FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department School of Criminology and Criminal Justice

College Social Work and Criminal Justice

UUPC Approval 11-03-25
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
CCJ 4940	Criminal Justice Field Exp I

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:
Criminal Justice Internship 1

Change prefix
From: n/a **To:** n/a

Change course number
From: n/a **To:** n/a

Change credits*
From: n/a **To:** n/a

Change grading
From: n/a **To:** n/a

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:
n/a

Change prerequisites/minimum grades to:
n/a

Change corequisites to:
n/a

Change registration controls to:
n/a

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**
Fall 2026	n/a

Faculty Contact/Email/Phone Sigal Rubin/ rubins@fau.edu/ 561-297-4287

Approved by	***Date***
Department Chair Kyn Mder	10/2/25
College Curriculum Chair Sigal Rubin	09/29/2025
College Dean Maelyn Luna	10/10/25
UUPC Chair Korey Sorge	11-03-25
Undergraduate Studies Dean Dan Meeroff	11-03-25
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY

CCJ 4940-001 10313

Criminal Justice Internship 1

0 - 4 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Sigal Rubin
Email: rubins@fau.edu
Office: Social Science Building (SO), Room 208D
Office Hours: Tuesdays 1:00 pm - 3:00 pm, or by appointment (email rubins@fau.edu)

Phone: (561) 297-4287

Course Description

Criminal Justice Internship 1
Prerequisite: Permission of instructor
Supervised experience in areas such as police, courts, corrections and other justice-related fields. Open only to Criminal Justice majors and minors. This is an Academic Service Learning (ASL) course. Grading: S/U
Variable title

Instructional Method

In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Careers in Criminal Justice
ISBN: 9781544316130
Publisher: Sage Publications, Incorporated
Edition: 2nd

Careers in Criminal Justice
ISBN: 9781544316130
Publisher: Sage Publications, Incorporated
Edition: 2nd

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 that the agency serves.*
6. *Articulate why, or why not, the student would want a career with the agency where he/she is interning.*

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

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/.

Academic Service Learning (AS-L) Designated Course

ACADEMIC SERVICE-LEARNING STATEMENT: This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor and completion of the required survey. **Please click on the following link** after submitting your hours to complete the Academic Service-Learning Post-Survey. Assumption of Risk Statement for Student 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 assignment. I nonetheless agree to assume those risks so as 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 any and all liability associated with my participation in this assignment at Florida Atlantic University.

The link address is: https://fau.az1.qualtrics.com/jfe/form/SV_dneb195aMcrFUdE

Course Evaluation Method

Discussion Boards: (25% of grade)

In this course, you will have 5 discussion board components, which serve as a vital platform for interactive learning, thoughtful engagement, and constructive dialogue with one another. This assessment method is designed to encourage critical thinking, articulate communication, and the exchange of ideas. The discussion board evaluation is comprised of two key components:

1. Original Post (Minimum 250 Words):
    - You are required to respond to prompts provided by the instructor with an original post, demonstrating a comprehensive understanding of the topic under discussion.

    - Each original post should be a minimum of 250 words, allowing you to delve into the subject matter, express your viewpoints, and draw connections to relevant course materials.
    - Original posts should showcase critical thinking, creativity, and a synthesis of concepts learned during the course.
2. Peer Response and Constructive Feedback:
    - Following the submission of their original post, you are expected to engage with your peers by responding to at least one other student's post.
    - Peer responses should go beyond mere agreement or disagreement; they should provide constructive feedback, raise additional points for consideration, or offer alternative perspectives.
    - Constructive feedback aims to foster a collaborative learning environment, encouraging you to refine your ideas, explore diverse viewpoints, and enhance your overall understanding of the topic.

Evaluation Criteria:

- Original Post (50% of Discussion Board Grade):
    - Depth of Analysis: How well the student explores and analyzes the topic.
    - Connection to Course Material: Integration of concepts from the course into the discussion.
    - Clarity and Organization: Clear expression of ideas and well-structured presentation.
- Peer Response (50% of Discussion Board Grade):
    - Constructive Feedback: The extent to which the peer response provides valuable insights and constructive criticism.
    - Engagement: Active participation in the discussion, showcasing a genuine interest in the topic.
    - Respectful Communication: Encouragement of a respectful and inclusive discussion environment.

Final Supervisor Evaluation: (75% of grade)

As a crucial part of your learning experience, your performance during the internship will be evaluated by your supervisors at the end of the semester. This evaluation is a significant component, constituting 75% of your final grade. The assessment will be based on the following questions:

1. Tasks and Duties:
    - What tasks and duties did you undertake during the internship?
2. Punctuality:

- Were you consistently punctual for internship sessions?

