Handbook
Fall 2019

Coordinator
Dr. Kimberly M. Baker
Bartlett 2128
kimberly.baker@uni.edu

Drop-in Office Hours:
Mondays, 2 PM-4 PM
Wednesdays, 2 PM-3 PM
Also by appointment
## Table of Contents

Syllabus ...................................................................................................................... 3
Schedule ....................................................................................................................... 5
I. Internship/Field Experience Work Expectation....................................................... 6
II. Signed Agreement Form ......................................................................................... 6
III. Work Schedule ..................................................................................................... 7
IV. Professionalization Assignments
   A. Impression Management Assignments ................................................................. 8
   B. Networking Assignments .................................................................................... 10
   C. Post-Graduate Planning Assignments ............................................................... 11
V. Writing Assignments ............................................................................................. 12
VI. Poster .................................................................................................................. 16
VII. Final paper .......................................................................................................... 18
VIII. Review Form Submitted to Site Supervisor .................................................... 18

Second Internship/Field Placement Students ......................................................... 19
Purchasing Required Text ......................................................................................... 20
Schedule ..................................................................................................................... 21
Assignments I, II, & III .............................................................................................. 22
IV. Professionalization Assignments ......................................................................... 22
V. Written Assignments ............................................................................................ 24
VII. Final Paper .......................................................................................................... 27

Compliance and Accessibility .................................................................................. 28
Syllabus

Catalog Description: Experiential learning through internship placement in a sociology, anthropology, or criminology-related agency or position

Course Description
The Internship & Field Experience Program is designed to provide students with practical and applied experience in Sociology, Anthropology, and/or Criminology. This program provides an exceptional opportunity for students to take what they have learned in the classroom and apply their learning to a work environment while also developing practical skills and professional connections. The internship/field experience is managed jointly by the SAC Internship Coordinator & Site Supervisor. During the program, students will work the required number of hours and complete required writing & professionalization assignments before receiving credit. Internship/field experiences are intended for junior and senior-level students.

Course Prerequisites
Check catalog for prerequisites for each major’s specific course prerequisites. In addition to course prerequisites, students must have at least junior standing (60 completed credit hours); major GPA 2.80 or higher; completion of internship orientation; and consent of Internship Coordinator and department head.

Criminology Program Learning Goals
- Critical thinking: Students Can Analyze and Interpret Information
  - Students can translate and apply criminological research to real-world contexts
  - Students can build an argument based on multiple sources
- Communication: Students Can Effectively Communicate In Academic and Professional Settings
  - Students can apply criminological knowledge in a written report that is clear, cohesive, and factually accurate
  - Students can apply criminological knowledge in an oral report that is clear, cohesive, and factually accurate
- Program Content: Students Can Demonstrate Knowledge of Criminology and the Criminal Justice System, and Professional Skills
  - Students can explain the social causes and consequences of a crime
  - Students can describe the operation of the criminal justice system
  - Students can develop and exhibit the skill set required for entering the professional field

Course Learning Goals
- Describe what it is like to work on a day-to-day basis in an entry level position in an organization similar to the student’s career goals
- Articulate the basic expectations of employees with regard to appearance and dress, professional conduct, and communicating with others encountered in the work environment
- Apply concepts and theories from previous disciplinary coursework (in sociology, anthropology, or criminology) to work in an agency
- Assess whether working in a particular agency (or a similar agency) is a “good fit” for the student’s long-term career goals
- Prepare for life after graduation by developing a resume, practicing interview skills, reflecting on social media presence, and anticipating a financial future
Contacting the Internship Coordinator

The best way to reach Prof Baker is by email. Many issues can be addressed in email (e.g. simple questions, changes in schedule, schedule an appointment, etc.). Complex questions are best discussed in person. You are welcome to stop by during drop-in hours or email to schedule an appointment.

Emails

Because this class is about professionalization, students should write formal emails to both Prof Baker and the Site Supervisor. At the most basic level, professional emails should include a greeting and the person’s name, be written in complete sentences, and conclude with the sender’s name. See the following link for further guidance on writing professional emails: https://tinyurl.com/y7zqkyro

eLearning

This course is managed through eLearning. All written assignments should be submitted on eLearning. It is the student’s responsibility to ensure that assignments have been properly submitted. Failure to properly upload an assignment will result in late penalties/zeros on assignments.

If at any time there are problems submitting an assignment on eLearning, an assignment can be emailed as an attachment to Prof Baker. When sending email attachments, be sure to write a formal email with the attachment. Any emails sent as attachments with no content will be directed to Prof Baker’s junk folder and will not be graded!

Evaluation: The final grade in this course will be determined as follows:

I. Completed Internship/field experience Hours  Credit/No Credit
II. Signed Agreement Form  Credit/No Credit
III. Work Schedule  5 points
VI. Professionalization Assignments  30 points
   A. Impression Management Assignments (15 points)
   B. Networking Assignments (5 points)
   C. Post-Graduate Planning Assignments (10 points)
V. 3 Written Assignments (10 points each)  30 points
VI. Poster  10 points
VII. Final Paper  25 points
VIII. Review Form Submitted to Site Supervisor  Credit/No Credit
     100 points

Grading Scale
A=100-94  A-=93-90  B+=89-87  B=86-84  B-=83-80  C+=79-77  C=76-74  C-=73-70  D+=69-67  D=66-64  D-=63-60  F=59 and below

Final Note
If, during the semester, you experience some kind of issue that affects your ability to complete the internship/field experience, contact the Internship Coordinator as soon as possible to discuss your options. It is not necessary to give tons of personal details, but it is important to communicate with the Internship Coordinator about your situation as soon as possible. This kind of issue is best discussed in face-to-face (not over email).
Schedule

Fall internship/field experiences occur on a variety of schedules. Officially your registration is from August 26 to December 20 (17 weeks). Many students, however, will begin their work earlier in August. Additionally, students may have periods (such as Thanksgiving Break) in which they are not working.

Prof Baker has set deadlines throughout the semester to keep you working. These deadlines are based on the expectation that students are working within the traditional semester. You are welcome to submit assignments earlier to get them out of the way. If you begin your internship/field experience later than expected and these deadlines become a problem for you, you should meet with Prof Baker to discuss your options.

