ADMINISTRATION OF JUSTICE DEPARTMENT

COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)

FIELD INTERNSHIP

RESOURCE GUIDE

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COORDINATOR

CITY COLLEGE OF SAN FRANCISCO

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# INTRODUCTION

## Welcome Letter to Students

Dear CCSF Student,

The Administration of Justice internship program is designed to help you integrate your college courses into your future career goals to help you receive the maximum educational benefits. Internships can be a significant part of your college education and provide you with valuable networking and job skills.

The internship offers firsthand experience within the criminal justice field and helps students understand what it takes to be successful in a professional environment.  The program will provide you with the knowledge and necessary tools to conduct a job search by writing an effective and impressive resume and cover letter, which will prepare you for interviews with future employers.

This letter is to inform you that the Administration of Justice Department internship program is now enrolling students for the Spring 2018 internship. There are prerequisites to enroll in the internship program. They are as follows:

1. ADMJ 57-Introduction Into the Administration of Justice
2. and an English requirement (placement ENGL 93 or higher)
3. and/or prerequisites determined by the coordinator

In order to participate in the ADMJ internship program there will be an orientation before placement in your chosen internship.  This is designed to provide a successful transition from the classroom into a professional environment.

The Administration of Justice Internship Program gives students an exciting and important opportunity to get a glimpse into a possible career path.  This is a demanding program but will provide you with invaluable opportunities and experiences.

If you are interested in the internship program, please complete the attached application and submit it to Ms. Fatooh at cfatooh@ccsf.edu.  Upon receipt of your application and approval of prerequisites, you will be invited to register for the course.

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## The Criminal Justice Field

**The Industry**

Are you looking for criminal justice internships or entry-level criminal justice jobs? Professionals in the criminal justice field help society by maintaining social order in accordance with government regulations concerning criminal justice. They work in many different environments such as local and federal government agencies, law firms, and private corporations.

Law enforcement officers, lawyers, paralegals, social service providers, IT professionals, parole/corrections officers, and teachers play important roles in the criminal justice sector.

**The Internship**

While you might not be on the front lines busting a drug ring during a criminal justice internship, you could be in an important support role and affect the lives of many people. You could be a service provider for victims, an advocate, a researcher, or a community liaison. Criminal justice internships might also train and manage volunteers or serve as a liaison between victims and advocacy groups. Your on-the-job training and mentoring will prepare you for positions at the local, state, and federal level.

Like most fields today, criminology internships are becoming increasingly digitized whether it is using databases to identify suspects or running surveillance equipment, so use the opportunity to get familiar with the different types of technology in use as well as common office software including Microsoft Word and Excel.

**The Career Options**

Typically, there are two career paths in the criminal justice field: law enforcement and legal.

If you want to focus on dealing with crime, then law enforcement is the path for you. You have many career options within law enforcement such as a police officer, FBI agent, corporate security employee, forensic psychologist, or criminologist. There are physically active roles such as guarding the country’s borders or investigating allegations of drug trafficking, as well as roles in office settings such as carrying out cyber-security functions. Each of these careers plays an important part in enforcing America’s laws.

With the legal path, you can represent individuals or businesses, or serve as a public official in courts. You can be a judge, prosecutor, defense attorney, or another role in the court system. From prosecuting white-collar criminals to offering a final judgment to dispose of a case, you would have an important part in administering justice.

A less well-known career option is the nonprofit sector where you might be a part of education and advocacy programs on behalf of the underserved.

**The Outlook**

According to the Bureau of Labor Statistics, employment in the criminal justice field is projected to grow overall over the next decade, though the growth rate by area varies. For example, the number of police and detective jobs is expected to grow 4% over the next decade, while the number of paralegal and legal assistant jobs is projected to grow 8% over the next decade. Ready to get your career started? Contact the ADMJ Internship Coordinator.

## Introduction

Welcome to the field internship program for students in the Administration of Justice Department. As an active participant you are about to begin what is, for most students, the most exciting part of one’s education. It is a critical component of learning in the field and a push for intensive community service learning, which goes beyond volunteering and emphasizes specific academic gains related to the objectives of the course. The internship is the cumulating academic experience for many students where they begin to see how theory and practice come together. I hope you will find the contents of this packet helpful, informative and useful in the preparation of your Administration of Justice Field Internship.

### What is the Administration of Justice Field Internship?

The Field Internship is a planned and supervised work/learning experience that is an added feature to the student’s academic major. It takes place outside of the classroom, preferably at off-campus sites, and provides academic credit.

### Why should I do a Field Internship? What can it do for me?

Field Experiences have the following benefits:

1. Provides student with valuable work experience.

2. Develops and strengthens your personal and career-related skills.

3. Allows you to explore selected careers/jobs.

4. Provides an opportunity to establish new contacts for job networking.

5. Enhances your resume and makes you more marketable in the job search.

6. Earns academic credit toward fulfillment of your degree requirements.

***What is Cooperative Work Experience Education (CWEE)?***

## CWEE is the term used in California Community College to identify the type of course students can take to earn academic credit for internships and work experience, either paid or upaid. There are specific regulations for CWEE that CCSF must follow with students and employers who host student interns/workers.

## Student Learning Outcomes (SLO’s)

Students that participate in the CWEE program will gain the skills and attitude necessary to function and adapt as employees in a variety of situations and employment settings.

