

**Sistema Universitario Ana G. Méndez
School for Professional Studies
Continental USA Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

CRIM 401

**Internship Module in Criminal Justice
Modulo de Práctica en Justicia Criminal**

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PRONTUARIO

Título del Curso: Internado en Justicia Criminal

Codificación: CRIM 401

Duración: Ocho Semanas

Prerrequisitos: CRIM 107, CRIM 110, CRIM 118, CRIM 207, CRIM 210,
CRIM 215, CRIM 310, CRIM 318

Descripción: El curso de Internado en Justicia Criminal busca proveer al estudiante próximo a graduarse, las herramientas necesarias para desarrollarse como un profesional emprendedor. Este curso sirve de guía profesional para cubrir temas relacionados con las metas organizacionales, ética, tecnología y planificación de la carrera en el campo de la justicia criminal.

Objetivos Generales:

1. Comprender la importancia de desarrollar y seguir una misión personal, profesional y educativa.
2. Advertir la importancia de la ética en el lugar de empleo y como profesionales.
3. Entender la importancia de la tecnología en el campo de justicia criminal y su uso correcto.
4. Comprender la importancia del desarrollo profesional y educación continua.
5. Aprender a manejar un plan eficiente de planificación de desarrollo profesional y de la búsqueda de empleo.

Texto y Recursos

Gordon, G. R. R., McBride, B., Hage, H.H. (2008). *Criminal Justice Internships: Theory into Practice*. (6ta ed.). New York: Anderson Publishing.
ISBN: 9781593455071

Referencias y Material Suplementario

Harr, S. J & Hess, K. M. (2005). *Careers in Criminal Justice and Related Fields: From Internship to Professionalism*. (5ta ed.) New York: Wadsworth.

Lambert, S. & Regan, D. (2001). Great Jobs for Criminal Justice Majors. (5ta ed.)

New York: McGraw Hill.

Evaluación

El estudiante inscrito en la Práctica de Justicia Criminal será evaluado en dos componentes: componente práctico y componente académico de este curso. Para completar satisfactoriamente los requisitos del curso, el estudiante deberá aprobar ambos componentes. **Cada estado puede tener adición de requisitos col de prácticas. Es la responsabilidad del estudiante para verificar y cumplir con los requisitos del estado y el departamento de justicia penal.**

Componente Práctico (225 puntos)

- a. **Cumplimiento de un mínimo de 160 horas de Práctica supervisada en 8 semanas** – No se considerará aprobada la práctica si no se cumple a cabalidad con este requisito. Con el propósito de mantener evidencia de la asistencia a la Práctica, se requerirá que cada estudiante llene la hoja de asistencia al centro de práctica que deberá ser entregada con las firmas requeridas en cada sesión del componente académico. (Apéndice A) Durante el primer día de clase, el estudiante practicante completará el Informe del primer día de práctica a entregarse al profesor durante la primera semana de práctica. ***Refiérase al manual de práctica (Anejo T).**
- b. **Diario de experiencia en la práctica:** El diario de experiencia en la práctica será narrativo escrito a manera de ensayo, de una página del estilo de APA y se realizará semanalmente. En este diario se espera que el estudiante practicante escriba todo aquello que documente el crecimiento de su conocimiento en el área personal y profesional, sus relaciones con clientes, el supervisor de práctica, el personal y director del centro de práctica, reflexione sobre su experiencia en el centro, tareas, desarrollo profesional, dificultades, estrategias utilizadas para la resolución de problemas, estrategias de investigación y destrezas aprendidas.

Un mínimo de 16 diarios son requeridos como requisito a razón de dos (2) por semana. Estos diarios reflexivos de la práctica deberán ser redactados en español solamente.

c. **Creación de un Portafolio de Práctica:**

El portafolio debe contener las siguientes secciones:

- **Presentación-** En una carpeta con carátula, incluir los trabajos y asignaciones siguiendo el estilo APA. Utilizar los tipos de letra Courier o Times New Roman, número 12, a doble espacio. Todos los márgenes deben medir 1 pulgada.
- **Introducción-** Resumir brevemente el contenido del portafolio.
- **Currículum vitae-** Resumir las habilidades, educación y experiencia.
- **Diario de experiencia en la práctica-** Resumen escrito de la experiencia como estudiante practicante, redactado semanalmente, en el que se pondrá especial atención en los conocimientos adquiridos y aplicados (incluir en el portafolio, se calificará por separado). Este diario debe ser realizado a computadora no manuscrito, a doble espacio y con letra tamaño 12. Se debe incluir título y fecha en el encabezado.(Anejo C)

Un mínimo de 16 diarios de la experiencia en la práctica son requeridos. Semanalmente el estudiante debe preparar dos (2) para un total de 16 diarios. Se redactarán solamente en español.

- **Ensayo- Utilizando lenguaje apropiado** el estudiante escribirá un ensayo que deberá ser incluido como parte del portafolio. Mediante este ensayo el estudiante evaluará su experiencia en general. El estudiante practicante debe seguir el estilo APA (Courier, Arial, o Times Roman, tamaño 12 a doble espacio) El ensayo debe incluir pero, no limitarse a la discusión de los siguientes temas: relato de su experiencia como estudiante practicante en el centro, nuevas destrezas y conocimientos adquiridos y áreas que debe mejorar entre otros.
- **Conclusión** - El estudiante escribirá un párrafo de conclusión en el que reflejará sus pensamientos finales.

Componente Académico (225 puntos)

Descripción de la evaluación

Para cumplir con los requisitos de esta evaluación, los estudiantes deberán preparar los siguientes trabajos:

1. Trabajo Investigativo (**ver Anejo F**) – Los estudiantes compararán la realidad criminal en su ciudad. En particular los años 1995 y 2014 con mayor énfasis en las siguientes seis (6) áreas:
 - a. Detalles demográficos: utilizando la data del Censo de los Estados Unidos de los respectivos años el estudiante comparará y analizará los cambios demográficos
 - b. Estadísticas: utilizando la información disponible en el “Bureau Statistics” <http://www.ojp.usdoj.gov/bjs/> y el “Uniform Crime Report” <http://www.fbi.gov/ucr/ucr.htm> el estudiante recopilará y analizará la información requerida
 - c. Tipos de crímenes: utilizando la información disponible en el “Bureau Justice Statistics” <http://www.ojp.usdoj.gov/bjs/> y el “Uniform Crime Report” <http://www.fbi.gov/ucr/ucr.htm> el estudiante recopilará y analizará la información requerida
 - d. Técnicas y recursos de investigación criminal disponibles: a través de la información disponible en diferente agencias del orden público en su ciudad el estudiante estudiará y reportará la información requerida tal como beneficios, costos, efectividad y demás
 - e. Relación entre arrestos y juicios: utilizando la información disponible en www.ninja9.org y <http://trialstats.flcourts.org/> el estudiante comparará y analizará la información requerida
 - f. Tendencias de las querellas civiles y constitucionales: a través de la información disponible en diferente agencias del orden público en su ciudad el estudiante estudiara y reportara la información requerida
 - g. Este trabajo investigativo se redactará solamente en inglés.

2. Bosquejos de Progreso – cada semana que la clase se reúna (cinco en total) el estudiante deberá entregar al facilitador(a) un reporte del progreso en su trabajo investigativo – ver Anejo D. Estos bosquejos de progreso se redactarán solamente en español.

Otros factores mencionados a continuación serán tomados en cuenta para la evaluación final del componente académico de la práctica:

- Asistencia al Seminario de Justicia Criminal – La asistencia a los talleres del seminario es compulsoria. Durante estos talleres se llevarán a cabo clases donde se discutirán tópicos complementarios a la práctica complementando así la experiencia práctica del centro. La asistencia del estudiante formará parte de la nota final del taller.
- Participación – La participación en clase consistirá en la discusión, análisis de estrategias, retroalimentación e investigación de temas de ayuda para el ejercicio efectivo de su tarea como estudiante interno en su experiencia práctica.
- Entrega de asignaciones, documentación de práctica e informes requeridos por el profesor supervisor.
- Investigación, búsqueda y análisis de material suplementario en cada taller del Seminario de Práctica: En cada taller del Seminario de Práctica, se analizarán y discutirá el resultado de la investigación, búsqueda y análisis del material suplementario y/o direcciones electrónicas sugeridas. El maestro-estudiante mostrará evidencia de haber realizado dicha investigación, búsqueda y análisis mediante anotaciones, reflexiones y/o resúmenes por escrito.

Objetivos Específicos

El sistema de justicia criminal consta de proceso complejo e intrincado, donde se espera que sus profesionales bilingües estén altamente preparados y bien informados en sus respectivos campos de especialización. Debido a la naturaleza y a la sensibilidad del sistema de justicia criminal sus profesionales serán evaluados y medidos basado en el resultado de sus acciones.

El propósito de este trabajo de investigación es medir y evaluar al profesional bilingüe de justicia criminal en las siguientes áreas:

- a. Habilidades de investigación
- b. Razonamiento
- c. Capacidad analítica
- d. Comprensión
- e. Conocimiento
- f. Comunicación oral y escrita

Evaluation Criteria

Internado / Práctica	Puntos	Seminario	Puntos
Evaluación del Supervisor del Internado	100	Asistencia y Participación	100
Evaluación del Coordinador del Internado	100	Tareas	50
Portafolio	50	Proyecto de Investigación – Proyecto Final (en español solamente)	100
Ensayo Final – Ensayo de Experiencia	50	Bosquejo de Progreso – Proyecto Final	50
Diario de Experiencia en la Practica – Proyecto Final (en español solamente)	100	Presentación Oral del Proyecto de Investigación – Proyecto Final (en español solamente)	50
		Portafolio	50
Total	400	Total	400

Nota importante: El proyecto final de investigación deberá ser elaborado individualmente. Bajo ninguna circunstancia deberá permitirse el trabajo grupal en la elaboración de este proyecto. El proyecto consiste de:

- Ensayo de investigación (en inglés solamente)

- Informes semanales de progreso (en español solamente)
- Diario de las experiencias en el internado (en español solamente)
- Cada estudiante proporcionará dos juegos de copias del proyecto final de investigación que incluye todos los puntos anteriormente mencionados. En un juego de copias, el estudiante incluirá su información de identificación personal en la carátula del proyecto; en el segundo juego de copias el estudiante escribirá su número de identificación de estudiante en lugar de su nombre. El facilitador entregará el segundo juego de copias del proyecto final al Coordinador de Avalúo y Ubicación del centro.
- Presentación oral: El facilitador se asegurará que todas las presentaciones orales de los proyectos finales sean grabadas en video y entregadas al Coordinador de Avalúo y Ubicación (CAU) al final del curso. El facilitador deberá coordinar con el CAU y el Director del Centro de Recursos del Aprendizaje (CRA) para facilitar los recursos tecnológicos que permita grabar en video las presentaciones orales del proyecto final y guardar los videos en el CRA. La presentación oral se ejecutará en español solamente.

