CRIM 4340 Field Internship

**Instructor:** Dr. Roberto LaCarra

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<td>Semester</td>
<td>Spring 2017</td>
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<td>Number</td>
<td>3013</td>
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<tr>
<td>Name</td>
<td>Dr. Roberto LaCarra</td>
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<tr>
<td>Telephone</td>
<td>Office: 713-525-3820</td>
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<td></td>
<td>Cell: (626) 786-0398</td>
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<td>Email</td>
<td><a href="mailto:lacarr@stthom.edu">lacarr@stthom.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By Appointment</td>
</tr>
<tr>
<td>Room</td>
<td>Dr. LaCarra’s Office</td>
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**Prerequisites**  
Junior/Senior standing

**Textbook(s) Required**  
Handouts from Dr. LaCarra

**Course Description**  
A minimum of three months in an approved criminal justice or social service agency setting taken preferably between junior and senior years. Designed to provide the student with an opportunity to apply academic learning in practical situations.

**School of Education Disposition Expectations**

The Following are disposition indicators and examples of corresponding behaviors:

*Demonstrate professional responsibility by-*

- Being present, punctual and prepared for professional and academic activities.
- Responsibly communicating with faculty, peers, supervisors and/or mentors.
- Maintaining confidentiality of student records and private communications.
- Being actively involved in professional development activities.
- Maintaining composure under pressure by exhibiting self-control.
- Meeting professional expectations and obligations.
- Expressing feelings effectively and appropriately.
- Responding appropriate to directives from faculty members, supervisors, and mentor teachers.
Foster *collegiality* by-

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques.
- Respecting other’s points of view.
- Collaborating with students and working cooperatively with colleagues.
- Demonstrating an awareness of own impact on others.
- Expressing feelings appropriately.

Demonstrate commitment to *diversity* by-

- Showing adaptability in instruction for individual differences.
- Demonstrating that diversity in the classroom is a commitment to equity.
- Facilitating lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that is not demeaning of harmful to any individual or group.

Demonstrate commitment to *learning* by-

- Demonstrating an openness and willingness to learn.
- Demonstrating flexibility.
- Creating a learning environment which enables students to fulfill their potential.
- Respecting individual differences.
- Adapting instruction to “best practices.”
- Displaying creativity, curiosity and enthusiasm for teaching and learning.

Maintain professional and personal *integrity* by-

- Adhering to the UST honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Respecting SOE policies and procedures.
- Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.

**Social Justice Tenets**

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

**Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
**Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

**People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

**Course Objectives/Learner Outcomes**

**Major Course Objectives:**

a) Afford students the opportunity to correlate theory with practice within the agency setting.

b) Develop in students an understanding of current problems within the agency and other components of the criminal justice system (or general public or private sectors related to the criminal justice system).

c) Provide students with intensive agency experience and to permit students to become sufficiently involved.

d) Allow students to assume appropriate responsibilities of a regular staff member and be able to function with a minimum of supervision.

e) Enhance students’ capacity for intellectual inquiry, expository writing skills, and critical analysis.

f) Translate students’ understanding and/or ability to devise realistic strategies for improving an agency’s delivery of services.

**Major Assignments**

**Grading Rubrics are Associated with Each Assignment:**

- Weekly journal worth 100 points.
- Registration with UST career services 100 points.
- Completion of three “open ended” and “group” interviews with Dr. LaCarra about your internship and career goals worth 100 points.
- 4 page Reflection paper on your field internship, especially addressing “what next?” worth 100 points.

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<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<td>D</td>
<td>1.0</td>
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<td>F</td>
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**Grading Breakdown:**
Journal: 25%
Registration: 25%
Interview: 25%
Reflection Paper: 25%

**Student Accommodations**

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

**Professional Standards of Behavior for Students and Faculty**

**Academic Integrity**

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.

**Use of UST Email Accounts and Blackboard**

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpdesk: 713-525-6900
Blackboard help: 713-525-3153

**Attendance**

*Note:* Attendance of each class period is required. If a student is unable to attend class, he/she should telephone/e-mail the professor before the class period or as soon as possible after class. It is the student’s responsibility to catch up on any material missed before the next class period.

**Three absences** without good reason will result in the final grade being lowered by a letter grade. The overall final grade will be lowered by one percent for each subsequent absence. Two tardies (will include leaving early from class) will equal one absence.

**Late Assignments**

It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

**CLASS SCHEDULE**
We will be meeting as a group once in February, March, and April. Dates will be assigned according to your availability and written in the space below. There is a mandatory meeting on the first week of class, Friday, January 20th at 1pm to meet with Dr. LaCarra, Department Chair, Criminology, Law and Society at SEHS-GSSC (Dr. LaCarra’s office).

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