Students will be able to:

1. Apply critical thinking, research, analysis and resolution for work-related and personal objectives.
2. Convert classroom instruction to the employment environment through the development and attainment of three (3) learning objectives.
3. Write Specific, Measurable, Achievable, Relevant and Timely (S.M.A.R.T.) objectives that relate to workplace responsibilities.
4. Develop and apply personal skills, attitudes, and competencies in the workplace and within course-related activities.
5. Demonstrate effective communication and technological awareness through the use of various technologies (internet, email and telephone) in ways appropriate to the course.
6. Demonstrate accountability for their personal actions at work and as it relates to the course.
7. Resources for education and/or career options.

### Assessment of Student Learning Outcomes

Assessment of Student Learning Outcomes will be measured through:

* A grading format that assesses student demonstration of skills in scheduling, communication, time-management, assignment completion and the development and completion of S.M.A.R.T. objectives.
* Supervisor/mentor evaluation of documented workplace objectives/projects using a rating scale to measure how well the workplace objectives/projects were accomplished.
* Two worksite visits with the supervisor/mentor to discuss the students’ progress and level of contribution toward the achievement of organizational objectives.
* Student self-evaluation of learning outcomes.

### Work Experience Skills

Skills needed for and developed in the Work Experience courses:

1. Critical thinking
2. Organizing
3. Accountability for actions
4. Oral, written and electronic communication
5. Time-management
6. Self-awareness and interpersonal skills
7. Cultural awareness of worksite
8. Ability to follow written and verbal instructions
9. Research and application of information

# GETTING STARTED

## Enrollment Requirements

To be eligible for a comprehensive Field Experience in Administration of Justice, you must have:

1. A minimum G.P.A. of 2.5 (the Administration of Justice Coordinator of can make exceptions).
2. Completed the prerequisite course work required, per the Administration of Justice Department requirements.
3. Exhibited responsible professional behavior in classes, prior Field Experiences and interactions with peers and faculty.

## Student Timeline for Planning a Field Experience

|  |  |  |
| --- | --- | --- |
| **WHAT TO DO** | **WHEN TO DO IT** | **WHOM TO SEE** |
| Assess your academic background and discuss your eligibility to Field Internship program. | Semester prior to the Field Internship program. | ADMJ Internship Coordinator |
| Resume preparation and practice interviewing. | Beginning of semester prior to the Field Internship program. | Career Services\* |
| Have your resume critiqued. | Middle of semester prior to Field Internship program. | Career Services |
| Discuss potential Field Internship sites and arrange interview with Work Site Supervisor. | Middle of semester and prior to Field Internship program. | ADMJ Internship Coordinator |
| Interview with Work Site Supervisor and obtain job description for Training Agreement Objectives | Middle to end of semester prior to Field Internship program. | Work Site Supervisor |

### \*Career Services: <https://www.ccsf.edu/en/student-services/student-counseling/cdcd.html>

### Guidelines for Field Experiences Prior to Registration

Students must meet the program’s eligibility requirement as described in “Prerequisites” regarding Field Experiences

1. Prior to the student’s enrollment in the Field Internship they must meet with the Coordinator to discuss the student’s duties, responsibilities and time commitment (number of hours required for the Field Internship), and direct the student in the development of a Training Agreement and objectives.
2. Remind students that their Training Agreement and Application and Registration must both be completed with the necessary signature approvals.
3. Field Internship Application and Registration Forms are available from the Coordinator of Administration of Justice. Upon approval the packet will be emailed to you.
4. The Coordinator of Administration of Justice will be responsible for the academic supervision of individual Field Internship, the integration of the practical and theoretical work, and the assignment of a final letter grade.
5. Ongoing meetings should be scheduled by the student with the Coordinator of Administration of Justice to discuss the Field Internship. The student should schedule a minimum of three meetings during the semester. This is the student’s responsibility and will be graded accordingly. In cases where meetings are not possible, regular contact by telephone or email should be maintained.
6. The Coordinator will maintain contact with the site Work Site Supervisor.   Periodic contacts will be made at the beginning, midpoint, and at the end of the semester.
7. An evaluation of the student intern should be obtained from the Work Supervisor in the middle and at the end of the Field Internship.
8. The Coordinator will make one on-site observation for Field Internships.
9. Any unusual problems reported by the student or Work Supervisor, should be discussed immediately with the Coordinator of Administration of Justice for resolution.
10. The ADMJ Internship Coordinator will assign a final grade based on the Work Site Supervisor’s evaluation, required Training Agreement and objective completion and the final paper. Grades are due on the date established by the Registrar.

