

INF392K: Digital Archiving and Preservation

Course ID: 28399

Spring 2022

Class Meets: 6:30pm, Thursdays, UTA 1-210A

Instructor information Instructor information

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Commission

Office Hours: By appointment

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Course Description

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University Catalog Course Description

Examines the permanent archiving of digital information. Covers media refreshment, emulation, migration, and electronic records repository construction and administration. Case study projects involving campus repositories and off-campus institutions. Students use legacy hardware and software and digital forensics tools to preprocess digital collections for repository storage. Also explores issues in long-term electronic records preservation.

Pre-requisites for the course

No official pre-requisites for this course. Programming experience will be a plus.

What will you learn?

This class surveys the intriguing field of digital preservation, sometimes called digital archiving. The overall goal of this course being to provide students with a foundation upon which they can begin work in this subfield of archives or, alternately, gain an appreciation of the complexities of the subfield. The course will start with larger philosophical overviews of what digital preservation is and what its goals are, and then dig into the practical how-to questions of preserving digital objects. Course content will include the principles of digital preservation, hands-on work with various common media found in archival collections, data and metadata manipulation, virtual machines, open-source programs, and more. Some topics will be accompanied by discussing creating tools from scratch as an alternative to using ready-made tools.

Main skills and attitudes to be developed

- Learning how to learn (on the job)
- Concrete programming skills (python) to accomplish certain tasks
- Media extraction
- Command line tools
- Digital preservation platforms

Learning Outcomes

By the end of this course:

- Students will be able to identify the key components that make up a digital repository program
- Students will be able to identify the digital preservation needs and practical repository goals based on the type of institution
- Students will be able to determine the best tactics to preserve file formats for long-term sustainability
- Students will be able to complete an electronic records transfer from a transferor while guaranteeing its authenticity
- Students will be able to discuss varying kinds of metadata and its practical application to digital preservation and access

- Students will be able to review situations to determine whether emulation is the best tactic for preserving content and/or providing access
- Students will be able to invoke command-line tools successfully and know how to scan a man page
- Students will be able to use computer programming with python to accomplish some digital preservation tasks
- Students will be able to preserve a website
- Students will be able to identify resources and independently learn how to solve complex digital preservation problems not covered in this course

How will you learn?

Statement of Learning Success

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

Teaching Modality Information

Students will learn through a combination of course readings, class discussions, and experimentation. Each student will be given a virtual machine environment in which to explore ideas and tools. This course is intended to be in-person, requiring in-person attendance. If in-person attendance is not possible for the class as a whole, teaching will occur online until such time as it is possible to resume in-person sessions. Students in situations making in-person attendance not feasible for them while the class as a whole is able to meet can discuss alternative options, such online discussion through zoom or other technologies.

Communication

The course Canvas site can be found at utexas.instructure.com. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

Asking for help

If you need to meet in-person, office hours are by appointment as my primary location is off-campus. You can email me at any time with your questions and I will do my best to answer your questions in a timely manner. If email is not sufficient, we can arrange for a teleconference discussion as an alternative.

Diversity, Equity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information:

<http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

How to succeed in this course

There are two attributes needed to succeed in the course. The first is being inquisitive and willing to fail. The point is more often that you try and learn if something doesn't work, rather than not trying at all for concern of getting it wrong. The second is discussion/participation. Discussion of topics/concepts will be critical to the learning process as a way to think through the issues at hand so active participation will be necessary. The main class project, creating a TDR policy manual, should be a natural evolution of the results of these discussions and experimentation.

Course Requirements

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Required Materials

- Readings are available online.
- Software:
 - VirtualBox 6 or higher

Required Devices

Laptop with the following:

- 8 GB memory or greater
- 50GB or more free storage

Classroom expectations

Class attendance and participation: Class attendance and participation is expected and is part of your grade. As a field, digital preservation grows through discussion among practitioners on how they have dealt with real-world scenarios. Learners will struggle with some material (at least I did when I was learning) and talking through the materials and its underlying concepts allow both you and your classmates to gain better insight into the issues. In light of recent circumstances, if reasonable in-person attendance is not possible for an individual or the class as a whole, online discussion and lecture tools may be used. Individuals facing these issues should talk with me about how best to approach the problem.

