviations from this policy are subject to the written approval of the Chair of the Museum Science and Heritage Management programs.

Each student is responsible for forming an Advisory Committee and should select committee members that can support his or her specific academic interests. Students must meet with each potential committee member to discuss membership on the committee and obtain his/her agreement. Students should expect to discuss their direction and goals and how that committee member can help them reach their goals. Students also must designate a committee chair (who serves as the student’s advisor) with his or her agreement. Choice of a committee chair is particularly important for a thesis because the committee chair directs the research and writing process.

To formalize the Advisory Committee, students must complete the Program for the Master’s Degree and Admission to Candidacy form (also known as the Degree Plan). This form must be signed by the program chair or advisor (Dr. Eileen Johnson or Nicky Ladkin), and forwarded to the Graduate School for approval. Pre-printed forms can be obtained from the Museum Administration office (Rhonda Quinlan), or blank forms can be downloaded from the Graduate School website at http://www.depts.ttu.edu/gradschool/forms/

Reorganization of the Advisory Committee

If Advisory Committee membership has to be reorganized, regardless of circumstances, students must submit a request for approval to the program chair or advisor. Written approval by the program chair or advisor must precede notification of the Graduate School.
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 might result in delay of graduation or suspension. Students must frequently consult the Graduate Catalog or website (http://www.depts.ttu.edu/gradschool/current/Deadlines-grad.php) to stay informed of deadlines for submission of required progress documents. Policies regarding the completion of documents are as listed:

1. **The Program for the Master’s Degree and Admission to Candidacy** form (commonly referred to as the Degree Plan), including the names of the members of the Advisory Committee, **must be submitted to the Graduate School after nine (9) hours of graduate course work are completed.** This form must be completed in consultation with the student’s Advisory Committee and must be submitted through the program advisor in the second semester of study.

2. Changes on the Admission to Candidacy form must be submitted to the Graduate School on forms obtained online at www.depts.ttu.edu/gradschool/forms/. Approval must be obtained from the program chair or advisor and be submitted through the program chair advisor.

3. A Faculty Panel Exam will be administered at the completion of coursework. Students must demonstrate they are academically and professionally prepared to begin an internship or thesis.

4. Final written and oral examinations must be arranged by the graduate student in conjunction with the Advisory Committee. These examinations must take place during the final semester of the program. Committee members complete ballots on the results to be forwarded to the Program Chair and then to the Graduate School. Deadlines for Graduate School notification are set in each graduation period. Students must be aware of these deadlines so that exams can be scheduled to meet them.

5. If, in the opinion of the Advisory Committee, the student performs unsatisfactorily in the final written and oral examinations, a subsequent exam must be taken after four months. Failure a second time will result in suspension.

6. A paid internship must be completed at a museum approved by the Advisory Committee and Program Chair. An evaluation from appropriate personnel documenting satisfactory performance by the
graduate student must be received before final grades are due in the semester of graduation. (Internship option only)

7. A final printed version of the thesis must be submitted to the Advisory Committee and the Program Chair at least two weeks before the final written and oral examinations. (Thesis option only)

8. An electronic copy (ETD) of the thesis must be submitted to the Graduate School during the semester of graduation (see http://www.depts.ttu.edu/gradschool/current/Deadlines.php). The Graduate School sets specific deadlines in each graduation period. (Thesis option only)

9. A Statement of 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 after registering for internship or thesis hours.

10. Students must have completed all required forms and paid all appropriate fees prior to graduation.

11. Students must maintain continuous enrollment in fall and spring semesters or risk suspension from the University. Thesis students must also be continuously enrolled in thesis hours after embarking on thesis hour enrollment up to and including the semester of graduation. This enrollment includes at least one credit hour of thesis in either Summer I or Summer II semesters. Students must be enrolled for credit hours in thesis or internship at Texas Tech University during the semester of graduation.

Copies of the required forms and a summary of major steps required for a Master’s degree are presented on subsequent pages and are available on the Graduate School website at http://www.depts.ttu.edu/gradschool/forms.
Suspension of Graduate Students

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

1. A student may be removed from the programs for earning a grade of "F" in a Museum Science or Heritage Management course.

2. A student may be removed from the programs by the Graduate School if no Committee Chair (advisor) has been selected for the period of one academic semester.

3. A student may be removed from the programs if she or he has not completed the degree within six years of the beginning of the program.

4. A student may be removed from the programs after one year, if in the opinion of a majority of the advisory committee members and with concurrence of the Program Chair, insufficient progress has been made toward completing a degree.

5. A student may be suspended by the Dean of the Graduate School given sufficient documentation of any unethical conduct regarding professional activities.

6. Refusal or conscious lack of compliance with any of the rules and regulations stated within this document may be grounds for removal.

7. Failure to perform satisfactorily in the written and oral examinations on two separate occasions may result in suspension.

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

OP 64.04: Academic Probation and Suspension of Graduate Students

DATE: September 13, 2007

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 recommended revisions forwarded to the Graduate Council and the provost/senior vice president for academic affairs by October 15.

POLICY/PROCEDURE
1. Every student enrolled in the Graduate School, whether working toward a degree or not, is required to maintain a high level of performance and to comply fully with policies of the institution. The Graduate School reserves the right to place on probation or to suspend any post-baccalaureate or graduate student who does not maintain satisfactory academic standing or who fails to conform to the regulations of the university.

   a. Students who are admitted to the Graduate School or to a degree program on condition of maintaining a required GPA are automatically on academic notice. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program.

   b. If a student’s cumulative GPA falls below 3.0, he/she is placed on academic probation. At this time, the student has two consecutive semesters to raise his/her cumulative GPA to at least 3.0. If his/her semester GPA drops below 3.0 during this two-semester period, the student is subject to suspension. A student placed on suspension will be required to remain out of Graduate School for one semester. If a student is suspended two times he/she will not be allowed to return to Graduate School. Any student who has been suspended must appeal to the Graduate School, according to OP 64.07, if reinstatement is desired.

   c. Summer sessions and/or trimester count as one semester.

2. Academic departments or programs may apply standards for probation and suspension higher than those established by the Graduate School. Such standards are to be approved by the Graduate School, and actions based thereon are to be recommended by the department to the graduate dean.

3. Students may be suspended for unprofessional conduct such as cheating or plagiarism. Any appeal of such action is subject to the provisions of the Code of Student Conduct. See the Student Handbook for further information.
Operating Policy and Procedure
OP 64.07: Graduate Student Appeals

DATE: April 7, 2014

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

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

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

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

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

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

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

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

7. If an appeals committee is convened, it will examine the evidence and hold what hearings and meetings it deems necessary to make a recommendation in the case. It is not necessary for the parties to appear unless requested by the committee, but parties have the right to appear if they wish to do so. The dean of the Graduate School may attend meetings of the appeals committee but will not be present during the committee's deliberation of its final recommendation. Members April 7, 2014 Page 2 OP 64.07
of the committee who have professional or personal relationships with either party in a dispute that would create a hindrance to objective judgment or a conflict of interest must withdraw themselves or be recused from the committee. The dean will name a replacement. After appropriate deliberation, the committee will make its recommendation to the graduate dean.

