Proposed Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: History

2. Course Prefix and Number: HIST 7910

3. Effective Term: Spring 2009

4. Course Title: Public History Internship
   Abbreviated Title (30 characters or less): Public_History_Intern

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 6</td>
<td>10</td>
<td>Practicum</td>
<td>3</td>
<td>10</td>
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<tr>
<td>Total Credit Hours: 3</td>
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7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites, Co-Requisites:
   Prerequisite(s): HIST 6810 Fundamentals of Public History
   Co-Requisite(s): Overall graduate GPA of 3.0 or better
   Pre/Co-Requisite(s): HIST 7700 with a Minimum Grade of C

9. Restrictions:
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
   Apply principles of public history practice within a functioning venue/site under supervision of professional public historian, including final written report.

10. May Count Either
   (Indicate if this particular course cannot be counted for credit in addition to another)
   - Program Type
     - Program Title
     - Requirement or Elective?
   - Program Type
     - Program Title
     - Requirement or Elective?
   - Program Type
     - Program Title
     - Requirement or Elective?

12. Affected Program(s):
   (Respond "N/A" if not included in any program)
   - MA
   - MA-History with Public History Certificate
   - Required

13. Overlapping or Duplication of Other Units' Offerings:
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:

This course is offered as part of the department's new public history program and provides students necessary practical experience in the field at partner institutions.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Shapiro develops, manages, and oversees internships as part of his duties as public history program officer.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Through the public history internship, students apply knowledge gained through coursework in public history and in history courses to a hands-on work experience in which they work in the field under the supervision of a public history professional.

At the conclusion of the internship students will be able to:

- Effectively function in a public history field setting;
- Apply the theories and skills they have learned to real-world environments;
- Use the internship experience and associated products produced to help find further employment and identify future careers
- Explain the ethical issues and the broad range of knowledge and skills required of public history professionals;
- Interact with other public historians and begin to build a network with other public history professionals.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

1. Identify a sponsor for your internship before the semester begins.

The internship may be in Auburn or elsewhere; it may involve work with an individual or a large institution; it may involve one major project or a number of smaller tasks. It may involve historical research, writing, collections management, archival work, interpretation, exhibit creation, policy review, budget planning, or any number of other duties - or a mix of all of them. The public history program officer assists in securing internships, but finding one appropriate to an individual student's situation and needs is ultimately the student's responsibility.

Internship sponsors view an intern as they would one of their own employees. Interns should return the respect of their employer and consider an internship as they would a job experience. Interns are expected to abide by the policies of their sponsor, to report to their work as determined by the internship sponsor, to complete the work assigned to them according to the schedule agreed upon by the sponsor and student, and to act professionally at all times. Interns represent the university and their conduct reflects upon the university, the history department, and the public history program. Your success ensures that opportunities may be available to students from our school in the future; if you are not successful, the sponsor may choose not to accept another intern from our institution. Therefore, we expect you to be a good ambassador for Auburn's program.

Setting up the Internship

Public history internships can include a variety of types of organizations, including museums, historic preservation agencies, historical societies, archives, state humanities councils, state and regional parks, and other government and private agencies and community-based organizations which present history to the public.
Students are responsible for arranging the internship in cooperation with public history faculty at Auburn. Students should try to arrange the internship as far in advance as possible and should first contact the public history program officer to discuss specific interests and backgrounds. The student is then responsible for contacting the selected sponsor and for arranging a time to meet. The internship sponsor will make the final determination as to whether the student’s interest and abilities match those of the agency. Once a tentative arrangement has been made between the student and the host, the public history program officer will contact the institution's proposed internship supervisor, asking for a short (1-page) statement on what the internship will entail. This is to ensure the internship involves work of an appropriate quality and quantity for the student. It also protects all parties, ensuring that they share a general understanding of this internship. However, it is understood that the internship will most likely evolve, responding to the institution’s needs and the student’s developing skills and interests. The student will write a brief statement outlining his/her objectives in order to focus the student’s thoughts about the internship and to serve as a baseline for the student’s report to be written upon the internship’s completion.