<table>
<thead>
<tr>
<th>Work Schedule</th>
<th>September 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment 1</td>
<td>September 20</td>
</tr>
<tr>
<td>Impression Management Assignments</td>
<td>October 4</td>
</tr>
<tr>
<td>Written Assignment 2</td>
<td>October 18</td>
</tr>
<tr>
<td>Networking Assignment</td>
<td>November 1</td>
</tr>
<tr>
<td>Written Assignment 3</td>
<td>November 15</td>
</tr>
<tr>
<td>Post-Graduate Planning Assignment</td>
<td>December 13</td>
</tr>
<tr>
<td>Poster</td>
<td>December 20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>December 20</td>
</tr>
</tbody>
</table>

Unless you have made prior arrangements with Prof Baker, late assignments will be penalized 10% per day (including weekends). Late assignments may not receive credit if they score low enough that, when combined with late points, the calculated grade is zero or lower. Additionally, Prof Baker will not accept assignments submitted after December 20 unless prior arrangements have been made.

NOTE: If your internship/field experience hours will not be complete by December 20, contact Prof Baker ASAP to discuss the situation. There may be options to extend the internship/field experience period, but this accommodation will only be made for students who provide sufficient notice.
I. Completed Internship/Field Experience Hours  
Credit/No Credit

This course meets the Course Credit Hour Expectations outlined in the Course Catalog. For each academic credit, the student must complete 40 hours of work at an internship/field experience. So, for a 3-credit internship/field experience, a student will complete 120 hours of work within a semester. The number of credits is determined prior to registration in collaboration with the Internship Coordinator at UNI, the student’s advisor, and the Internship/Field Experience Site Supervisor at the workplace. The number of credit hours cannot be modified after the registration period is complete. To earn credit for this internship/field experience, the student is required to complete all of the required hours. Failure to complete the required number of work hours will result in failure of the course (regardless of grades on completed assignments).

If the student completes all of their internship/field experience work hours, the final grade will be computed based on the following graded assignments. In addition to the required work hours at the internship/field placement, students are generally expected to work 2 hours per week on assignments.

Students who resign or are fired from their internship/field experience placement should contact Prof Baker immediately. These situations will be handled on a case-by-case basis. In most cases, students will not have an option to complete their remaining hours and will fail the internship/field experience (per the above hours requirement). Exceptions will be made only for students whose ended internship/field experience was the result of circumstances beyond their control (such as the agency closing).

A student who has failed the internship/field experience in the past will only be allowed to re-enroll for an internship/field experience or field experience at the discretion of the Internship Coordinator. These students will only be considered for re-enrollment one year (two completed semesters) after the failed enrollment. The student may be required to submit additional materials for reconsideration.

II. Signed Agreement Form  
Credit/No Credit

The agreement form is the formal contract between the student, the Site Supervisor, and the Internship Coordinator (Prof Baker). The student is responsible for signing the form and gathering the signature of the site supervisor. The form can be submitted directly to Prof Baker. If Prof Baker is unavailable, it can be dropped off at the SAC office or scanned/emailed. A fax is also available in the SAC office.

This item is graded on a credit/no credit basis. **While there are no points associated with this item, no other items will be graded until this agreement form has been received.**
III. Work Schedule
5 points

The student will submit a planned work schedule on eLearning by September 6. This schedule should include:

- the planned start date and end date
- the days the student will be working each week
- the number of work hours to be completed each week.

This schedule should be approved by the internship/field experience Site Supervisor prior to beginning the internship/field experience.

NOTE: If your schedule will be irregular, please provide as much information as possible about your schedule. Keep in mind that the purpose of this assignment is to show that you have a clear plan to complete all of the required hours during the semester. In any circumstance, please provide enough information to demonstrate this kind of planning.

This schedule is the planned schedule at the start of the internship/field experience. There may be changes in the schedule throughout the semester. It is the student’s responsibility to update this schedule throughout the semester as changes occur.

Once the student has committed to an internship/field experience, the student should make every effort to attend work at the agreed upon dates/times. Absences and tardiness are to be avoided except in the most extreme of circumstances that are beyond the student’s control (such as serious illness or a car accident on your way to work). The student should not schedule other activities at the same time as work (such as a doctor’s appointment or study time). If the student must be absent or tardy, it is the student’s responsibility to notify the Internship Coordinator and the Site Supervisor with as much notice as possible.

As a reminder, failure to complete the required number of work hours will result in failure of the course (regardless of grades on written assignments).
IV. Professionalization Assignments  
30 points

These assignments are all created as preparation for graduation and your career afterwards.

A. Impression Management Assignments - 15 points
These assignments are designed to help you think critically about the ways that you present yourself in person, on the phone, and online. These assignments should be completed by October 4 (earlier is fine).

***Email and Voicemail (5 points): During the application process, a potential employer may attempt to contact you by email or voicemail. It is important to have updated information on your resume so that they know how to contact you. Beyond merely contacting you, however, they also will be looking for subtle information that can help them know more about what to expect from you as an employee. With this in mind, you may need to create/update your email address and voicemail greeting.

**Email Address**: UNI has recently changed the email policy and now your school email will expire about 6 months after you graduate. As a result of this change, you will not want to use your UNI address when you are applying for jobs after graduation. So, it is important to plan ahead and have an email address that you will be able to use after graduation.

First, read this article on tips for creating a professional email address: [https://automationtechies.com/career-tip-professional-email-address/](https://automationtechies.com/career-tip-professional-email-address/)

Second, establish an alternative email address. You can use any standard service, although Gmail is probably one of the easiest: [https://support.google.com/mail/answer/56256?hl=en](https://support.google.com/mail/answer/56256?hl=en)

(If you already have an alternative email address you want to use, you do not have to create a new one. This email address, however, should follow the recommendations in the link above.)

Third, once you have the email address, create a signature that consistently provides information about contacting you. At minimum, you should have your full name and your preferred phone number. You may also include other information like your school name and year of graduation, any significant leadership positions, etc. If you are using Gmail, you can find instructions on creating a signature here: [https://support.google.com/mail/answer/8395?co=GENIE.Platform%3DDesktop&hl=en](https://support.google.com/mail/answer/8395?co=GENIE.Platform%3DDesktop&hl=en)

As a final note, it can be difficult to keep up with two email addresses. If you do not want to keep up with two email addresses, you can temporarily forward one email account to the other so that you only have to check one account regularly. Instructions on how to forward an email account in Gmail is available here: [https://support.google.com/mail/answer/10957?hl=en](https://support.google.com/mail/answer/10957?hl=en) (FYI: Your UNI address is a gmail account, so these instructions will work for that account as well.)