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

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

10. If an appeal is made to the office of the PSVP, the PSVP or designee will determine whether to hear the appeal. If the appeal is heard, the office of the PSVP will render a decision on the basis of the evidence and history provided. The decision will be sent in writing to the student, the department involved, the chairperson of the appeals committee, and the dean of the Graduate School. The decision of the office of the PSVP will be considered the final disposition of the case, without any further appeal at Texas Tech University.
OP 64.02: Graduate Enrollment Policy
DATE: June 16, 2006

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 every even-numbered year by the dean of the Graduate School and the Graduate Council with recommended revisions forwarded to the provost/senior vice president for academic affairs.

POLICY/PROCEDURE

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

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

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

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

2. Continuous Enrollment
Each student who has begun thesis or dissertation research must register in each regular semester and at least once each summer until the degree has been completed, unless granted an official leave of absence from the program for medical or other exceptional reasons. At least 6 hours of 6000 or 12 hours of 8000 constitute minimum requirements.

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

4. Other Considerations
Courses beyond the minimal requirements, including research and appropriate special studies courses, strengthen student programs and provide greater depth and specialization but should be carefully planned in order not to push the student beyond the maximum fundable hours. The Southern Association of Colleges & Schools (SACS) states that "a program leading to a doctor's degree is normally the equivalent of at least three years of full-time graduate study" and "must require a period of residency after admission to the doctoral program," as well as "appropriate and regular means for determining candidacy and the fulfillment of degree requirements."

Departments should strive for compliance with both the SACS requirements and the state's maximum limit on fundable doctoral hours while providing the most strength and depth possible for the student within these limits.
Museum Science and Heritage Management Requirements
**Major Steps Required by the Graduate School**

- Forms may be also be downloaded from the graduate school web: [http://www.depts.ttu.edu/gradschool/forms/](http://www.depts.ttu.edu/gradschool/forms/).

- For Graduate Program Degree Plan deadlines see: [http://www.depts.ttu.edu/gradschool/students/current/deadlines-degreetplan.php](http://www.depts.ttu.edu/gradschool/students/current/deadlines-degreetplan.php)

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<tr>
<th>ACTION</th>
<th>INITIATED THROUGH</th>
<th>SUBMITTED TO</th>
<th>TIME</th>
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<tbody>
<tr>
<td>1 Plan courses for degree</td>
<td>Graduate Advisor</td>
<td>Graduate Advisor</td>
<td>Prior to registration</td>
</tr>
<tr>
<td>2 Set up thesis advisory committee and title, if applicable</td>
<td>Graduate Advisor</td>
<td>Graduate Advisor</td>
<td>Prior to filing &quot;Program for the Master’s Degree and Admission to Candidacy&quot; form</td>
</tr>
<tr>
<td>3 File &quot;Program for the Master’s Degree and Admission to Candidacy&quot; form (Not to be confused with the &quot;Statement of Intention to Graduate&quot; form, see #6 below)</td>
<td>Graduate Advisor or Chair, Advisory Committee</td>
<td>Graduate School Enrollment Management</td>
<td>After first semester of master’s coursework, no later than the posted deadline</td>
</tr>
<tr>
<td>4 File changes in degree program, if necessary</td>
<td>Graduate Advisor or Chair, Advisory Committee</td>
<td>Graduate School Enrollment Management</td>
<td>As needed</td>
</tr>
<tr>
<td>5 Enroll in semester of graduation (at least 3 hours of thesis, if defending thesis)</td>
<td>Graduate Advisor or Chair, Advisory Committee</td>
<td>Registrar</td>
<td>Semester of graduation</td>
</tr>
<tr>
<td>6 File &quot;Statement of Intention to Graduate&quot; form, including official title of thesis, if applicable. (Not to be confused with the &quot;Program for Master’s Degree and Admission to Candidacy&quot; form see #3 above)</td>
<td>Student</td>
<td>Graduate School Enrollment Management</td>
<td>Semester of graduation no later than posted deadline (One must be filed for each intended graduation semester)</td>
</tr>
<tr>
<td>7 Schedule final comprehensive examination and/or defense. Send email to the Thesis Coordinator indicating the time and date of the defense.</td>
<td>Student</td>
<td>Graduate School Thesis Coordinator</td>
<td>Semester of graduation (usually about 6 weeks before graduation or no later than posted deadline)</td>
</tr>
<tr>
<td>8 After the defense, the chair sends the Report on the Comprehensive Exam form to the Graduate School Masters Coordinator</td>
<td>Graduate Advisor or Chair, Advisory Committee</td>
<td>Graduate School Enrollment Management</td>
<td>Semester of graduation (usually about 6 weeks before graduation or no later than posted deadline)</td>
</tr>
<tr>
<td>9 Obtain committee signatures on the Oral Defense and Thesis-Dissertation Approval Form and submit to Graduate School</td>
<td>Student (thesis option)</td>
<td>Graduate School Thesis Coordinator</td>
<td>Prior to deadline during semester of graduation</td>
</tr>
<tr>
<td>10 Pay the Thesis-Dissertation fee, if applicable</td>
<td>Student (thesis option)</td>
<td>Student Business Services</td>
<td>Prior to deadline during semester of graduation</td>
</tr>
<tr>
<td>11 After incorporating committee changes, submit pdf file of thesis to the ETD site for official review</td>
<td>Student (thesis option)</td>
<td>Graduate School Thesis Coordinator</td>
<td>Semester of graduation (usually 5 weeks before graduation date or no later than posted deadline)</td>
</tr>
<tr>
<td>12 Final grade for thesis hours (A or B) Grade will be “CR” until final semester</td>
<td>Chair, Advisory Committee</td>
<td>Registrar – Final grade roll</td>
<td>End of semester</td>
</tr>
<tr>
<td>13 Submit official pdf of thesis to ETD web site (MM students submit PDF programs to ETD site and turn CDs of performances in to the Graduate School)</td>
<td>Student (thesis option)</td>
<td>Graduate School Thesis Coordinator</td>
<td>Prior to deadline.</td>
</tr>
</tbody>
</table>
Degree Plan and Admission to Candidacy

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

During the first semester of enrollment, the student should submit to the Dean of the Graduate School a “Program for the Master’s Degree and Application for Admission to Candidacy” as prepared by an official representative of the Museum Science or Heritage Management Programs. Delay in submission of a degree program may result in postponement of admission to candidacy and graduation.

When a student receives an approved copy of the “Program” from the Graduate Office, they are expected to follow it as the basis of all subsequent enrollments. Substitution of courses can be made only on the written recommendation of the Museum Science or Heritage Management Programs or departments concerned and approval of the dean.

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

Program for the Master’s Degree and Admission to Candidacy forms are located in the MUSM Program Forms Index on page 117.

Statement of Intention to Graduate Forms (Thesis and Non-Thesis)
A student planning to graduate must file in the Graduate School’s office a “Statement of Intention to Graduate” at the beginning of the semester of intended graduation.

A list of deadlines, including the date for filing “Statement of Intent to Graduate,” can be found on the Graduate School website at http://www.ttu.edu/gradschool/students/current/deadlines-grad.php. No candidate’s name will be placed on the “Tentative List of Graduates” for any graduation date unless this statement has been received at the Graduate School by the specified deadline.

