



Shippensburg University

Course Syllabus Outline for:
CRJ 471, 472 – CRJ Academic Internship



Academic Internship Supervisor:

Phone:

Email:

- Academic Internship Supervisor (AIS): The faculty member, appointed by the Department of Criminal Justice, who will serve as your academic supervisor.
- Agency Supervisor (AG): The individual who works for the agency in which you are interning and is responsible for supervising your field work.

Course Description

An internship is a cooperative effort between the criminal justice program at Shippensburg University and a public or private criminal justice agency. The purpose of the internship is to give students the opportunity to apply their education to actual work situations and to put in practice effective social communication skills to succeed in their future profession within the field of criminal justice.

Required Prerequisites

As an undergraduate student, you must have earned *at least* 60 credits, completed CRJ 309 with a C or better, have a minimum 2.0 GPA, and obtain written approval of the Criminal Justice Department **before** the start of your internship. You must also sign the required internship contract, in order to be approved for the internship.

Course Learning Objectives

By the end of the internship, students should be able to:

1. Identify, analyze, and evaluate the organizational structure of the cooperating agency or organization and the roles and responsibilities of individuals within the agency.
2. Demonstrate a mature approach to establishing an effective rapport with individuals within the agency, including administration, support staff, and the public.
3. Identify and apply the theoretical concepts, research, and knowledge learned in the classroom with real-world employment situations.
4. Demonstrate confidence in your ability as a criminal justice professional through satisfactory performance of tasks assigned by the AG.
5. Evaluate your practical on-the-job experience in this professional setting.
6. Utilize work-related references and networking opportunities to enhance marketability as a criminal justice professional.
7. Demonstrate proficiency in writing and verbal communication.

Internship Supervision

Internship supervision will be the responsibility of two individuals: an academic internship supervisor (AIS) and an agency supervisor (AG). The AIS will be assigned by the Department Chair and might not be the faculty member you see for scheduling. The AG is the agency employee assigned to you by the agency for field supervision.

You will be notified of your AIS via your SHIP e-mail. During the first week of your internship, you must notify via SHIP email the Department's Administrative Assistant, Bonnie Heming (bghemi@ship.edu), or by phone (717) 477-1558 and the AIS that you have started the internship.

Internship Types and Credit Hour Options

There are four types of internships depending on the number of credit hours, work hours, and course requirements. Each internship credit is defined as being the equivalent of a 40-hour work/week (be advised that most internships do NOT pay). Therefore, for each-1 internship credit scheduled, you must work 40 hours. You must select an internship type and complete the course requirements for the internship type of your choice. Internship types and credit hour options are as follows:

Course Requirements for Each Internship Type

Type A: Paid or non-paid 3 credit hour internship

For 3 credit hours, interns are expected to complete 120 hours of fieldwork with your approved criminal justice agency, meet with the academic internship advisor in-person or via email (as needed), submit weekly journal entries and a completed evaluation from the AG, and your internship exit survey (see details below).

Type B: Paid or non-paid 6 credit hour internship

For 6 credit hours, interns are expected to complete 240 hours of fieldwork with your approved criminal justice agency, meet with the academic internship advisor (as needed), submit weekly journal entries, a completed evaluation from the AG, your internship exit survey, and a PowerPoint® presentation (see details below).

Type C: Paid or non-paid 9 credit hour internship

For 9 credit hours, interns are expected to complete 360 hours of fieldwork with your approved criminal justice agency, meet with the academic internship advisor (as needed), submit weekly journal entries, a completed evaluation from the AG, your internship exit survey, a PowerPoint® presentation, and a 5-page research paper (see details below).

Type D: Paid or non-paid 12 credit hour internship

For 12 credit hours, interns are expected to complete 480 hours of fieldwork with your approved criminal justice agency, meet with the academic internship advisor (as needed), submit weekly journal entries, a completed evaluation from the AG, your internship exit survey, a PowerPoint® presentation, and an 8 -10 page research paper (see details below).