**Voicemail**: When an employer contacts you, it is important that they be able to leave a message for you. In addition, your greeting in your voicemail should present you in a positive light.

First, read this article on making a good impression with your voicemail message: [https://tinyurl.com/y8kjwqhy](https://tinyurl.com/y8kjwqhy)
Second, record a professional greeting. You can follow the guidelines in the article above. Also, feel free to search online for recommendations for voicemail greetings. If you already have a professional greeting that works well, you do not have to re-record it.

To receive credit for this assignment: Once you have an email and voicemail greeting that you are satisfied with, email Prof Baker from your new email account. Write a formal email (see etiquette in syllabus) telling Prof Baker your phone number. Be sure that your signature is included in the email. When Prof Baker receives your email, she will call your number and listen to your greeting. Prof Baker will then reply to your email with any feedback. As long as your email address, signature, and voicemail greeting are acceptable, you will be given credit. If your feedback includes a required change, further instructions will be included on what you need to do to receive credit.

***Headshot (5 points)
There are many instances where you need a professional-looking headshot. You may want to include this photo on your social media accounts, your employer may need a photo for their website, and the department may use your headshot when writing articles for UNI about your internship/field experience.

If you would like a free headshot, you can have one taken at the 2019 Career Readiness Day hosted by the UNI library. This session will be hosted on Thursday, September 12 from 10 AM- 2 PM. in the Learning Commons (main floor of the library). Alternatively, you may make your own arrangements for a professional headshot.

You can find lots of good online resources for how to take a good headshot. Here is one useful guide: https://www.naylor.com/associationadviser/professional-looking-headshot/ Feel free to also do your own research and check out videos on YouTube.

To receive credit for this assignment: Upload the picture at the assignment link in eLearning. If you have any trouble uploading the image, you may also email the image to Prof Baker. If you send an email, make sure it is a professional email (DO NOT send an attachment with no text).

***Social Media Self-Evaluation (5 points): Your presence on social media can be a detriment or an asset in your career search. Did you know that 69% of employers say they have rejected a candidate because of what they saw on a social media site? Meanwhile 68% of employers admit that the presence of positive social media contributed to their hiring!

A worksheet is posted on eLearning. Use this worksheet to self-evaluate your social media presence. Even if your sites are “hidden” you should still analyze them.

To receive credit for this assignment: Submit the completed self-evaluation on eLearning.
B. Networking Assignment - 5 points

As you prepare to search for jobs, you should create a LinkedIn profile. LinkedIn is becoming an increasingly useful tool for presenting yourself to potential employers. In addition, having a LinkedIn profile can help ensure that employers can find important information when they search your name in Google (which they are likely to do!). This assignment will require you to create (or update) a LinkedIn profile. This assignment must be completed by November 1 (earlier is fine!)

Read this article from Forbes on why a LinkedIn profile is important: https://tinyurl.com/yd32gl7t

Create or update a LinkedIn Profile. Here are a few resources on what kinds of information students should include in their profiles as well as tips on how to use your profile effectively: https://university.linkedin.com/linkedin-for-students

At minimum, your profile must include:

- Your name
- Your headshot
- Your new email address
- Your educational background - At the very least, you must include UNI. It’s up to you whether to include other schools (like a school you attended briefly or your high school). You need to include the name of the school (linked to the school’s network if possible), your degree (if relevant), and your years of attendance.
- Your work history, including your current internship
- Any additional information is up to you

After setting up your profile, you should build your network. Under “My Network” scroll down to look for people that you know. Request that they join your network by clicking on “Connect.”

- Send invitations to at least 10 people (not including Prof Baker)

To receive credit for this assignment: After your profile is set up and you send your requests, go to Prof Baker’s LinkedIn profile: linkedin.com/in/kimberly-baker-8a993412a Send a request to join Prof Baker’s network. Once Prof Baker reviews your profile, you will be given credit in eLearning. If any changes need to be made, Prof Baker will contact you with instructions.

***Extra Credit: Join relevant social networks

You can earn up to five points of extra credit by joining/following various educational and professional social network groups. Once you have joined groups, email Prof Baker with a list of the groups you joined. You will earn one point for every group.

Some groups to consider include:

- The SAC LinkedIn group - https://www.linkedin.com/groups/12024120/
- Your major program’s Facebook page
- A professional association related to your intended field of employment/future study
C. Post-Graduate Planning Assignments - 10 points
These assignments are intended to help you do a bit of planning for life after graduation. These assignments should be completed by December 13 (earlier is fine!).

NOTE ON SCHEDULING: It is advisable to plan ahead on both of these assignments. Both Career services and Financial Aid get very busy at the end of the semester. If you wait until the last minute to schedule these appointments, you may not be able to secure an appointment. Extensions on this assignment will not be offered because a student waited until the end of the semester to try to schedule an appointment.

***Career Center (5 points) : If you have not already done so, you will need to complete the two sessions with the career center that were part of the application process.

The first session is a workshop style session that offers an overview of resume-writing, cover-letter writing, and interview tips. If you have not previously attended a workshop you may attend one of the scheduled sessions
- Tuesday, November 19 - 1:00pm @ Rod Library 287
- Friday, December 6 - 11:00am @ Rod Library 287
If you are unable to attend one of these sessions, you may schedule a one-on-one session with the Career Services.

The second session is a one-on-one mock interview and resume review. This session is also scheduled with in Career Services.

To receive credit for this assignment: A representative from Career Services will complete the career services form (available at https://csbs.uni.edu/sac/sac-internships). The form can be submitted directly to Prof Baker. If Prof Baker is unavailable, it can be dropped off at the SAC office or scanned/emailed. A fax is also available in the SAC office.

If you completed these sessions during your application process and you provided documentation, this item will be marked as complete in eLearning. If you completed these items but forgot to gather signatures, contact Career Services for verification.

***Financial Aid Review (5 points): You are nearing the end of your collegiate career, and it is important to understand your financial obligations after you graduate. For this assignment, you will make an appointment with Jennifer Sullivan (jennifer.sullivan@uni.edu, 319-273-7394) in Student Financial Aid to review your loan obligations and other financial information. This assignment can be done in person (preferred) or via telephone.