Assignments

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1. Assignment 1 (*Outcome Alignment*)

Participation/Attendance/Discussion (20% of grade)

- Allowance can be made for up to two absences, extended absences for extenuating personal or health-related issues can be accommodated but should be discussed.

2. Assignment 2 (*Outcome Alignment*)

Weekly assignments with class follow-up (30% of grade)

After class each week there will be an assignment with hopefully thought provoking questions about what was discussed and sometimes demonstration of how to accomplish a task.

Assignments will be available beginning 9:30pm the day of class and are due by 11:59pm the following Wednesday. Depending on the nature of the question, answers can be as short as a single sentence or as long as a few paragraphs. Try to limit responses to any specific questions for 500 words or less. Assignments can be turned in using the following means/combination of means:

- In-line text exposition/response to a question.
- File upload with answers to the question. If uploading a file to answer questions please limit to txt or .doc/.docx file types
- Specialty file upload for tasks. For example, if submitting a bit of python code, submissions using .py is acceptable. Web Archives would most likely be submitted as .warc/.war.

2. Assignment 3 (*Outcome Alignment*)

Trusted Digital Repository Manual (60% of grade)

Broken into two parts:

- Progress as of week 10: 15%
- Finished product: 35%

Grading Policies

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This course does not use a curved grading scheme. See below for the points breakdown, note that plus (+) grades are used for certain ranges but minus (-) is not used.

How grades are calculated		
Grade	Cutoff	Points needed
A	90%	900
B+	87%	870
B	80%	800
C+	77%	770
C	70%	700
D	65%	650
F	<65%	<650

Late work

No late assignments will be accepted. Weekly assignments should be turned in no later than 11:59pm on the Wednesday of the week the assignment is due. Trusted Digital Repository assignments are due by 5pm on the Friday of the week it is due unless otherwise noted. Additional time to complete an assignment may be allowed under out of the ordinary circumstances. If you need additional time please contact me to discuss whether it can be allotted. Otherwise, 5% of your total grade for that portion of the assignment will be deducted for every day the assignment is late.

(For example: Student X does not request and then receive special allowances for an assignment to be turned in late. Student X turns in the assignment 2 days late. If the assignment is worth 20 points, the maximum grade they can receive is 18 points.)

Absences

Being present is critical to achieving our goals for this course. You are welcome to utilize two class absences during the semester if needed. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. Barring extraordinary circumstances, missing a class session will not add extra time on an assignment.

Excused Absence: If you need to miss more than two class sessions please contact me to discuss if those can be excused absences. Absences will be considered excused if they are for religious holidays or extenuating circumstances due to medical or family emergencies. If you plan to miss class due to observance of a religious holiday, please let me know at least two weeks in advance.

You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with me for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

How the class will be graded

Assignments	Points possible	Percentage of Total Grade
<p>1: Participation/discuss</p> <ul style="list-style-type: none"> • Did you attend class? • Did you participate in discussion of the topics of the day? • Did you grapple with what we attempted to do in class (i.e. figure out how to use a tool, create a tool, experiment with a concept, etc.)? 	200	20%
<p>2: Weekly assignments</p> <ul style="list-style-type: none"> • Provide answers to questions posed in the assignment 	300	30%
<p>3: Trusted Digital Repository Manual, part 1</p> <ul style="list-style-type: none"> • This is a check-in to make sure you are on the correct path • Turn in your progress as of week 10 • We can discuss potential pitfalls/issues 	150	15%
<p>4: Trusted Digital Repository Manual, part 2</p> <ul style="list-style-type: none"> • This is the finished product • Criteria include: <ul style="list-style-type: none"> ○ Did you address the concerns raised during check-in (if applicable) 	350	35%

<ul style="list-style-type: none"> ○ Do the proposed workflows require illustrations, and if so did you provide those? ○ Have you addressed all aspects of the TDR/OAIS standard? 		
Total points	1000	100%

General Notes

The following websites are worth bookmarking for future reference. We will discuss further in class.