Evaluation and Grading

Your grade for the internship will be Pass or Fail. Your AIS determines your grade. The grade is based on the completion of all tasks outlined with the type of internship chosen. These tasks include all or some of the following: satisfactory weekly journal entries, satisfactory completion of your internship exit survey, satisfactory completion of a PowerPoint® presentation, satisfactory completion of an

internship research paper, and a satisfactory evaluation from your AG (the evaluation form for your agency supervisor is located on the CRJ website:

[http://www.ship.edu/Criminal Justice/Internship/](http://www.ship.edu/Criminal_Justice/Internship/). The AIS may also contact the AG to discuss your internship experience.

The final grade for your academic internship will be posted on D2L/Brightspace or directly with the Registrar. To access this online platform, go to: <https://d2l.ship.edu/d2l/login/>

Summary Table: Internship Types and Requirements

Type A (3 credits)	Type B (6 credits)	Type C (9 credits)	Type D (12 credits)
✓ 120 hours of fieldwork	✓ 240 hours of fieldwork	✓ 360 hours of fieldwork	✓ 480 hours of fieldwork
✓ Meetings with AIS (as needed)	✓ Meetings with AIS (as needed)	✓ Meetings with AIS (as needed)	✓ Meetings with AIS (as needed)
✓ Weekly journal entries	✓ Weekly journal entries	✓ Weekly journal entries	✓ Weekly journal entries
✓ Evaluation from AG	✓ Evaluation from AG	✓ Evaluation from AG	✓ Evaluation from AG
✓ Student internship exit survey	✓ Student internship exit survey	✓ Student internship exit survey	✓ Student internship exit survey
	✓ PowerPoint® presentation	✓ PowerPoint® presentation	✓ PowerPoint® presentation
		✓ 5-page research paper	✓ 8-10 research paper

Type A: Academic Internship Requirements

1. *Type A: Required Field Hours*

120 hours in the field.

2. *Type A: Weekly Journal Entries (Due each Friday) - (Learning Objectives 4, 5, & 7)*

Each week, students must submit a summary of the week's activities to their AIS. These summaries must be uploaded each Friday (by 11:59 pm EST or other negotiated deadline at the discretion of the AIS) to the respective drop box via D2L/Brightspace. A submission folder has been created for each week. Only when necessary and at the discretion of your AIS, you may be directed to submit your summaries by other means (e.g., SHIP email).

The weekly journal entries should be structured as follows and should be 1 page in length (minimum):

1. A discussion of your primary activities and responsibilities for the week.
2. An explanation of 2-3 **specific** lessons learned and new relationships built.
3. An analysis of the week's experience and relevant information received in your coursework. Specifically, you are to explain how your internship experiences supported and/or refuted what you have learned in the classroom. Be specific in your application of class information and cite the course(s) you are referring to.
4. A discussion of any problems, surprises or unexpected experiences.
5. Number of hours worked & total number of hours to date.

The AIS may then respond with specific questions or observations designed to facilitate critical analysis, integration of concepts, and an appreciation of different perspectives and alternatives. This requirement allows weekly monitoring of student activities and provides a continuous series of opportunities for faculty to help students gain maximum value from the field experience.

3. *Type A: Agency Supervisor Evaluation - (Learning Objective 6)*

A satisfactory evaluation from your AG is expected. The AIS will contact the AG with specific instructions about how to complete and submit the evaluation. The AIS may also call the AG to discuss your internship experience. Note: The evaluation form must be sent directly from the AG.

4. *Type A: Internship Exit Survey - Student - (Learning Objective 5)*

As an Intern, you are required to complete and submit an [Internship Exit Survey](#). The main goal of the survey is to provide an opportunity for you to reflect upon and evaluate your experiences within the organization. Your feedback is important, as accreditation standards require that we survey and obtain feedback from you regarding your internship experience and our academic programs. Therefore, your candid feedback is very important and will remain strictly confidential.

Type B: Academic Internship Requirements

1. *Type B: Required Field Hours*

240 hours in the field.

