Course Overview
This course provides students with an opportunity, through a supervised project, to understand the application of archival principles and techniques, first-hand in an institutional program setting. The focus is on a well-defined field project that constitutes a learning experience and also permits the student to contribute to the ongoing work of the host institution. Each student will select a project site and work with the site mentor and the instructor (as needed) to define the nature and scope of the specific project. The project should be designed to take approximately 120 hours, which may be completed in any time combination through the semester. The project must address one or more aspects of archival work – records management, appraisal, accessioning, arrangement, description, preservation, or reference. A project that addresses several aspects, such as accessioning a small collection and processing it to the point it is available to researchers is acceptable, but not the only option. Students may have the opportunity to explore, within the site setting, ways in which the institution is using technology to carry out its mission. All site projects must be approved by both the site mentor and the instructor.

Locations
The list of potential field work sites, based on institutions where students have worked in the past, is available at: http://ischool.umd.edu/programs/fieldstudy/. A specific site may or may not have an appropriate project for the given semester, so students are encouraged to contact the name on the site list to inquire. Students also can suggest a site of their own choosing, although instructor approval will be necessary.

Specific institutions also may have expressed interest in hosting a student this semester. Sites which have mentioned special projects for this semester will have project descriptions on the elms blackboard site for this course under Course Documents.
Students may initiate their projects in January, prior to the official beginning of the semester, provided approval has been secured from the site mentor and the instructor. It is best that no more than 60 hours are completed prior to the beginning of the semester.

Students wishing to do projects at NARA should allow time for administrative processing. The office of the Assistant Archivist for Records Services, Washington D.C. (NW) coordinates the assignment of students and each student will be required to submit background information in order to receive a staff badge. NW encourages students to complete the administrative requirements in January or as early in the semester as possible.

Projects should be selected and approved no later than February 8, 2011. Students should provide the instructor with the site mentor’s name, address, telephone number, and email, the nature of the project, and the student’s anticipated schedule for the semester on the Individual Field Student Information Sheet, found under Course Documents on the elms blackboard site for this course.

Meetings
The class will meet as a group on two Tuesday mornings: January 25, and May 10. Both meetings will take place from 9:30 am to 12:15 pm in HBK 2119. In addition, the instructor will meet with each student and site mentor at the internship site at some time midway through the semester. During the first meeting the class will discuss the readings and preliminary questions listed below. At the final meeting, each student will present the “aha” moment (no more than ten minutes!), from his/her project. Please bring sufficient copies of an abstract/assessment of your project (1-2 pages) to share with the rest of the class.

The instructor will schedule individual meetings with students during the scheduled class time on March 8 and 15 (or another mutually convenient time) to gain a brief status report and discuss any issues that should be addressed in during the instructor’s site visit.

Assigned Readings (for January 27 class)
All readings will be posted on the elms blackboard site for the course.


Fosburgh, Lee C. “What I Did on my Summer Vacation: Records Management at the SAA from an Intern’s Perspective,” SAA Newsletter, September 1991, p.3.


Discussion Questions
For January 26
1. What are the issues raised by the readings?
2. What are your goals and expectations for this field work experience?
3. How does this course relate to your iSchool and career plans?
4. If you started your work in January, what have you experienced thus far?

Written Report
By May 10, each student will submit a project report of seven to ten pages that includes:
1. A description of the project, the records, the work conducted, and the results, products, and outcomes.
2. A comparison of your experience to the archival “norm” for that activity as defined in the general archival literature. If your practice “deviated” from that norm, explain why and analyze the appropriateness of that deviation.
3. An assessment of how well this project met your learning objectives.
4. An assessment of the repository’s strategic plan including whether that plan is evident in the projects and daily activities of the staff.
5. An assessment of the repository’s collection development policy.
6. An assessment of whether the repository appears to have adequate staff and funding to accomplish its goals (articulated in a strategic plan, or a mission statement, or otherwise evident). If the repository has been affected by current economic conditions how have they adjusted?
7. An assessment of whether the repository maintains adequate resources to carry out its work. The resources can include supplies, equipment, and relevant archival or topical reference literature.
8. An assessment of whether the repository’s staff members are involved in professional activities outside the unit and whether those activities are encouraged and/or funded.
9. Attachments including any finding aids or other work products resulting from the field work.

Site Mentor’s Assessment
Students also will need to ask the site mentors to submit an evaluation of the student’s work by May 3, following a form that the instructor will provide them.

Grade
The course grade will be assigned in accordance with University and iSchool guidelines: A = Outstanding; B = Satisfactory; C = Barely Adequate; D/F = Failure; I = Incomplete. Grades will be largely (60%) based on the semester project; the mentor’s evaluation will count approximately 30% and participation in the three class meetings 10%.
Please note: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Website: shc.umd.edu

This course follows all University policies and procedures, including adherence to the Honor Code, accommodation for students with disabilities, and consideration for religious holidays.