The “Statement of Intention to Graduate” can be completed online at www.depts.ttu.edu/gradschool/private/intentform.aspx.

A candidate who fails to graduate at the expected time is required to file a new “Statement of Intention to Graduate” for any subsequent graduation and enroll in that semester.
**Museum Science and Heritage Management Course List**

* Required course for Museum Science  
+ Required course for Heritage Management

### MUSEUM SCIENCE COURSES

**MUSM 5321-Museology**  
**Prerequisite:** Consent of instructor  
Establishes a historical and theoretical framework for museum science, promotes a global perspective of museums, and acquaints students with the broad-based implications of museum work as a science.

**MUSM 5325-Museum Field Methods**  
**Prerequisite:** Consent of instructor  
Problems of collecting museum artifacts, specimens, and samples in the field and methods of handling material before it reaches the museum. Sections will allow work in anthropology, art, paleontology, Quaternary research sciences, and vertebrate biology.

**MUSM 5326-Museum Administration**  
**Prerequisite:** Consent of instructor  
Instruction and investigation in aspects of museum management and administration, including policies and procedures, personnel management, budget formulation, governance, and interaction with support organizations.

**MUSM 5327-Museum Collections Management**  
**Prerequisite:** Consent of instructor  
Defines the roles of museum collections and focuses on general museum concepts, procedures, and issues related to the management, care, and preservation of collections. Instruction in art, humanities, and natural science collections.

**MUSM 5328-Museum Practicum**  
**Prerequisite:** Consent of instructor  
Individual instruction course of supervised experiences involving hands-on activities in museum administration, collections, education, and exhibitions. Sections will allow work in all areas of the Museum of Texas Tech University and at other institutions by arrangement with the Program Advisor. **Requires a minimum of 12 work hours per week in the fall and spring semesters and the total hour equivalent per week in the summer semesters.**

**MUSM 5329-Material Culture**  
**Prerequisite:** Consent of instructor  
Discussion of major trends in historical, psychological, philosophical, anthropological, and art historical literature in terms of their application to the interpretation of the past through its material culture.

**MUSM 5330-Museum Law, Ethics, and Standards**  
**Prerequisite:** Consent of instructor  
Addresses the ethical considerations and legal obligations of museum collections, administration, and operations. Attention given to international concerns as well as to state and national issues.
*MUSM 5331-Museum Interpretation and Communication  
Prerequisite: Consent of Instructor  
Investigates the theories and methods of museum exhibitions and interpretation. Includes planning, developing, and evaluating strategies of exhibitions, publications, and interpretive programs.

*MUSM 5332-Museum Preventive Conservation  
Prerequisite: Consent of Instructor  
A course designed to give future museum workers an awareness of the need for specialized care of artifacts. Introduction of current methods and theories pertaining to museum collections care.

*MUSM 5333-Museum Education  
Prerequisite: Consent of Instructor  
Explores the role of education in museums, emphasizing theory and practice. The class will examine concepts such as: the history and development of museum education; current issues; learning theories; techniques; creation of learning materials; types of outreach; managing policy and working with volunteers; and program evaluation. The class is designed to meet the interests and professional needs of those who want to pursue employment in museum education.

*MUSM 5334-Curatorial Methodology  
Prerequisite: Consent of Instructor  
This course develops graduate level museum research methods skills with an emphasis on application of professional curatorial practices in museums and related contexts.

*MUSM 5340-Museum Collections Documentation  
Prerequisite: Consent of Instructor  
Instructs students on museum collections documentation beginning with the history and development, and then progressing to the organization and management of all the museum and collections supporting documents and informational records. The course focuses on historical and current theoretical approaches to museum collection documentation, both written and electronic, in usability, retrieval, and preservation.

*+MUSM 6000-Master’s Thesis Or MUSM 6001-Internship  
Prerequisite: Consent of Advisory Committee  
Internship only: Paid internship at an approved museum often includes a specific project approved by the student’s advisor committee. Written documentation of internship activities to provide practical information for the museum profession.

MUSM 7000-Research  
Prerequisite: Consent of Instructor  

HERITAGE MANAGEMENT COURSES

+HMGT 5323-Principles of Heritage Management  
Prerequisite: Consent of Instructor  
Provides a theoretical framework and examines issues of evaluation, legislation, sustainability, socio-economic impacts, and communication to foster global responsibility and present integrative approaches to managing heritage.

+HMGT 5324-Heritage Resource Management  
Prerequisite: Consent of Instructor  
A hands-on practical application of the management of heritage assets based on the institutional operation of a heritage facility with on-site structures. Participate in many
facets of heritage management gain an understanding of the value of the conservation and preservation of manmade, natural and culturally modified heritage resources.

+HMGT 5327-Heritage Planning  
**Prerequisite:** Consent of Instructor  
Explores practical approaches and methods to heritage planning with emphasis on the integration of related disciplines to attain environmentally sound and socially responsible preservation, management, and development initiatives.

+HMGT 7000-Heritage Resource Administration and Marketing  
**Prerequisite:** Consent of Instructor  
Provides a real-world knowledge and practice for the managing of heritage sites, landscape resources, museums, state and national parks, tourism, and cultural collections. The course introduces students to non-profit administration and cultural management and will cover the scope of operations of man-made and natural heritage while addressing the challenges of administration and marketing in the modern competition for visitors and funding.

HMGT 7000-World Heritage Sites  
**Prerequisite:** Consent of Instructor  
A survey of cultural and natural World Heritage Sites, how sites are selected and managed, and the interplay of landscapes, identity, and hegemony. Examines how the concept and practice of world heritage takes on different meanings and impacts indigenous rights, tourism and economy around the world.

HMGT 7000-Heritage Tourism  
**Prerequisite:** Consent of Instructor  
Study of the economic uses of heritage resources. Examination of the development process (production, construction and consumption) of heritage, the role of diverse stakeholders, and impacts on host communities in heritage tourism.

+HMGT 7000-Public Heritage Communications  
**Prerequisite:** Consent of Instructor  
Studies public heritage communication, both interpretation as a process and presentation as a product using the examples of historic house museums and sites. The class discusses international dialogue on the principles of heritage site interpretation and presentation and reviews the historical overview and current practices of heritage interpretation in the U.S.

+HMGT 7000-Heritage Education  
**Prerequisite:** Consent of Instructor  
Heritage Education is based on the idea that heritage offers the opportunity for learners to engage in experiences that make them learn. This course provides a hands-on approach to heritage education through key concepts and competencies. It is designed to meet the interests and professional needs of educators at cultural and natural heritage sites.

HMGT 7000-Perspectives on Intangible Heritage
Prerequisite: Consent of Instructor
The notion of intangible heritage has gained considerable prominence in recent years. This course introduces students to recent developments in the field, taking a critical approach to current definitions, policies, and programs. The important relationships between tangible and intangible heritage will be explored, highlighting the potential for an integrated approach. The course examines ways in which heritage institutions can adapt standards and organizational practice to document manifestations of intangible heritage and help contribute to its preservation.