2. *Type B: Weekly Journal Entries (Due each Friday) - (Learning Objectives 4, 5, & 7)*

By the end of Friday each week (or other negotiated deadline at the discretion of the AIS), students must submit a summary of the week's activities to their AIS. These summaries must be uploaded each Friday (by 11:59pm EST) to the respective drop box via D2L/Brightspace. A submission folder has been created for each week. Only when necessary and at the discretion of your AIS, you may be directed to submit your summaries by other means (e.g., SHIP email).

The weekly journal entries should be structured as follows and should be 1 page in length (minimum):

1. A discussion of your primary activities and responsibilities for the week.
2. An explanation of 2-3 **specific** lessons learned and new relationships built.
3. An analysis of the week's experience and relevant information received in your coursework. Specifically, you are to explain how your internship experiences supported and/or refuted what you have learned in the classroom. Be specific in your application of class information and cite the course(s) you are referring to.
4. A discussion of any problems, surprises or unexpected experiences.
5. Number of hours worked & total number of hours to date.

The AIS may then respond with specific questions or observations designed to facilitate critical analysis, integration of concepts, and an appreciation of different perspectives and alternatives. This requirement allows weekly monitoring of student activities and provides a continuous series of opportunities for faculty to help students gain maximum value from the field experience.

3. *Type B: Agency Supervisor Evaluation - (Learning Objective 6)*

A satisfactory evaluation from your AG is expected. The AIS will contact the AG with specific instructions about how to complete and submit the evaluation. The AIS may also call the AG to discuss your internship experience. Note: The evaluation form must be sent directly from the AG.

4. *Type B: Internship Exit Survey - Student - (Learning Objective 5)*

As an Intern, you are required to complete and submit an [Internship Exit Survey](#). The main goal of the survey is to provide an opportunity for you to reflect upon and evaluate your experiences within the organization. Your feedback is important, as accreditation standards require that we survey and obtain feedback from you regarding your internship experience and our academic programs. Therefore, your candid feedback is very important and will remain strictly confidential.

5. *Type B: PowerPoint® Presentation - (Learning Objectives 1, 2, 3, & 8)*

All students who complete an internship type B, C, or D must create a PowerPoint® presentation of their internship experience. Student PowerPoint® presentations may be selected by the faculty for display and/or presentation at research day, internship meetings,

publications, etc. The selection of the student's poster for presentation is very competitive, and **CRJ faculty will select only the best research projects** for these distinctions.

PowerPoint® Presentation

Presentations must be made using PowerPoint slides and must include:

- a. An overview of the internship site, including a brief description of its mission statement, services, and organizational chart.
- b. A brief description of the internship responsibilities.
- c. A brief description of the challenges and successes experienced during the internship.
- d. A description of what was learned from the internship experience and how it can be applied in the future.
- e. A statement of how this experience informed your career plans.
- f. References cited in APA 6th ed. format.

Final Comments on PowerPoint® Presentation

Although the presentation is supposed to be reflection of the students' experience, **it should NOT be written in first person.** It may be difficult at first, but with practice and editing, students will learn to write without person reference (I, me, my, we, you, our, etc.).

It is the student's responsibility to ensure that the PowerPoint® presentation is RECEIVED by the last day of class for the term or other previously negotiated deadline. Late assignments will be penalized with possible extra requirements. If students have any questions, they should contact their AIS as soon as possible.

Type C: Academic Internship Requirements

1. *Type C: Required Field Hours*

360 hours in the field.

2. *Type C: Weekly Journal Entries (Due each Friday) - (Learning Objectives 4, 5, & 7)*

By the end of Friday each week (or other negotiated deadline at the discretion of the AIS), students must submit a summary of the week's activities to their AIS. These summaries must be uploaded each Friday (by 11:59pm EST) to the respective drop box via D2L/Brightspace. A submission folder has been created for each week. Only when necessary and at the discretion of your AIS, you may be directed to submit your summaries by other means (e.g., SHIP email).

The weekly journal entries should be structured as follows and should be 1 page in length (minimum):

1. A discussion of your primary activities and responsibilities for the week.
2. An explanation of 2-3 **specific** lessons learned and new relationships built.
3. An analysis of the week's experience and relevant information received in your coursework. Specifically, you are to explain how your internship experiences supported and/or refuted what you have learned in the classroom. Be specific in your application of class information and cite the course(s) you are referring to.
4. A discussion of any problems, surprises or unexpected experiences.
5. Number of hours worked & total number of hours to date.