Escala de notas

100 – 90%	A
89 – 80	B
79 – 70	C
69 – 60	D
59 % o menos	F

Para completar satisfactoriamente los requisitos del curso, el estudiante deberá aprobar ambos componentes con una puntuación mayor o igual al 70% en cada uno de los componentes: práctico y académico.

* Las evaluaciones tienen valores iguales de profesor(a) y maestro(a) supervisor(a).

Descripción de las Normas del Curso

1. Este curso sigue el modelo “Discipline-Based Dual-Language Immersion Model®” del Sistema Universitario Ana G. Méndez, el mismo está diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe. Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el lenguaje especificado. Los lenguajes serán alternados en cada taller para asegurar que el curso se ofrece 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. Si un estudiante tiene dificultad en hacer una pregunta en el idioma especificado, bien puede escoger el idioma de preferencia para hacer la pregunta. Sin embargo, el facilitador deberá contestar la misma en el idioma designado para ese taller. Esto deberá ser una excepción a las reglas pues es importante que los estudiantes utilicen el idioma designado. Esto no aplica a los cursos de lenguaje que deben ser desarrollados en el idioma propio todo en inglés o todo en español según aplique.
2. El curso es conducido en formato acelerado, eso requiere que los estudiantes se preparen antes de cada taller de acuerdo al módulo. Cada taller requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más.
3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará si la ausencia es justificada y decidirá como el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador decidirá uno de los siguientes: permitirle al estudiante reponer el trabajo o asignarle trabajo adicional en adición al trabajo a ser repuesto.
Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. Si un estudiante se ausenta a más de un taller el facilitador tendrá las siguientes opciones:
 - a. Si es a dos talleres, el facilitador reducirá una nota por debajo basado en la nota existente.
 - b. Si el estudiante se ausenta a tres talleres, el facilitador reducirá la nota a dos por debajo de la nota existente.
5. La asistencia y participación en clase de actividades y presentaciones orales es extremadamente importante pues no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad a ser repuesta.
6. En actividades de grupo el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia, pero recibirán una calificación individual.
7. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se debe entender que todo trabajo sometido esta citado apropiadamente o parafraseado y citado dando atención al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos de otro será calificado con cero (**vea la política de honestidad académica**).
8. Si el facilitador hace cambios al módulo o guía de estudio, deberá discutirlos y entregar copia a los estudiantes por escrito al principio del primer taller.
9. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su correo electrónico, teléfonos, y el horario disponibles.
10. EL uso de celulares esta prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.
11. La visita de niños y familiares no registrados en el curso no está permitida en el salón de clases.
12. Todo estudiante esta sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM y el curso.

Nota: Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, no se limite a ellas. Existen otros motores de búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada. Entre ellas están:

- www.google.com
- www.altavista.com
- www.ask.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.telemundo.yahoo.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

El/la facilitador(a) puede realizar cambios a las direcciones electrónicas y/o añadir algunas de ser necesario.

Filosofía y Metodología Educativa

Este curso está basado en la teoría educativa del Constructivismo. Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio conocimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera nuestras propias “reglas” y “métodos mentales” que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder acomodar nuevas experiencias. Como facilitadores, nuestro enfoque es el mantener una conexión entre los hechos y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar y predecir información.

Existen varios principios para el constructivismo, entre los cuales están:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Significado requiere comprender todas las partes. Y, las partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios, no en hechos aislados.
3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.
4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, no sólo memorizar las contestaciones “correctas” y repetir el significado de otra persona. Como la educación es intrínsecamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer del avalúo parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.
5. La evaluación debe servir como una herramienta de auto-análisis.

6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

STUDY GUIDE

- Course Title:** Internship in Criminal Justice
Code: CRIM 401
Time Length: Eight Weeks
Prerequisites: **All courses** - CRIM 107, CRIM 110, CRIM 118, CRIM 207, CRIM 210, CRIM 215, CRIM 310, CRIM 318

Description:

Through this course, the student will have an opportunity to practice the theoretical knowledge acquired by working for a public or private entity related to the criminal justice system. The professor will serve as a guide and will provide the resources, orientation and coordination. The selection of the entity for the placement of the student will be made by the professor with the assistance of the student.

General Objectives:

1. Comprehend the importance in develop and follow a personal, professional and educational mission statement and goals.
2. Appreciate the importance of the ethics in the workplace.
3. Understand the use of the technology in the criminal justice industry.
4. Know the importance of the professional development and continue education.
5. Learn how to manage an efficient professional development planning and work search.

Texts and Resources

Gordon, G. R. R., McBride, B., Hage, H.H. (2008). *Criminal Justice Internships: Theory into Practice*. (6ta ed.). New York: Anderson Publishing.
ISBN: 9781593455071

References and Supplementary Materials

Harr, S. J & Hess, K. M. (2005). *Careers in Criminal Justice and Related Fields: From Internship to Professionalism*. (5th ed.) New York: Wadsworth.

Lambert, S. & Regan, D. (2001). *Great Jobs for Criminal Justice Majors*.
(5th ed.) New York: McGraw Hill.

Evaluation

An Internship student will be evaluated in both components of this course, internship experience and academic seminar. To successfully complete the requirements of Internship, student approves both components.

Every state may have additional internship requirements. It is the responsibility of the student to verify and comply with the requirements of the state and the criminal justice department.

Experiential Internship Component (400 points)(160 hours minimum)

Successfully complete a minimum of 160 hours of supervised professional practice in 8 weeks. This internship will not be considered approved if this requirement is not satisfactorily completed. With the purpose of keeping evidence of attendance to the Internship, each student will be required to fill out a document of Accumulated Hours that must be signed and reviewed by the supervising teacher. (Appendix A). During the first day of school, the student teacher fills out the Internship First Day report. This form is to be completed during the first day by the intern and returned to the professor during the first week of internship placement. **(Appendix B)**

***Refer to Appendix T - Manual of Practice.**

a. Internship Experience Journal –

The Internship Experience Journal should be written in a narrative essay form, one page long in APA style on a weekly basis. The journal is a continuous narrative where the student teacher will write everything that documents the growth of his/her knowledge in the following areas: personal and professional needs, supervising professor, staff at the internship center, development of research strategies and management skills. In this diary is expected that the student will write about his/her internship experience, tasks, development, difficulties, and strategies for problem solving. **(Appendix C/D)**

A minimum of 16 Internship Experience Journals are requested, two (2) weekly. These Internship Experience Journals should be written in Spanish only.

Creation of an Internship Portfolio:

A description of the presentation and contents follows (Appendix C)

- **Presentation** – in a binder, with cover page, following APA guidelines of Courier or Times New Roman font, size 12, double spaced with 1-inch margins
- **Introduction** – brief summary of what the portfolio will contain.
- **Résumé** – summary of student's skills, education and experience.
- **Internship Experience journal** – summary of the intern experience, written and turned in weekly. Special attention will be given to gain and applied knowledge. (Include in portfolio – will be graded separately). This journal must be type, double space and using Arial or Times New Roman font, size 12 with 1 inch margin. **A minimum of 16 reports must be completed, two (2) reports daily.** These internship experience journals should be written in Spanish only.
- **Essay** – Using appropriate vocabulary and clear ideas write the intern will write an essay about their internship experience. Through this essay the student will assess the intern experience. Follow the APA writing style rules (Courier, Arial, or Times New Roman, size 12 and double spaced). The intern student should include a description of the daily duties, knowledge or skills learn throughout the internship experience and areas to improve as a professional among others.
- **Conclusion** - The student will write a concluding paragraph which will reflect his/her final thoughts.

Academic Seminar (400 points)

1. **A Research Paper (see Appendix E)** - The students will compare the criminal picture in your city. In particular the years of 1995 and 2014, with regard to the following six (6) specific areas:
 - a. Demographics: utilizing the respective US Census data for those years the student will compare and analyze demographics changes regarding population, numbers, ethnicity, race, etc.

- b. Statistics: utilizing information available at the Bureau Justice Statistics <http://www.ojp.usdoj.gov/bjs/> and the Uniform Crime Report <http://www.fbi.gov/ucr/ucr.htm> , the student will compile and analyze the information requested.
 - c. Types of crimes: utilizing information available at the Bureau Justice Statistics <http://www.ojp.usdoj.gov/bjs/> and the Uniform Crime Report <http://www.fbi.gov/ucr/ucr.htm> , the student will compile and analyze the information requested.
 - d. Available criminal investigation resources: through available data from different law enforcement agencies in your area, the student will investigate and report the different resources along with their benefits, costs, effectiveness, etc.
 - e. Relation between arrests and actual prosecutions: utilizing the information available at www.ninja9.org and <http://trialstats.flcourts.org/>, the student will compare and analyze the requested information.
 - f. Tendencies regarding civil and constitutional complaints against law enforcements agencies: through available data from different law enforcement agencies in your area, the student will investigate and report the requested information.
 - g. This Research Paper should be written in English only.
2. A weekly progress report - each week that the class meets (five in total) the student must turn a progress report to the course facilitator – See Appendix D. These reports should be written in Spanish only
 3. An Internship Experience Journal – **See Appendixes C/D**. It should be written in Spanish only
 4. Oral Presentation (in Spanish only).

