CJ 470.001- Criminal Justice Internship
COURSE SYLLABUS: Fall 2015
Class Time: Tuesday 4:30pm – 7:10pm
Rm SS312

Instructor:	Dr. Willie Edwards, Associate Professor
Office Location:	Ferguson Hall, Social Science Bldg., Rm 217
Office Hours:	MWF 10:00am – 11:00am Tues 3:00pm – 4:00pm Any other Times, Please Schedule an Appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Maguire, M. & Okada, D., eds., (2011). *Critical Issues in Crime and Justice: Thought, Policy, and Practice.* Los Angeles: Sage Publications.
ISBN 978-1-4129-7057-0

Additional Required Reading:
Amy J. Stichman & Mary Ann Farkas. 2005. "The pedagogical use of internships in criminal justice programs: A nationwide study." *Journal of Criminal Justice Education,* 16:145-165.

Celia A. Sgroi & Margaret Ryniker. 2002. "Preparing for the real world: A prelude to a fieldwork experience." *Journal of Criminal Justice Education,* 13(1), 187-200.

Peter F. Parilla & Garry W. Hesser. 1998. "Internships and the sociological perspective: applying principles of experiential learning." *Teaching Sociology*, 26:310-329.

Merrelyn Bates. 2003. "The assessment of work integrated learning: Symptoms of personal change." *Journal of Criminal Justice Education,* 14(2), 303-326.

Lee E. Ross & Ogbonnaya Oko Elechi. 2002. "Student attitudes towards internship experience: From theory to practice. *Journal of Criminal Justice Education,* 13:297-309.

David Murphy, Wyatt Merritt & Stephen Gibbons. 2013. "Student and supervisor perspectives on the benefits of criminal justice internships." *Journal of Criminal Justice Education*, 24(2), 235-250.

The following reading will be required for the Policy development/Program Evaluation Reading: Daniel P. Mears. 2010. Chapter 2, "Irrational criminal justice policy." In *American Criminal Justice Policy: An Evaluation Approach to Increasing Accountability and Effectiveness*, pp. 7-34. New York: Cambridge University Press.

Suggested Readings:
Work in Criminal Justice: An A-Z Guide to Careers. Debbie J. Goodman & Ron Grimming. Pearson/Prentice Hall, 2007.

Careers in Criminology. Marilyn Morgan. Roxbury Park-Lowell House Publishing, 2000.

Jumpstarting Your Career: An Internship Guide for Criminal Justice. Dorothy Taylor, Prentice Hall, Inc., 1999.

Criminal Justice Internships: Theory into Practice. Gary R. Gordon & R. Bruce McBride, Anderson Publishing Co., 1996.

Seeking Employment in Criminal Justice and Related Fields. 2nd edition, J. Scott Harr & Karen M. Hess, West Publishing Co., 1996.

Course Description:

An internship program demonstrates how an individual can learn by many methods. This course allows the student to enter the professional world on a consistent and organized basis. In the internship the student will spend 150 hours with a criminal justice agency which will allow the student to experience assigned tasks, and responsibilities in a criminal justice agency. The exposure of the student to the environment of the agency will assist in the professional development of the student. Besides a limited number of assignments the student will spend a large amount of class time with the agency. Time spent in the classroom will allow the student to focus on developing a useful and informative resume, letters of references, and other material helpful in obtaining professional employment.

In addition to gaining experience within a criminal justice agency, this course will be used as an exit class for the major. In other words, this course will serve as the culmination of what the student has learned across all of his/her criminal justice courses. A strategic goal of this class, not only to expose the student to the professional arena of criminal justice, but its goal is to summarize and present an overall picture of what the student has learned as he/she has matriculated here at Texas A&M University-Commerce.

Course Goals:

The goals for this course have been divided into four distinctive domains: the accumulation of information, appraisal of accomplishments, individual development, and professional growth.

1. The goal of *accumulating information*. Each student will acquire knowledge about agency(ies) they did not know before taking this course. This information will be obtained from reading various publications, class discussions where various information about students' experiences will be shared, and from practical experiences at an agency for the enrolled semester.
2. The goal of *appraising accomplishment.* Each student will develop knowledge about a particular agency as he or she performs the assignments of field placement, and as he or she acquires professional experience while interning within the agency. While performing the internship each student is encouraged to examine patterns, distinguished motives for alliances, and evaluate the conditions in the agency. Each student should be able to determine how much professional knowledge he/she has accumulated during the internship about the agency.
3. The goal of *individual development*. Each student will assess his or her strengths and weaknesses as they relate to performing within the agency. This assessment may occur while the student is learning to work with people from diverse backgrounds. Each student will be conscious of improving his or her report writing and language (professional jargon) skills as they relate to that particular agency.