If for any reason Jennifer Sullivan is not available, it okay to meet with another representative from Financial Aid.

To receive credit for this assignment: Once you have met with Jennifer Sullivan (or another representative from Financial Aid), please ask them to send Prof Baker an email confirming that you have fulfilled this requirement.
V. Writing Assignments

30 points

In addition to work at the internship/field experience site, students are also required to complete three written assignments throughout the semester. Each assignment must be submitted by the deadline specified. Unless alternative arrangements are made, late assignments will be penalized 10% per day (including weekends).

These assignments should be typed and submitted on eLearning. The individual assignment prompts are written below. These assignments should be detailed and should be written for a reader who knows little about the internship/field experience. Assignments that are unsatisfactory will be returned for revision.

A. Written Assignment 1 (10 points)

This essay is written early in your internship/field experience and should describe your initial experiences. This assignment should be submitted on eLearning by September 20. The essay should be about 3-4 pages (longer is fine!) and should address the following issues. Please use headers to identify each required section.

1. Describe in detail the first few weeks of your internship/field experience. What have you been doing at your internship/field experience? Who have you worked with? What training have you received? What are you looking forward to? Is there anything else you want me to know about your internship/field experience? I want to be able to picture you at your site, so I’d like to see specific details and descriptions (who you’re interacting with, what you’re doing, etc.).

   Students who have worked at the site for an extended period of time before the start of the internship/field experience may include information beyond the first few weeks of the internship/field experience.

2. Site overview: Conduct research on the agency you are working with. Discuss each of the following:
   a. Identify and describe the agency or organization - What is its mission, jurisdiction, and clientele? How is it organized?
   b. The role you will be performing, including expected duties and activities
   c. Concerns you have about this internship/field experience
   d. List at least three learning goals to be achieved during this internship/field experience and a discussion of what the student plans to get out of this internship/field experience.

3. Academic connection: Identify one scholarly idea or theory that helps you better understand your internship/field experience experiences so far. You may pick an idea/theory that you previously encountered in your coursework in your field (Sociology, Anthropology, or Criminology). Ideas/theories from class might include things like the prison industrial complex, strain theory, or stigma. Alternatively, you may pick an idea/theory that you have been introduced to at your internship/field experience (e.g. the crisis cycle, drug court, nature therapy, etc.).
   a. Identify one scholarly source related to the idea/theory you have selected. A scholarly source may include a research article from a journal, a textbook, or other academic reading you might be assigned in a class. Popular magazine articles and online sources
do not qualify as scholarly. If you’re unsure if your source is appropriate, contact Prof Baker for clarification.

b. Using what you have experienced at your internship/field experience and at least one scholarly source, discuss the following:
   i. Clearly identify the issue/theory. Define or explain the issue thoroughly. Imagine that your reader knows little about your academic field or your internship/field experience.
   ii. Describe how this idea/theory applies to your internship/field experience. How does this idea/theory help you better understand your experience (or the experiences of the people you are working with).
   iii. Explain the importance of understanding the issue from a scholarly perspective. How does a deeper understanding of your academic field help you to have a more sophisticated or complex understanding of your internship/field experience than would be the case if you were not a college student?

B. Written Assignment 2 (10 points)
This essay is written roughly around the midpoint of your internship/field experience and should describe how your internship/field experience is progressing. The essay should be submitted on eLearning by October 18. The essay should be 3-4 pages (longer is fine) and should address the following issues. Please use headers to identify each required section.

1. Describe in detail your internship/field experience since your last written assignment. What have you been doing at your internship/field experience? How has your internship/field experience progressed? What changes have occurred in your training, who you work with, and the kind of work you are doing? I want to be able to picture you at your site, so I’d like to see specific details and descriptions (who you’re interacting with, what you’re doing, etc.). How has your thinking about your internship/field experience changed since the start of your internship/field experience? Is there anything else you want me to know about your internship/field experience?

2. Interview: Select one person at your internship/field experience to interview. Ideally this will be your supervisor, but it could also be some other significant person at your work site. In any case, you should select someone with significantly more seniority than you who has worked at the site (or in the field) for many years. Your goal is to learn something significant about their work, how they ended up in the field, and what advice they have to someone who wants to work in the field.
   a. Plan ahead for your interview and script out questions ahead of time. It is recommended that you plan out some follow-up questions so that you can ask for more detail if the conversation stalls or does not elicit the information you would like to learn. Interview questions should address the issues listed below (although you are welcome to add more questions based on your interests):
      i. The person’s professional background
      ii. What they like and dislike about their job
      iii. A typical workday
      iv. Problems/challenges at the job
      v. Advice to someone starting their job
   b. Do not audio record the interview (trust me this will create a lot more work!). Instead, take notes during the interview. Be sure to write down important points and significant
quotes. Then, after the interview, do your best to write a transcript based on your memory and notes. You should set aside time to write up your transcript of the interview immediately after the interview. Every hour you wait to write your interview will result in memory loss.

3. Academic connection: Identify an additional scholarly idea or theory that helps you better understand your internship/field experience experiences so far. Pick an idea/theory that is clearly distinct from the first issue you selected.
   a. Identify one scholarly source related to the idea/theory you have selected. A scholarly source may include a research article from a journal, a textbook, or other academic reading you might be assigned in a class. Popular magazine articles and online sources do not qualify as scholarly. If you’re unsure if your source is appropriate, contact Prof. Baker for clarification.
   b. Using what you have experienced at your internship/field experience and at least one scholarly source, discuss the following:
      i. Clearly identify the issue/theory. Define or explain the issue thoroughly. Imagine that your reader knows little about your academic field or your internship/field experience.
      ii. Describe how this idea/theory applies to your internship/field experience. How does this idea/theory help you better understand your experience (or the experiences of the people you are working with).
      iii. Explain the importance of understanding the issue from a scholarly perspective. How does a deeper understanding of your academic field help you to have a more sophisticated or complex understanding of your internship/field experience than would be the case if you were not a college student?

C. Written Assignment 3 (10 points)
This essay is written toward the end of your internship/field experience and should describe your how your internship/field experience is progressing. The essay should be submitted on elearning by November 14. The essay should be 3-4 pages (longer is fine) and should address the following issues. Please use headers to identify each required section.