Evaluation Criteria

Internship	Points	Seminar	Points
Intern Supervisor Evaluation	100	Attendance and Participation	100
Intern Coordinator Evaluation	100	Assignments	50
Portfolio	50	Final Research Project – Final Project (in English only)	100
Final APA style - Experience Essay	50	Paper Progress Outline – Final Project (in Spanish only)	50
Internship Experience Journal – Final Project (in Spanish only)	100	Oral Presentation of the Final Research Project – Final Project (in Spanish only)	50
		Portfolio	50
Total	400	Total	400

Important Note: The final research project should be made individually. Group work should not be accepted under any circumstances. The project consists of:

- Research paper (in English only)
- Weekly progress report (in Spanish only)
- Internship journal (in Spanish only)
- Each student will submit two set of copies of the final research project that include all the items above. In the first set the student will include his/her identification information on the cover page; in the second set the student will write his/her student identification number instead of name. The facilitator will

hand in the second set of copies of the final project to the Coordinator of Assessment and Placement of the center.

- Oral presentation: The facilitator must ensure that all oral presentations of the final projects are videotaped and submitted to the Coordinator of Assessment and Placement (CAP) at the end of the course. The facilitator should coordinate with CAP and with the Director of the Learning Resource Center (LRC) to facilitate the technological resources to videotape oral presentations of the final projects, and to keep videos in the LRC. The oral presentation should be made in Spanish only.

Specific Objectives

The Criminal Justice System is a very complex and intricate process, where dual language criminal justice professionals are expected to be highly proficient and knowledgeable on their respective areas of expertise. Due to the nature and sensitivity of the criminal justice system, criminal justice professionals will be evaluated and measured based on the outcome of their actions.

The purpose of this research work is to measure and evaluate the dual language criminal justice professional in the following competencies:

- a. Research abilities
- b. Reasoning
- c. Analytical capacity
- d. Comprehension
- e. Knowledge
- f. Oral and Written communication

Grade scale

100 – 90%	A
89 – 80	B
79 – 70	C
69 – 60	D
59 % or below	F

An Internship student will be evaluated in both components of this course, internship experience and academic seminar. To successfully complete the requirements of Internship, students must pass both components with a score of 70% or more. The evaluations from the Supervising Professor and Teacher will have equal value.

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual-Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 70/30 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:

- a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information.

These are some examples:

- www.google.com
- www.altavista.com
- www.ask.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.telemundo.yahoo.com
- www.bibliotecavirtualut.suaqm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

The facilitator may make changes or add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives:

At the end of this workshop, students will:

1. Identify the educational goals of the Criminal Justice Internship.
2. Set goals and career objectives that help them maximize their intern experience.
3. Understand Internship components: supervised practice and academic seminar.
4. Understand procedures, requirements and evaluation methods.
5. Understand the main concepts on the final research paper.

Language Objectives:

1. Write a detail outline using appropriate vocabulary, grammar and style of their career objectives and goals.
2. Define and Summarize main concepts using correct vocabulary, grammar and style in English.
3. Write a self reflection about the content and process of the workshop, using appropriate vocabulary, grammar and style.

Electronic Links (URLs):

Career Objectives:

http://humanresources.about.com/od/strategicplanning1/a/goal_setting.htm

<http://www.job-interview-site.com/career-goals-examples-of-career-goals-and-objectives.html>

<http://www.job-interview-site.com/career-aspirations-examples-of-career-aspirations.html>

Positive and negative traits of an intern:

www.quintcareers.com/internship-dos-donts.html

<http://college.monster.com/education/articles/71-to-dos-for-landing-an-internship>

<http://www.internships.com/employer/resources/setup/10-internship-characteristics-that-attract-exceptional-interns>

Legal Dictionary

<http://dictionary.law.com/>

Statistics:

Bureau Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

Crime Reports:

Uniform Crime Report

<http://www.fbi.gov/ucr/ucr.htm>

Relation between arrests and actual prosecutions available at:

www.ninja9.org

<http://trialstats.flcourts.org>

Assignments before Workshop One:

Students will:

1. Define in writing the following terms:
 - a. Demographics
 - b. Statistics
 - c. Crime
 - d. Types of Crimes
 - e. Criminal investigation
 - f. Census
 - g. Arrests
 - h. Prosecutions
 - i. Complaints
 - j. Civil rights
 - k. Civil law
 - l. Criminal law
2. The students will prepare an initial evaluation to be included in the Portfolio in which they will discuss their expectations for the class and their performance in it.

3. Read the recommended URL's, textbooks and other reference materials. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
4. Complete the Internship Application form - **Appendixes B/G.**
5. Using the proper vocabulary and grammar, research through the recommended websites or one of preference and develop a document with your personal mission and short term goals. Prepare at least five learning objectives that you pursue and two activities to perform for each learning objective you want to achieve.
6. Using appropriate language, summarize the positive and negative attributes of a criminal justice intern. Students may use textbooks or the web sites provided.
7. Read carefully the description and instructions for the research paper and prepare a project outline.

(Appendix E)

Activities:

1. The facilitator and the students will introduced themselves by engaging in an icebreaking activity suggested by the facilitator.
2. The facilitator will assess students' course expectations, will discuss course's objective, methods of evaluation and will answer any questions regarding the module. The facilitator will discuss in detail each module component. In case of any changes to the module, the facilitator will hand out a syllabus with those changes.
3. Students will select their representative.
4. The facilitator will discuss the student's educational goals from the assignment. Students will present their educational goals and the planned activities to achieve it through the Internship.
5. The facilitator will review each point of the internship application with the students. Students will clarify any doubts regarding the application, placement process and internship evaluation process.

6. In groups students will brainstorm to create a list of how a good criminal justice internship could go “bad” and a “top 10” list of attributes that make for a good criminal justice intern.
7. The facilitator will discuss the research paper goals and the rubric to evaluate the project.(Appendix E)
8. The facilitator will lead a discussion of the concepts definitions prepared by the students.
9. The facilitator will review the material covered thru the workshop discussion and answer any questions or doubts, in addition he/she will discussed next week assignments.

Assessment:

1. After each workshop, students will include in his/her diary the answers to the following questions:
 - What did I learn in this workshop?
 - What was the workshop’s most interesting topic? Why?
 - How did I contribute to class?
 - What contribution from my fellow students impressed me the most? Why?
 - How did I integrate this knowledge into my field experience?

The weekly reflective diary should be included in the portfolio, and written in Spanish. Please see the section of this module entitled *Evaluation Description*.

2. Students will start the weekly progress report. The report should be included in the seminar portfolio. It should be written in Spanish. Please see the section entitled *Evaluation Description*.
3. Class participation rubric.
4. Written report rubric.

Taller Dos

Objetivos Específicos:

Al finalizar el Taller, el estudiante:

1. Entenderá la importancia de la confidencialidad como parte del campo de la justicia criminal y su relación con el comportamiento ético.
2. Relacionará y explicará algunos de los diferentes códigos de ética aplicados en el campo de la justicia criminal.
3. Definirá términos claves relacionados con el área de la ética dentro del campo de la justicia criminal.
4. Reflexionará sobre la importancia de los estándares de ética requeridos en el campo de la justicia criminal.

Objetivos del Lenguaje:

1. Resumirá en Español, utilizando gramática correcta los conceptos básicos requeridos en el taller.
2. Redactará utilizando vocabulario apropiado su plan de trabajo conducente a la elaboración del proyecto de investigación final.
3. Redactará un plan de trabajo dirigido a la preparación del proyecto de investigación final utilizando para el mismo vocabulario apropiado y gramática correcta.

Enlaces Electrónicos:

International Association of Chiefs of Police (IACP)

<http://www.theiacp.org>

American Society for Industrial Security (ASIS)

<http://www.asisonline.org>

La Ética en el campo de la Justicia Criminal

http://ponce.inter.edu/nhp/contents/Inter_Ethica/justicia_criminal.htm

<http://www.ethicsworld.org/ethicsandemployees/ethicsandemployees.php>

Diccionario Legal

<http://dictionary.law.com/>

Statistics:

Bureau Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

Crime Reports:

Uniform Crime Report

<http://www.fbi.gov/ucr/ucr.htm>

Relation between arrests and actual prosecutions

available at:

www.ninja9.org

<http://trialstats.flcourts.org>

Asignaciones antes del Taller:

1. Los estudiantes deben definir los siguientes conceptos:
 - a. ética
 - b. código de ética
 - c. confidencialidad
 - d. justicia
 - e. reputación
 - g. carácter
 - h. política interna
 - i. relaciones interpersonales (interpersonal relationships)
 - j. corrupción
 - k. integridad
 - l. buena fe (good faith)
 - m. hostigamiento sexual (sexual harassment)

2. El estudiante leerá, analizará y comparará los códigos de ética aplicados por la Asociación Internacional de Jefes de Policía (International Association Of Chiefs of Police) (IACP) y la Asociación Americana de Seguridad Industrial (American Society for Industrial Security) (ASIS).

3. Utilizando los portales asignados para el trabajo de investigación final escriba un bosquejo (outline) que incluya el tópico, hipótesis o presentación del tema, preguntas guías y los elementos a ser estudiados mediante el mismo, conclusiones generales si alguna y las fuentes utilizadas hasta el momento.

4. El estudiante debe elaborar para entregar al facilitador un informe de progreso del trabajo investigativo final (solamente en español).
5. Traer diario reflexivo para incorporarlo al portafolio (Anejos L al S).

Actividades:

1. El facilitador contestará posibles dudas o preguntas del taller anterior así como cualquier otra duda que surja en referencia al internado.
2. Los estudiantes se dividirán en grupos y para discutir los conceptos asignados y crearán un mapa conceptual de la relación de dichos conceptos y su importancia en el campo de la justicia criminal. Luego, un representante de cada grupo presentará el mapa conceptual y lo discutido por el grupo.
3. El facilitador discutirá de forma detallada los códigos de ética asignados y su importancia en el campo.
4. Los estudiantes prepararán un ensayo breve donde contestarán la siguiente pregunta: ¿Qué estándares de ética cree usted que deba tener un profesional del campo de justicia criminal? Al finalizar los estudiantes presentarán de forma breve dichos ensayos.
5. La clase se dividirá en varios grupos. Cada grupo realizará una dramatización sobre una situación donde se violenta uno o varios códigos de ética. Luego de la dramatización, se explicará el código envuelto y las recomendaciones a seguir para evitar estas situaciones.
6. El facilitador mostrara un video de www.youtube.com o www.video.google.com relacionado al taller. Discusión.
7. Los estudiantes deben presentar los portafolios de práctica al facilitador, el informe del trabajo final, el diario reflexivo y las hojas de asistencia.
8. Para finalizar el facilitador discutirá las asignaciones para el próximo taller.