+HMGT 7000-Heritage Information Management
Prerequisite: Consent of Instructor
Information is increasingly seen not simply as a product but as a critical resource, an investment that requires careful management to achieve its full potential. This course approaches the issue from the perspective of natural and cultural heritage institutions and the material covered is theoretical, practical, and technical. The course examines key concepts (data, information, syntax and semantics), the information lifecycle, and the history and development of information systems from paper to new media, to understand how information can be stored, retrieved, and used. Students are introduced to a critical perspective on existing software for information management as well as guidelines for evaluation, development, and procurement.

HMGT 7000-Digital Heritage
Prerequisite: Consent of Instructor
This course takes a landscape approach to heritage management. A heritage landscape approach examines the connections between people and the landscape. Students in this class will learn the digital techniques necessary for documenting, recording, and preserving these heritage connections. The focus of this class is on learning the use of digital technologies to document, record, and preserve heritage. Students in this course will learn geographical information systems (GIS) and photogrammetry techniques for heritage research. GIS is a system for recording both tangible and intangible heritage in connection with the landscape. Photogrammetry is a technique that uses the images from digital cameras to construct 3D models of landscapes, buildings, artifacts, etc. Students will learn these techniques by developing and implementing a field research project, which is the major requirement for this course.

*+HMGT 6000-Master's Thesis Or MUSM 6001-Internship
Prerequisite: Consent of Advisory Committee
Internship only: Paid internship at an approved heritage facility or museum often includes a specific project approved by the student’s advisor committee. Written documentation of internship activities to provide practical information for the heritage profession.

HMGT 7000-Theory and Practice of Provenance Research
Prerequisite: Consent of Instructor
Millions of art objects changed hands illegally between 1933 and 1945 during acts of cultural plunder associated with genocide, mass laughter, and wholesale acts of racial, political, religious, and ethnic persecution between 1933 and 1945, 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.

HMGT 7000-Research
Prerequisite: Consent of Instructor
### Sequence of Course Offerings & Required Courses for Museum Science and Heritage Management Specialization

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

* Denotes a required course for Museum Science  
+ Denotes a required course for Heritage Management  
Courses without a notation are elective courses for Museum Science or Heritage Management

- The table lists the 9 required courses for the Museum Science program and Heritage management specialization  
- Museum Science students may take Heritage Management courses to fulfill any of their 4 elective course requirements.  
- Heritage Management students may take Museum Science courses to fulfill any of their 4 elective requirements.  
- Other elective courses may be taken throughout the course of study on approval of program chair, advisor, or committee chair.

---

**MUSEUM SCIENCE CURRICULUM CHECKLIST**

STUDENT: ________________________________
Students in Museum Science are required to complete at least 45 hours as follows:

A minimum of 27 hours of required courses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>MUSM 5321 Museology</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5326 Museum Administration</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5327 Museum Collections Management</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5330 Museum Law, Ethics, and Standards</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5331 Museum Interpretation &amp; Communication</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5332 Museum Preventive Conservation</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5333 Museum Education</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5334 Curatorial Methodology</td>
<td>3</td>
</tr>
<tr>
<td>_____</td>
<td>MUSM 5340 Museum Collections Documentation</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 12 hours in elective courses in Museum Science or a collateral curriculum is required.

| _____ | | 3 |
| _____ | | 3 |
| _____ | | 3 |

No more than 6 hours of practicum or research may be counted toward degree.

Six (6) hours of Thesis or Internship are required.

| _____ | Thesis or Internship | 6 |

  Thesis Title: _______________________________

  Internship Location: _______________________________

  Written Exam Date: _______________________________

  Oral Exam Date: _______________________________
HERITAGE MANAGEMENT CURRICULUM CHECKLIST

STUDENT: ________________________

Students in Heritage Management are required to complete at least 45 hours as follows:

A minimum of 27 hours of required courses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HMGT 5323 Principles of Heritage Management 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 5324 Heritage Resource Management 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 5327 Heritage Planning 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>MUSM 5327 Museum Collections Management 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>MUSM 5330 Museum Law, Ethics, and Standards 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 7000 Heritage Education 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 7000 Heritage Resource Administration Marketing 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 7000 Heritage Information Management 3 credit hours</td>
</tr>
<tr>
<td></td>
<td>HMGT 7000 Public Heritage Communication 3 credit hours</td>
</tr>
</tbody>
</table>

A minimum of 12 hours in additional elective graduate-level courses is required.

|      | _________________________ |
|      | _________________________ |
|      | _________________________ |

No more than 6 hours of practicum or research may be counted toward degree.

Six (6) hours of Thesis or Internship are required.

|      | Thesis or Internship 6 credit hours |
|      | Thesis Title: ________________________ |
|      | Internship Location: ________________________ |
|      | Written Exam Date: ________________________ |
|      | Oral Exam Date: ________________________ |

Choosing a Formal Minor
Students in the Museum Science and Heritage Management programs are encouraged to take the opportunity to register for courses offered in both fields. A minor in Museum Science or Heritage Management also is an option.

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

Students who minor in Museum Science can choose courses from the following core curriculum. Note: Students who major in Heritage Management may not count the core curriculum MUSM 5327 and MUSM 5330 toward the 9 credit hours for Master’s or 15 credit hours for Doctoral levels.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSM 5321</td>
<td>Museology</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5326</td>
<td>Museum Administration</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5327</td>
<td>Museum Collections Management</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5330</td>
<td>Museum Law, Ethics, and Standards</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5329</td>
<td>Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5331</td>
<td>Museum Interpretation and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5332</td>
<td>Museum Preventive Conservation</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5333</td>
<td>Museum Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5440</td>
<td>Museum Data Management</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5325</td>
<td>Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5328</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 7000</td>
<td>Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who minor in Heritage Management can choose courses from the following core curriculum. Note: Students who major in Museum Science may not count the core curriculum MUSM 5327 and MUSM 5330 toward the 9 credits for Master’s or 15 credit hours for Doctoral levels.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMGT 5323</td>
<td>Principles of Heritage Management</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 5327</td>
<td>Heritage Planning</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5327</td>
<td>Museum Collections Management</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5330</td>
<td>Museum Law, Ethics, and Standards</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 5325</td>
<td>Field Methods</td>
<td>3</td>
</tr>
<tr>
<td>MUSM 5328</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000-005</td>
<td>Heritage Tourism</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000-006</td>
<td>Heritage Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>Heritage Resource Administration/Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>World Heritage Sites</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>Heritage Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>Heritage Education</td>
<td>3</td>
</tr>
<tr>
<td>HMGT 7000</td>
<td>Digital Heritage</td>
<td>3</td>
</tr>
</tbody>
</table>

It is possible to declare a formal minor for the M.A. and M.S. 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 advisor of the minor department is required on the Degree Plan.
Thesis and Internship Options

As a final requirement in the Museum Science and Heritage Management programs, 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, collateral, and elective courses before registering for thesis or internship hours. Additionally, students must complete the Faculty Panel Exam before registering for thesis or internship hours. Detailed guidelines for each option follow. For the thesis option, students must have a thesis prospectus approved by his or her Graduate Advisory Committee before registering for thesis hours.

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

Students must have completed all required coursework, Faculty Panel Exam, and have a prospectus approved by the Advisory Committee on file before being authorized to register for thesis credit hours.