4. The goal of *professional growth*. Each student will increase his or her awareness of what a career would be like within the agency where the internship is conducted. Each student will communicate his or her aspirations as they related to the criminal justice field. Each student will become acquainted with relationship building with co-workers and peers.

Course Objectives:

1. Each student will have a "hands on" experience with a criminal justice agency/organization, becoming familiar with the operations, functions and activities of the agency.
2. Each student will have his/her knowledge base of the criminal justice system assessed.
3. Students will be exposed to information detailing a properly written resume, cover letter, and reference letter.
4. Students will have an opportunity to practice the professional jargon used within an agency based on their internship.

5. Students will practice or employ accumulated knowledge about the criminal justice field, the profession through the fulfillment of various assignment during this course.

Student Learning Outcomes:

1. Students will be able to describe in written and oral forms the function(s) of the criminal justice components.
2. Students will develop a resume appropriate for a prospective job or to carry to an interview.
3. Students will demonstrate their accumulated knowledge gained from the criminal justice curriculum by earning a successful (70% or better) grade on two survey exams over criminal justice.
4. Students will describe the internship in an oral presentation.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

While internship is an experiential learning activity, it must be remembered that its ultimate goals are academic, for example, the student should become familiar with the inter-connection between theory, research and practice or application in the field of criminal justice. CJ 470 will have the **following requirements**:

Internship:

Having a successful internship is most important. The internship itself will be graded. The internship grade will be cumulative. Every student must obtain 150 hours at the agency/organization. If for some reason a student cannot make a scheduled visit or be present at the agency then he/she should make sure the time is made-up, re-scheduled. Each student will maintain a *timesheet* which must be signed by the student's immediate supervisor at the agency. Each student must maintain an accurate, informative and up-to-date *journal*. The purpose or usefulness of the journal is for the student to describe in detail what occurred each time, each day he/she served or spent at the agency. Naturally, the student must respect confidentiality and write or report on nothing that would offend the agency or those receiving service. At the end of the internship an *evaluation* of the student will be performed by the immediate supervisor. The score obtained from the evaluation will be reflected in the student's grade. The points to be obtained for this assignment are as follows:

Internship Evaluation (120 pts for questions 1-12; 30 pts for # 13 if nothing negative)	150 pts.
Time sheet (performed all hours, 150)	150 pts.
Journal	50 pts.

In-class assignment:

The class will meet a number of times during the semester. Students are expected to be present. Being absent will impact your grade. Students are expected to read assigned readings, to perform assigned tasks, and to complete a criminal justice summary exam. Students are encouraged to secure books from previous classes that address of focused on the police, corrections and courts. Reviewing an introduction to criminal justice book may be useful. Students will be expected to show some resourcefulness, especially in reference to preparing for the summary exam.

(1) Each student must participate in a graded discussion of the introductory readings.
(2) Each student must participate in an oral review of the criminal justice field and prior course work.
(3) All students will be administered an objective summary or survey exam covering the three components of the criminal justice system.
(4) All students will be administered an essay type exam covering the three components of the criminal justice system.
(5) We will explore the realm of policy development and implementation, and evaluation of programs through focused reading. Daniel P. Mears. 2010. Chapter 2, "Irrational criminal justice policy." In *American Criminal Justice Policy: An Evaluation Approach to Increasing Accountability and Effectiveness*, pp. 7-34. New York: Cambridge University Press.
(6) Each student will find two positions which require a criminal justice or social behavior degree and present those to the class. A handout with more details will be provided on this assignment.

The points to be obtained for this assignment are as follows:

Discussion of Textbook Readings (5 pts per discussion, 15 readings)	75 pts.
(under decided points at time of printing)	45 pts.
Oral review of criminal justice field	20 pts.
Objective survey exam of criminal justice field	50 pts.
Essay survey exam of criminal justice field	50 pts.
Policy development/Program Evaluation Reading	20 pts.
Job/Position Information Presentation	20 pts.

Outside of class assignment:

A number of assignments will be done outside of class and turned in on designated dates. No late assignment will be accepted.

(1) Each student will write a resume, turn it in for corrections, suggestions, reviewing by the professor. The resume will be returned to the student, changes or corrections made then turned back in for a grade.
(2) Each student will write a cover letter to accompany the resume. It too will be critiqued and returned for a re-write based on the noted suggestions.
(3) Each student will write a letter of reference for him- /herself, although the task will be to write the letter from a second (another) person's perspective. In the letter of reference you want to place information that you would want a potential employer to read or know.
(4) Each student will write a research paper discussing some aspect of the criminal justice field. This assignment will allow students to demonstrate their skills in conceiving a thought and following through to completion. You may used whichever writing style (ASA, APA, MLA) you are most familiar with in developing the paper. This research paper must be at least five pages of content and employ at least three references. The

professor will address with the class his attitude about the use of electronic sources. Further information will be shared with the class by the professor.