##

## Checklist for cooperative work experience education enrollment

1. Complete the CWEE Orientation.
	1. Log-on to my CCSF to obtain the necessary documents for enrollment.
	2. Obtain transcripts, and proof of current enrollment.
2. Sign up for and attend a Job Skills workshop prior to your internship.
	1. The Job skills Workshops will provide you with information on How to Conduct a Job Search, Resume Writing, Interviewing Techniques, and Professional Communication in the Workplace. The goal is to prepare students to be workforce ready and successfully transition from the classroom into a professional environment.
3. Sign up and submit your resume and cover letter to the Administration of Justice Internship Coordinator (hereafter referred to as ADMJ Internship Coordinator).
	1. Provide ADMJ Internship Coordinator with necessary documents.
4. Read and understand all the necessary paperwork for the CWEE program, which includes: the CWEE Handbook, Student Application and Training Plan.
5. ENROLL!
6. Locate and secure an internship.
	1. Each site may require its own application and approval process.
	2. Check Canvas.
7. Meet with your Site Supervisor at the location of your internship to develop three Workplace Learning Objectives.
8. Obtain Site Supervisor’s signature on the CWEE Student Application and Training Plan.
9. Write three Workplace Learning Objectives.
	1. Meet with your Site Supervisor to write the three Workplace Learning Objectives on your Training Plan for the semester.
10. Meet with your ADMJ Internship Coordinator to obtain their approval of the three Workplace Learning Objectives and signature on the Training Plan.
	1. Once you and your Site Supervisor agree on the three Workplace Learning Objectives, schedule a meeting with your ADMJ Internship Coordinator to review and obtain their approval of the three Workplace Learning Objectives and the site location by obtaining their signature on the Training Plan.
11. If the ADMJ Internship Coordinator does not approve the three Workplace Learning Objectives, you will re-write the Objectives with your Site Supervisor and then meet with your ADMJ Internship Coordinator for approval and signature.
12. Obtain the ADMJ Internship Coordinator’s signature and submit all required documents.
13. Once your Site Supervisor and ADMJ Internship Coordinator have approved the three Workplace Learning Objectives, bring your completed package to the Administration of Justice office.
14. Maintain Regular Contact with the ADMJ Internship Coordinator (Required by the California Education Code).
	1. Maintain regular contact with your ADMJ Internship Coordinator to discuss your progress and internship experience throughout the semester. Discuss when required meetings will need to take place throughout the semester. Your ADMJ Internship Coordinator will also be conducting at least 1 site visit with your Site Supervisor, but you are not required to be present.
15. Submit bi-weekly Timesheets to your ADMJ Internship Coordinator.
	1. **Timesheets are a requirement by the California Education Code**. Complete the required number of hours for the units enrolled by tracking your hours on a monthly basis. You may begin counting your hours from the first day of the semester and **not** before the semester begins. All timesheets must be signed by you and your Site Supervisor and submitted to your ADMJ Internship Coordinator on a monthly basis. If you do not turn in signed timesheets you will receive an “F” for the course.
16. Meet Deadlines  - Complete all assignments and submit all paperwork.
	1. Complete and submit all CWEE assignments including the final essay on or before the due dates and Student Final Self-evaluation before the end of the semester. Students are required to submit a three-page (minimum) essay outlining their internship experience. All paperwork must be submitted as original documents to your ADMJ Internship Coordinator.

# PREPARING FOR SUCCESS

## The Administration of Justice Field Experience

The Administration of Justice Field Experience is a planned and supervised learning activity, which will take place outside the classroom, preferably at off-campus sites, for which academic credit is granted, as an enhanced dimension of the Administration of Justice major.

1. Credits awarded are based on the following number of total hours worked during the Field Experience: 3 credits (1 course) – 180 hours minimum. (60 hours per 1 credit)
2. Field Experiences may be scheduled during the fall or spring semesters with ADMJ Internship Coordinator’s approval.
3. Ordinarily, students who are employed are not permitted to enroll in a Field Experience with their current employer. The ADMJ Internship Coordinator must approve exceptions.
4. Students must provide their own transportation to placement sites.
5. Assignments and duties of the student should constitute a new, meaningful and challenging experience. Menial tasks should not comprise the major part of the Field Experience. Questions concerning this matter should be directed to the ADMJ Internship Coordinator.
6. The ADMJ Internship Coordinator administrates the program’s policies and procedures.
7. Students must develop a Training Agreement that includes Field Experience objectives, supporting assignments, methods for evaluating student performance/worksite and additional paperwork. During the Field Experience, the ADMJ Internship Coordinator conducts at least one on-site visit and is responsible for submitting the final grade for the Field Experience.
8. The Site Supervisor develops a description of the student’s job responsibilities and project assignment, provides orientation and job training for the student, supervises the student’s work and completes final evaluations of the student’s performance.
9. All students must register for the Field Internship by the registration deadline that precedes the start of the Field Experience.
10. \*\*\*\*\*\*There will be no incompletes for the internship. If you are having trouble getting your time in, please see you ADMJ Internship Coordinator immediately. Unless a very extenuating circumstance, failure to complete hours and course requirements will result in a failing grade\*\*\*\*\*\*.

## Training Agreement Process

Learning takes time, and your activities must be organized, so as to build on your attitudes, skills, and knowledge as they develop and change over time. The time invested at your internship site will be spent:

* Observing
* Reading
* Shadowing
* Inquiring
* Learning

During this internship you will move into the phase where you will be engaged in your own specific working responsibilities, while structuring and organizing your own schedule to meet the time line of the Administration of Justice course and the internship site goals and objectives.

### Determining Goals and Objectives

A clear sense of goals and objectives will help you focus your efforts. The goals of the internship and Training Agreement are academic outcomes, not activities, and tend to fall into four (4) general categories:

1. Knowledge
2. Skill
3. Development
4. Self-Assessment

When writing the goals and objectives for the contract, include several for each category of learning. These goals should be as specific as possible and related to your role and function as an intern.