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

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

Internship Option
A paid internship provides extensive practical experience either at the Museum of Texas Tech University or in an institution other than the Museum. The objective is to offer entry into the museum science and heritage management professions in a supervised situation while the student maintains student status. The projected outcome is increased
professional work experience, the credential of having completed an internship, and an established network for career advancement.

Students must initiate the process of securing a paid internship. Students must prepare a resume and letter of application that are reviewed and approved by the Advisory Committee. Students also will seek internship opportunities through professional job listings and by direct contact with targeted institutions. The Program Chair must approve final selection of an internship site. The internship search process gives students an experience similar to seeking and securing a “regular” job in the museum or heritage field.

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

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

1. Internal internships are one year (12 months) long, paid, and full-time with health insurance and tuition assistance.
2. External internships must be at least six months long, paid, and full-time.
3. Host museums preferably are accredited by the American Alliance of Museums or have an equivalent status in the world museum community.
4. Interns expect to perform a clearly defined job relating to the normal operation of the institution/organization.
5. Interns expect to be treated as a regular member of the host institution’s staff.
6. Interns must be compensated (salaried or stipend) at a reasonable “living wage” level by the host institution regardless of financial aid. Compensation may vary depending on location, amenities provided, and cost of living.
7. Full-time or part-time employment is not acceptable as a substitute for an internship.

**Evaluation of the internship on the thoroughness and credibility of the student’s work is derived from the proposal, interim report, and final report, evaluation of the supervisor, personal observations, and the final presentation.**
Museum Science and Heritage Management Program
Master’s Thesis
Thesis Guidelines

Introduction
Writing a Master’s thesis is unlike any other piece of writing with respect to its length, focus, structure, and methodology. The process of writing, revision, and re-writing several times over also is different from the production of a term paper or research paper. The content of the thesis (subject matter) is likely to be the part that is most familiar to students. A completed Master’s thesis is a lengthy and sophisticated investigation into a clearly defined subject, and takes hard work and dedication to produce. However, a thesis 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 suddenly be faced with the seemingly impossible task of “writing a thesis” in an unrealistic timeframe.

The Master’s Thesis—step by step
Start soon
It is never too early to start thinking about the subject for a thesis. Writing a thesis does take considerable time, and it cannot be squeezed out during the course of a semester, especially given the time constraints of the student’s Advisory Committee, and Graduate School deadlines that occur well in advance of the end of each semester. Students should choose Advisory Committee members who are interested in the research, and a committee Chair that has knowledge in the proposed field and with whom they can work productively.

Thinking about the thesis
The student defines the subject of the thesis in conjunction with the Advisory Committee and within program and Graduate School requirements. But, it is the student’s choice concerning the research that is undertaken.

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

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

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

The thesis prospectus is mandatory and writing the thesis may not proceed until the Advisory Committee approves the prospectus. It demonstrates to the Advisory Committee:

1. That the research subject is carefully considered.
2. That the thesis statement is clearly made.
3. That the theoretical or philosophical perspective, literature, and current research is known.
4. That the student is ready to begin the research.

The thesis prospectus provides the student and the 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 Advisory Committee. After the Advisory Committee members accept the prospectus, the student works almost exclusively with the Advisory Committee chair to complete the research and writing of the thesis.

**Thesis Prospectus**

**General Information**

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

The student should receive from the chair of the 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 Advisory Committee chair. Once the chair approves the draft prospectus, then the draft prospectus must be presented to and accepted by the committee. **The process usually takes a semester.** Upon approval by the Advisory Committee, the student should develop a listing of chapter topics and time schedule in conjunction with the chair to act as a guide toward completion and timely graduation. A copy of the approved prospectus is 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. May be only theoretical or only philosophical or both. 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, 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 between the goal and objectives and the theoretical or philosophical perspective should be made clear.

**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 between the goal and objectives and the methodology should be made clear.

**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 proposal will become the foundation for a part of the thesis (such as the theoretical perspective and bibliography).

Students must check the prospectus for spelling and grammar and print it out for the Advisory Committee members. The Advisory Committee members must be provided with a copy of the written prospectus and a meeting must be arranged, giving the Advisory Committee members plenty of time to read the prospectus.
Students must present and discuss the proposal in the meeting, and be prepared to answer a variety of questions from the Advisory Committee members. If the prospectus is accepted, the student is able to proceed to the next step. If not, the 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), so students must be aware of these before conducting their research. The Advisory Committee can provide advice.

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

- Title
- Acknowledgements
- Table of Contents
- Abstract
- Chapter One: Introduction
  - Background information
  - Thesis statement
  - Goals and objectives
  - Significance of the research
- Chapter Two: Theoretical or Philosophical Perspective
- Chapter Three: Methodology
- Chapter Four: Results/findings
- Chapter Five: Discussion
- Chapter Six: Conclusions
  - Answering the research question or problem proposed
  - Synthesis of findings
  - Implications
- References Cited

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

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

**Thesis Defense**

Students are required to complete a thesis defense that consists of a public presentation addressing all aspects of the thesis, including a question and answer session, and a closed question and answer session with the Advisory Committee members. This latter session is likely to last two or three hours, although no time limit is set. The defense must be scheduled during a regular workday and at such a time that students and colleagues can attend. It may be scheduled before the final version of the thesis is submitted to the Graduate School, but not before the work is substantially complete, as determined by the Advisory Committee.

**Additional assistance**

Comprehensive information providing further guidelines and assistance for the thesis option is available on the Graduate School website at http://www.depts.ttu.edu/gradschool/current/thd.php
Museum Science and Heritage Management Program Internship
Internship Guidelines for Students

I. Introduction
The Texas Tech University Museum Science and Heritage Management programs encourage students to undertake PAID internships as one option to gain practical experience as part of their academic education. Internships are defined as supervised practice in a museum or heritage facility applying theoretical knowledge previously gained by formal instruction. It is a learning experience in a work environment. Students apply museum or heritage theory and principles in a supervised working situation.

Prior to undertaking a PAID internship, the student must have approval of the Advisory Committee and a written agreement signed by both the Host Institution and the Program Chair. The Chair of the student’s Advisory Committee serves as the University’s intern supervisor.

Internship Learning Agreement Form is located in the Forms Index on pages 120-121.

To complete the degree requirements, a student enrolling for an external internship must complete a minimum of six months of on-the-job training at another museum or heritage facility. Internships lasting longer than 6 months are permitted, providing they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 1-year (12 months) of on-the-job training; 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. However, all need a clearly defined purpose, goals, work plan, and method of evaluation. These guidelines are designed to provide a rational framework for fulfilling the requirements of the Museum Science and Heritage Management programs 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 up to six (6) internship credit hours toward graduate requirements. If all of the internship credits are taken in one semester, with none in the second semester, Texas Tech University will drop the student from the active roll and the student will have to reapply for admission. This situation requires splitting credits between two semesters, three credits in each. Spliting 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 Program Advisor. Internship deferments for school loans must be obtained from lending institutions and require the signature of the Program Chair and Financial Aid. A waiver for the scholarship rules is at the discretion of the Program Chair and must be obtained in advance. Students must enroll in the correct section (either in Lubbock, outside Lubbock, but in Texas, or out of state) to obtain any
applicable fees and waivers. All of these are timely issues and should be resolved well before an internship begins.