Avalúo

1. Los estudiantes analizarán y oralmente responderán brevemente la siguiente pregunta: ¿Qué influencia tendrá lo que aprendiste hoy en tu desarrollo profesional como empleado en el campo de la justicia criminal?

2. Los estudiantes deben completar su informe semanal de progreso y el diario reflexivo para incluirlo en el portafolio del seminario (en español solamente). Refiérase a la sección de este módulo titulado *Descripción de la Evaluación*.

Workshop Three

Specific Objectives:

At the end of this workshop, students will:

1. Identify the challenging areas in his/her internship experience as well as in the field.
2. Incorporate peers' experiences in Internship centers and updated information about useful and interesting subjects to his/her experience.
3. Become familiar with the different careers options in the criminal justice field.
4. Develop and establish an effective working plan that helps achieve the completion of the final project.

Language Objectives:

1. Summarize using correct grammar and vocabulary the challenges identify so far through their intern experience.
2. Compose a short essay using appropriate language and vocabulary.
3. Discuss their work plans for the completion of the final project using appropriate language.

Electronic Links (URLs):

Internship challenges

<http://internships.about.com/od/internshiptip1/a/internshipchallenges.htm>

http://www.campuscareercenter.com/students/article.asp?news_id=909

Criminal Justice Career Options

www.glencoe.com/ps/cj/general/careers.html

www.udel.edu/CSC/cj.html

www.allcriminaljusticeschools.com/faqs/

Assignments before Workshop Three:

1. Read about the criminal justice career options topic in the textbooks and on-line references included in the module.
2. Using appropriate vocabulary, grammar and the APA writing format, write a two to four pages essay about the identify challenges come across so far through your internship experience.

3. Using appropriate vocabulary and grammar create a general topic abstract for the completion of the research final project.
4. Continue working with your portfolio.

Activities:

1. The facilitator will answer any questions regarding the last week material.
2. The facilitator will discuss the different career options in the criminal justice field.
3. The students will separate in small groups and will discuss the responsibilities and task regarding one of the criminal justice. Each group will present a dramatic presentation of the selected position role.
4. Each student will discuss their personal challenges experience so far through the internship process.
5. The facilitator will give each student feedback regarding the challenges find so far as a student intern. The students will present different options on how they will overcome each challenge.
6. The students will present to the rest of the class the working plan created by them for the completion of the final research project.
7. The students along with the facilitator will discuss other ways to improve the effectiveness of the working plans.
8. Revision of the practice portfolio reflexive diary, attendance sheet and hours log.
9. To finalize, the facilitator will review and answer any questions and discuss the assignments for the next week.

Assessment:

1. After each workshop, students will include in his/her diary the answers to the following questions:
 - What did I learn in this workshop?
 - What was the workshop's most interesting topic? Why?
 - How did I contribute to class?
 - What contribution from my fellow students impressed me the most? Why?
 - How did I integrate this knowledge into my field experience?

The weekly reflective diary should be included in the portfolio, and written in Spanish. Please see the section of this module entitled *Evaluation Description*.

2. Students will complete the weekly progress report. (**Appendix F**). Please see the section of this module entitled *Evaluation Description*.
3. Written report rubric (**Appendix I**).

Taller Cuatro

Objetivos Específicos:

Al finalizar el taller el estudiante:

1. Conocerá e Identificará los diferentes medios tecnológicos utilizados en el campo de la justicia criminal.
2. Entenderá la aplicación de los diferentes medios tecnológicos en el campo de la justicia criminal.
3. Entenderá los diferentes tipos pruebas de ingreso requeridas en el campo de la justicia criminal.
4. Analizará de forma descriptiva la correlación entre características demográficas y las estadísticas de crímenes y sus tipos.

Objetivos del Lenguaje:

1. Resumirá en Español, utilizando gramática correcta, procesos y conceptos básicos.
2. Expresará en Español utilizando un vocabulario apropiado y de manera clara, coherente y sin mayores esfuerzos conceptos e ideas discutidas en clase.
3. Redactará utilizando vocabulario apropiado un resumen (abstract) del análisis sobre la relación de características demográficas y las estadísticas de crímenes en el área metropolitana de su ciudad.

Enlaces Electrónicos:

Medios Tecnológicos utilizados en el campo:

<http://www.interpol.int/Public/TechnologyCrime/CrimePrev/companyChecklist.asp>

<http://www.usdoj.gov/criminal/cybercrime/>

<http://www.fbi.gov/>

<http://www.orangecountyfl.net/>

<http://www.ocso.com/DesktopDefault.aspx?tabid=371>

<http://www.ncpc.org/>

US census:

<http://www.census.gov>

Estadísticas:

Estadísticas del negociado de justicia/ Bureau Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

Reportes de Crímenes:

Reporte de Crímenes Uniforme/Uniform Crime Report

<http://www.fbi.gov/ucr/ucr.htm>

Relación entre arrestos y procesamientos:

www.ninja9.org

<http://trialstats.flcourts.org>

Características demográficas y el crimen/demographics and crime

www.findarticles.com/p/articles/mi_4021/is_n8_v18/ai_18538293

www.demographia.com/dbx-uscrime.htm

Asignaciones antes del Taller Cuatro:

1. Utilizando los portales de internet sugeridos o libros de texto, lea, analice y responda a las siguientes preguntas:
 - a. ¿Cuál es el rol de la tecnología en el campo de la justicia criminal para la prevención, detección, investigación y procesamiento de crímenes?
 - b. ¿Cómo se hace uso de esta tecnología en tu centro de práctica?
 - c. ¿Se utiliza algún tipo de tecnología en particular? ¿Con que propósito se utiliza?
2. Utilizando los textos sugeridos lea y catalogue según las agencias en el campo los siguientes tipos de pruebas:
 - a. Prueba psicológica
 - b. Prueba de polígrafo
 - c. Prueba de conocimiento general
 - d. Verificación de antecedentes penales (Background check)
 - e. Prueba de condición física
3. Redactará para entregar al facilitador un resumen del trabajo final enfatizando en lo investigado acerca de la relación de las características demográficas y las estadísticas de crímenes en el área metropolitana de su ciudad.
4. Continúe trabajando con su portafolio.

Actividades:

1. El facilitador responderá a dudas o preguntas en referencia al taller anterior.

2. El facilitador discutirá y mostrará ejemplos de los enlaces electrónicos más utilizados; así como los programas empleados en el campo de la justicia criminal para la prevención, investigación y procesamiento de crímenes. Los estudiantes presentarán de forma individual las respuestas a las preguntas requeridas en referencia al uso de tecnología en su centro de práctica.
3. La clase se dividirá en pequeños grupos para la preparación de un diseño de una página web simulada destinada a la prevención, investigación y procesamiento de crímenes. Los grupos presentarán su página web y explicarán sus usos, ventajas y desventajas.
4. El facilitador guiará una discusión acerca de las diferentes pruebas requeridas en el campo de la justicia criminal. Cada estudiante deberá discutir una de las pruebas conjunto con el facilitador analizarán cuales de esas pruebas son necesarias de acuerdo a los objetivos profesionales de cada estudiante.
5. Cada estudiante presentará de manera informal el resumen (abstract) preparado para el trabajo de investigación final. El facilitador hará recomendaciones para la corrección o mejoras del trabajo de ser necesario.
6. El facilitador debe revisar los portafolios de práctica, diario reflexivo y hoja de asistencia.
7. Para finalizar el facilitador contestará cualquier duda o pregunta en referencia al trabajo final o el portafolio de práctica a la vez que discute las tareas para el próximo taller.

Avalúo

1. Los estudiantes completarán el diario reflexivo del seminario para ser incluido en el portafolio al igual que el diario reflexivo de la clase y el informe de progreso. Refiérase a la sección de este módulo titulado *Descripción de la Evaluación*.
2. Matriz valorativa de participación en clase (Anejo J).
3. Matriz valorativa de trabajos escritos (Anejo I).

Workshop Five/Taller Cinco

NOTA: Este taller es bilingüe. Tanto, el Facilitador como los estudiantes, deberán utilizar el idioma asignado para cada tarea y actividad.

NOTE: This is a bilingual workshop. Both the facilitator and student should use the language assigned for each homework and activity.

Specific Objectives:

At the end of the workshop, the students will:

1. Summarize his/her Internship experience.
2. Analyze and evaluate the internship experience, internship center supervision, faculty supervision experience and give suggestions for future Internship placement.
3. Discuss how to achieve satisfaction and success as a criminal justice professional including career certifications and continue education requirements of the field.
4. Develop knowledge related to the factors that cause the criminality problem such as the relationship within demographics and types of crimes.
5. Understand the importance of the development of analytical attitude and skills in the criminal justice field.

Language Objectives:

1. Compose an essay in Spanish discussing the overall internship experience using correct grammar and spelling.
2. Summarize the main ideas using correct grammar and spelling in English.
3. Sustain and defend a line of argument providing appropriate support using English or Spanish as the language of communication with correct grammar, verb usage and pronunciation.

Electronic Links (URLs):

Career Requirements and Certifications:

<http://www.ncja.org>

<http://www.abanet.org/crimjust/home.html>

<http://fcjeia.org/>

Statistics:

Bureau Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

Crime Reports:

Uniform Crime Report

<http://www.fbi.gov/ucr/ucr.htm>

Relation between arrests and actual prosecutions available at:

www.ninja9.org

<http://trialstats.flcourts.org>

Assignments before Workshop Five:

1. The students will complete an essay APA style in Spanish using correct vocabulary and grammar of the overall internship experience to be included in the internship portfolio.
2. Use the suggested websites or other resources to research, read and summarize information available regarding criminal justice careers certifications and continue education requirements.
3. Complete the research final project and be prepared to perform an oral presentation in English on the topic. Students are encouraged to use visual support.
4. The students will complete the seminar portfolio, the progress report, reflexive diaries, and the final research project should be completed and included.
5. The students will bring the internship portfolio with the hours log, the internship evaluation form complete, the essay and the reflective diaries.