The points to be obtained for this assignment are as follows:

Resume (graded after the re-write)	20 pts.
Cover letter for resume	10 pts.
Letter of reference	10 pts.
Research paper	60 pts.

Grading

Course Possible Points:

Internship	350 pts.
In-class Assignments	280 pts.
Outside of Class Assignments	100 pts.
Total Possible Points	730 pts.

The following grade scale will be used:

A = 730 – 680 pts.
B = 679 – 629 pts
C = 628 – 578 pts.
D = 577 – 527 pts.
F = 526 and below

Additional Information:
Please remember that you are being observed while at the host agency, present yourself well and be professional. You are expected to show interest in the position and to learn as much as possible about the agency. Be an aggressive and enthusiastic learner. Remember you may seek employment or a letter of reference from this very agency or individual. There is also nothing wrong with creating networks that may later serve you well.

***Extra Credit Points:**
Extra credit points may be earned by student participating in a number of events offered by the Career Development Office. A special handout will be distributed to students. Students are encouraged to take advantage of some of the offerings or services provided by the Career Development Office.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Contact of Professor:
Students wishing to contact the Professor should visit his office during the stated office hours or make an appointment. Students may also contact the Professor using the office telephone number or the email, both are provided on the first page of this class syllabus.

Research Assistance:
For research assistance, students should contact: Ms. Emily Witsell Reference Librarian at James G. Gee Library Room 218; 903-886-5719 emily_witsell@tamuc.edu; http"//www.tamu-commerce.edu/library

Tips on How to be Successful in this Class:

1. Be very focus and involved during the internship, learning as much as possible about the agency and show interest.
2. Perform the tasks or assignments given while at the agency to the best of your ability.
3. Complete all the class assignments on time.
4. Achieve a good evaluation from the host agency.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Class attendance and participation are expected, especially for this class, senior seminar. I do not plan to build attendance into the class requirements at this point, and hope no need will arise to so. Students are expected to be present and ready to contribute when the class is in session.

Tardiness is reacted to in an unfavorably manner. Students will not be permitted to enter the class after the professor has initiated the focus for that class period. This goes for both classes, whether the professor is at Navarro or Commerce. Early departure from the classroom will be dealt with accordingly.

Telephone and pagers must be turned off unless you work for some type of emergency agency (medical or law enforcement, etc.).

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously. Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation of stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Sites that address plagiarism and how to avoid it: http://www.plagiarism.org or http://www.unc.edu/depts/scweb/handouts/plagiarism.html.

Students should be doing everything within their power to become better equipped to secure employment within the field, and therefore should maintain a good attitude and desire to learn as much as possible as they prepare to graduate from this university.

The professor will communicate with students through using the individual email address through the *MyLeo* system. Students should make sure they frequently check this email address.

A student may drop a course by logging into their MyLeo account and clicking on the hyperlink labeled 'Drop a Class' from among those choices found under the MyLeo section of the Web page.

It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

University Specific Procedures:

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice
Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

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COURSE OUTLINE / CALENDAR

Important Dates (bold typed dates are when the class will meet in the classroom):

September 1, 2015	Class meets, Class Introduction, Review of Syllabus Class Requirements Oral Review of Criminal Justice Field
September 8, 2015	Class meets, Introductory Readings Discussed Discussion of Readings # 1, 2, 3, 4 Administer CJ Survey Exam (grade does not count)
September 15, 2015	Discussion of Readings # 8, 9, 15
September 22, 2015	Law Enforcement Discussion of Readings # 17, 18, 19 Talk about Resume writing assignment
September 29, 2015	No class

October 6, 2015	No class
October 13, 2015	First draft of resume, cover letter and letter of reference due
October 20, 2015	No class
October 27, 2015	Students to receive back drafts of resume, cover letters, letter of reference
November 3, 2015	Corrections Discussion of Readings # 23, 24, 26 Final copy (re-written copy) of resume, cover letter, and reference letter due
November 10, 2015	Policy Reading Exercise to occur
November 17, 2015	No Class Mail out student evaluation form to student's supervisor All extra credit work must be completed by this date
November 24, 2015	Administer Essay and Objective Exams for a Grade
December 1, 2015	Student should have completed internship hours
December 8, 2015	Class meets, Internship journal due Time sheet due Conduct student evaluation of class Research Papers due Position Presentation to be conducted
December 15, 2015	Deadline for receiving student evaluation from agency

Have a great experience and let me know if you have problems, questions, or come by if you desire to visit.