A NOTE ON EXAMINATIONS AND GRADUATION
A student should notify the Host Institution at the outset of the need to complete academic requirements. This obligation includes five working days to return to Texas Tech University to complete final exam requirements. This time away is included in the six months work time.

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

II. General Standards and Guidelines
Internship sites and content must be reviewed and approved by the Program Chair prior to acceptance.

Interns must have a formal written contract with the Host Institution and Texas Tech University that includes the following:

• The purpose and goals of the internship
• The duties and responsibilities of the intern
• Starting and termination date and days and hours of work
• Salary
• Evaluation procedures
• Signatures of the Host Institution and Program Chair

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

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

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

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

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

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

III. Purpose, Goals, and Plan of Work
Each internship must begin with a clearly stated purpose agreed to by the Host Institution and the student’s Advisory Committee with the following information:

- The title of the internship position
- The division(s) in which the internship will take place
- The topic(s) of study and an outline of the components that are included in the learning activities

The goals 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:

- Goals and a schedule for completion for the project(s)
- Required or suggested readings
- Time(s) for the evaluation

IV. Work Place
Each intern should expect the following:

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

V. Intern Responsibilities
The intern is expected to:

- Fulfill all provisions stipulated in the Internship Agreement
- Be prompt and consistent in attendance
- Carry out assigned tasks in an efficient and professional manner
- Develop working relationships with other staff members.
- Understand and support the Host Institution’s mission and Code of Ethics
- Maintain a daily diary or log with a description of work undertaken, knowledge gained, problems encountered, and accomplishments
- Provide the Chair of the Advisory Committee with a written, mid-Internship report, a final Internship report, and an evaluation of the Host Institution
- Complete the comprehensive written and oral examinations

VI. Evaluation
Evaluation is ongoing and is carried out by both the Host Institution and Texas Tech University through the Museum Science and Heritage Management
programs. The intern must maintain close communication with the Chair of their Advisory Committee. Concerns and problems must be brought to the Chair’s attention during the internship, so that a resolution can be affected.

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

• A brief, written mid-internship evaluation
• A final evaluation on the required form of the student’s performance, attendance, attitude, work habits, strengths, and weaknesses

Texas Tech University provides the Host Institution with an Evaluation Form. The Host Institution’s student evaluation is an important part of the student’s overall program and is carefully reviewed by the student’s Advisory Committee. The student will provide the Host Institution and Texas Tech University with an evaluation of the internship experience

Host Institution Evaluation Form to be completed by Student Intern is located in the Forms Index on pages 122-124.

VII. Internship presentation
Students are required to complete an internship presentation that consists of a public presentation addressing all aspects of the internship, including a question and answer section. It must be scheduled during a regular workday and at such a time that students and colleagues can attend. It must be scheduled in the week that the student returns to take the comprehensive written and immediately before the oral exams.

The Chair of the student’s Advisory Committee assigns the student’s final grade after consultation with the full Advisory Committee and the Host Institution Internship Supervisor.

Internship Guidelines for Host Institutions
I. Introduction
The Museum Science and Heritage Management programs encourage students to undertake internships as one option to gain practical experience as part of their academic education. Internships are defined as supervised practice in a museum or heritage facility applying theoretical knowledge previously gained by formal instruction. It is a learning experience in a work environment. Students apply museum or heritage management theory and principles in a supervised working situation.

Prior to undertaking an internship, the student must have approval of the Advisory Committee and a written agreement signed by both the Host Institution and the Program Chair. The Chair of the student’s 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 on-the-job training at another museum or heritage facility. Internships lasting longer than 6 months are permitted, providing they fulfill the same requirements as stipulated here. A student enrolling in an internal internship must complete 1-year (12 months) of on-the-job training; 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. However, all need a clearly defined purpose, goals, work plan, and method of evaluation. These guidelines are designed to provide a rational framework for fulfilling the requirements of the Museum Science and Heritage Management programs and the Host Institution. The ultimate goal is to provide the student with a program that meets educational standards and experience in a complex, technical field.

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

II. Standards
The following are required of all Texas Tech University Museum Science and Heritage Management Internships:

• Interns have a formal written contract with the Host Institution and Texas Tech University stating the purpose and goals of the internship, the intern’s duties and responsibilities, starting and termination dates, days and hours of work, salary, evaluation procedures, and the name and position of the immediate supervisor.

• The internal internship consists of 1-year (12 months) paid, full-time employment, corresponding to the Texas Tech University’s standard workweek. The external internship consists of six months paid, full-time employment, corresponding to the Host Institution’s standard workweek.

• Interns are considered as staff members and will be 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.
• Interns must have clearly defined standards for performance and evaluation.

III. The Work Place
The Host Institution must provide each intern with the following:
• An orientation to the institution, including a tour of facilities, review of institutional policies and procedures, and an introduction to other staff
• Adequate work space appropriate to the assigned tasks
• Comfortable and safe working conditions
• Materials and equipment to carry out assigned tasks
• Prompt payroll payments and travel funds as earned
• Opportunities for professional and personal growth
• Assistance with locating housing

IV. Purpose, Goals, and Plan of Work
Purpose
Each internship must begin with a clearly stated purpose and should include the following:
• The title of the internship position
• The department(s) in which the internship will take place
• The topic(s) of study and an outline of the components that are included in the learning activities

Goals
The goals and products of the internship must be clearly defined and should include the following:
• Specific objectives for each task assigned
• Expected outcomes for each assigned task

Plan of Work
The Plan of Work must provide a chronological outline of the topic(s) of study, detail the tasks assigned, and list learning activities and readings. The plan should include the following:
• Goals and a schedule for completion for the project(s)
• A scheduled orientation
• Required or suggested readings
• Time(s) for the evaluation

V. Intern Responsibilities
The intern is expected to:
• Be prompt and consistent in attendance
• Carry out assigned tasks in an efficient and professional manner
• Develop working relationships with other staff members
• Understand and support the Host Institution’s mission and Code of Ethics
VI. Evaluation

Evaluation is an on-going process and is carried out by both the Host Institution and Texas Tech University (through the graduate Advisory Committee). Texas Tech University will provide a standard evaluation form (copy attached). The Host Institution’s evaluation is an important part of the student’s overall program and is reviewed by the student’s Advisory committee. The student’s final grade will be assigned by Texas Tech University after reviewing the evaluation and in consultation with the Internship Supervisor.

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

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

The student will, in turn, provide the Host Institution and the Museum of Texas Tech University with an evaluation of the internship experience.

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

Student Internship Evaluation form to be completed by the Host Institution Internship Supervisor is located in the Forms Index on pages 125-127.
CHECKLIST FOR INTERNSHIPS

Planning
Interns are neither volunteers nor entry-level employees and an educational component must be part of the internship.

[ ] Is the project(s) defined?
[ ] Are the goals 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?

Contract

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

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?