Activities:

1. The facilitator will clarify any questions or doubts from last week material in Spanish.
2. Group discussion and analysis of Internship experience in Spanish.
3. The students will submit Internship Portfolio.
4. In groups students will make lists of advice for new interns and of the most challenging and most rewarding parts of the internship and share them with the class (in English).

5. The students will give the oral presentations in English. In terms of the research presentation the students will focus on the hypothesis, findings and conclusions based on the research and analysis of the data.
6. The facilitator will choose randomly various students to share their findings in the certifications and continue education requirements in the criminal justice field. Then, the facilitator will lead a discussion to explain the certifications and requirements for each career option such as court employees, corrections, private security and law enforcement (in English).
7. The students will submit the academic seminar portfolio.
8. The student and facilitator will coordinate the last details from the Internship experience, final meetings and class evaluation.

Assessment:

1. The student completes a course evaluation in Spanish.
2. Oral presentation rubric (Appendix K).
3. Class participation rubric (Appendix J).
4. Written report rubric (Appendix I).
5. Refer to the Digital Portfolio Manual.

Anejos/Appendices

Anejo B/Appendix B

**Sistema Universitario Ana G. Méndez
Continental USA Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

CRIMINAL JUSTICE INTERNSHIP APPLICATION FORM

Semester: _____ Year: _____ Anticipated Graduation: _____

Application Date: _____

Declaration of Concentration: Yes No

Standing: Junior Senior Graduate

I. Student Information

Name: _____

Home Address: _____ Number/Street: Apt: _____

City: State: Zip: _____

Phone: () _____ Cellular: () _____

E-Mail address: _____

Date of Birth: M ___ D ___ Y ___ Soc. Sec. #: _____

Driver's License #: _____ State Issued: _____

U.S. Citizen: Yes No

Any applicable disabilities: _____

Any Convictions: _____ Felony: Yes No

Misdemeanor: Yes No

If yes, what: _____

Own Transportation: Yes No

II. Internship Terms

I understand that CRIM 401 is a graded on a "Pass/No Credit" basis. Receiving a "No Credit" grade in the internship could result from one or more of the following circumstances:

- 1. Termination of the internship by the agency supervisor
- 2. Violation of professional ethics
- 3. Failure to meet academic requirements and deadlines

I understand that if I terminate placement after processing has begun, further applications may not be accepted. I give permission for the above information to be released to the approved criminal justice internship agencies.

I accept. I do not accept.

Signature: _____

Date: _____

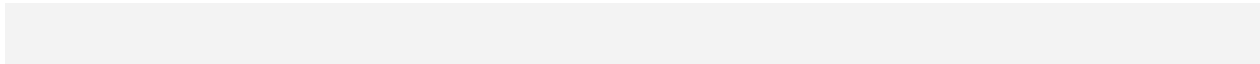
III. Criminal Justice Interest

What area of criminal justice are you most interested in? (Choose one):

- Law Enforcement Juvenile Delinquency Forensic Science
- Corrections Security Administration Federal Agencies
- No Preference Pre-Law Probation/Parole
- Other _____

Please rank in order of preference which organization or agency you would like your Internship:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



IV. Internship Education Insurance and Liability Form

No Criminal Justice Internship Education agency assumes liability for injury the student might sustain while participating in the internship education program. It is the responsibility of the individual student to be covered by a health insurance

I certify that I have read the information above. I waive the right to submit a claim to Ana G. Mendez, Universidad del Este, Universidad Metropolitana, Universidad del Turabo or any criminal justice internship education agency as a result of injuries or illness sustained while participating in the Criminal Justice Internship Education Program. Students who furnish false information on this form will be subject to disciplinary action, including possible dismissal from the Criminal Justice Internship Education Program.

I accept.

I do not accept.

Student Signature _____

Date: _____

V. Required Information

1. Students must submit this form with the following documents and coordinate the approval with their academic internship coordinator:
 - A copy of your resume
 - A non official transcript
 - A letter of intent. Please enclose 1 to 2 pages in APA style, stating why you wish to do an internship, the area in which you are interested, and your personal and professional goals.
 - Two references, one from previous employer and one form a professor at your current institution.
2. Student must visit the University Counselor in order to receive advising, working with any special needs and revise academic records.

Counselor Signature: _____ Date: _____

VI. Student Signature

I certify that the information I have provided is true and correct and understand that Ana G. Mendez University has the right to withdraw or cancel my registration if any of those statements prove to be incorrect. I accept full responsibility for the information provided on this form.

Signature: _____

Date: _____

FOR INTERNSHIP COORDINATOR USE ONLY:

Initials _____ Date: _____

Date Application is received: _____

Total No. of credits approved: _____

Total credits completed to date: _____

GPA: _____ Cumulative GPA: _____

Core Courses completed to date:

CRIM 107

CRIM 110

CRIM 118

CRIM 207

CRIM 210

CRIM 310

CRIM 318

Elective Courses complete to date:

CRIM 212

CRIM 315

SOSC _____

SOSC _____

Free Elective _____

Continental USA Campuses
INTERNSHIP
FIRST DAY REPORT

This form is to be completed during the first day of student internship and returned to the University during the first week of placement.

Student name _____
Home Phone _____ Student's email _____
Internship Center name _____
Internship Supervisor name _____
Internship Supervisor Phone _____ (include extension)
Internship Supervisor E-mail _____
Internship Center Address _____
City, State _____ ZIP _____

INTERNSHIP JOB DESCRIPTION AND DUTIES

OTHER ACTIVITIES

Anejo C/Appendix C:

Guía para el Diario de Experiencia en la Práctica (en Español solamente a través de todas las semanas)

Este diario debe proveer un medio de reflexión de tu experiencia en la práctica. Intenta ayudarte a ser más observador y prestar mayor atención mientras exploras las distintas facetas y posibilidades de una carrera en el campo de Justicia Criminal. Tus reportes en el diario no son necesariamente resúmenes de tus actividades diarias, pero descripciones y reflexiones del tipo de trabajo que realizas y de las distintas personas y situaciones que te encuentras y conoces.

Recuerda que hoy completas esta práctica con la esperanza de en un mañana ser tú el profesional para el cual internas hoy. Aprovecha la oportunidad de conocer y experimentar nuevas áreas; cuáles te gustan y cuáles no; presta atención a tus compañeros y supervisores y la química existente entre el grupo de trabajo. Si tienes dudas, pregunta, observa y sobretodo aprende.

Debes completar un mínimo de 16 reportes en tu diario, dos semanales. Los mismos deben seguir el siguiente formato:

- Incluir título y fecha
- No manuscrito sino a computadora
- Mínimo de una página a doble espacio
- Letra Arial or Times New Roman tamaño 12

Algunas preguntas guías para tus reportes son:

- ¿Qué tareas completaste hoy?
- ¿Cómo te gustaron más o menos que las de ayer?
- ¿Con que personas – compañeros o público/comunidad – trabajaste hoy?
- ¿Qué situación enfrentaste hoy y como la resolvió el profesional con quien trabajas?
- ¿Hubieras hecho lo mismo tú, o algo distinto? Explica
- ¿Qué aprendiste hoy y cómo te reafirma tu decisión de completar y ejercer una carrera en Justicia Criminal?

Anejo D/Appendix D:**MATRIZ VALORATIVA PARA EL DIARIO DE EXPERIENCIA EN LA PRÁCTICA**

NOMBRE: _____

FECHA: _____

Criterios	Valor de Puntos	Total
Contenido		
El diario de experiencia es claro, enfocado e interesante.	10	
El diario de experiencia cumple con el propósito y los objetivos que se incluyen en la guía.	10	
El diario de experiencia cumple con el formato establecido en la guía.	10	
El diario de experiencia expresa las ideas de forma clara y estructurada y puede seguirse con facilidad.	10	
El diario de experiencia esta dividido en una secuencia de párrafos.	10	
Las ideas expresadas se mantienen dentro del tema anunciado en la introducción.	10	
La opinión o punto de vista del autor se presenta de forma clara y contundente.	10	
Lenguaje		
El escrito demuestra sustancia lógica y originalidad.	10	
Utiliza un lenguaje apropiado con corrección sintáctica y gramatical.	10	
Utiliza vocabulario preciso, correcto y apropiado.	10	
Puntaje Total	100 (70% contenido y 30% lenguaje)	Puntaje Total del Estudiante: _____

Firma del Estudiante: _____ Firma del Facilitador: _____

Anejo E/Appendix E:

Description and Outline of the Research Paper (in English only)

The student will study and research all the six specific areas mentioned above, in an effort of grasping and familiarizing with the topic and the main idea of this project. Once having all the pertaining and necessary information gathered from the different sources here provided, the student will draft a written paper covering the following parts:

Introduction

- A summary detailing the purpose, objectives, and scope of your research, the method followed, and basic findings.

Body

- A detailed presentation of 1995 and 2014, USA criminal picture, including but not limited to the following:
 - Compare the demographics and its significance
 - Present and analyze the statistics available
 - Discuss the similarities and differences in the types of crimes
 - Emphasize the available resources and the dealing of criminal activity
 - Compare and contrast the arrest and prosecutions made during the respective years
 - Etc.

Conclusion

- A summary of the student findings along with student opinion

References

Appendixes

The student must use different techniques such as descriptive writing, argumentative writing, and illustrations – tables, charts, and graphics all through the project. The student will follow and apply all APA guidelines (spacing, format, font, etc.). The final product should not be less than fifteen (15) pages long including cover, table of content and references.