The AIS may then respond with specific questions or observations designed to facilitate critical analysis, integration of concepts, and an appreciation of different perspectives and alternatives. This requirement allows weekly monitoring of student activities and provides a continuous series of opportunities for faculty to help students gain maximum value from the field experience.

3. *Type C: Agency Supervisor Evaluation - (Learning Objective 6)*

A satisfactory evaluation from your AG is expected. The AIS will contact the AG with specific instructions about how to complete and submit the evaluation. The AIS may also call the AG to discuss your internship experience. Note: The evaluation form must be sent directly from the AG.

4. *Type C: Internship Exit Survey - Student - (Learning Objective 5)*

As an Intern, you are required to complete and submit an [Internship Exit Survey](#). The main goal of the survey is to provide an opportunity for you to reflect upon and evaluate your experiences within the organization. Your feedback is important, as accreditation standards require that we survey and obtain feedback from you regarding your internship experience and our academic programs. Therefore, your candid feedback is very important and will remain strictly confidential.

5. *Type C: PowerPoint® Presentation - (Learning Objectives 1, 2, 3, & 8)*

All students who complete an internship type B, C, or D must create a PowerPoint® presentation of their internship experience. Student PowerPoint® presentations may be selected by the faculty for display and/or presentation at research day, internship meetings,

publications, etc. The selection of the student's poster for presentation is very competitive, and **CRJ faculty will select only the best research projects** for these distinctions.

PowerPoint® Presentation Tips

Presentations must be made using PowerPoint slides and must include:

- a. An overview of the internship site, including a brief description of its mission statement, services, and organizational chart.
- b. A brief description of the internship responsibilities.
- c. A brief description of the challenges and successes experienced during the internship.
- d. A very detailed description of your research and its relationship to your internship experience (Section 3 of your research paper)
- e. A description of what was learned from the experience and how it can be applied in the future.
- f. A statement of how this experience informed your career plans.
- g. References cited in APA 6th ed. format.

Final Comments on Paper and PowerPoint® Presentation

Although the paper is supposed to be reflection of the students' experience, **it should NOT be written in first person.** It may be difficult at first, but with practice and editing, students will learn to write without person reference (I, me, my, we, you, our, etc.).

It is the student's responsibility to ensure that the paper and PowerPoint® presentation are RECEIVED by the last day of class for the term or other previously negotiated deadline. Late assignments will be penalized with possible extra requirements. If students have any questions, they should contact their AIS as soon as possible.

6. Type C: Internship Research Paper - (Learning Objectives 1, 2, 3, & 8)

Purpose

Near the end of the internship, students are required to submit a final internship research paper through D2L. This paper must cover the entire internship and be an overview of the learning experience. The paper must reflect high-level quality writing and meet the rigorous standards of structure, composition, punctuation, spelling, etc.

- The paper is to be double-space typed.
- The paper must be a minimum of 5 pages of text (i.e., for Internship Type C). Please be advised that the minimum requirement of text/pages for the paper does not include title page or reference page.
- Papers should have a cover page with the student's name and internship agency.
- Pages should be numbered.
- Major headings should be used for each section.
- Proper APA-style in-text citations must be used where appropriate (Use APA 6th ed. manual).
- APA-style reference page identifying all utilized sources must be included. Please visit the following links for some suggestions about proper APA citation style:
 - <https://owl.english.purdue.edu/owl/resource/560/24/>
 - <https://www.mendeley.com/guides/apa-citation-guide>
 - <http://www.apastyle.org/learn/index.aspx>

Students should read the following guidelines carefully, as papers will be evaluated based upon these expectations. The final paper will consist of **three (3)** major sections. Each section should be separated by a major heading for organizational purposes.

Section One: Overview

The **first section** should briefly provide an overview of the internship including a discussion of the internship agency and a summary of the student's major responsibilities and activities during the internship. This should include highlights and major assignments that were given to students by their agency. There is no need to "list" everything that was done, but students may want to briefly discuss those tasks that were most common or most informative.