### Here are some questions you should ask your Work Supervisor which will help you in preparing your Training Agreement:

* What are my specific responsibilities and duties?
* What daily assignments can I expect to receive?
* What type of work assignments have previous student workers performed?
* Who will be my immediate supervisor?
* What special procedures or rules should I be aware of?
* How will my work be evaluated?

###

### Here are a few topics you will want to cover with your Work Supervisor:

* Why you are interested in this particular Field Experience.
* What you have to offer (e.g., computer skills, special areas of knowledge, good attitude, work ethic).
* How many hours are required by City College of San Francisco’s Administration of Justice Field Experience: 3 credits (180 hours for one semester).
* Consider your availability (days of the week and hours each day) to work.
* What is it you hope to learn from this Field Experience?
* The school’s requirements for registering and completing the Field Experience (Training Agreement and Work Supervisor’s evaluation forms).

## Work Experience Evaluation and Grading Criteria

Notes: The grading format is intended to evaluate the knowledge and actions students are expected to exhibit as outlined in the program’s Student Learning Outcomes. Individual instructors can make adjustments to the format. Discussion about the evaluation and its content is held at regular meetings between ADMJ Internship Coordinator and student. Each element in the evaluation was reviewed by instructors for alignment with the program’s Student Learning Outcomes (SLOs).

The following criteria will determine the grade earned (100 points):

**Orientation - (4 pts.) {SLOs 1, 2, 3, 4, 6}**

 Attended orientation (2 pts)

 All required paperwork was turned in and complete (2 pts)

**Learning Objectives - (13 pts.) {SLOs 1, 2, 3, 4, 5}**

 Reviewed learning objectives with workplace supervisor (2 pts)

 Quality of objectives (SMART) (10 pts)

 Reviewed evaluation of learning objectives and work performance prior to site visit (1 pts)

**Scheduling and Coordination of site appointment - (10 pts.) {SLOs 1-4, 6}**

 Worked with ADMJ Internship Coordinator to schedule site appointments (2 pts)

 Coordinated and kept ADMJ Internship Coordinator informed (3 pts)

 Appointments were held as scheduled/24 hour notice given in an emergency (5 pts)

**Communication - (12 pts.) {SLOs 1-6}**

 Adhered to procedures established by the ADMJ Internship Coordinator and syllabus (2 pts)

 Responsive to the ADMJ Internship Coordinator (usually within three days) (5 pts)

 Effective communication through internet, email and phone (3 pts)

 Notified ADMJ Internship Coordinator when necessary about job/objective changes or any problems (1 pt.)

 Student delivered Internship Initiation letter to workplace Site Supervisor prior to 1st site visit (1 pt.)

**Time Management - (10 pts.)  {SLOs 1-6}**

 Arrived on time for scheduled hours and meetings with ADMJ Internship Coordinator (1 pts)

 Timesheets signed and submitted to ADMJ Internship Coordinator in a timely manner (7 pts)

 Student met ALL program timelines/due dates (2 pts)

**Bi-Weekly Evaluation - (47 pts.) {SLOs 1-6}**

 Completed mid-semester progress evaluation of learning objectives on/before due dates (42 pts. (7 per check-in)

 Evaluation of learning objectives and work performance by student and Site Supervisor (5 pts)

**Program Evaluation-Completed - (4 pts.) {SLOs 3, 5, 6,7}**

 Email to Work Experience Coordinator on/before due date (2 pts)

 Research resources for education and/or career options (2 pts)

Total Points:

Grading Scale:

100 – 91 pts.  = A

90 – 81 pts.  = B

80 – 71 pts.  = C

70 – 61 pts.  = D

60 – below   = F

## Learning Objectives

Learning objectives are behavioral in nature and tend to be detailed, concrete, and precisely worded. They describe specific actions and activities. Here are some helpful verbs that can be utilized when writing your learning objectives:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Answer | Compare | Define | List | Schedule |
| Arrange | Compile | Demonstrate | Locate | Select |
| Circulate | Conduct | Direct | Obtain | Supervise |
| Classify | Count | Discuss | Participate | Verify |
| Collect | Decide | Explain | Revise | Write |

When stating a learning objective, the manner in which you plan to assess reaching the objectives must be included, along with a timeframe for achieving it. So it brings together:

* A goal or multiple goals
* Activities that will assist in achieving the goal
* Evaluation to determine if the goals were reached.

Objectives are strategies for achieving goals. Your objectives should be stated as specifically as possible, describing what you will do, where you will do it, when you will do it and how you will do it.

You should have general (goals) that lead to specific (objectives) to more specific (approaches, tasks, and methods). As you establish a framework of working knowledge (relative to your internship), you will become better equipped to evaluate your progress, against your originally stated goals and objectives.

The more descriptive in your written evaluation of progress (relative to your goals and objectives) the better equipped you will become in your presentation, development of written documentation, journals and final paper. If you skimp in your written reply, you create more work for yourself in the future.

This is your internship, make it count, and really get something out of it. You never know, it may be your life calling.

