
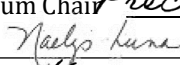
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>9/11/2023</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> <b>To:</b> <b>Change course number</b> <b>From:</b> <b>To:</b> <b>Change credits*</b> <b>From:</b> <b>To:</b> <b>Change grading</b> <b>From:</b> <b>To:</b> <b>Change WAC/Gordon Rule status**</b> <b>Add</b> <b>Remove</b> <b>Change General Education Requirements***</b> <b>Add</b> <b>Remove</b> <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b>          <b>Change prerequisites/minimum grades to:</b>          <b>Change corequisites to:</b>          <b>Change registration controls to:</b>          Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>
<b>Faculty Contact/Email/Phone</b>		
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u>Precious Skinner-Osei, Ph.D., MSW</u> College Dean <u></u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		<b>Date</b> <u>September 4, 2023</u> <u>9/5/23</u> <u>09/05/23</u> <u>9/11/2023</u> <u>9/11/2023</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**CCJ 4940 Catalog Course Description:** Criminal Justice Field Experience 1 (CCJ 4940)

0-4 credits

Prerequisite: Permission of instructor

Supervised experience in areas like police, courts, corrections, and other justice related fields.

Open only to Criminal Justice majors and minors. Grading: S/U

**CCJ 4940 Expanded Course Description:** The CCJ internship provides you with public sector (and in some cases the private sector) work experience in a management/staff position in federal, state, or local government (or in a related private organization related to criminal justice). In the CCJ program, the internship experience provides a mutually beneficial relationship between you and the internship provider/organization. We will ensure that you begin your internship with a solid academic foundation for your public-sector work, and in turn, the provider will offer a worthwhile and meaningful internship experience.



# SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

FLORIDA ATLANTIC UNIVERSITY

**CCJ 4940 001**

**CRN – 10364**

**Criminal Justice Field Experience I**

**Meeting Day(s)/Time: asynchronous**

**Credits: 3**

**Semester: Fall Year 2023**

**Prof. Sigal Rubin**

**Office hours: by appointment only**

**Office: Social Science Building, 204**

**Office Number: (305) 434 - 0123**

**Email: [rubins@fau.edu](mailto:rubins@fau.edu)**

## Course Description

Supervised experience in areas like police, courts, corrections, and other justice related fields. Open only to Criminal Justice majors and minors. Grading: S/U

The CCJ internship provides you with public sector (and in some cases the private sector) work experience in a management/staff position in federal, state, or local government (or in a related private organization related to criminal justice). In the CCJ program, the internship experience provides a mutually beneficial relationship between you and the internship provider/organization. We will ensure that you begin your internship with a solid academic foundation for your public-sector work, and in turn, the provider will offer a worthwhile and meaningful internship experience.

## Instructional Method

The internship is an academic service-learning (AS-L) based course, which means the work you do for the organization during your AS-L internship is a service to the public sector and it will allow you to apply knowledge from your Criminal Justice program to local, state, and national issues. Throughout your internship, you will be participating in AS-L activities while demonstrating civic engagement. You will also reflect on your AS-L experience and the impact your work had on the public-sector organization and your professional and personal development.

It is important to note that by enrolling in this AS-L internship, you accept the risk associated with working in a public-sector organization and agree to the following statement:

*I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning internship. I nonetheless agree to assume those risks to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from all liability associated with my participation in this assignment at Florida Atlantic University.*

## Prerequisites/Corequisites

N/A

## Course Objectives/Student Learning Outcomes

The internship experience should be carefully integrated into your overall academic program, building on your conceptual and practical knowledge, but also testing the skills you developed. *Upon successful completion of this course, students will be able to:*

1. Understand the role that the agency, in which the student is interning, plays in the criminal justice system.
2. Discuss the history and background of the agency in which the student is interning.
3. Summarize the day-to-day work of the individuals who are employed by that agency.
4. List the various strengths of the agency that were observed during the internship, as well as recommendations for improvements where deficiencies were noted.
5. Discuss the demographics of the public which the agency serves.
6. Articulate why, or why not, the student would want a career with the agency where he/she is interning.

*“One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor’s personal beliefs or opinions on the subject matter.”*

## **Selection/Registration Process:**

*IMPORTANT: It is the responsibility of the student to select an agency within the criminal justice system to perform the internship. Discussing the various options with the department internship coordinator can facilitate this process. The student then needs to contact the agency and make application for the internship.*

***Registering for the field experience course requires permission of the internship coordinator, Professor Sigal Rubin, and this cannot be done until the agency has approved the student for the semester that he or she requested.***

After the student has completed the department internship form and has registered for the course, the department will send a letter to the agency supervisor indicating that the student is eligible to take the internship and must complete at least twelve hours per week. At the end of the semester, an evaluation form which will detail the student’s performance will be mailed to the agency supervisor for completion.

## **Course Evaluation Method**

### **Journal Submission:**

Once the internship has begun, the student is responsible for submitting journal entries in response to prompts posted by the internship coordinator. The timely submission of these reports is the

responsibility of the student and reminders of reports past due will not be made by the instructor. Please check Canvas and your e-mail for the journal due dates. In order to receive credit for this internship, all reports must be completed on time.

FAU has given every student an FAU e-mail address. This is the address that we use to communicate with you about changes, problems, due dates of reports/papers, etc. We DO NOT e-mail to Gmail, Yahoo, Hotmail, etc. Check your FAU e-mail on a daily basis!

### **Required Check-ins:**

Students will be required to virtually check in with the instructor monthly. The instructor will send out a survey each month for students to choose the dates available to them. Students must meet (virtually via Zoom) with the instructor. In other words, I will send out a survey with 7 possible dates and I will choose the one that accommodates all our schedules. These check-ins are REQUIRED in order to receive credit for this internship.

### **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

### **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

### **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## Grading Criteria

S/U

## Code of Academic Integrity

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## Required Texts/Readings

N/A

## Technology and Computer Requirements

### *Minimum Technology Requirements for this Course*

#### Operating System

- A computer that can run Mac OSX or Win XP or higher

#### Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

#### Software

- Other software may be required for specific learning modules, but the links to download and install it will be provided within the applicable module. You may also need headphones with a microphone for Canvas Collaborate sessions.

### *Minimum Technical Skills Requirements*

To be successful in this course you should be familiar with and be able to execute the following technological skills:

1. Basic skills in computer use: using copy/paste, using attachments, and taking screenshots
2. Internet skills: accessing websites, conducting research online, downloading/uploading files, and downloading/installing software
3. Basic Canvas LMS skills: Posting a discussion thread, replying to a discussion thread, accessing grades/rubrics, submitting assignments to an assignment link, opening links/files, and posting a blog or Wiki
4. Basic skills for Office programs: Creating/editing documents in Word and creating and editing PowerPoint presentations

## Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance:  
eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://ccm.net/faq/141-how-to-take-a-screenshot-on-windows-mac-and-linux>
3. Complete a Help Desk ticket <https://helpdesk.fau.edu/TDClient/Home/> . Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

## Topical Outline

Week 1	Introduction and emails
Week 2	Field Experience
Week 3	Field Experience
Week 4	Journal Entry
Week 5	Field Experience
Week 6	Field Experience
Week 7	Journal Entry
Week 8	Field Experience
Week 9	Field Experience
Week 10	Resume Builder
Week 11	Field Experience
Week 12	Field Experience

Week 13	Journal Entry
Week 14	Field Experience
Week 15	Exit Survey/Exit Entry