Anejo F/ Appendix F:**Reportes de Progreso (en español solamente)**

Objetivos completados esta semana	Objetivos a completar la próxima semana	Preguntas, comentarios o dudas del estudiante	Comentarios y sugerencias del facilitador

****Nota aclaratoria: Es mandatorio que los Reportes de Progreso reflejen la secuencia de trabajos establecidas en cada taller del modulo. Cada trabajo completado es conducente a la preparación y entrega final del trabajo de investigación componente esencial para la acreditación del curso.***

Desarrollo de Reportes de Progreso / Progress Reports Development

Workshop 1/ Taller 1	Workshop 2/ Taller 2	Workshop 3/ Taller 3	Workshop 4/ Taller 4	Workshop 5/ Taller 5
Los estudiantes deben completar un bosquejo del tópico del trabajo final y discutirlo con el facilitador.	Los estudiantes deben elaborar un plan de trabajo guiado a completar el proyecto final.	Los estudiantes completarán un resumen del tópico. El resumen será discutido de manera informal durante el taller.	Los estudiantes completarán un resumen de tema principal del trabajo final: La relación entre el crimen y las características demográficas.	Los estudiantes entregarán el proyecto final y presentarán oralmente el mismo. Las presentaciones serán grabadas en video.

Anejo G/Appendix G**Internship Contract**

Student/Intern: _____ Student Number _____

Faculty Internship Coordinator: _____

Internship Agency: _____

The undersigned Intern, Internship Supervisor, and Internship Coordinator agree that this contract, and its attachments, establish the minimum requirements for the Intern's successful completion of a Criminal Justice Internship and the Criminal Justice Bachelor Degree.

I. Intern and Faculty Internship Supervisor agree that:

The filed copies of the Independent Study Contract and the Statement of Objectives and other items as specified below, form part of this contract. The Intern is eligible to earn up to three hours of academic credit. Upon enrollment, the Intern will pay for three credit hours at the rate for credits earned through regular course work at my campus.

The SUAGM, USA Campuses grading system shall apply to the Internship, and the Internship Coordinator shall determine a grade based upon the following:

Evaluation Criteria

Internship	Points	Seminar	Points
Intern Supervisor Evaluation	100	Attendance and Participation	100
Intern Coordinator Evaluation	100	Assignments	50
Portfolio	50	Final Research Project – Final Project (in English only)	100
Final APA style - Experience Essay	50	Paper Progress Outline – Final Project (in Spanish only)	50
Internship Experience Journal – Final Project (in Spanish only)	100	Oral Presentation of the Final Research Project – Final Project (in Spanish only)	50
		Portfolio	50
Total	400	Total	400

The Internship Coordinator agrees to contact the Internship Supervisor five times during the period of the internship and to obtain from the Internship Supervisor, one at the beginning, two at the midpoint and at the conclusion of the internship, assessments of the Intern's contribution to the Internship Supervisor organization. The Intern will receive a copy of this Contract and attending documentation.

II. Intern and Internship Supervisor Agency agree that:

During the period from _____ to _____, the Internship Supervisor will provide the Intern an opportunity to learn through working at the Internship Supervisor's office and under his/her, or an appointee's direction and

supervision. Appropriate tasks for the Intern are helping the Internship Supervisor with research, support, or general assistance for approximately 160 hours.

The Internship Supervisor will provide the Intern with office space, equipment, secretarial services, supplies, and such other support as is appropriate for accomplishing the Intern's assigned tasks. From time to time during that period, the Internship Supervisor, or an appointee, will provide informal counseling on the Intern's performance of tasks and will, for a half hour at least once each week, confer formally with the Intern regarding the progress of the internship. At the conclusion of the internship, the Internship Supervisor will provide the Internship Coordinator with an evaluation of the Intern's contribution to the Internship Center.

The internship is as much an educational endeavor as a work experience. The Intern consequently is not a regular employee of the Internship Supervisor nor eligible for such benefits as contributions to retirement pay, sick leave, paid vacation, or workmen's compensation, but may receive a stipend or pay as agreed upon.

III. Faculty Internship Coordinator and Internship Supervisor Agency agree that:

The Internship Supervisor will provide the student with a work place and job experience useful to the student's academic development while working under the Internship Center supervision.

To ensure the student achieves his/her potential for learning during the internship, the Internship Supervisor agrees to make available a quality work area, proper materials and equipment, and an experienced supervisor who will oversee and guide the Intern through the internship effort.

The Internship Supervisor will complete and return a final student assessment within one week of receipt of the evaluation form. The Internship Supervisor will contact the Internship Coordinator immediately should problems arise or should questions occur regarding the Intern - Internship Supervisor relationship.

My campus appreciates the Internship Supervisor's agreement to participate in the Internship Program!

Signed:

Intern _____

Date _____

Internship Host Agency _____

Date _____

Faculty Internship Supervisor _____

Date _____

Anejo H/Appendix H

Rubrics for the Internship Experience

Low		High		
1	2	3	4	5

1. The student was prompt and regular in terms of attendance.
1 2 3 4 5

2. The student carried out assigned duties with minimum supervision.
1 2 3 4 5

3. The student appreciates the importance of effective communication.
1 2 3 4 5

4. The student displayed initiative in conducting assignments.
1 2 3 4 5

5. The student displayed a positive attitude about working with all personnel and customers; appreciates and respects individual variations among their co-workers.
1 2 3 4 5

6. The student displayed a positive attitude toward the supervisor.
1 2 3 4 5

7. The student displayed a positive attitude toward the profession of criminal justice.
1 2 3 4 5

8. The student's grooming and dress were appropriate for the practice.
1 2 3 4 5

9. The student's use of Standard English was appropriate for the profession.

1 2 3 4 5

10. The student's use of professional jargon was appropriate for the profession.

1 2 3 4 5

11. The student displayed an interest in learning about the process and profession of the performed position and agency.

1 2 3 4 5

12. The student made correct use of the technology.

1 2 3 4 5

13. The student is aware of the importance of integration of technology in the criminal justice industry.

1 2 3 4 5

14. Demonstrate knowledge of internship centers' backgrounds, awareness of organizational mission, vision and goals.

1 2 3 4 5

15. Prepare clear learning objectives appropriate for the expected practice

1 2 3 4 5

16. Use of learning theories in the practice.

1 2 3 4 5

17. Demonstrate interest in new criminal justice aspects:

1 2 3 4 5

18. The student use vary methods and materials for additional learning

1 2 3 4 5

19. The student was on time, meets deadlines and completes tasks

1 2 3 4 5

20. The Intern follows center's policies & procedures

1 2 3 4 5

Student Signature: _____ Date:

Facilitator Signature: _____

Date: _____

Anejo I/Appendix I

RUBRIC TO EVALUATE WRITTEN WORK

Student Name: _____

Date: _____

Criteria	Value Points	Student Score
Content		
The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper	10	
Presentation of ideas is organized, coherent and can be easily followed	10	
The paper properly explains content.	10	
The presentation of ideas and arguments are based in sources presented, consulted or discussed in class.	10	
The paper demonstrates substance, logic and originality.	10	
The author presents his point of view in a clear, convincing and well based manner.	10	
Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension.	10	
Language		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas).	10	
Uses grammar appropriately and correctly.	10	
Manages and uses verbs appropriately and correctly.	10	
Total Points	100 (70% content and 30% language)	Student's total Score: _____

Student's Signature: _____ Facilitator's signature: _____

MATRIZ VALORATIVA PARA TRABAJOS ESCRITOS

Nombre del Estudiante: _____

Fecha: _____

Criterio	Puntos	Puntuación
Contenido		
Este trabajo esta claro, enfocado e interesante. Identifica el propósito, objetivos e ideas principales del documento o actividad.	10	
La presentación de ideas es coherente y puede ser seguida fácilmente.	10	
El documento explica propiamente el contenido.	10	
La presentación de ideas y argumentos esta basada en recursos presentados, consultados o discutidos en clase.	10	
El documento demuestra substancia, lógica y originalidad.	10	
El autor presenta su punto de vista en una manera clara, convincente y bien estructurada.	10	
Contiene oraciones bien estructuradas y párrafos que facilitan la lectura y comprensión del documento.	10	
Lenguaje		
Demuestra un conocimiento del español (vocabulario, sintaxis y flujo de ideas).	10	
Usa gramática apropiada y correctamente.	10	
Maneja verbos y acentuación apropiada y correctamente.	10	
Total Puntos	100 (70% contenido y 30% lenguaje)	Puntuación Total: _____

Student's Signature: _____

Facilitator's Signature: _____

Anejo J/ Appendix J

MATRIZ VALORATIVA PARA PARTICIPACIÓN EN GRUPO

Nombre del Estudiante: _____ Fecha: _____

Grupo: _____ Nombre del estudiante evaluador: _____

Criterio	Puntos	Puntuación del Estudiante
Asistió a las reuniones o actividades del grupo.	10	
Colaboró en la planificación y organización de las reuniones o actividades de grupo.	10	
Demostró disposición para cooperar con el grupo.	10	
Contribuyó frecuentemente a las discusiones del grupo	10	
Participó activamente en las reuniones y actividades.	10	
Demostró interés en las discusiones y actividades del grupo.	10	
Vino preparado(a) a las reuniones, actividades y discusiones del grupo.	10	
Demostró atención y apertura a los puntos y argumentos de sus compañeros.	10	
Contribuyó al grupo con material e información adicional.	10	
Contribuyó significativamente al trabajo que presentó el grupo.	10	
Total	100	

RUBRIC TO EVALUATE PARTICIPATION IN GROUP ACTIVITIES

Students name: _____ Date: _____

Group: _____ Name of evaluating student: _____

Criteria	Points	Students Points
Attended all the meetings and activities of the group.	10	
Collaborated with the planning and organization of activities of the group.	10	
Demonstrated cooperation and team work with the group.	10	
Contributed frequently with the discussions of the group.	10	
Participated actively in the meetings and activities.	10	
Demonstrated interest in the discussions and activities of the group.	10	
Came prepared to meetings, activities and discussions of the group.	10	
Demonstrated attention to the arguments within the group.	10	
Contributed to the group with additional information.	10	
Contributed significantly with the work that presented the group.	10	
Total	100	