Section Two: Academic Research

The **second section** requires students to review *academic/scholarly literature* that is related to a student's experiences. This is the most time-consuming part of the paper for most students, so it is vital that students understand what is expected and follow these requirements. The purpose of this section is to briefly summarize several research articles related to the student's topic of interest and to highlight general knowledge, challenges, and issues related to this topic. For the academic research requirement, the student must select a topic that is of her/his interest and relates to the agency's activities/work. The student might rely on advice from the AG (e.g., based on the agency's needs) and AIS when choosing a topic.

Research Tips:

- A common mistake by students is the selection of a research topic with little intellectual insight or academic interest, making the finding of scholarly works on the subject difficult. For example, a student who interns with an arson investigation unit should not select "how fires get started" or "how an investigation is completed" as their topic. These are technical, application-oriented questions that may be addressed in technical manuals but will have little scholarly research on them. How would students critically evaluate such questions? For instance, it is unlikely that fires start differently in Charlotte than what the author says. In this example, better topics would seem to be researching "who commits arson and why" or research on insurance fraud. If students are having a difficult time thinking of a topic, they should contact their AIS for ideas and suggestions.
- Academic literature means **scholarly journal articles** or quality, academic books. To qualify as academic, sources must generally adhere to *some general rules* such as references utilizing academic/peer-reviewed sources, and an absence of advertisements or pictures. Textbooks from previous courses and general books such as introductory textbooks on a topic are inappropriate. The use of government reports should also be kept to a minimum. Pamphlets, brochures, or material (including agency websites) created for or by the agency are NOT appropriate for the purposes of the academic research section. This material may be used in other parts of the paper, but is not acceptable for this section. If you need assistance locating criminal justice journals, please visit the following link for some suggestions:
<https://www.asc41.com/links/journals.html>.

- Papers must utilize at least **three (3) academic (peer-reviewed/refereed) sources**. A peer-reviewed source is any article that has been written by experts in the field of Criminal Justice and has been vetted through a blind-review process by several other experts in the field to ensure the articles quality (e.g., research methods, research design, qualitative and/or quantitative analyses) before publication. The quality of the sources and the relevance of them for a student's internship will be taken into consideration. Students will have access to the Shippensburg University library catalog and various databases during their internship. Students must email their APA references for the paper to their AIS well in advance of the paper deadline established, so they can receive feedback on the adequacy of their sources. Papers that incorrectly cite or reference sources will receive an “Incomplete” for the internship, and result in the student having to make corrections to the paper in order to receive credit for the internship. Papers that insufficiently cite sources or use material in an inappropriate manner may indicate plagiarism which will be treated very seriously (see academic dishonesty policy below) and may have significant negative consequences for the student. If you need assistance with APA 6th ed. citation styles please visit the links provided above.

Section Three: Integrating Research and Practice

The purpose of this section is to draw comparisons and/or contrast academic research with the student's observations and experience during the internship. Interns are encouraged to discuss their research with agency staff to obtain staff thoughts on these issues and incorporate those views (and the extent to which the student agrees or not) into the paper. Staff comments should be discussed generally without identifying individual staff members. **Students are expected to critically evaluate the academic literature in relation to their internship experiences.** It is insufficient to simply quote a single sentence from a source and then describe whether or not your observations are similar. Students must thoughtfully REFLECT upon the research and their experiences during the internship. For example, were the findings, conclusions, ideas, recommendations, etc., of particular sources consistent with the student's experiences during the internship? What might be explanations for why they were similar or different? Are there advantages of the academic policies or recommendations over observed practices? These are just some examples of the types of issues that might be explored.

Type D: Academic Internship Requirements

1. **Type D: Required Field Hours**

480 hours in the field.

2. **Type D: Weekly Journal Entries (Due each Friday) - (Learning Objectives 4, 5, & 7)**

By the end of Friday each week (or other negotiated deadline at the discretion of the AIS), students must submit a summary of the week's activities to their AIS. These summaries must be uploaded each Friday (by 11:59pm EST) to the respective drop box via D2L/Brightspace. A submission folder has been created for each week. Only when necessary and at the discretion of your AIS, you may be directed to submit your summaries by other means (e.g., SHIP email).