1. Describe in detail your internship/field experience since your last written assignment. What have you been doing at your internship/field experience? Have there been any significant changes in your internship/field experience in this final stage? Describe the changes have occurred in your training, who you work with, and the kind of work you are doing. I want to be able to picture you at your site, so I’d like to see specific details and descriptions (who you’re interacting with, what you’re doing, etc.). What aspect of your internship/field experience has been the most significant? If you could change anything about your internship/field experience, what would you change? Is there anything else you want me to know about your internship/field experience?

2. Career preparation: Based on what you have done in your internship/field experience so far, do you want to go into this field when you graduate?
   a. If so, explain what aspects of this field appeal to you. What steps do you need to take to ensure that this path is realistic (answering this question may require some research and/or conversation with colleagues)? Do some search on job availability. Can you find entry jobs posted in the field where you want to work? If so, describe what you find. If
not, what are some jobs you can find available that could help prepare you and/or build your resume until a job you want is actually available.

b. If you are learning through your internship/field experience that this is not a field you want to go into, explain what aspects of your internship/field experience has lead you to this conclusion. What other field do you think you might be interested in? (Pick one for the sake of ease.) What steps do you need to take to ensure that this path is realistic (answering this question may require some research and/or conversation with colleagues)? Do some search on job availability. Can you find entry jobs posted in the field where you want to work? If so, describe what you find. If not, what are some jobs you can find available that could help prepare you and/or build your resume until a job you want is actually available.

3. Academic connection: Identify an additional scholarly idea or theory that helps you better understand your internship/field experience experiences so far. Pick an idea/theory that is clearly distinct from the previous two issues you selected.

a. Identify one scholarly source related to the idea/theory you have selected. A scholarly source may include a research article from a journal, a textbook, or other academic reading you might be assigned in a class. Popular magazine articles and online sources do not qualify as scholarly. If you’re unsure if your source is appropriate, contact Prof Baker for clarification.

b. Using what you have experienced at your internship/field experience and at least one scholarly source, discuss the following:

   i. Clearly identify the issue/theory. Define or explain the issue thoroughly. Imagine that your reader knows little about your academic field or your internship/field experience.

   ii. Describe how this idea/theory applies to your internship/field experience. How does this idea/theory help you better understand your experience (or the experiences of the people you are working with).

   iii. Explain the importance of understanding the issue from a scholarly perspective. How does a deeper understanding of your academic field help you to have a more sophisticated or complex understanding of your internship/field experience than would be the case if you were not a college student?
VI. Poster
10 points

There are multiple opportunities for you to present about your internship/field experience experiences to other audiences. One way that students often present this information is through a poster. You will design a poster that describes some aspects of your internship/field experience for outside audiences. Templates and samples of posters have been posted on eLearning. This assignment must be submitted on eLearning by December 20.

Audience: Posters are sometimes used at academic conferences, but they can also be used in a variety of settings (like recruiting, departmental events, presentations to organizations, etc.). The poster should be easily read and understood by a wide variety of audiences (not just people in your major or working in your specific profession). So, any time you use jargon, technical language, acronyms, and so on, you will need to clearly define these terms.

Templates and Samples: The easiest way to create a poster is using PowerPoint. You basically create a poster like a slide (but with a lot more content). I have created templates in PowerPoint that you can use as the basis for creating your poster. It is possible to work in other programs like Google Slides or Keynote.

You can make minor changes in the template. Because these posters are expensive to print and they use up a lot of ink, the primary background must be white. Also, the poster should be clearly identified with UNI. Otherwise, however, you can modify the templates to fit your vision for your poster.

Required Elements:
- **Sizing:** The poster must conform to standard presentation guidelines: 4 feet (48 inches) wide x 3 feet (36 inches) high.
- **Font:** The font should be no smaller than 38-point. It should be easy to read from a distance.
- **Banner:** Across the top of the poster you will need to include a banner with the internship/field experience location, your name, your major(s), a logo from Internship on left, and a UNI Logo on right.
- **Headers:** Each section needs to have a header in bold that clearly tells the viewer what information is contained in each section.
- **Pictures:** You do need to include some images. You could use photos from your worksite, images provided by the site, or other images from your research. If the photos are taken by anyone aside from yourself, you must identify the source.
  - You cannot include photos of people under the age of 18 from your worksite or photos of people who are involved in the criminal justice system. If you’re unsure if the picture you are using is appropriate, check with Prof Baker.
- **Academic Connection:** Pick one scholarly concept or theory to tie in to your poster. This concept or theory should be one of the one you used for the Academic Connections discussions in your previous writing assignments. Be sure to:
  - Clearly identify the issue/theory
  - Describe how this idea/theory applies to your internship
  - Explain the importance of understanding the issue from a scholarly perspective
- **References:** A list of sources for any material referenced in your poster (name of the website and link are sufficient).
o If you have a long list of sources, you can simply write a note that says “References available upon request.” Then you can format a full works cited page as a separate document. If you choose this option, the works cited page must be a complete works cited page in a standard citation format (APA, ASA, MLA, etc.)

○ *Acknowledgements:* List the most important people you want to thank. At minimum this should include the Internship Coordinator (Dr. Baker) and your Site Supervisor.

*The font for References and Acknowledgements can be smaller than 38-point font.*

**Optional Sections:** In addition to the required sections, you can choose to fill the poster with other sections based on your preferences. Some ideas include (but are not limited to):

- Mission of the organization
- Work Schedule
- On-the-job training
- Duties
- Learning Goals
- How you achieved your learning goals
- Best part of the experience
- Most challenging part of the experience
- How this experience will help you in the future (grad school, career)
- Advice for future interns in this position
- Research/academic information (definitions of key terms, explanation of methods used, etc.)
- References
- Acknowledgments (your academic and field supervisors, other people who helped you in your position)

You may include other sections, although you might want to check with Prof Baker first.

**Final Submission:** Before submitting the poster, make sure that you read through carefully and eliminate any spelling/grammar errors. Be sure that the poster is easily readable. While we will not be printing these now, you may want to print yours for an event later. Printing these posters is expensive and the CSBS Tech office will only allow students to print once for free. So, with that in mind, make this poster printer ready!
VII. Final Paper
25 points

A final paper should be completed at the end of your internship/field experience. Final paper must be submitted on eLearning by December 20.