Anejo K/Appendix K

**MATRIZ VALORATIVA PARA EVALUAR PRESENTACION
INDIVIDUAL/GRUPAL ORAL**

Nombre del estudiante: _____ Fecha: _____

Criterio	Puntos	Puntuación del Estudiante
Contenido		
Realiza una introducción efectiva del tema identificando el propósito, objetivo e ideas principales que se incluyen en la presentación.	10	
La presentación es organizada y coherente y puede seguirse con facilidad.	10	
El presentador demuestra dominio del tema o materia de la presentación al explicar con propiedad el contenido y no incurrir en errores.	10	
Las ideas y argumentos de la presentación están bien fundamentados en los recursos presentados, consultados o discutidos en clase.	10	
Capta la atención e interés de la audiencia y/o promueve su participación, según aplique.	10	
Proyección efectiva, postura corporal adecuada, manejo de la audiencia, manejo del tiempo asignado.	10	
Usa varias estrategias para hablar o definir conceptos, interpretaciones, aplicaciones y evaluación de procesos o experiencias en el contenido del curso.	10	
Lenguaje		
Pronunciación de las palabras es clara y de manera correcta para que se entienda el lenguaje utilizado.	10	
Uso correcto de la gramática y conjugación de verbos en el idioma asignado.	10	
Uso correcto del vocabulario para expresar el mensaje adecuadamente.	10	
Total de Puntos	100 (70% de contenido y 30% Lenguaje)	Puntuación Total del Estudiante: _____

Firma del Estudiante: _____ Firma del Facilitador: _____

RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION

Student Name: _____

Date: _____

Criteria	Value Points	Student Total Score
Content		
Performs an effective introduction to the theme identifying the objectives, ideas and principles that are included in the presentation.	10	
The presentation is organized and coherent, and could be easily followed	10	
The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors	10	
The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class	10	
Capture of the attention and interest of the audience and/or promote their participation, as applicable	10	
Effective personal projection, corporal posture and manage of the audience;	10	
Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class.	10	
Language		
Student pronounces words in a clear and correct manner so as to make the correct language used understood to others.	10	
Correct use of grammar and verb conjugation.	10	
Use of correct use of vocabulary words to express message.	10	
Total Points	100 (70% of content and 30% of language)	Student's Total Score: _____

Student's signature: _____ Facilitator's Signature: _____

Anejo L/ Appendix L

PORTFOLIO

Refer to your Digital Portfolio Handbook.

Referer a su Manual de Portafolio Digital.

Anejo T/Appendix T

**Sistema Universitario Ana G. Méndez
Continental USA Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

CRIM 401

Manual for Internship in Criminal Justice

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Introduction

The purpose of the Criminal Justice Internship is to complement, reinforce and place in realistic perspective, the cognitive and effective objectives of classroom instruction. In addition to being an important phase of the educational process, the internship also serves as a test of the student's potential for responsible, conscious, disciplined use of self in a constructive relationship with others.

Our internship philosophy is providing the student with a specialty or knowledge in a particular area of criminal justice. In addition the students will have the opportunity to develop a professional experience integrating the theory and practice, on the job training and a professional networking base for the future.

In the disciplinary perspective, the student in criminal justice will denote interdisciplinary scholarly teaching and research in the behavioral and social science, including law and public administration and focusing on the social problems of crime.

The Criminal Justice Internship, demonstrate how an individual can become skilled and gain knowledge by many methods. Our educational goals are the acquisition and applying knowledge, and the development of personal development and professional skills.

Program Mission

Our mission is to provide students a high standard academic experience and the opportunity to successfully achieve in the Criminal Justice career.

Academic Goals

1. Appreciate the opportunity to gain useful criminal justice experience.
2. Develop self-directed learning skills.
3. Motivate to continue a graduate level education in Criminal Justice area.
4. Develop an understanding of the role of the United States Constitution through the on- the- job training in the selected agency.
5. Decide from the field placements range from local to international agencies with emphasis on law enforcement, corrections, courts/legal services and or support/social services.
6. Increase the student knowledge in the Criminal Justice theory and systems.
7. Enhance the understanding of the complexities of the criminal justice organism.

Professional Goals

1. Expand a professional networking base contact.
2. Improve professional skills through community services and volunteerism.
3. Develop conscience to maintain professional continue education within the Criminal Justice specialize area.
4. Evaluate how the student can be integrated into the field of Criminal Justice.

5. Develop relationships with the practitioners who can help in the future employment.

Program Objectives

1. Awareness of the agency's structure programs and function.
2. Familiarity with the agency's role in the community, including its relationship to other agencies, e.g., referral procedures.
3. To provide the students with an opportunity to apply and evaluate his/her academic experience in a professional field within the Criminal Justice.
4. Knowledge of the agency's policies and procedures and rules governing professional staff behavior.
5. Identifying the social needs, problems, and dynamics of the client population served by the agency.
6. Comprehension of the individual cases situations, including the needs, problems and dynamics of the individual clients.
7. Knowledge of case processing and case management systems and procedures.
8. Develop formal and informal ways of communication in the criminal justice professional area.
9. Knowledge of the new technologies available in the criminal justice industry.
10. Develop adequate levels of tolerance through the diversity of ideas.

Description of the Criminal Justice Workshop and Internship

The bachelor's degree program with a concentration in Criminal Justice of the of the Sistema Universitario Ana G. Méndez, requires a Criminal Justice Internship in the last academic year. The class code is CRIM 401 in which the students will take simultaneously an eight weeks workshop and Internship. The students will earn 3 hours credits while working in the internship program.

In the workshop, the students will meet with the facilitator every week in a two hours contact of knowledge application, skills development and personal and professional development. In the Internship the students are required to complete various academic assignments, as well as the assigned tasks at the field site. The hours of the student's internship will be subject to the regular hours of the Internship center. The hours schedule may vary by means of an agreement between the student and internship facilitator considering that the agreement does not affect the need of the services rendered.

The internship consists of a practical experience of thirty (30) hours a week in the selected organization or firm. The total of 150 hours consists of 3 hours of practice experience per each academic credit hour.

Student Eligibility Requirements

1. The student must be an officially declared Criminal Justice major.
2. The student must be of senior or graduate student standing; exceptional students of junior standing (60 credits) will be considered.
3. The student must have completed the pre-requisite courses in Criminal Justice.
4. The student must have a 2.5 GPA overall; a minimum of a 3.0 GPA in criminal justice coursework is also required.
5. A student may be authorized for Internship in a center in which he/she works; this may be done under the following conditions:
 - a. Identify and separate his/her labors as employee of the center.
 - b. Make sure that he/she has the time available to complete his/hers Internship assignments.
 - c. The student will full fill his/her responsibilities that apply to all the Internship students.
6. The actual or previous professional experience will not be considered it as a substitute for the Criminal Justice Internship Program.

The Application and Approval Process

This application process should be (5) weeks prior the Internship Program.

1. Complete the application form from SUAGM for the Criminal Justice Internship Program.
2. The student must submit all documentations required in the application form.
 - a. A copy of your resume
 - b. A non official transcript
 - c. A letter of intent. Please enclose 1 to 2 pages in APA style, stating why you wish to do an internship, the area in which you are interested, you personal and professional goals and the abilities and skills that you can bring to the agency.
 - d. Two references, one from previous employer and one from a professor at your current institution.
3. The student will meet with the Counselor of the campus for an academic and professional counseling. The Counselor will sign the clearance process in the Criminal Justice Internship application form.
4. The student will have the option to take a seminar from the Learning & Resources Center. The student can choose from several seminars like: APA style, Net Library and Research and Development. The Learning & Resource Facilitator will sign the optional clearance process in the Criminal Justice Internship application form.

5. The student must apply and present all the required documentation to the Internship Coordinator for the evaluation of the acceptance in the Criminal Justice Internship.
6. The Internship Coordinator will provide the student a letter of acceptance for CRIM 401 Internship in Criminal Justice.
7. Students will make arrangements with an agency or organization, to seek and secure an internship position.
8. Completed the required documents of the Internship center.
9. The student will sign the Learning Contract with the internship agency or organization.
10. The student will provided to the Criminal Justice Internship coordinator the acceptance contract between the internship agency or organization and the Placement Information Form. This process should be at least (2) weeks prior starting the internship.
11. Each student must attend the eight (5) weeks Criminal Justice workshop. This meeting is compulsory.
12. Once the internship position has been secured and finalized, it should be considered a contract. Cancellation of an internship assignment can be made only with the approval of the Internship Facilitator. Unapproved cancellations will result in assigning the student a failing grade for the CRIM 401.
13. After being approved for the CRIM 401 Criminal Justice Internship, the Internship Coordinator will meet with the students for the following:

- a. Familiarize the students with the objectives of the Criminal Justice Internship.
- b. Familiarize the students with the activities related to the Criminal Justice Internship.

The Placement Process

The placement process should be performed by the students. The first two steps in the placement process are to select the field site and getting hired by the selected organization.

Criminal Justice Internship Searching Strategies:

1. Database Searching- Start your search by looking in databases through the website and libraries. Some of the most used books to search internships are:

- Oldman, M. & Hamadeh, S. (2004). The Internship Bible, 2004 Edition. New Jersey: Princeton
- Oldman, M. & Hamadeh, S. (2003). Best 109 Internships. (9th ed.) New Jersey: Princeton
- Thomlison, R. (2004). Internships for Criminal Justice. (1st ed.) California: Wadsworth Pub

Some of the well-recognized agencies in USA are the following:

2. Designing an Internship Target- You can choose by company, industry, or a geographic location.

Refer to your local Counties sand surrounding areas

- Other local cities
Law Enforcement
- County Sheriff Department
- U. S. Marshals
- U. S. Customs

- U. S Secret Service
- Bureau of Alcohol, Tobacco, Firearms, and Explosives
- Courts
- Commonwealth Attorney's offices
- Public defenders' offices
- Private attorneys' offices
- Women's resource centers; victim witness programs, domestic assault centers
- Supreme Court
- Corrections
- Correctional facilities; juvenile and adult
- State probation/parole offices; some Federal offices
- Department of Corrections

3. Networking- Verify with your friends, family, professors, previous employers, etc. Make them aware of your academic goals and give them an opportunity to provide their assistance - whether it is in the form of advice, connecting you to their network, or an actual opportunity.