Orientation

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

[ ] Is a formal tour of the facilities organized?
[ ] Is a formal introduction to staff provided?
[ ] Is an introduction to volunteers organized?
[ ] Is there an introduction to the Board of Directors?
[ ] Is information on pay schedules and benefits provided?
[ ] Are institution policies and procedures for holiday, sick, or annual leave described?
[ ] Are evaluation procedures described?
[ ] Is office or workspace provided and a key(s) assigned?
[ ] 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?
Museum Science and Heritage Management Programs Examinations
Examinations

Faculty Panel Examination
After completion of all coursework and prior to beginning an internship or thesis, students must schedule and complete an oral examination with a panel of faculty members. Panel members are appointed by the Program Chair 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 a question relating to material covered in each of the required courses for the program of study.

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

It is the student’s responsibility to request the Faculty Panel Examination after completing all core courses. Failure to take the Faculty Panel Examination in a timely manner may delay graduation.

Comprehensive Examination
All students, whether writing a thesis or completing an internship, are required to take a Comprehensive Examination (commonly referred to as “comps”). The purpose of the Comprehensive Examination is to give the student and the Advisory Committee an opportunity to gain an appreciation of the level of expertise the student has achieved, and to assess the student’s ability to assimilate knowledge and ideas related to the profession. The Committee can assess the need for further study, assuring that all students leaving the programs are highly qualified professionals.

The Comprehensive Examination for the Master’s degree occurs during the final semester before graduation. It consists of a written exam and an oral exam administered by the Advisory Committee.

The student initiates the exam by scheduling with the Academic Programs Coordinator a time to begin the written exam and a time for the oral exam. The students may initiate this process at any time towards the conclusion of the internship or thesis process. HOWEVER, the comps for an internship student may not be scheduled to take place until after the midpoint of the internship and preferable at the end of the internship. The comps for a thesis student must be scheduled to occur towards the end of the thesis writing process and before the Graduate School deadline in the semester of graduation.

Portions of the written exam are designed by each member of the committee and generally are formulated in requests for definitions, short answer questions,
essay questions, or a response to a hypothetical situation. Students set their schedules for the use of time on exam days (e.g., starting time, lunch hour) within an 8:00 a.m. – 5:00 p.m. workday. However, it is strongly recommended that the entire available time be utilized in order to produce work of sufficient depth and breadth. Students write for three consecutive days, responding to questions from one Advisory Committee member each day. They are provided with a clean 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, internet) is prohibited. Students are expected to exhibit their knowledge of the philosophical, historical, and ethical basis of museums and heritage; communicate a thorough knowledge of contemporary global museum and heritage issues; give evidence of concrete technical knowledge and experience that leads to sound choices in the application of skills; and show familiarity with specific professional publications. Students are responsible for developing a familiarity with all conceptual issues and reading assignments from their graduate coursework. When the written exam is completed, it is turned in to the Academic Programs Coordinator who distributes it to the Advisory Committee for evaluation.

Students are provided with a printed copy of their answers 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 the copy of their answers to the oral exam.

The oral exam is scheduled to occur after a one-day break after the completion of the written exam and immediately following the thesis defense or internship presentation. The oral exam customarily takes two to three hours, although no time requirement or limitation is set. The student is responsible for scheduling the date at the same time the written exam is scheduled through the Academic Programs Coordinator. The Advisory Committee administers the oral exam. Often the oral exam begins by the Advisory Committee members directing questions to the student about the responses to the written exam. This questioning is done to clarify issues, to pursue thoughts that the student introduced, or to 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 about any aspect of the museum or heritage profession.

**Thesis Defense or Internship Presentation**

**Thesis Defense**
Students are required to complete a thesis defense that consists of a public presentation addressing all aspects of the thesis. The defense includes a question and answer session with the public in attendance. This public presentation is followed by a closed question and answer session with the Advisory Committee members. The defense is graded pass-fail.

**Internship Presentation**
Students are required to complete an internship presentation that consists of a public presentation addressing all aspects of the internship. It includes a question and answer session with the public in attendance. This public presentation is followed by a closed question and answer session with the Advisory Committee members. The presentation is graded pass-fail.
Financial Aid
Museum Science and Heritage Management graduate students receive financial aid through a variety of sources. Over 90% of students have scholarships or are employed through the Museum. Awards can be obtained for financial need and for academic excellence. Student scholarships waive out-of-state tuition rates and assess tuition at the in-state rate. This benefit translates into a significant saving on tuition fees. Student positions continue for the academic year. Application must be made for summer employment and each fall semester. The Bulletin of Texas Tech University Scholarships and Financial Aid provides general information.

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

Helen DeVitt Jones Fellowship in Museum Science and Heritage Management
A competitive (based on GPA) annual award of $4,000 that is renewable up to two years (total of 3 years) provided the student remains in good standing with their program. Recipients will be 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 Administration Office.

Research Assistants
Research Assistantships occasionally become available to Museum Science and Heritage Management graduate students. 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, and university benefits. Inquiries about research assistantships should be directed to the Administration Office.
Teaching Assistants
Teaching Assistantships are available to Museum Science and Heritage Management graduate students in the Fall semester only. Teaching assistants must be enrolled full-time (9 hours). Inquiries about teaching assistantships should be directed to the Administration Office. Students holding Helen DeVitt Jones fellowships are generally not eligible for a teaching assistantship.

Graduate Assistants
Museum Science and Heritage Management students may be employed as graduate assistants generally through a grant. 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." Applications for graduate assistantships must be filed through the Administration Office.

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

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

The Museum 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.

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 six collecting
division, registration, and collections processing at Lubbock Lake Landmark. 
Education encompasses the Museum’s Education division and the Landmark’s 
Education division. A student’s assignment is based on topical area of interest 
balanced with divisional needs. Generally, no more than two students from a 
year’s group will be assigned to a specific division. Divisions having collections 
grants with a stated timeframe in which to accomplish the work have priority for 
student assignments. Assignments will not be split between divisions.

First year graduate student assignments are for a minimum two semesters in a 
particular division for 15 hours/week at $7.75/hour. Students are expected to 
arrive on time and work the 15 hours each week. Employment may continue in 
the summer. Second year graduate student assignments are for a minimum one 
semester in a particular division for 20 hours/week at $8.00/hour. Students are 
expected to arrive on time and work the 20 hours each week. Second year 
students may request a different assignment than during the first year.

The minimum employment is 15 hours/week. Divisions having grant funds (i.e., 
not dependent on Museum funds for student employment) may be able to 
accommodate a student wanting less than 15 hours/week or supplement the 1st 
year student wanting to work more than 15 hours/week.

The intent is for the 1st year student to remain in the assignment through the 
academic year. Those students or staff having difficulty with the assignment 
may request a review of the assignment. Those students not meeting on average 
their work hours will be counseled by their supervisor. If the situation persists 
and cannot be resolved, the student will no longer be employed through the 
apprenticeship program. The student would be eligible for employment through 
division grants.

Graduate students must complete an apprenticeship employment application 
form available either on-line or in the Financial Manager’s office by the 
beginning of the Fall Semester. The Program Chair reviews completed 
applications. Student interests will be matched to the extent possible within the 
stated parameters. Students will be notified of their assignment within 10 
business days after the start of the semester.