This paper should be at least 6 pages. This paper should be based on all three prior written assignments and anything else deemed pertinent. The paper should include but is not limited to the following:

1. An overview of the internship/field experience organization and the student’s role in the organization.
   a. Critique the agency's strengths and weaknesses
   b. Recommend ways to improve the agency
   c. Do you recommend this placement for future students? Why/why not.

2. Relate criminological/sociological/anthropological knowledge to experiences in the internship/field experience
   a. Pick three ideas/theories and explain how they relate to your internship/field experience
      i. Ideally you are using the three issues you previously identified in written assignments 1-3. You should revise and elaborate on these discussions.
      ii. You should include at least one scholarly source for each issue/theory.

3. Discussion of ethical issues and dilemmas associated with the internship/field experience
   a. Ethical dilemmas people encounter in this profession
   b. Ethical dilemmas the student encountered during internship/field experience

4. Summarize the overall internship/field experience
   a. What was beneficial/what was not? Why?
   b. How has the student been affected by the internship/field experience?
   c. How have the students’ career goals been affected by the internship/field experience experiences?

5. Works Cited Page – include entries for any material cited in your paper.

Citations: You may use any standard citation format (MLA, APA, ASA, etc.) as long as you are consistent throughout the paper.

VIII. Review Form Submitted to Site Supervisor
Credit/No Credit

Toward the end of the internship/field experience, the faculty supervisor (Prof. Baker) will send your site supervisor a review form. Prof. Baker will also confirm with the site supervisor that the student has completed the agreed upon number of work hours. This item is graded on a credit/no credit basis.
Second Internship/Field Placement Students

Students who have already completed one semester of internship/field experience credits may be interested in returning for a second semester. Since these students have already completed assignments from the original syllabus, a new set of assignments are created.

Required Text: Gallup. 2017. Clifton Strengths for Students. Details are provided below (p. 20) on how to purchase the book (cost - $11.99). If for any reason you cannot purchase the book, please contact Prof Baker to discuss your options. You do not need to explain why you cannot make the purchase.

Alternative Evaluation for Second Internship/Field Placement Students

The final grade in this course will be determined as follows:

I. Completed Internship/field experience Hours \hspace{2cm} \text{Credit/No Credit}
II. Signed Agreement Form \hspace{2cm} \text{Credit/No Credit}
III. Work Schedule \hspace{2cm} \text{5 points}
VI. Professionalization Assignments \hspace{2cm} \text{25 points}
  A. Interview (10 points)
  B. Job Search (10 points)
  C. Resume Update (5 points)
V. 3 Written Assignments (15 points each) \hspace{2cm} \text{45 points}
VII. Final Paper \hspace{2cm} \text{25 points}
VIII. Review Form Submitted to Site Supervisor \hspace{2cm} \text{Credit/No Credit}

100 points

Variations Based on Credit Hours:
This evaluation system is designed for students taking 3-6 credit hours. A student enrolled for less than 3 credits should discuss alternative options for evaluation. Students enrolled in 3-6 credits will see that the primary difference in workload is related to the length of the final paper.

eLearning
When you are registered for a second internship, you will see two internship sites in eLearning. For a second internship you will use the site titled “SAC Second Internships & Field Placements.” The other site (which will list multiple course numbers) can be ignored.

All assignments should be submitted on eLearning on the SAC Second Internships & Field Placements site. If you have any trouble with this site, you are also welcome to submit assignments by email. When sending email attachments, be sure to write a formal email with the attachment. \textit{Any emails sent as attachments with no content will be directed to Prof Baker’s junk folder and will not be graded!}

Final Note
If, during the semester, you experience some kind of issue that affects your ability to complete the internship/field experience, contact the Internship Coordinator as soon as possible to discuss your options. It is not necessary to give tons of personal details, but it is important to communicate with the Internship Coordinator about your situation as soon as possible. This kind of issue is best discussed in face-to-face (not over email).
Purchasing Required Text

You will need to purchase *Clifton StrengthsQuest for Students* directly from the StrengthsQuest website. This purchase comes with access to the StrengthsQuest quiz. For this reason, you cannot purchase a used copy. Below are the instructions to purchase the discounted student version of the book. If you have any problems making the purchase or you are unable to purchase the book for any reason, contact Prof Baker ASAP to discuss your options.

- Go to the website: [https://www.strengthsquest.com/](https://www.strengthsquest.com/)
- On the top right corner select the option to “Sign in”.
- Click the option to “Register Now”. Go through the steps to create an account. You MUST use your UNI email address to have access to the discounted student version of the book (otherwise the book is $19.99).
- After your account is created, return to the StrengthsQuest website and sign in.
- From the top menu, select “Purchase.”
- Select the option to “Buy Top 5.”
- On the next page, choose the option to purchase for an “Individual” and then “Check Out.”
- Enter your billing information and credit card number to complete the purchase.
- After you complete the purchase, you’ll receive an email with a link on how to begin the StrengthsQuest Quiz.
- After you complete the quiz and receive your results, you will be able to download the eBook from the Dashboard.
Fall internship/field experiences occur on a variety of schedules. Officially your registration is from August 26 to December 20 (17 weeks). Many students, however, will begin their work earlier in August. Additionally, students may have periods (such as Thanksgiving Break) in which they are not working.

I have set deadlines throughout the semester to keep you working. These deadlines are based on the expectation that students are working within the traditional semester. You are welcome to submit assignments earlier to get them out of the way. If you begin your internship/field experience later than expected and these deadlines become a problem for you, you should meet with Prof Baker to discuss your options.

<table>
<thead>
<tr>
<th>Work Schedule</th>
<th>September 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment 1</td>
<td>September 20</td>
</tr>
<tr>
<td>Interview</td>
<td>October 4</td>
</tr>
<tr>
<td>Written Assignment 2</td>
<td>October 18</td>
</tr>
<tr>
<td>Job Search</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Written Assignment 3</td>
<td>November 15</td>
</tr>
<tr>
<td>Resume Update</td>
<td>December 6</td>
</tr>
<tr>
<td>Final Paper</td>
<td>December 20</td>
</tr>
</tbody>
</table>

Unless you have made prior arrangements with Prof Baker, late assignments will be penalized **10% per day** (including weekends). Late assignments may not receive credit if they score low enough that, when combined with late points, the calculated grade is zero or lower. Additionally, I will not accept assignments submitted after December 20 unless prior arrangements have been made.