3. Motivation and Genuine Interest:
    - Did your supervisor observe your motivation and genuine interest from you during the internship?
4. Adherence to Rules and Regulations:
    - To what extent did you adhere to agency/office rules and regulations?
5. Collegial Interactions:
    - How would your supervisor describe your collegial interactions with others?
6. Timely and Accurate Task Completion:
    - Did you manage to complete assigned tasks in a timely and accurate manner?
7. Total Internship Hours:
    - Could your supervisor confirm the total number of internship hours you completed?
8. Additional Comments or Recommendations:
    - Are there any additional comments or recommendations your supervisor would like to share about you?

Your supervisor's feedback is crucial not only for your final grade but also for your personal and professional growth. Make sure to approach your internship with dedication, showcase your skills, and maintain a positive and professional attitude to secure a favorable evaluation. This evaluation process is an opportunity for you to receive valuable insights and recommendations to enhance your future performance in the professional arena.

Your performance in this course will be assessed using a Satisfactory (S) or Unsatisfactory (U) grading system. To achieve an S, it is essential to fulfill all the required components of the course. The final grade will be determined according to the following weighted distribution:

Category/Assessments	Weight (% of total grade)
5 Discussion Boards	25%
Final Supervisor Evaluation	75%
Total:	100%

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.

Attendance Policy Statement

Students are expected to attend all 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.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late Assignments

Late work will not be accepted without a university recognized excuse. Students must e-mail me to inquire whether or not late work will be accepted.

Incomplete Grade Policy Statement

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of

incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student’s responsibility to comply with the instructor’s expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

Professor Rubin's Artificial Intelligence Policy

AI tools, such as ChatGPT, Claude, or image generators, are rapidly becoming part of education, work, and daily life. In this course, AI can be a valuable learning aid, but it can also undermine your growth if it replaces your own thinking. The goal here is to help you build skills you can't outsource to an algorithm, like critical thinking, analysis, and the ability to communicate your own ideas.

Your work must reflect your own thinking, writing, and analysis. I design assignments to see what you can do, not what an AI tool produces. Some assignments will prohibit AI use entirely; others may allow it for specific purposes (like brainstorming, outlining, or exploring alternative explanations). If AI use is permitted, I will say so clearly in the instructions.

When AI is allowed, you must:

- State which tool you used and for what purpose.
- Treat it like any other source. If it shapes your work, you cite it.
- Ensure the final product is still your own original work.

Using AI in any way I have not authorized, or submitting AI-generated work as if you created it yourself, is an academic integrity violation and will be handled accordingly.

What this means in practice:

- **Allowed:** AI use when explicitly permitted in the assignment; using it to brainstorm, outline, or clarify concepts (with citation); supplementing, not replacing, your own work.

- **Not allowed:** Using AI when instructions say “no AI”; submitting AI-generated text as your own; having AI write graded work; “lightly editing” AI output to pass it off as original.

If you’re unsure whether something is okay, ask me before you do it. “I didn’t know” will not be an acceptable defense after the fact. AI can be a partner in learning, but the work you submit must always be yours.

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 therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills,

and learn academic success strategies -- in person and online. Learn more about FAU academic support at **www.fau.edu/ctl**.

- FREE writing support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit fau.edu/ucew to learn more.
- FREE speaking and presentation support is offered for this course through the Speaking Center. Visit fau.edu/speakingcenter to learn more.
- FREE tutoring is offered for select business, engineering, computer science, and language courses in the CTL. Visit fau.edu/class/tutoring to learn more.
- FREE tutoring is offered for select science and nursing courses through the Science Learning Center (SLC). Visit fau.edu/class/science-learning-center to learn more.
- FREE eTutoring and eSuccess coaching is available for students taking online courses. Visit fau.edu/esuccess to learn more.

AI Language Specific To This Course

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Course Topical Outline

Please note: Instructors reserve the right to change the following course outline**

Week 1	Field Experience/Introduction and emails
Week 2	Field Experience
Week 3	Field Experience/In-class meeting #1 - date TBD
Week 4	Field Experience
Week 5	Field Experience
Week 6	Field Experience/In-class meeting #2 - date TBD
Week 7	Field Experience
Week 8	Field Experience
Week 9	Field Experience/In-class meeting #3 - date TBD
Week 10	Field Experience
Week 11	Field Experience
Week 12	Field Experience/In-class meeting #4 - date TBD
Week 13	Field Experience
Week 14	Field Experience/POSTERBOARD CEREMONY – date and time TBD

Week 15	Final Supervisor Evaluation

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.