EAST CENTRAL UNIVERSITY

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
DEPARTMENT OF HUMAN RESOURCES

Criminal Justice
INTERNSHIP MANUAL

Policies
and
Procedures
Revised Spring, 2008

Ada, Oklahoma  74820
(580)559-5382
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Employment Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>The Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Length of Internship</td>
<td>4</td>
</tr>
<tr>
<td>Location of Internships</td>
<td>4</td>
</tr>
<tr>
<td>Grading</td>
<td>4</td>
</tr>
<tr>
<td>Academic Credit</td>
<td>4</td>
</tr>
<tr>
<td>Requirements for Internship</td>
<td>4</td>
</tr>
<tr>
<td>Application Procedure for Internship</td>
<td>5</td>
</tr>
<tr>
<td>Internship Options</td>
<td>6</td>
</tr>
<tr>
<td>Option I</td>
<td>6</td>
</tr>
<tr>
<td>Option II</td>
<td>6</td>
</tr>
<tr>
<td>Option III</td>
<td>7</td>
</tr>
<tr>
<td>Approval for Placement Site</td>
<td>7</td>
</tr>
<tr>
<td>Student Readiness</td>
<td>7</td>
</tr>
<tr>
<td>The Role of the Student</td>
<td>7</td>
</tr>
<tr>
<td>The Role of the University</td>
<td>8</td>
</tr>
<tr>
<td>The Role of the Agency</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of Students</td>
<td>9</td>
</tr>
<tr>
<td>Preparing the Written Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Appendices</td>
<td>11</td>
</tr>
<tr>
<td>Appendix A, Internship Packet</td>
<td>12</td>
</tr>
<tr>
<td>Appendix B, Criteria for Departmental Approval</td>
<td>14</td>
</tr>
<tr>
<td>Appendix C, Internship Commitment</td>
<td>16</td>
</tr>
<tr>
<td>Appendix D, Internship Journal Sample</td>
<td>17</td>
</tr>
<tr>
<td>Appendix E, Evaluation Form I</td>
<td>18</td>
</tr>
<tr>
<td>Appendix F, Evaluation Form II</td>
<td>19</td>
</tr>
</tbody>
</table>
Appendix G, Program Assessment Survey ................................. 20
Appendix H, Internship of the Year Nomination Form ......................... 21
INTERNSHIP MANUAL
FOR
THE CRIMINAL JUSTICE PROGRAM

Program Objectives

The undergraduate degree program in Criminal Justice at East Central University was established in September, 1984. It is administered by the Department of Human Resources under the College of Liberal Arts and Social Sciences, and culminates in a bachelor of arts degree in Criminal Justice, with concentrations in adult corrections, juvenile services, and law enforcement.

The primary objective of the undergraduate program is to provide preparation for individuals who desire to pursue a career in a criminal justice field. The program helps students to develop the knowledge and skills to be employed in a variety of federal, state, and local organizations and agencies, both public and private entities, which provide Criminal Justice services. The goals of the program are:

1. To prepare students to pursue careers in Criminal Justice professions.
2. To assist in supplying the human resources needed to staff the increasing number of programs in Criminal Justice.
3. To provide a sound undergraduate education for graduate studies in Criminal Justice professions.

Employment Opportunities

The Criminal Justice graduate will qualify for entry level positions in most local, state, federal, and private agencies in Criminal Justice. Specifically, this includes such positions as: parole and probation officers; law enforcement officers; juvenile services unit workers; correctional officers, correctional counselors; and youth service workers.

The Curriculum

The curriculum is designed to meet the requirements of a bachelor of arts degree, with a major in Criminal Justice. The curriculum is designed to enhance the graduates' opportunities to develop necessary skills, attitudes, and understandings through (1) general education courses, (2)
a core of common courses relating to all Human Service occupations, (3) courses for specific areas of concentration.

**Length of Internship**

Internship extends for a period of 440 hours. This works out to 11 weeks at 40 hours per week.

**Location of Internships**

The location of the internship will not be limited by the range of commuting distance from the University. Special effort will be made to place the student in an agency that will provide the most meaningful experience, while still considering convenience and economics.

**Grading**

The assignment of a pass/fail grade at the end of the internship shall be primarily based upon the following:

1. Evaluation of the intern's experiences by an agency field supervisor.
2. Evaluation of the intern's experiences by the faculty advisor.
3. Evaluation of written assignments and journal of activities.

**Academic Credit**

Twelve hours of Academic Credit will be assigned upon successful completion of the internship.

**Requirements for Internship**

A student applying for an Internship in Criminal Justice must make formal application through the Internship Committee of the Department of Human Resources. The following requirements and policy statements apply to all students wishing to participate in internship activities:

1. The student must have senior level standing and have completed all of his/her major course work. This means successfully completing 90 or more credit hours of college work.
2. The student must file a timely application for internship with the Internship Coordinator in the Department of Human Resources.
Timely means:

a. **For Fall Internship**, an application must be filed no later than the end of the **second** week of school of the preceding **Spring** semester.

b. **For Spring Internship**, an application must be filed no later than the end of the **second** week of school for the preceding **Fall** semester.

c. **For Summer Internship**, an application must be filed no later than the end of the **second** week of school of the preceding **Spring** semester.