Criteria in the Placement Process

Students should verify with their Internship Centers the availability and accessibility of the following criteria:

- Adequate physical space to place the students during the Internship.
- Disposition to accept the presence of the Internship Coordinator assigned by the University.

- Accept the placement of the student during the designated academic term.
- Offer an initial orientation about the center and the placement of the student in the center.
- Assign to the student duties and responsibilities that agree with the expectations, knowledge and characteristics of a person with a Bachelors in Arts with a Concentration in Criminal Justice degree.
- Name a liaison officer that participates in the planning of the academic expectations of the program.
- Provides a variety of educational experiences during the Internship.
- Participation of the liaison officer in the meetings and other activities promoted by the University and in situations in which it may be required.

Student Responsibilities

In order to obtain the expected professional and academic results, the students should compromise to perform the following responsibilities.

- Sign a daily attendance form in the internship center.
- Avoid absenteeism. If you need to be absent, notify the center of any absence and make up the absent time.
- Know and understand the philosophy of the center, programs, norms and established requisites for their services.
- Maintain confidentiality and a professional demeanor in the internship center.
- Keep a journal with the daily activities and complete a reflexive diary two (2) per week. Turn in the same to the internship coordinator every week.

- Elaborate a weekly working program and daily agendas to be organized.
- Prepare a portfolio about the activities performed during the Internship and the goals achieved.
- Promptly notify the internship coordinator of any accident that happens during the Internship hours.
- Attend agency professional activities with previous authorization by the supervisor and inform the center liaison.
- Participate in activities programmed by the Internship Coordinator.
- Maintain continuous communication with the center liaison officer and the Internship Coordinator.

Procedures during the Placement Process

1. The Internship Coordinator will meet with the appropriate officials of the center. They will discuss the objectives of the Internship, the requisites and procedures during the practice.
2. The Internship Coordinator will evaluate the facilities of the center to be used for the students in the Criminal Justice practice.
3. The Internship Coordinator and the director of the center or the designated official will meet to negotiate the conditions of the Internship.
4. The final decision to use or not an agency as a Center for the Internship in Criminal Justice will be made between the Internship Coordinator and the Director of Faculty and Curriculum or the University.

5. When an agency is accepted as an Internship Center the Internship Coordinator will so notify the agency by letter confirming the agreements. A center for Internship could be assigned by petition of an agency to the University. The petition must be in writing.
6. At the beginning of the Academic term, if required by the agency, a legal contract will be entered into between the agency and the University to be signed by the agency chief official or the person which he designates and the designated University Official.

The Criminal Justice Internship

Starting the Practice

After the acceptance for the Criminal Justice Internship we recommend to you to speak with your immediate supervisor to discuss the logistics of your position and the mutual expectations. It is highly recommendable to schedule the meeting on the practice center hence you can get a feel for your new environment and possibly meet some of your future colleagues.

Some topics that we recommend you to discuss with the supervisor are:

- Starting and end dates, working hours, and the organization's dress code.
- The working space, if is an assigned a desk, cubicle, etc. and where.
- Professional expectations. Share what the center expect from you and what you expect from the center.
- Share your learning proposal with your supervisor or simply your goals. You can use the letter of intent from the application form.
- Try to obtain permission to conduct several informational interviews to your colleagues while on site.
- Meetings with the supervisor and the staff. Confirm the availability to be part of those meetings.
- Written Evaluations. Coordinate with the supervisor the evaluation process and continue feedback during you practice.
- After discussing all subjects with your supervisor, write a letter or email that clearly states your understanding of the logistics of your internship and your main responsibilities.

Expected Student Behavior

The Internship Center is considered as an extension of the campus, because the student will be evaluated in this experience by criteria's or norms that derive from the following documents:

- General Regulation of students
- University norms relating to academic performance

Procedure for Norms Violations

The student that incurs in any violation to the university established norms and procedures and the Criminal Justice program will be summoned to the office of the Internship Coordinator. The student will have the opportunity to expose and discuss his/her perception of the situation. The decision to be taken will be considered depend in with the gravity or implications of the action. If necessary, the situation will be discussed with the Director of Faculty and Curriculum who will decide about the situation with other authorities of the University.

The student that incurs in a violation to the academic norms could receive the sanctions established by the General Regulation of student and could be referred to the proper University official.

During the Practice

Assume control of your learning process. Do not hesitate to ask questions about your work. When given an assignment, ask for a clear idea of the results expected of you, a deadline for completion of the project, and where it falls among other priorities. If you have the time, initiate new projects and assume new responsibilities. Take initiative; seize the opportunity to learn from the

professionals around you. Know what industry publications they read, which professional associations they belong. Ask them questions relating to their careers and professional experience.

Experiences

While interning, a student should experience (or at least observe) a variety of activities. The following is a brief list of some of the experiences an intern can expect to have while working with the various agencies.

Police

- Observe/participate in routine patrol
- Observe Dispatch/Communication centers
- Observe/participate in CID (criminal investigative division)
- Observe/participate in crime prevention (DARE)
- Observe Records/Administrative functions
- Assist agency administration in preparing reports and other administrative duties/projects as requested

Probation/Parole

- Observe case supervision
- Observe/participate in records check
- Observe/participate in pre-sentence and post-sentence reports
- Observe court
- Observe intensive probation supervision
- Assist agency administration in preparing reports and other administrative duties/projects as requested

Institutional Corrections

- Observe/participate in work of corrections counselor
- Observe correctional officers
- Observe administrative functions
- Observe parole hearings/grievance hearings/other processes that are integral to the functioning of the institution
- Assist agency administration in preparing reports and other administrative duties/projects as requested

Commonwealth Attorney, Public Defender, Private Attorney

- Observe activities of supervising attorney
- Observe client/attorney meetings
- Observe police/attorney meetings
- Observe intradepartmental staff meetings
- Perform legal research to extent requested
- Observe court proceedings

- Assist in special legal projects as requested by agency

Federal Agencies

- Will be worked out on individual basis with individual agency

U.S. Marshal

- Observe activities of Deputy U.S. Marshal
- Observe/participate in field work with U.S. Marshal
- Participate in Federal prisoner transports
- Observe Federal courtroom security
- Observe/participate to extent possible in special projects or work being performed by the regional office of the U.S. Marshal's

Women's Resource Centers

- Participate/interact on regular basis with agency clients
- Observe court
- Assist/observe professional caseworkers to extent possible
- Assist agency administration in preparing reports and other administrative duties/projects as requested
- Assist/observe with agency hotlines and emergency lines

In criminal justice, all agencies are different and, therefore, it is impossible to delineate in great detail the responsibilities and the role an intern will play in a respective agency. In general, students should observe the professional work of an agency and to the extent possible, participate in that agency's work. While it is realized that from time to time an intern will be asked to answer phones, and perhaps provide the agency with some other secretarial assistance, it is

important for the agency to understand that these types of tasks should be the exception rather than the rule, and should not occur on a frequent basis.

Learning Strategies

- **Internship Journal-** Keep an internship journal throughout your internship experience. Keeping a journal will help you assess your internship experience and also make it easier when it is time to update your resume in the fall. Your journal entries do not have to be lengthy but they should capture what you are doing and your general thoughts and reactions to your work. You should maintain your journal on a daily basis
- **Be Professional-** Arrive at work and finish your work at the according hours. Respect the organization's dress code. Keep conversation content professional.
- **Maintain a Positive Attitude-** Build yourself a support network at work. Cultivate good working relationships with your colleagues: your supervisor, fellow interns, support staff, professionals in other departments, etc. Lend a hand when needed. Stay positive and optimistic during stressful periods.
- **Develop Your Network-** Conduct on-site informational interviews during your internship is a great way to learn more about the field and organization as well as an effective means to develop your network of contacts.

Problems during the Internship

Problems can arise during an internship: conflicts with coworkers or supervisors, lack of supervision, or incessant administrative tasks after the promise of a substantial project. If you are faced with such challenges, we suggest students to contact immediately the Internship Coordinator for further assistance.

In addition Ana G. Mendez University offers academic and professional consulting services through our Counselor. You can contact the Counselor offices at (407) 207-3363 or (407) 243-1996 extension 1815 in case of a minor situation that you want to discuss with an objective person.

Internship Completion

The completion of the Criminal Justice Internship will be after the dedication of one hundred-sixty (160) hour contact in eight (8) weeks. It is recommendable that the students solicit to the direct supervisor for a recommendation letter or to serve as a reference for future professional opportunities. In addition we recommend students in the last day of practice, to send a written thank-you letter to your direct supervisor and any other employees who served as mentors to you over the internship. Your letter should convey your appreciation for the experience, a sense of what you learned; gratitude for any references written on your behalf, and your school contact information.

Evaluation Process

Students are required to enroll in three (3) credit hours of internship/internship. For each credit hour, the student is required to complete 20 hours per week of work with your agency. It is the responsibility of the student and agency supervisor to determine a work schedule that is amenable to both parties. In addition the student will meet for two (2) hours each week with the Internship Coordinator to develop and analyze a work plan and evaluate the assigned tasks. The evaluation will be done by the internship center Supervisor and the Internship Coordinator once the one hundred-sixty (160) hours of Internship are completed by the student. A final paper in APA style and a portfolio will be part of the evaluation process as well.

Evaluation Check List

Students must complete all require assignments and evaluation process in order to be evaluated by the Internship Coordinator. The assigned work in the following evaluation check list should be deliver it in a portfolio style five days after the ending of the Internship.

Evaluation Criteria

Internship	Points	Seminar	Points
Intern Supervisor Evaluation	100	Attendance and Participation	100
Intern Coordinator Evaluation	100	Assignments	50
Portfolio	50	Final Research Project – Final Project (in English only)	100
Final APA style - Experience Essay	50	Paper Progress Outline – Final Project (in Spanish only)	50
Internship Experience Journal – Final Project (in Spanish only)	100	Oral Presentation of the Final Research Project – Final Project (in Spanish only)	50
		Portfolio	50
Total	400	Total	400