NOTE: If your internship/field experience hours will not be complete by December 20, contact Prof Baker ASAP to discuss the situation. There may be options to extend the internship/field experience period, but this accommodation will only be made for students who provide sufficient notice.
IV. Professionalization Assignments

These assignments are designed to help you think about and plan for applying for jobs after you graduate. One of the most important resources you can take advantage of is Career Services. They offer a wide variety of resources to help you find and apply for jobs. This is a resource you have available to you while you are still a student at UNI, so you should take advantage of the information and services they provide before you graduate.

On the Career Services website (https://careerservices.uni.edu), they provide a lot of information, including a job board, information about career fairs, and resources for writing a resume. You are also welcome to stop by their offices at 102 Gilchrist Hall for a drop-in appointment or call 319-273-6857 to schedule an appointment. TJ Warren is the primary contact person for students in CSBS, but you can work with anyone at the office who is available to help you.

A. Interview (10 points) - Due October 4 on eLearning

Imagine where you want to be in about 10 years. What kind of job do you think you might like to have? I would like you to find someone who has a job like the one you imagine having and conduct an interview that lasts at least 30 minutes. You could choose someone at your internship/field placement (although it cannot be the same person you interviewed for the interview you did for your first internship/field placement). You could also choose someone that you know (maybe someone who you heard speak in a class or a family friend). Or, you could even contact someone you don’t yet know but who you know is in a position you are aiming for. (If you need help figuring out how to contact someone you don’t know, feel free to come see me for help.)

You’ll need to put quite a bit of work into planning the interview ahead of time. You’ll need to plan questions and follow up questions. Imagine talking with someone who doesn’t provide very lengthy answers. What kinds of additional probing questions that will help you learn more from the person you’re interviewing? Also, you want to appear as professionally as possible with this person because you might one day apply for a job with them.

For the assignment, submit a document on eLearning with the following information:

- The questions you planned ahead of time
- Details on the person you interviewed (name, organization/agency, job title, how long they have worked in the field, how you found the person)
- A reflective essay on what you learned from the interview. The essay should be at least one full single-spaced page (or two double-spaced pages). You can consider issues like
  - what you learned about how get into your ideal field
  - what you learned about how people advance in the field
  - what you learned about the good things about the job
  - what you learned about the frustrating or challenging things about the job
  - what you learned about the job that you expected
  - what you learned about the job that you hadn’t thought about before
I will be looking for the following when grading:

- Did the student select an appropriate person to interview?
- Did the student plan questions thoroughly ahead of time?
- Does the student significantly reflect on what they learned from the interview? I’ll be looking here for you to take the discussion beyond a superficial summary. Show me what was important to you about conducting this interview.

**Job Search (10 points) - Due November 1 on eLearning**

Conduct a job search* and identify 10 jobs you could apply for now that are in your field or a related area. Create a document that includes the following information for each job:

- The name of the company/organization
- Job title
- Application deadline (if there is one)
- Starting pay (if available)
- How an application is submitted (either provide a link to the website or describe how an application is submitted - such as an address or email address)
- Where did you learn about this job? (e.g. on a particular website, an announcement through social medial, from a family friend, etc.)
- Any other information you think I need to know.

If you have any problems finding jobs you could apply for, I strongly recommend you visit Career Services.

*If you are planning to apply to graduate school (including law school) soon after graduation and would like to use this assignment as a chance to look for graduate programs, please come see me to discuss an alternative assignment.

I will be looking for a few things when grading this assignment.

- Does the student use a variety of sources in the search (not one website)?
- Are the positions appropriate (entry level, bachelors degree sufficient, etc.)?
- Are the jobs related to the student’s expressed career interests? (For example, if you’ve expressed an interest in working in social services, a job in retail is not a great fit.)

**B. Updated Resume (5 points) - Due December 6 on eLearning**

As a part of the Career Services assignment in your first placement, you created a resume. For this assignment, you will update your resume. At minimum, you should include:

- Your top 5 strengths (from StrengthsQuest)
- Your 2 internship/field placements (how this is listed will differ depending on whether your placements were both at the same location or at separate locations

If you need any help formatting or updating your resume, please visit Career Services.
V. Written Assignments

In addition to work at the internship/field experience site, students are also required to complete three written assignments throughout the semester. Each assignment must be submitted by the deadline specified. Unless alternative arrangements are made, late assignments will be penalized 10% per day (including weekends).

These assignments should be typed and submitted on eLearning. The individual assignment prompts are written below. These assignments should be detailed and should be written for a reader who knows little about the internship/field experience. Assignments that are unsatisfactory will be returned for revision.

A. Written Assignment 1 (5 points)
This essay is written early in your internship/field experience and should describe your initial experiences. This assignment should be submitted on eLearning by September 20. The essay should be about 3-4 pages (longer is fine!) and should address the following issues. Please use headers to identify each required section.

1. **Check in** - How are things going at your placement? If this is a new placement for you, let me know what is happening in the first few weeks. If this is a place you’ve been at for a while, let me know if anything has changed since your first semester. What have you been doing at your internship/field experience? Who have you worked with? What are you looking forward to? Is there anything else you want me to know about your internship/field experience? I want to be able to picture you at your site, so I’d like to see specific details and descriptions (who you’re interacting with, what you’re doing, etc.).

2. **StrengthsQuest** - This section will be your introduction to the StrengthsQuest process.
   a. Take the StrengthsQuest Quiz to find out your top five strengths. After completing the assessment, list and briefly describe your strengths. Which strengths align with what you know about yourself? Are your surprised by any of your results? Is there anything you thought might be on the list but isn’t? Elaborate on your answers.
   b. Read the opening sections of the book (stop at the header “The Big Six”). How are “talents” and “strengths” different? How can talents become strengths? How can becoming aware of your talents/strengths help you as you think about your future personal and professional goals?

