

**Texas A&M University-Texarkana
Criminal Justice Program**

CJ 400 Internship – Agency Coordinator Information

Thank you for providing this wonderful educational opportunity to our student. Experiential Learning is one of the most enjoyable forms of education because it integrates observation, thinking, doing, and communicating in a real world environment. This is not only an opportunity for the student to learn more about your agency and its career potential, it is an opportunity for your agency to evaluate, shape and/or recruit a future employee. We hope you will also take it as an opportunity to give feedback and suggestions to Texas A&M University-Texarkana on what we could do better in preparing pre-professional criminal justice students to work in justice and social service fields.

Because we place students in a variety of criminal justice, justice related, and social service agencies, it is impossible to provide specific guidelines that fit all of them. The following are our expectations and general guidelines for your agency to shape within your unique mission and organization.

On Site Internship Coordinator Tasks

- In order to meet the education objectives and federal law, interns must participate actively in their internship to the extent possible but are not to replace an employee. The internship must focus on student learning.
- The student must complete 130 clock hours with the agency for each 3 semester credit hours received. The student must make clear to you if they are seeking 130, 260, or 390 hours of internship time in the agency. How those are scheduled is negotiated between the student and agency. Students normally complete all hours in a single semester, however there are some students who due to class and work schedules may start before their term of record or extend the time needed into a second term.
- Some students wish to engage in extended internship time for personal development. If you have questions at any time about whether a student is enrolled in our internship course, please do not hesitate to ask me.
- Before the internship begins, or no later than the first day, please clarify with the student expectations for scheduling, communication, dress, grooming, professional bearing, behavior, social media, etc. This would also be the time to identify agency policies or relevant legal codes with which they need to read.
- The intern will have a daily log that must be filled out each day that they work for the agency. It is their responsibility to come to work each day with their portfolio or clipboard, writing material, and daily log sheets. The supervisor assesses the student at the end of each day and initials the log before the student leaves each day and the completed log is turned in to the agency coordinator for review. Because there is an academic writing component in this internship, we ask that the student be allowed to use down time to write if they are not otherwise occupied with active observations or agency tasks.

Supervisors and Coordinators?

Different agencies use different terminology. We use the word supervisor to refer to employees that a student is shadowing on a given day. We use the word coordinator to refer to the person who is the primary point of contact at the agency that coordinates interns coming to the agency (or part of an agency). The Coordinator is also the person who is the contact for the instructor of the course overseeing academic credit for the student. Depending on the agency, a student may have a different supervisor every day or the same one all semester. The coordinator may or may not be a daily supervisor.

- At the end of the internship, the agency intern coordinator completes a final evaluation of the student and gives them an exit briefing including suggestions for improving their professional potential. The final evaluation is returned directly to the instructor. The evaluation form is included in this packet or may be obtained from the student.
- We appreciate it when an agency works with a student's schedule, but the student (and his or her expectations) must fit with the agency needs and requirements. Your initial interview with a student should establish what parameters you will place on their work hours as well as how flexible those can be. An internship will have a substantial amount of observation, but should also include either real or mock substantive, productive activities. It should not be only a "clerk" position that is normally filled by an employee, answering phones, filing, etc. without learning the professional side of the agency. Some of that kind of work is appropriate, but interns are to be treated as pre-professionals who are paired with working professionals to observe, explore, and learn.
- When possible interns should be placed with daily supervisors who excel in their profession and/or who have training experience (for example, a Field Training Officer) in order to increase student interaction focused on student learning. Obviously, our interns are often in situations and agencies where they are not legally permitted to perform the actual work being done by agents of the organization. However, they can perform parallel tasks that are observed by their supervisor. For example, while shadowing an employee, the employee should quiz the student about what they are observing, what would they do under the circumstances, etc. They should require the student to write narrative reports as if those would be official reports, that they can compare with reports that an employee writes and then have their work critiqued for improvement.
- Interns have several assigned essays that require input from the agency (such as agency policies or mission statements) and personnel. These are reflection essays based on activities in their textbook, previous learning, and their observations in the agency. Interns should show these assignments to their supervisors to seek advice on how best to gain the information needed for the assignments.

If an intern must be reprimanded (most commonly for tardiness or dress code violations, but occasionally for something more serious), please call or email the instructor about the situation. We view this as part of their professional development and want students to learn to take correction as professionals to improve their professional bearing and future performance. If a student engages in a problematic pattern of behavior, please contact the instructor to discuss options. If the student engages in egregious behavior such that they must be suspended or terminated immediately, please contact the instructor as soon as appropriate.

If an intern has been injured, please contact Texas A&M University-Texarkana Police immediately at 903-334-6611 and they will alert the appropriate campus representatives.

If you have any questions, do not hesitate to contact the instructor of the student's course. We recognize the sacrifice your agency makes on our behalf and welcome your cooperation in this process. We want to do our best to maintain the healthiest of relationships with our internship agency partners.

Student Intern Performance Evaluation

Circle the appropriate score in each category based on your overall evaluation of the student's performance and growth demonstrated over the course of their internship. Use the following as a guide:

10 = (100%) Superior student, demonstrating the traits of someone you would like to hire.

7 = 70% or Minimally Acceptable; 5-6 = 50-60%, Demonstrating potential, but still does not show adequate ability or responsibility, 1= Behavior sufficiently problematic to warrant termination.

- 1. The intern was on time every day, with their portfolio, motivated to work/observe: (1 2 3 4 5 6 7 8 9 10)
- 2. The intern kept to their assigned schedule and function: (1 2 3 4 5 6 7 8 9 10)
- 3. The intern followed instructions and learned quickly: (1 2 3 4 5 6 7 8 9 10)
- 4. The intern dressed appropriately: (1 2 3 4 5 6 7 8 9 10)
- 5. The intern demonstrated professional social interactions: (1 2 3 4 5 6 7 8 9 10)
- 6. The intern demonstrated professional communication skills: (1 2 3 4 5 6 7 8 9 10)
- 7. The intern was an asset to your organization: (1 2 3 4 5 6 7 8 9 10)
- 8. The intern followed the rules of your agency: (1 2 3 4 5 6 7 8 9 10)

The following elements provide feedback for the student and our program. Use the back for extra space & additional comments. Omit any question you are uncomfortable answering.

- 9. Compared to recent applicants, what is the probability you would hire this student? 25% 50% 75% 99%
- 10. Would you be willing to serve as a reference for this student? Yes No
- 11. Did the student help or hurt the reputation of A&M-Texarkana? Hurt No Effect Helped
- 12. What suggestions do you have for the student to improve their employment and promotion potential?
- 13. How could the Criminal Justice Internship Program at Texas A&M University-Texarkana be improved?

Name of intern: _____

Name of evaluator: _____ Phone Number: _____

Name of Agency: _____

Did you discuss this evaluation with the student? Yes No
May I share this evaluation with the student? Yes No