3. The student applying for internship must have an accumulated grade point average of no less than 2.5 for the courses taken during the first three (3) years (approximately 90 credit hours) of college work.

4. Completion of all required core and concentration courses in the Department of Human Resources.

**Application Procedure for Internship**

1. Recommendation for internship placement by a majority of the Internship Committee of the Department of Human Resources. Recommendation for internship will be based on the student's personal appearance, communication skills, interpersonal skills, punctuality, tolerance, flexibility, dependability, initiative and professional attitude, in addition to meeting the internship requirements as appropriate.

2. The advisor for the Criminal Justice concentration will receive applications with a degree check and an unofficial transcript.

3. The appropriate personnel from each concentration will "present" the applications from his/her concentration and make recommendations to the Criminal Justice Internship Committee as to its disposition.

4. **Student's Rights of Appeal:**

When a Human Resources major files an application for internship, that application is acted upon by the Internship Committee of the Department. The application is approved or denied by the Committee of the Department based upon requirements set forth in this document. The student will be notified in writing by the appropriate personnel of the Department as to
the decision of the Committee. If the student feels that the recommendations of the Department Committee is adverse or otherwise does not represent the student's interests, then the applying student may wish to evoke the following appeals process:

a. The student who feels that s/he has received an adverse decision on his/her application for internship should first file a written petition with the Chairman of the Department within ten (10) days following notification of the decision on the internship application, setting forth those reasons why s/he feels the Committee's decision was erroneous. Also, at the same time, the student should request to appear before the Human Resources' Internship Committee to appeal the adverse decision. (The Department will make every effort to schedule the student for a "hearing" within two weeks following receipt of the student's petition.) The student will be notified in writing of his/her "hearing" date.

b. If, after an appeal by the dissatisfied student, the Human Resources Committee sustains its initial decision, the student has further rights of appeal through the process set forth by the University. The Human Resources faculty will assist the student insofar as possible in assuring that the student's rights are preserved.

**Internship Options**

**Option I**

**Full Semester - Full Time Internship (12 hours credit).**

This option requires full time student enrollment for 440 hours. The student will be located at the internship site on a full time basis.

**Option II**

**Extended Internship (6 hours credit per semester).**

This option allows a student intern to equally divide the internship between two semesters.
Option III
Students having suitable work experience in the Criminal Justice area may petition the
Department for exemption from internship. Exemption will be requested on the Internship
Application form, with work experience documented. Students not participating in internship
activities will enroll in an equivalent number of credit hours of approved course work in lieu
thereof.

Approval for Placement Site
Each student will apply to the agency offering the field placement. The agency has the right
to determine a student's suitability for placement and subsequent retention. A commitment in
writing is made by the student, faculty advisor, and agency administrator, before the student
begins his/her internship (Appendix C).

Student Readiness
A student entering internship must give evidence that s/he is properly motivated at the time
of his/her assignment and that his/her personal and family situation is stable, and unencumbered
so as to assure successful completion of this important phase of professional education.

The Role of the Student
During the course of the internship, the student will conform to agency personnel policies,
such as working hours, dress, and holidays. Any minor exceptions must be cleared through the
field supervisor, and major deviations should be discussed with both field supervisor and faculty
advisor. If a dress code exists within the agency, the student must conform to the agency’s dress
code in the same manner as other agency employees.

The student should adhere to, and follow these general guidelines:

1. Assume responsibility for actions and activities.
2. Work cooperatively with supervisors and co-workers.
3. Approach new situations with a positive attitude and eagerness to learn from the
   experience of others.
4. Apply knowledge learned in the classroom to practical situations.
5. Develop professional rather than personal relationships with clients.
6. Treat client information with strict confidentiality.
7. Be punctual and thorough in completing and submitting all work assignments.
8. Prepare for and utilize case conferences with other professionals as learning situations which will improve the quality of services.
9. Show willingness to accept and profit from constructive criticisms and suggestions.
10. Exhibit ability to remain flexible in whatever day-to-day situations occur and use creativity in finding solutions to new problem situations.
11. Complete the Program Assessment Survey and submit along with their journal to the faculty advisor upon successful completion of the internship.

The Role of the University

In the description of the internship program, the role of the University refers primarily to the role of the faculty advisor assigned by the University to supervise an intern.

The internship is considered part of the curriculum. The faculty advisor will thus assume overall responsibility for consultation with the agency and the student in terms of objectives, content, and experiences. In general terms, the faculty advisor will be responsible for insuring that the student receives maximum benefit from the internship, that the University requirements are completed, and that the internship benefits the agency as well as the student.

Specifically, the faculty advisor and the University will be responsible for the following:

1. Selection and approval of the internship packet.
2. Clear interpretation to the student of the course requirements, role expectations, nature of assignments, and the method of grading.
3. Orientation of both the student and the agency regarding University or Internship objectives, procedures, and policies.
4. Coordination throughout the internship of all participants, and dealing with special situations which arise.
5. The faculty advisor will make a minimum of two (2) field visits during the course of
the internship for consultation with the student and agency supervisor.