## How to Write Workplace Learning Objectives

A learning objective is a measurable goal you set for yourself to be accomplished through your work experience. It will require you to learn or make use of new habits and skills, or process information at a higher level than your current duties require. Generally, job-orientated learning objectives are included in one of the following categories:

**New Assignments**

If you have recently been assigned to new duties, you are probably encountering many learning experiences that may be stated in an objective format.

**Routine Duties**

Identify problem areas and specific improvements that you could implement in accomplishing your day-to-day duties.

**Problem-Solving**

Identify a specific problem in your work area to be solved. This could be a problem you are experiencing, or it could be a problem within the work organization.

## **Objectives Must Be S.M.A.R.T.**

**S.M.A.R.T. Learning Objectives to help generate Outcomes**

**Specific**

Provide a specific objective such as Who, What, Where, When, Which and Why.

**Measurable**

Measure your progress of each objective you set, stay on track; reach specific dates so you know when you accomplish something.

**Attainable**

Develop attitudes, skills and abilities that will enable you to attain any goal you set for yourself as long as you use your internship time wisely.

**Realistic**

An objective must be realistic so that it can represent something you are willing and able to work toward, allowing for personal and professional constraints when choosing a deadline

**Timely**

Set a timeframe for yourself so your objective can be completed within a certain period of time

##

## **Steps to Writing and Completing Objectives**

Meet with your Site Supervisor to write the three Workplace Learning Objectives for the semester and identify what you have chosen as your objectives on your Training Plan.

1. Schedule a meeting with your ADMJ Internship Coordinator to discuss the three Workplace Learning Objectives you and the employer developed. Your ADMJ Internship Coordinator must approve all three Workplace Learning Objectives and sign your Training Plan. If they do not approve, you will need to re-write the Workplace Learning Objectives and obtain approval again from your Site Supervisor and ADMJ Internship Coordinator.
2. The Training Plan must be signed off both by the ADMJ Internship Coordinator and Site Supervisor and you must complete the registration process **BEFORE** starting the internship.

## Getting Started

For each objective, you should be able to answer the following four questions:

1. What do you want to learn? (What is the task to be accomplished?)
2. How will you learn it? (How will it be accomplished?)
3. How will the results be measured? (How will it be evaluated and by whom?)
4. When will it be accomplished? (By what date will it be completed?)

Remembering that the learning objective must be specific, measurable, limited to a single definite result, and has a completion date, review the sample given below.

1. What do you want to learn?

*How to input customer information on the computer.*

1. How will you learn it?

*To be done by following handbook instructions and inputting information at least three times a week*.

1. How will the results be measured?

*My supervisor will observe and verify that I can correctly record customer information*.

1. When am I going to complete this objective?

*By the end of the semester on MM/DD/YY*

Utilize the suggested action words below to help you write your learning objectives.

**SUGGESTED "ACTION WORD" LIST**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Activate | Categorize | Construct | Develop | Increase | Prepare | Reproduce | Summarize |
| Adjust | Change | Convert | Direct | Introduce | Reconstruct | Research | Supervise |
| Analyze | Collect | Coordinate | Establish | Investigate | Recruit | Restructure | Survey |
| Arrange | Combine | Create | Estimate | Limit | Reduce | Revise | Train |
| Articulate | Compare | Decrease | Evaluate | List | Remove | Rewrite | Translate |
| Assemble | Complete | Define | Explain | Maintain | Reorganize | Select | Transfer |
| Assist | Compose | Demonstrate | Illustrate | Modify | Repair | Separate | Update |
| Build | Compute | Describe | Implement | Perform | Replace | Simplify | Verbalize |
| Calculate | Conduct | Design | Improve | Plan | Report | Structure | Write |

**EXAMPLES OF LEARNING OBJECTIVES IN FINAL FORMAT**

* To write clear, precise sales slips to the satisfaction of my supervisor through June 21
* To compute accurate bills for tools, materials, and labor charges by September 30
* To list and identify at least 10 budget classifications by March 31
* To research and prepare a list of computer terminal costs by August 1
* To learn the names of at least 15 regular customers by April 1
* To assemble cabinets according to company procedures by April 16
* To cross-train in at least one other department by April 15
* To list and describe at least 5 administered medications and describe indications, side effects, and generic names by September 30
* To increase production by at least 10% from 500 units to 550 units per week by May 1
* To proofread all documents typed, and ensure 100% accuracy on all final drafts prepared through April 10
* To correctly complete an accident investigation report according to departmental procedures by August 1
* To plan and reorganize the reading learning center in the 2nd grade class by May 4
* To apply dressing, using sterile techniques, on at least 2 patients to the satisfaction of the ward supervisor by July 1
* To compile a list of 10 customer relation techniques and practice them on the customers through April 1
* To develop an efficient courier route and to identify the customers by July 10
* To demonstrate the correct procedures for receiving, and signing for, at least 5 UPS shipments by November 3
* To read and summarize at least one article on shoplifting prevention, and discuss it with my supervisor by July 15
* To improve my telephone communication to the satisfaction of my supervisor by Jan 30
* To demonstrate proficiency in the operation of the collating machine according to the user's manual by March 4
* To plan, implement, and evaluate weekly curriculum activities for the 5th grade class by September 30

## Assessment of Student Learning Objectives

Assessment of Student Learning Outcomes (SLOs) will be measured through:

* A grading format that assesses student demonstration of skills in scheduling, communication, time-management, assignment completion and the development and completion of S.M.A.R.T. objectives.
* Supervisor/mentor evaluation of documented workplace objectives/projects using a rating scale to measure how well the workplace objectives/projects were accomplished.
* Two worksite visits with the supervisor/mentor to discuss the students’ progress and level of contribution toward the achievement of organizational objectives.
* Student self-evaluation of learning outcomes.