The host institution will supply the intern with a safe working environment and supervision, providing guidance on tasks to be accomplished, assisting in skills development, etc. It is expected that the supervisor will have considerable experience in the history field. The host bears no responsibility for the academic components of History 7820. The public history program officer will periodically contact the host institution and the intern to discuss the internship’s progress.

2. Complete a Program Memorandum and Scope of Work with your internship sponsor and provide a copy of this to me by the end of the first week of class. I will provide the form for you to complete. Please be as specific as possible on the form in identifying the objectives of the internship, the work responsibilities and activities you will undertake, the approximate number of hours to be allocated to each activity area, the specific work products you will complete and/or create, the required dates for completing this work, and your weekly work schedule. Also, please be sure to record sufficient contact information for your supervisor so that I can easily reach him or her.

3. Perform 150 hours of internship work experience for three-hours of internship credit. Internship hours include time spent reading for the internship, correspondence, or other work-related assignments. They do NOT include the time spent on your daily journal or on the final written report. All hours must be completed by the final class day of the semester. You must complete all 150 hours and you must document these hours through a journal to pass this class.

4. Attend required internship meetings with Auburn internship supervisor. I will arrange meetings for all interns to meet as a group once during the semester to share internship experiences and to reflect on what you are learning. I will contact you about potential meeting dates and times. Also, whenever possible, I will plan a site visit to meet you when and where you are working to learn more about your work and to meet your internship sponsor and discuss your work. I will count on you to advise me of several possible meeting times and to schedule the meeting with your sponsor.

5. Communicate regularly with me throughout the semester. Please keep in touch with me so that I know how your internship is progressing, through a combination of meetings, telephone conversations, and email communications. I ask that you talk with me at least once every two weeks, at the minimum sending an email update describing what you are doing. If any problems or issues arise or if you need assistance, please contact me
as soon as possible.

6. Develop a portfolio of your internship work, including your public history project, and a final report that evaluates your internship experience. Submit the portfolio to me by the first day of final exams.

Weekly Course Schedule
You are responsible for completing 10 hours per week of internship work experience and documenting these hours as stated in the Assignments/Projects section.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Journal/Log (15%)
Using Blackboard, write a journal entry for each day worked, recording the number of hours worked, the types of work that you performed, and any observations, thoughts, or comments that you want to share relevant to what you have learned. You should reflect on the work in which you are involved, as the journal allows some dialogue with me concerning your experiences.

Internship Project (25%)
The internship should include a public history project component that students can take with them on the job market. Depending on the organization, this may include an exhibit design, grant proposal, website, historic site interpretation, preservation plan, teaching unit or some other public history piece or combination of the above. The Internship program memorandum and scope of work should identify the nature of the proposed project.

Final Report (60%)
At the internship’s conclusion, the student will write a 15-20 page report on the experience. The report will cover such topics as work activities; discussion of the institution; supervisory and other work relationships; the relationship between theory discussed during the year and practice; and the relationship between initial objectives and the actual internship. The report is due on the first day of exams of the term in which the internship is completed. It serves as the major document for the public history program officer’s evaluation of the internship.

There is no FINAL EXAM

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below. All students will receive a letter grade for the internship. I will assign the grade, based upon the following factors:
1. Successful completion of the required internship hours;
2. The completion and quality of the written products-daily journal, internship project and final report;
3. My assessment of the intern’s work performance and the skills and knowledge that he/she developed, based on our internship meetings and discussion;
4. Evaluations of the intern’s work provided by the internship sponsors at the mid-term and at the end of the semester.
5. The intern’s ability to apply their training in history and public history to a work setting.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:
The content of this course develops critical and analytical skills of students including their application of the relevant literature; it has rigorous standards for student evaluation, and the course instructor is a member of the graduate faculty.
(Include a brief statement explaining how the course meets graduate educational standards (i.e., rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

REQUIRED STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1258 Haley Center, 844-2095 (TTY).
Approvals

Department Head / Chair

College / School Curriculum Committee

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: ______________________ Telephone: ______________________
E-Mail Address: ______________________ Fax: ______________________