The weekly journal entries should be structured as follows and should be 1 page in length (minimum):

1. A discussion of your primary activities and responsibilities for the week.
2. An explanation of 2-3 **specific** lessons learned and new relationships built.
3. An analysis of the week's experience and relevant information received in your coursework. Specifically, you are to explain how your internship experiences supported and/or refuted what you have learned in the classroom. Be specific in your application of class information and cite the course(s) you are referring to.
4. A discussion of any problems, surprises or unexpected experiences.
5. Number of hours worked & total number of hours to date.

The AIS may then respond with specific questions or observations designed to facilitate critical analysis, integration of concepts, and an appreciation of different perspectives and alternatives. This requirement allows weekly monitoring of student activities and provides a continuous series of opportunities for faculty to help students gain maximum value from the field experience.

3. **Type D: Agency Supervisor Evaluation - (Learning Objective 6)**

A satisfactory evaluation from your AG is expected. The AIS will contact the AG with specific instructions about how to complete and submit the evaluation. The AIS may also call the AG to discuss your internship experience. Note: The evaluation form must be sent directly from the AG.

4. **Type D: Internship Exit Survey - Student - (Learning Objective 5)**

As an Intern, you are required to complete and submit an [Internship Exit Survey](#). The main goal of the survey is to provide an opportunity for you to reflect upon and evaluate your experiences within the organization. Your feedback is important, as accreditation standards require that we survey and obtain feedback from you regarding your internship experience and our academic programs. Therefore, your candid feedback is very important and will remain strictly confidential.

5. **Type D: PowerPoint® Presentation - (Learning Objectives 1, 2, 3, & 8)**

All students who complete an internship type B, C, or D must create a PowerPoint® presentation of their internship experience. Student PowerPoint® presentations may be selected by the faculty for display and/or presentation at research day, internship meetings,

publications, etc. The selection of the student's poster for presentation is very competitive, and **CRJ faculty will select only the best research projects** for these distinctions.

PowerPoint® Presentation Tips

Presentations must be made using PowerPoint slides and must include:

- a. An overview of the internship site, including a brief description of its mission statement, services, and organizational chart.
- b. A brief description of the internship responsibilities.
- c. A brief description of the challenges and successes experienced during the internship.
- d. A detailed description of your research and its relationship to your internship experience (Section 3 and 4 of your research paper)
- e. A description of what was learned from the experience and how it can be applied in the future.
- f. A statement of how this experience informed your career plans.
- g. References cited in APA 6th ed. format.

Final Comments on Paper and PowerPoint® Presentation

Although the paper is supposed to be reflection of the students' experience, **it should NOT be written in first person.** It may be difficult at first, but with practice and editing, students will learn to write without person reference (I, me, my, we, you, our, etc.).

It is the student's responsibility to ensure that the paper and PowerPoint® presentation are RECEIVED by the last day of class for the term or other previously negotiated deadline. Late assignments will be penalized with possible extra requirements. If students have any questions, they should contact their AIS as soon as possible.

6. *Type D: Internship Research Paper - (Learning Objectives 1, 2, 3, & 8)*

Purpose

Near the end of the internship, students are required to submit a final internship research paper through D2L. This paper must cover the entire internship and be an overview of the learning experience. The paper must reflect high-level quality writing and meet the rigorous standards of structure, composition, punctuation, spelling, etc.

- The paper is to be double-space typed.
- The paper must be a minimum of 8-10 pages of text (i.e., for Internship Type D). Please be advised that the minimum requirement of text/pages for the paper does not include title page or reference page.
- Papers should have a cover page with the student's name and internship agency.
- Pages should be numbered.
- Major headings should be used for each section.
- Proper APA-style in-text citations must be used where appropriate (Use APA 6th ed. manual).
- APA-style reference page identifying all utilized sources must be included. Please visit the following links for some suggestions about proper APA citation style:
 - <https://owl.english.purdue.edu/owl/resource/560/24/>
 - <https://www.mendeley.com/guides/apa-citation-guide>
 - <http://www.apastyle.org/learn/index.aspx>

Students should read the following guidelines carefully, as papers will be evaluated based upon these expectations. The final paper will consist of **four (4)** major sections. Each section should be separated by a major heading for organizational purposes.