Teaching Assistantships, Research Assistantships, and Graduate Assistantships 
are limited within the Museum, and generally Research and Graduate 
Assistantships are grant-based. These assistantships are not part of the 
apprenticeship employment program.

**Mini-Grant Program for Thesis Research**
The Museum has a mini-grant program for thesis research for Museum Science 
or Heritage Management graduate students pursuing a master’s thesis. The brief 
proposal consists of the student’s thesis topic, hypothesis or research question,
significance or relevance to museums or heritage management, what the need is and why, a budget, and a copy of the student’s approved thesis prospectus. The Advisory Committee Chair also submits a support letter addressing how the grant would benefit the thesis research. The program funds requests up to $1,000. Students may receive only one mini-grant. Proposals are submitted to the Program Chair.

**Museum Internship Program**
The Museum 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 programs, providing hands-on responsibilities and expectations within a real-world setting. Internships provide a quality experience that helps enhance or develop skills, knowledge, and perspective beyond the classroom setting.

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

The Museum’s internship program offers paid, full-time, one-year 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 and advertised on various list-serves. The internships are open to the Museum’s graduate students as well as graduate students in other Museum Studies and Heritage Management programs. Students apply by letter of interest to the division in which the internship is housed and selected candidates will be interviewed by the supervisor of that internship.

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

**Internal internships for the calendar year 2015, starting in January (total 6)**
Administration
Art
Exhibits
Planetarium–Museum of Texas Tech University
Museum Education – Museum of Texas Tech University
Heritage Education–Lubbock Lake Landmark
Museum Science and Heritage Management Programs
Forms Index
Program for the Master's Degree and Admission to Candidacy

PROGRAM FOR THE MASTER’S DEGREE AND ADMISSION TO CANDIDACY

After admission to a degree program, every applicant for the master’s degree is required to complete and submit one copy of this form to the Graduate School for approval prior to the second semester of enrollment in the program.

| Coursework (prefix and number as it appears in catalog or on official transcript): See TTU Graduate Catalog for hours required for degree sought. |
|---|---|---|---|---|
| Major | Minor | Tool or Language | Leveling | Transfer Course |
| Unit min | Unit min | (if required) | (if required) | Equivalent |

* In order for transfer courses to be entered on the TTU transcript, courses must be given the TTU equivalent number. For example, MGMT 530 at TAMU may be equivalent to MGT 5371 at TTU. Please indicate when course was (or will be) taken and provide an official transcript to the Graduate School. No more than 6 hours may be transferred on a 36- or 48-credit program. Grades from transfer courses will not appear on TTU transcripts. Grades below B are not accepted on transfer work.

Signature of Graduate Advisor for the major department ____________________________ Signature of Graduate Advisor for the minor department (if declared) ____________________________

Date ____________________________ Date ____________________________

**Remarks or Conditions of Approval**

Approval of this form by the Dean of the Graduate School merely indicates that the proposed program is acceptable; it carries no assurance of the applicant's attainment of a degree. Changes to this program may be made only with the approval of the department concerned and the Graduate School, using the form available in the Graduate School. Conditions for approval for admission to candidacy must be met before the second semester of graduate study.

http://www.depts.ttu.edu/gradschool/forms/Masters%20Degree%20Plan.pdf
INTERNSHIP LEARNING AGREEMENT

Student Name

E-Mail Address

Campus Address Phone

Internship Address Phone

Site

Address Phone

Supervisor Title

Internship Position Title

Internship Project Title

Graduate Advisory Committee Chair Name Title

Schedule

*Starting Date *Ending Date

Hours per week Total Weeks

Salary

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

Internship Job Description:
Internship Objectives:

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

Student  

Date  

Graduate Advisory Committee Chair  

Date  

Internship Supervisor  

Date  

Program Chair  

Date  

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

Intern __________________________ Site __________________________  

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

Please rate the following. (Check the appropriate box)

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

<table>
<thead>
<tr>
<th>Planning</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tr>
<td>Was the project(s) clearly defined?</td>
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<td>Were the goals realistic?</td>
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<td>Was the time required to complete the task(s) sufficient?</td>
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<td>Was the space provided adequate to the task(s)?</td>
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<tr>
<td>Were the necessary materials provided?</td>
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<tr>
<th>Orientation Materials</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tr>
<td>Were a map or floor plan and guide to the institution provided?</td>
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<td>Was a staff handbook provided?</td>
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<td>Was a staff list provided?</td>
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<tr>
<th>Orientation</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tr>
<td>Was a formal tour of the facilities organized?</td>
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<tr>
<td>Was a formal introduction to staff and volunteers organized?</td>
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<td>Was information on pay schedules and benefits provided?</td>
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<td>Were institution policies and procedures for holiday, sick, or annual leave described?</td>
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<tr>
<td>Were evaluation procedures described?</td>
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<thead>
<tr>
<th>The Internship</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
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<tbody>
<tr>
<td>Were you given timely feedback on your performance?</td>
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<td>Were your strengths and weaknesses identified?</td>
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<td>Were you given recognition of your work?</td>
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<td>Were you provided professional challenges?</td>
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<td>Were you provided oversight and direction?</td>
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<tr>
<td>Did the internship adhere to the stated purpose and goals?</td>
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<thead>
<tr>
<th>Evaluation</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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</table>
Please comment on any of the above.

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<tr>
<th>were regular progress review sessions held?</th>
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<th>Improvement</th>
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<tr>
<td>Was a formal mid-internship evaluation held?</td>
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<td>Were you given an exit interview?</td>
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<tr>
<td>Overall</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Needs Improvement</td>
<td>Unsatisfactory</td>
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<td>Was the internship a worthwhile experience?</td>
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<td>Was there an opportunity to make meaningful contributions?</td>
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<td>Were concerns satisfactorily answered in a timely manner?</td>
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<tr>
<td>Should interns be encouraged to apply to the institution?</td>
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H. Strengths of the internship

I. Weakness of the internship

J. Recommendations:
**Student Internship Evaluation (CONFIDENTIAL)**  
(To be completed by the Host Institution Internship Supervisor)

Student ______________________ Dates of Internship ______________________

Host Institution _______________ Evaluator ______________________

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

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

<table>
<thead>
<tr>
<th>Work Habits</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Punctuality</td>
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<td>Attendance</td>
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<tr>
<td>Availability</td>
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<td>Motivation</td>
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<tr>
<td>Appearance</td>
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<tr>
<th>Communication Skills</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tr>
<td>Oral Communication</td>
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<td>Written</td>
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<tr>
<td>Interpersonal Relations</td>
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### Job Performance

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<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Accuracy</td>
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<td>Completeness</td>
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<td>Quantity of Work</td>
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4. **Suggested Grade** - Please suggest a grade based on the following criteria.

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A = Excellent</td>
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<td>B = Satisfactory</td>
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<tr>
<td>C = Needs Improvement</td>
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<tr>
<td>D = Unsatisfactory</td>
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</table>
5. **Goals** - Discuss the main points of the internship, such as activities and projects, and the student’s ability to complete them.

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

7. **Basis for evaluation** - Briefly discuss the criteria used to evaluate the student’s performance.
8. Intern’s strengths

9. Suggestions and Recommendations

Signature _______________ Date __________________________
(Please use additional sheets if necessary)