## Role of The ADMJ Internship Coordinator

The following checklist highlights the necessary steps for faculty supervision of a student in the Occupational Internship Program.

1. **ADMJ Internship Coordinator Expectations**
	1. Agree to serve as an ADMJ Internship Coordinator for a student during the course of his or her internship.
	2. Review and approve the student’s internship site. If there are any concerns, please discuss with the student and internship coordinator.
2. **Student Learning Outcomes**
	1. Work with students to formulate attainable, measurable learning outcomes and complete the Training Plan. You must approve the student’s learning objectives.
	2. Assist student in developing learning objectives that will advance the student’s career as well as match the learning outcomes of the student’s major.
3. **Communication**
	1. Maintain contact with the student(s) and Site Supervisor(s) throughout the duration of the internship.
	2. Log all communication between employer, faculty and student on the Faculty and Student Communication Log.
4. **Site Visit**
	1. The ADMJ Internship Coordinator will conduct at least one site visit per the Title 5, California Code of Regulations, and Section 55255*.*
	2. The site visit provides the opportunity for the ADMJ Internship Coordinator and work supervisor to meet in person to discuss the student’s progress during the semester. The student does not need to be present when the visit occurs.
5. **Assignments**
	1. Clearly outline student assignments.
	2. Students must meet with the ADMJ Internship Coordinator to discuss and review their internship experience. It is recommended that internship students meet in a group. Peer review and sharing the experience is a valuable learning tool and facilitates continued learning.
	3. Review and sign each student’s timesheet at the end of each month. Track student’s number of hours and report back to student on their progress of completing the required number of hours. Keep original timesheet to submit to CWEE office at the end of the semester.
	4. Students are required to write a three-page (minimum) essay as part of their internship and a Final Self- Evaluation.
	5. The student is responsible for submitting all required paperwork in original form to the ADMJ Internship Coordinator.
		1. **The ADMJ Internship Coordinator is responsible for collecting and submitting all documents to the CWEE office.**
6. **Evaluation**
	1. Ensure that all students complete the Final Self-Evaluation of the Learning Objectives. This assignment should be turned in with the required three-page essay outlining their internship experience.
	2. The student and Site Supervisor will also need to complete the Employer Evaluation of Student and submit to you as an original document.
7. **Submission of Paperwork**
	1. Submit all required paperwork to the CWEE office before the end of the semester. It is the responsibility of the ADMJ Internship Coordinator to collect and submit all paperwork to the CWEE office. NOTE: The CWEE office will not accept any of the required paperwork from students.
	2. All documents must be originals.
8. **Final Grade**
	1. Verify student enrollment, evaluate student performance and determine if credit should be granted and submit a final grade.
	2. The student should not submit final grades until you have received all paperwork and signatures.

# AT YOUR SITE

## Professional conduct

While working at your Field Internship site, you are considered an employee of that organization, and need to conduct yourself ethically and according to professional standards. Remember, you represent not only yourself, but also your Field Internship organization, City College of San Francisco and the Administration of Justice Program. For many employers and clients, you may be the only contact they have with City College of San Francisco.

## Field Experience Etiquette

**Etiquette**

The forms, manners, and ceremonies established by convention as acceptable or required in society, in a profession, or in official life. It might sound a little strange to you that we are talking about etiquette in Field Experiences. Field Experience etiquette, however, is nothing more than the behavior and manners that are acceptable at your Field Experience site. For many of you, your Field experience will be the first time you have ventured forth into the business world beyond City College of San Francisco. Many rules are different there. People don’t expect you to be a student. Rather, they expect you to act the way they do, as a professional in their line of work. The catch is this: seldom are the rules spelled out for you, and the rules are not the same for any two organizations. If you don’t figure out the rules, you can have a poor experience and a poor evaluation. It’s all pretty ambiguous. So what do you do? Here are a few guidelines and ideas to help you get on track:

**Follow the Chain of Command**

It is important for you to know the formal and informal reporting structures within your organization. Follow the chain of command in all your communications and actions. That means go to your Work Supervisor first unless you are instructed otherwise.

**Respect Confidentiality**

You can talk about issues, projects, the work environment, but refrain from talking about your work associates. Gossip can get back to people and wind up hurting you. Don’t be hurt if you are left out of certain discussions – some issues are for staff ears and eyes only. Finally, don’t take sides - steer clear of- inter office politics. Remember that you are there to work on your project.

**Respect the Support Staff**

They have been there longer than you, and they know more than you do. They can be terrific allies in helping you break in, in helping you understand the unspoken rules, and in helping you accomplish your goals if you treat them with the respect they are due. Wipe the thought “just a secretary” out of your mind. Remember this: without support staff, the organization would not run.

**Learn Basic Social Skills**

This might seem rather silly, but if no one ever taught you such rituals, you are well advised to learn them quickly! Go to the library and read some etiquette books, or pattern your behavior after those around you.