Section One: Overview

The **first section** should briefly provide an overview of the internship including a discussion of the internship agency and a summary of the student's major responsibilities and activities during the internship. This should include highlights and major assignments that were given to students by their agency. There is no need to "list" everything that was done, but students may want to briefly discuss those tasks that were most common or most informative.

Section Two: Academic Research

The **second section** requires students to review *academic/scholarly literature* that is related to a student's experiences. The purpose of this section is to briefly summarize several research articles related to the student's topic of interest and to highlight general knowledge, challenges, and issues related to this topic. For the academic research requirement, the student must select a topic that is of her/his interest and relates to the agency's activities/work. The student might rely on advice from the AG (e.g., based on the agency's needs) and AIS when choosing a topic.

Research Tips:

- A common mistake by students is the selection of a research topic with little intellectual insight or academic interest, making the finding of scholarly works on the subject difficult. For example, a student who interns with an arson investigation unit should not select "how fires get started" or "how an investigation is completed" as their topic. These are technical, application-oriented questions that may be addressed in technical manuals but will have little scholarly research on them. How would students critically evaluate such questions? For instance, it is unlikely that fires start differently in Charlotte than what the author says. In this example, better topics would seem to be researching "who commits arson and why" or research on insurance fraud. If students are having a difficult time thinking of a topic, they should contact their AIS for ideas and suggestions.
- Academic literature means **scholarly journal articles** or quality, academic books. To qualify as academic, sources must generally adhere to *some general rules* such as references utilizing academic/peer-reviewed sources, and an absence of advertisements or pictures. Textbooks from previous courses and general books such as introductory textbooks on a topic are inappropriate. The use of government reports should also be kept to a minimum. Pamphlets, brochures, or material (including agency websites) created for or by the agency are NOT appropriate for the purposes of the academic research section. This material may be used in other parts of the paper, but is not acceptable for this section. If you need assistance locating criminal justice journals, please visit the following link for some suggestions:
<https://www.asc41.com/links/journals.html>.
- Papers must utilize at least six **(6) academic (peer-reviewed/refereed) sources**. A peer-reviewed source is any article that has been written by experts in the field of Criminal Justice and has been vetted through a blind-review process by several other

experts in the field to ensure the articles quality (e.g., research methods, research design, qualitative and/or quantitative analyses) before publication. Students will have access to the Shippensburg University library catalog and various databases during their internship. Students must email their APA references for the paper to their AIS well in advance of the paper deadline established, so they can receive feedback on the adequacy of their sources. Papers that incorrectly cite or reference sources will receive an “Incomplete” for the internship, and result in the student having to make corrections to the paper in order to receive credit for the internship. Papers that insufficiently cite sources or use material in an inappropriate manner may indicate plagiarism which will be treated very seriously (see academic dishonesty policy below) and may have significant negative consequences for the student. If you need assistance with APA 6th ed. citation styles please visit the links provided above.

Section Three: Integrating Research and Practice

The purpose of this section is to draw comparisons and/or contrast academic research with the student’s observations and experience during the internship. Interns are encouraged to discuss their research with agency staff to obtain staff thoughts on these issues and incorporate those views (and the extent to which the student agrees or not) into the paper. Staff comments should be discussed generally without identifying individual staff members. **Students are expected to critically evaluate the academic literature in relation to their internship experiences.** It is insufficient to simply quote a single sentence from a source and then describe whether or not your observations are similar. Students must thoughtfully REFLECT upon the research and their experiences during the internship. For example, were the findings, conclusions, ideas, recommendations, etc., of particular sources consistent with the student's experiences during the internship? What might be explanations for why they were similar or different? Are there advantages of the academic policies or recommendations over observed practices? These are just some examples of the types of issues that might be explored.