- InterPares Project: <http://www.interpares.org/>
- Stackoverflow: <https://stackoverflow.com/>
- Library of Congress digital preservation: <https://www.loc.gov/preservation/digital/index.html>
- Standards documents by the CCSDS: <https://public.ccsds.org/Publications/MagentaBooks.aspx>
- COPTR: https://coptr.digipres.org/index.php/Main_Page
- Code4lib: <https://journal.code4lib.org/>
- The former professor's resources, why reinvent the wheel: <https://www.ischool.utexas.edu/~galloway/spring2019/INF392K2019/resources.html>

Course Outline

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All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Course schedule

Week	Date	Topics and readings
1	2022-01-20	Introduction to Digital Archiving/Preservation

		<p>Topics of discussion:</p> <ul style="list-style-type: none"> • Overview, why is digital Archiving important? • Introduction to the command line • Technology set-up for class • Class projects/assignments discussion • Python programming language <p>Readings</p> <ul style="list-style-type: none"> • What Does it Take to Be a Well-rounded Digital Archivist? The Signal https://blogs.loc.gov/thesignal/2014/10/what-does-it-take-to-be-a-well-rounded-digital-archivist/ • Chris Rusbridge, "Excuse Me... Some Digital Preservation Fallacies?" <i>Ariadne</i> 46, February 2006. Available at http://www.ariadne.ac.uk/issue46/rusbridge/
2	2021-01-27	<p>What is the record really?</p> <p>Topics of discussion</p> <ul style="list-style-type: none"> • Reliability and authenticity • Significant properties • Triaging properties • Exiftool for digital images • Python for/while loops <p>Readings:</p> <ul style="list-style-type: none"> • Interpares Project Authenticity Task force report: http://www.interpares.org/book/interpares_book_d_part1.pdf • Interpares Project again: http://www.interpares.org/book/interpares_book_k_app02.pdf • Geoffrey Yeo, "'Nothing is the same as something else': Significant properties and notions of identity and originality," <i>Archival Science</i> 10(2), 2010: 85-116. Deposit copy available at https://discovery.ucl.ac.uk/id/eprint/1318039/. • Margaret Hedstrom, Christopher Lee, "Significant properties of digital objects: definitions, applications, implications," (in Proceedings of 2002 DLM-Forum): http://www.ils.unc.edu/callee/sigprops_dlm2002.pdf
3	2021-02-03	<p>Storage and digital media</p>

		<p>Topics for discussion:</p> <ul style="list-style-type: none"> • Cloud storage • Local storage • Legacy and current digital storage media • Methods for extracting content from media/disk imaging • Checksumming tools (including python) <p>Readings:</p> <ul style="list-style-type: none"> • BitCurator, a good freely available option for imaging/preservation: https://bitcurator.net/bitcurator/ • FTK imager, look over the website: https://www.exterro.com/ftk-imager • DigiPres 2021: Almost completely about storage, watch a few sessions. Should be available here, https://www.youtube.com/user/DLFCLIR, not yet posted as of writing this syllabus
4	2021-02-10	<p>Standards: OAIS and the Trusted Digital Repository</p> <p>Topics of discussion:</p> <ul style="list-style-type: none"> • OAIS ISO standard and what it is stabbing at • How the Trusted Digital Repository expounds upon OAIS • What are the core vs. nice to have properties of a digital repository • Digital Repository vs. Preservation system and most common form of each <p>Readings:</p> <ul style="list-style-type: none"> • Brian Lavoie, <i>The Open Archival Information System (OAIS) Reference Model: Introductory Guide</i> (2nd ed.). DPC Technology Watch Report 14-02 (October 2, 2014). http://www.dpconline.org/publications/technology-watch-reports • CCSDS 650.0-M-2: Reference Model for an Open Archival Information System (OAIS) (https://public.ccsds.org/Pubs/650x0m2.pdf) • CCSDS 651.0-M-1: Producer-Archive Interface Methodology Abstract Standard (https://public.ccsds.org/Pubs/651x0m1.pdf) • CCSDS 652.0-M-1: Audit and Certification of Trustworthy Digital Repositories (https://public.ccsds.org/Pubs/652x0m1.pdf) • Trustworthy Repositories Audit & Certification: Criteria and Checklist (https://www.crl.edu/sites/default/files/d6/attachments/pages/trac_0.pdf)