How you handle hellos, good-byes, and basic courtesies of speech and action can win friends or turn people off. For example, don’t sit down in someone’s office until you are invited to do so. Keep your feet off the furniture. Hats off inside! Don’t chew gum! In the dining hall, you can get away with reaching across someone for the salt, or pushing your plate out of the way when you are through. In the work world, you lose points.

**Attendance and Promptness are Expected**

Because you are a student, some faculty may not penalize you if you fly into class five minutes late, or if you miss class. In the work world, that just won’t cut it. Tardiness and absenteeism signal disrespect for other’s time and a lack of interest in the work. Promptness signals eagerness, responsibility, and respect for others. At the beginning of the day and at all your meetings, be on time or five minutes early. As for being absent from work, serious illness or family emergencies are the only reasons that may justify absence. It is important to call immediately and speak directly with your Work Supervisor if you have a problem that will keep you from your Field Experience.

**Learn to make a Positive First Impression**

Practice until you acquire a firm handshake. Learn how to make introductions, and how to introduce yourself to those you don’t know. Be friendly, smile and extend yourself. These are all parts of those important first impressions that really can earn you points.

**Dress the Part**

Yes, this is important! When you walk in the door of your Field Experience site, even if it is on campus, you are no longer a student. I repeat: you are no longer a student. Appropriate attire is different for every organization. Look around you. What are others wearing? What about their hairstyles? What kind of accessories is the norm (including earrings for men)? Model your dress and grooming after that of your supervisor and other professional staff and you cannot go wrong.

**Lose the Lingo**

“Hey, cool!” might be a natural expression of affirmation on campus. In your Field Experience, it will tell people that you are not yet professional material. Listen to the language of those around you, listen to your own language, and speak as a professional

**Show your Appreciation**

At the conclusion of your Field Experience, express thanks to all those people who helped you during your Field Experience. In particular, write a brief thank you note to the site Work Supervisor for sharing his or her time and expertise and serving as your “mentor.” Be a good ambassador. Be cognizant that you reflect our college. How you perform and behave in your Field Experience will affect the future of other City College of San Francisco students. Think about the long-term benefits of good Field Experience etiquette. Many of you will ask your Work Supervisors for job recommendations or contacts. Some of you will apply for full-time or summer jobs at your Field experience site. Have you proven that you can make it in this type of environment? Have you earned a positive recommendation? What you do today can stick for a long time. MAKE IT COUNT.

**Student Orientation to the Work Setting**

Understanding the context in which work takes place can help you learn from the Field Internship and be more effective in carrying out assignments. The people, events, and issues, in the organization often comprise an infinite curriculum for Administration of Justice, social sciences, business management, and in the Humanities. As a student, you should take the time to understand the following:

## The Organization’s Work Rules

What are the organization’s formal and informal work rules? Are there clear implicit goals for the organization? Is there literature in which the Site’s goals appear, such as annual reports, public relations material and strategic planning documents?

## The Organizational Environment

**People:** Who are the key players in the larger organization? Who are the formal and informal leaders in the organization? What are their backgrounds? Attempt to speak with various individuals about their roles.

**Structure:** What are the formal and informal structures at the site? What are the formal and informal Communication patterns?

**Funding/Budget:** Where does the funding come from to operate this organization? How does the budget process work? How are budget decisions made?

### What To Do If Things Go Wrong

Suggestions for Students, Work Site Supervisors and Faculty

The following guidelines will assist faculty, students and work supervisors in working through concerns.

1. Discuss the problem
	1. Occasionally problems arise during Field Internships. We strongly encourage the individuals involved to discuss the situation, negotiate on their own, and work toward an agreement. Early involvement can usually lead to a possible solution. If a problem arises, it is important to deal with it immediately. This, of course, is the ideal solution. If a solution cannot be found, move on. If the problem is with the student or the Site Supervisor, consult the ADMJ Internship Coordinator.
2. Call
	1. Site Supervisors should call the ADMJ Internship Coordinator when a problem arises which cannot be resolved through discussion. Such a problem might be absenteeism, failure to follow directions, poor attitude and inappropriate dress. Likewise, students should call the ADMJ Internship Coordinator when problems occur, such as when guidelines are not being followed, when expectations are not being met or when an employee exhibits unprofessional behavior involving the City College of San Francisco student intern.
3. Intervene
	1. If faculty intervention is warranted, the ADMJ Internship Coordinator should gather information from the Site Supervisor and the student concerning the nature of the problem. A site visit and/or a meeting between the three individuals may be advisable, with the ADMJ Internship Coordinator as convener and mediator.
4. Review the guidelines
	1. All individuals should review the guidelines, Training Agreement and objectives. What expectations were outlined at the beginning of the Field Internship? Clarification of the expectations may be in order.

## Frequently Asked Questions

**How do I find a Field Internship site?**

First and foremost, you must be qualified and interested in registering for the Administration of Justice Internship. Secondly, you must consult with the ADMJ Internship Coordinator. The student and ADMJ Internship Coordinator will work together to place the student in the most appropriate field site that fits the students academic and career profile. In addition, the ADMJ Internship Coordinator may assist the student with the necessary steps for obtaining the Field Internship. You may decide to search for and obtain Field Internship on your own, but remember your proposed site and the work involved, still needs to be approved by the ADMJ Internship Coordinator to qualify for academic credit.