Section Four: Reflection

Student’s should read the Belmont Report (https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf) paying particular attention to the three basic ethical principles of research involving human subjects.

After reading this report, you must discuss the importance of **respect for persons, beneficence and justice.** For example, you must discuss the importance of **confidentiality** whenever Criminal Justice professionals manage information about their clients, or the agencies they work for. What are the benefits, obligations, and/or challenges in keeping certain information confidential? What are circumstances that might warrant sharing otherwise private information? Be sure to appropriately cite the Belmont Report in your discussion.

The final section of the paper requires that the student engage in a meaningful reflection about the internship relative to their education, professional goals, and personal development. There are no specific requirements other than to provide a thoughtful discussion about the experience - both positive and negative (if relevant).

PROFESSIONAL RESPONSIBILITIES OF CRIMINAL JUSTICE INTERNS

The purpose of the internship is to provide the student with an opportunity to apply and evaluate academic experience in a professional setting; explore possible career choices; gain useful criminal justice experience, thus improving employment potential upon graduation; and it provides a link between academia and the field for the purpose of improving knowledge and delivery of criminal justice services.

In criminal justice, all agencies are different and, therefore, it is impossible to delineate with great detail the responsibilities and the role an intern should 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 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.

Criminal Justice internships are unique in that issues of confidentiality, privacy, and personal integrity are so critical to appropriate functioning. Therefore, for a student to successfully complete an internship with a criminal justice agency, he/she must be able to demonstrate high levels of maturity and integrity. Additionally, Criminal Justice interns must possess emotional stability to the extent that unpleasant sights and situations (which are occasionally encountered) can be observed and dealt with in an appropriate manner.

To facilitate good rapport with the chosen agency, interns must also have good listening and interpersonal skills.

In addition to possessing the above personality traits, all criminal justice interns should abide by the following rules:

- Always dress in accordance with agency guidelines.
- Do not use profanity, regardless of what others are doing.
- Always be on time and do not leave early.
- Do not allow yourself to be in dangerous situations.
- Do not become involved in gossip.
- Always ask questions and show enthusiasm.
- Do not discuss sensitive information with non-agency people.
- Do not become argumentative or disrespectful.
- Be honest and forthright about any unusual situations.
- Do not violate confidentiality.
- Do not become involved with work group cliques.

Mutual Responsibilities

The primary responsibility of the AG is to permit the student to observe the central functions of the agency. Other responsibilities of the AG are: to schedule student's work; to mentor and direct the student's work; to evaluate the intern's work; and, to ensure that the intern's experience is productive.

It is the responsibility of the student to immediately contact the AIS should he/she believe that the agency is not fulfilling major programmatic responsibilities, or if other issues arise that are deemed to

be serious by the student. While no simple solutions exist for these types of problems, AIS will work with the student to remedy the situation.

Should a student fail to fulfill his/her responsibilities, the internship may be terminated. Examples of infractions which may require action are: the student not showing up for assignments; engaging in behavior deemed inappropriate by the agency; engaging in illegal or immoral behavior, as determined by the agency; or, not performing the duties as requested by the agency. Termination from your internship will result in a grade of "Fail" for the internship. Students who are terminated by their internship agency are banned from scheduling additional internship credits.

Academic Dishonesty

It is the policy of Shippensburg University to expect academic honesty. Students who commit breaches of academic honesty will be subject to the various sanctions outlined in this section. This policy applies to all students enrolled at Shippensburg during and after their time of enrollment.

This policy will be strictly enforced in this course!!!

For a full description of the policy see:

<http://catalog.ship.edu/content.php?catoid=3&navoid=62#academic-dishonesty>

Additional Arrangements

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in an internship placement, are encouraged to inform the faculty internship advisor at the start of the semester. If you are a student with a disability and believe you require accommodation to participate in and complete requirements for this class contact the Office of Accessibility

Resources

Phone: (717) 477-1364; Fax: (717) 477-4094; Email: oar@ship.edu ; Location: 312 Horton Hall) for verification of eligibility and determination of specific accommodations. Adaptations of methods, materials, or placement may be made as required to provide for equitable participation.