		<ul style="list-style-type: none"> • Brian Thomas, “Selecting an Electronic Records Repository Platform at the South Carolina Department of Archives and History” (https://elischolar.library.yale.edu/jcas/vol2/iss1/2/)
5	2021-02-17	<h2>Metadata: What is it and why is it important?</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Metadata defined • Where is it and what can we do with it • (meta)data manipulation • Python lxml, pandas and json <p>Readings:</p> <ul style="list-style-type: none"> • SGML, the outer circle of the venn diagram. https://en.wikipedia.org/wiki/Standard_Generalized_Markup_Language • DCMI, look harder at Dublin Core and its data dictionary, perhaps browse qualified Dublin Core: https://dublincore.org/ • EAD, is this an instantiation of DCMI? Poke around the tags and see what you think: https://www.loc.gov/ead/tglib/index.html • Basic json description: https://developer.mozilla.org/en-US/docs/Learn/JavaScript/Objects/JSON
6	2021-02-24	<h2>Standards: METS and preservation metadata</h2> <p>Topics:</p> <ul style="list-style-type: none"> • PREMIS and METS preservation metadata standards • How do you get preservation metadata and how do you keep it • What is at the core of the standards • Standard graphical and command line tools for extracting properties <p>Readings:</p> <ul style="list-style-type: none"> • PREMIS: https://www.loc.gov/standards/premis/ • METS: https://www.loc.gov/standards/mets/ • DROID

		<ul style="list-style-type: none"> • JHOVE
7	2021-03-03	<h2>Emulation vs. Migration vs. Normalization</h2> <p>Topics:</p> <ul style="list-style-type: none"> • The ideas underlying emulation, migration and normalization • Which method works best for which situation? Honestly, which one? • BitCurator and its successors <p>Readings:</p> <ul style="list-style-type: none"> • Phil Mellor, Paul Wheatley, and Derek Sergeant, "Migration on Request, a Practical Technique for Preservation," CaMiLEON report from 2002. https://eprints.whiterose.ac.uk/3757/1/wheatleyp1_MigrationOnRequest.pdf • 8Kam Woods and Geoffrey Brown, "Migration Performance for Legacy Data Access," <i>International Journal of Digital Curation</i> 3(2), 2008. http://www.ijdc.net/index.php/ijdc/article/viewFile/88/59 • Archivemata's version normalization strategies: https://wiki.archivemata.org/Format_policies
8	2021-03-10	<h2>Bringing it all together</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Deciding what to preserve, why, and how • Instantiation of all of this in digital repositories previously discussed <p>Readings:</p> <ul style="list-style-type: none"> • None
9	2021-03-17	<h2>Spring Break (check-in assignment due soon)</h2>
10	2021-03-24	<h2>Office productivity preservation</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Microsoft Office