3. **Prep for Final Paper** - For your final paper, you will have to identify a profession that you would like to go into after graduation. Some students know what professions they think they want to get into early on, but most students are actually unsure. These first steps are intended to help you prepare for your final paper.
a. First, discuss where you are in terms of thinking about your career after graduation. Do you know what profession you would like to go into? If so, how did you decide on that direction? What keeps you interested in that field? If not, what are some options you are considering? What is appealing about these different options? In general, what kind of preparation do you think you need to do now to help you get ready for your career? What concerns do you have about finding a job in your intended field(s)?

b. Second, you will need to find scholarly articles about the issues you may face in your future job. Some professions (like policing, counseling, teaching, and social work) are well researched and you may be able to find literature on those topics. Other fields (such as museum work, community advocacy, etc) may not receive much specific research and may require you to think a bit more broadly. Begin by doing a preliminary search for scholarly articles. Find three scholarly articles that you could potentially use in your final research paper. You may look for research on your specific field or you may want to look for research on specific issues (like stress, burnout, satisfaction, etc).

i. For each article, provide a citation in a standard format (ASA, APA, MLA, etc). Then provide a one-paragraph description of the article. At the end of the paragraph, offer 1-2 sentences on how you think you could use this article in your final paper.

B. Written Assignment 2 (10 points)
This essay is written roughly around the midpoint of your internship/field experience. The essay should be submitted on eLearning by October 18. The essay should be 3-4 pages (longer is fine) and should address the following issues. Please use headers to identify each required section.

1. **Check in** - How are things going at your internship/field placement. Have you experienced any changes or new experiences in the past few weeks? What’s been the best part of your work so far? The worst? Has anything happened that you want me to know about? We’re getting in to mid-semester, are you able to manage all of your responsibilities well? Are there any changes you need to make to ensure that you finish the semester successfully?

2. **StrengthsQuest**: Read the next two sections of StrengthsQuest, entitled “The Big Six” and “Your Strengths and Leadership”. Of the experiences that they identify that are important, which ones have you had? Briefly describe key events/people. Are there any that you are missing? Is there anything you can do to try to have that experience before you graduate? What kinds of leadership experiences have you had in college? How have your talents/strengths helped you in these positions? How do you think these experiences have prepared you for life after college?

3. **Prep for Final Paper**: By this point, you need to settle on a specific field to use when writing your final paper. What field have you settled on? Why did you choose this field? What attracts you to this field? What concerns do you have about potentially working in this area?
a. Pick 3 issues that you think you will include in your final paper (see list below). Identify and briefly discuss why you chose these areas. **Find at least 1 scholarly article** for each area (these sources should be different from the ones you used in Written Assignment. For each, provide a citation in a standard format (ASA, APA, MLA, etc). Then provide a one-paragraph description of the article. At the end of the paragraph, offer 1-2 sentences on how you think you could use this article in your final paper.

C. Written Assignment 3 (10 points)
This essay is written toward the end of your internship/field experience. The essay should be submitted on eLearning by November 15. The essay should be 3-4 pages (longer is fine) and should address the following issues. Please use headers to identify each required section.

1. **Check in** - You are in the home stretch of your internship/field experience. How has this semester been different from your first semester in the program? What have you learned this time around? You can discuss both what you’ve learned about the profession and what you’ve learned about yourself. Are you glad that you chose to do a second semester of internship/field experience? Explain. Is there anything you want me to know about your internship/field experience?

2. **StrengthsQuest**: The last section of the book provides more detail about each of the strengths. For each of your top five strengths, read the section on that strength. As you learn more about the strengths, what do you think about your results? How has your time in college and your internship/field experience helped you to develop those strengths. Which of these strengths fits well with what you want to do after graduation? Are you concerned that any of your strengths will be a liability in your future profession? How can you use your strengths to work with and motivate others?

3. **Prep for final paper**: While the final paper requires that you use scholarly sources, you may also want to use high quality popular sources that you can find on the internet (such as articles from professional organizations or reputable news sources). A high quality source will provide some kind of evidence to back up their claims (such as links or citations to research). Do an internet search to find high-quality popular sources. **Find at 3 sources high-quality popular sources you could use in your final paper.** For each, provide a citation in a standard format (ASA, APA, MLA, etc). Then provide a one-paragraph description of the article. At the end of the paragraph, offer 1-2 sentences on how you think you could use this article in your final paper.
VII. Final Paper
35 points

A final paper should be completed at the end of your internship/field experience. The final paper must be submitted on eLearning by December 20.

The final paper is an exploration of professional issues that you can expect to face in your future career. If you do not know exactly what field you would like to go into after graduation, you will need to pick one to use for the purposes of this paper. The length of this paper will vary based on the number of credit hours you register for.

1. Introduction: What field have you chosen? How did you choose this field? What attracts you to this field? What preparation is needed for you to get into this field? What qualifications/training/certifications are required for working in this field? Wherever possible you should provide citations to document how you know this information.

2. Issues: The next section will focus on professional issues/problems that you could face in your future profession. The number of issues you will need to discuss will correspond to the number of credit hours you are registered for. For example if you are registered for three credits, you will need to pick three issues. In addition, for each academic credit, you will need to cite at least 2 scholarly sources in your paper. For example, if you are registered for three credits, you will need at least six scholarly sources. Issues you can consider are listed below. You are also allowed to pick other issues as they relate to your particular profession (although you might want to check with Prof Baker first).
   a. Training
   b. Job Satisfaction
   c. Stressors
   d. Turnover
   e. Discrimination
   f. Demand for particular groups/skills/foci
   g. Job Market (how many positions are available v number of potential applicants available)
   h. Work/life balance
   i. Accomodations for various needs (disability, family leave, etc.)
   j. Ethical dilemmas

For each issue that you pick, discuss the issue in detail. What did you learn through your research? What is the significance of this issue? If you are discussing a problem, is there anything that can be done to prepare for, minimize, or avoid the problem? For each issue, you will need to cite at least two sources (more is fine).

3. Conclusion: What are the most important takeaways from the paper you wrote? How has this research helped you prepare for what to expect in your future career? Of the issues you discussed, which ones do you anticipate being the most significant for you? What one or two steps can you take to ensure you are successful in your future career?


Citations: You may use any standard citation format (MLA, APA, ASA, etc.) as long as you are consistent throughout the paper.
Statements on Compliance and Accessibility

● Office of Compliance and Equity Management
  ○ The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (https://policies.uni.edu/1303) for additional information.

● Student Accessibility Services Non-discrimination based on Disabilities
  ○ The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability.

  ○ To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or Email accessibilityservices@uni.edu. Visit Student Accessibility Services (https://sas.uni.edu/) for additional information.