**What can I expect and what should I ask during the interview?**

You should treat an interview for the Field Internship as you would any employment interview. Dress appropriately. Be prepared to answer questions about yourself and the City College of San Francisco Administration of Justice Program. Therefore, you should take a copy of your resume and this guide along with you to the interview.

**What forms and paperwork are required to obtain and register for Field Internship?**

You must prepare a one-page resume, since most employers want to see your resume when you apply and interview for a Field Internship. The ADMJ Internship Coordinator can assist you with the resume, and supplemental help is available from the College and Career Center. You must make an appointment.

You will also be required to complete the Field Internship Application/Registration

Form available from the ADMJ Internship Coordinator. After receiving this you must prepare the Field Training Agreement and objectives.

Both the Application/Registration Form and the Training Contract need the required signatures prior to beginning the Internship.

Work Activities should be obtained from your Site Supervisor who should give you a job description and describe the employer’s proposed work assignments at the time of your interview.

The ADMJ Internship Coordinator may also provide guidance in the development of your Training Agreement Contract and objectives. This is a very important part of the Internship experience, and important for the final grade.

The ADMJ Internship Coordinator will review copies of the completed and approved Training Agreement and objectives and a copy will be supplied to the Site Supervisor.

No retroactive credit will be granted. If you want to do a Field Experience for academic credit, you must complete all paperwork and register before the registration deadline date and before your Field Experience actually begins.

**How many Field Internships may I take at City College of San Francisco?**

Normally, you would take 1- 3-credit Field Experience, but if you have satisfactorily completed one semester and choose to do a second, it is allowed. Several Employers require 2 semesters.

# FORMS

## CWEE Student Application can be found here:

##

<http://www.ccsf.edu/en/educational-programs/cte/Earnandlearn/CWEEfacultyresources.html>

## CWEE Training agreement can be found here:

<http://www.ccsf.edu/en/educational-programs/cte/Earnandlearn/CWEEfacultyresources.html>

## Biweekly Time Sheet

Bi-Weekly Field Reports Administration of Justice Internship Program City College of San Francisco

See Online Form

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Coordinator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Report for time period: \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_

Please indicate the hours you worked during the two-week period, and place total hours to the right of the boxes. Have these times initialed by your Work Site Supervisor.  Put total hours at end of week.

Week 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|  |  |  |  |  |  |  |

Week 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|    Monday | Tuesday | Wednesday | Thursday |    Friday    | Saturday | Sunday |
|  |  |  |  |  |  |  |

Evaluate your experiences and performance during the past two weeks. The questions listed below must be numbered, Please upload to Canvas by Sunday night following the second week.

1. What objectives did you work on during this time period and what progress did you make in achieving the objectives? Briefly describe.
2. What new experiences did you have during this time period?
3. What skills and experience did you apply to your internship experience?
4. What knowledge bases or theories did you draw from in performing your duties?
5. 5.What areas presented you with the most difficulty or challenge?
6. What are your plans for continued improvement? How will you address the above challenges?
7. At this time, what specific areas or issues would you like to address with your Internship Coordinator?

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ADMJ Internship Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Student Final Self-Evaluation

## Faculty and Student Communication Log

## Employer Evaluation of Student

## Letter Sent to Prospective Sites



ADMINISTRATION OF JUSTICE

50 Phelan Avenue, Ocean Avenue Campus, Batmale 213, Mailbox LB1, San Francisco, CA 94112

**ADMINISTRATION OF JUSTICE (415) 239-3202**

On behalf of City College of San Francisco, I want to extend a warm welcome and thank you for your participation in the Cooperative Work Experience Education Program (CWEE). The purpose of the CWEE program is to help students obtain on-the-job training that will provide you with an efficient and valuable employee/trainee while also providing a practical education experience that supplements and enhances the student’s class-room theory. The program gives you the opportunity to make a contribution to the student’s education in a way that will directly benefit you and your agency.

In order for this contribution to be documented for college course credit, the program requires that the three Learning Objectives written and validated by the employer on the student’s Training Plan be assessed and progress reflected throughout the semester. These Learning Objectives are a way to identify specific work-related goals to be accomplished at your work site during the semester and will enhance the student’s job performance and progress. We encourage you to periodically review the Learning Objectives with the student and commend progress made or provide encouragement in areas where the student is not meeting expectations. A copy of the student’s training plan will be given to you upon completion.

Very soon I will be in contact with you to review the Learning Objectives and any other expectations for the semester. Please also expect a visit towards the end of the semester to evaluate the progress made during the semester. The student does not need to be present during this meeting. At the end of each month, you will be asked to verify work hours by signing the CWEE timesheets. In addition, the Employer Evaluation of the Student must be completed toward the end of the semester to rate the student’s performance in several competency and foundational skill areas. A copy of this evaluation is also provided to you with this letter and can be returned to the faculty advisor during the site visit.

The City College Administration of Justice Department appreciates your time and energy given to the students. If you have any questions, please call the office at 415.452.4705 -or email me at cfatooh@ccsf.edu. Thank you for your cooperation!

Sincerely,

Colleen Fatooh

Work Experience Coordinator