		<ul style="list-style-type: none"> • LibreOffice • Google Docs (maybe) <p>Readings:</p> <ul style="list-style-type: none"> • None <p>Trusted Digital Repository assignment 1 due on March 25th.</p>
11	2021-03-31	<h2>Database preservation</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Scenarios for database preservation • SIARD and DBPTK <p>Readings:</p> <ul style="list-style-type: none"> • SIARD suite, browse the site for familiarity: https://www.bar.admin.ch/bar/en/home/archiving/tools/siard-suite.html • Database Preservation Toolkit, an tool instantiation of SIARD standard: https://database-preservation.com/ • Public Records of Victoria's(Australia) research into database preservation: https://prov.vic.gov.au/recordkeeping-government/a-z-topics/software-independent-archiving-relational-databases-siard
12	2021-04-07	<h2>Email preservation</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Standards applicable to email • Tools for preserving email messages <ul style="list-style-type: none"> ◦ ePADD ◦ TOMES/RATOM ◦ Aid4mail, etc... <p>Readings for now:</p> <ul style="list-style-type: none"> • The original standard: https://datatracker.ietf.org/doc/html/rfc822 • Another iteration: https://datatracker.ietf.org/doc/html/rfc2822 • Yet another iteration:https://datatracker.ietf.org/doc/html/rfc5322 • The most recent one, until you invent something better: https://datatracker.ietf.org/doc/html/rfc6854 •

		<p>Readings for later or as you have time but definitely before next week:</p> <ul style="list-style-type: none"> • A symposium about some issues with email the participants were trying to tackle. https://www.archives.gov/nhprc/projects/electronic-records/email • Email preservation as PDF. Reading this plus linked article: http://preservationmatters.blogspot.com/2020/03/the-future-of-past-email-is-pdf.html • Tagged xml preservation format. Poke around this site and think about whether you agree with the strategy. It is comprehensive so you aren't expected to look at everything. https://www.ncdcr.gov/resources/records-management/tomes
13	2021 -04- 14	<h2>Website preservation</h2> <p>Topics:</p> <ul style="list-style-type: none"> • The internet archive and wayback machine • The WARC standard • How it works • Web crawlers • Python tools for web archiving <p>Readings:</p> <ul style="list-style-type: none"> • WARC standard documents: http://archive-access.sourceforge.net/warc/ • Browse webrecorder documentation, an alternative to crawling: https://webrecorder.net/ • Heretrix, a very common web crawler: https://heritrix.readthedocs.io/en/latest/index.html • The Internet Archive, poke around the see how web archives work: https://archive.org/web/ • Archive-IT the paid subscription service, check out this example: https://archive-it.org/organizations/115
14	2021 -04- 21	<h2>Social media preservation</h2> <p>Topics:</p> <ul style="list-style-type: none"> • Is social media a record or worth keeping? • How would you go about doing this? • Standard tools and APIs for harvesting • Python API tools

		<p>Readings:</p> <ul style="list-style-type: none"> • NARA’s thoughts on the matter: https://www.archives.gov/files/records-mgmt/resources/socialmediacapture.pdf • DocNow: https://www.docnow.io/ • Social Feed Manager: https://gwu-libraries.github.io/sfm-ui/ • Social Harvest Manager: https://github.com/nlnzcollservices/harvester_manager • https://gwu-libraries.github.io/sfm-ui/posts/social-media-harvesting-techniques/
15	2021-04-28	<p>Student selected format/type</p> <p>Topics</p> <ul style="list-style-type: none"> • What are the specifications for this type of thing? • What are the significant properties of this type of thing? • What context factors decide? • Trying out results/ideas <p>Readings</p> <ul style="list-style-type: none"> • To be determined.
16	2021-05-05	<p>Wrap-up discussion</p> <ul style="list-style-type: none"> • Final thoughts and discussions about digital preservation as a field of practice • Discussion of student projects • Trying out results/ideas
17	2021-05-13	<p>Final assignment due by 5pm</p>

Course Policies and Disclosures

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Academic Integrity Expectations

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Confidentiality of Class Recordings

If one or more class session is held virtually and is records, please note that class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the [ITS Service Desk](#) or the ischool [Help Desk](#).

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious Holy Days

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your

chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that [can be done easily at this page](#), and you can [add your pronouns to Canvas](#).

Land Acknowledgment

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources and Supports for Students

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Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Wellbeing Resources

[Longhorn Wellness Center](#) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](#)

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

UT University Health Services: <https://healthyhorns.utexas.edu/>

Important Safety Information

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If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050.

Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom Safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#)(BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Carrying of Handguns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).