6. The faculty advisor will supply the agency with appropriate evaluation forms to be completed by the field supervisor at specified intervals (usually mid-term and final).

The Role of the Agency

The agency and/or field supervisor will be primarily responsible for the following:

1. Orientating the student to:
   a. Agency philosophy, structure, and function
   b. Agency policies and procedures
   c. Agency personnel regulations (dress, hours, meetings, travel, etc.)
   d. Other agency personnel the intern will be working with
   e. The dynamics of the client population and caseload characteristics

2. Teaching the student the agency role in the community and its coordination with other agencies.

3. Assigning and supervising the completion of client-related tasks.

4. Evaluating the student's completed assignments and making suggestions for improvements as necessary.

5. Providing regularly scheduled supervisory conferences for consultation and on-going evaluation of the student's progress.

6. Submitting two written evaluations to the faculty advisor.

7. Completing the Program Assessment Survey.

Through working with the student on a daily basis, the field supervisor will have a thorough knowledge of the student's strengths and weaknesses. This knowledge should enable the field supervisor to guide the student through various tasks and assignments which will enable completion of the internship with maximum benefit.

Evaluation of Students

Evaluation of students should consist of continuous self-analysis by the student and periodic analysis of the student's progress by the faculty advisor and the field supervisor. Growth in
professional competence should be evaluated both subjectively and objectively in terms of competencies desired in a beginning practitioner. These expectations should be communicated to the intern at the beginning of the internship in order to take away ambiguity and doubts on the part of the intern regarding what is required of them.

A major purpose of evaluation is to enable the faculty advisor and the field supervisor, and others concerned to render judgments periodically, concerning the work done by the student in his/her internship. It is through such judgments that the student gains insight that may result in improvement of his/her practice. Since the faculty advisor and field supervisor have direct responsibility for assessing the student's competence, they are concerned with developing adequate quantitative and qualitative indicators of the student’s performance. These evaluations will be used periodically throughout the internship.

Preparing the Evaluation

When preparing the written evaluation the following principles should be kept in mind:

1. The underlying philosophy and approach of evaluation should be directed constructively toward strengthening the student both personally and professionally.

2. Evaluation should be with the student rather than merely of the student.

3. Evaluation is properly regarded as a continuing process, not a single event in time. It is suggested the agency supervisor keep notes to aid in completing the periodic evaluations.

4. The evaluation process should also provide an opportunity for the student to assess the internship experience.

Completing the Survey

Upon successful completion of the internship, the site supervisor and the intern will complete the Program Assessment Survey (Appendix G). This document assists the program coordinator in obtaining regional accreditation with the Oklahoma Board of Regents and the North Central Association.
FACULTY SHOULD ENSURE THAT THE APPLICATION HAS BEEN PROPERLY PROCESSED IN A TIMELY MANNER AND FILED WITH MS. MICHELLE PRICE DURING THE SEMESTER PRIOR TO THE PROPOSED INTERNSHIP.

1. If the student has not been accepted into the program, the form titled Criteria for Department Approval (Appendix B), should be completed and signed by the applicant. The form should then be walked through the approval process, ensuring that the respective approval criteria have been met. The unofficial transcript should be checked at this time to ensure a qualifying GPA before allowing the student to attempt an internship.

2. Once the student has decided which of his/her three alternative site choices will be selected for the proposed internship, a three-way contract, or commitment form, should be signed signifying agreement between the student, the student's faculty advisor and the proposed internship site supervisor (Appendix C).

3. Advise the student that an internship journal should be kept of their significant activities and learning that occurs while in the internship program. The journal entries should occur on a daily basis (Appendix D) while these events and activities are fresh on the intern's mind. Additionally, all time spent at both the internship site and on related work should be recorded in this journal. The faculty advisor will review and sign the journal at the 220-hour mark and again at the 440-hour mark (upon successful completion of the internship).

4. Advise the student that Evaluation I (Appendix E) should be filled out by the internship site supervisor upon successful completion of 220 hours of the internship program. Three copies should then be made, one each for the intern, the internship site supervisor, and the faculty advisor. It is the responsibility of the intern to mail the Evaluation I form to the faculty advisor in the event it is not prepared and ready to be picked up during the first site visit.
5. During the first site visit, the faculty advisor should ensure that the internship site supervisor has a copy of the survey questionnaire (Appendix G) regarding student preparedness to be completed by the internship site supervisor and mailed to the faculty advisor upon the intern's successful completion of internship. Ensure that the internship site supervisor is provided with a business return envelope and is aware of the necessity of a timely return of this document and its purpose as an accreditation tool.

6. A second internship site visit should be scheduled as the intern nears completion of his/her internship and conducted within 20 to 40 hours of completion. During the second site visit, the Evaluation II (Appendix F) will be completed by the internship site supervisor and comments regarding the intern’s progress/success as related to their assigned work should be recorded. Care should also be taken to record activities that go “above and beyond” the normal course of duty. Interns that go above and beyond what is required in their normal duties should be identified for possible selection for “Internship of the Year” Award (See Nomination form, Appendix H).

7. A follow-up visit should be conducted with the internship site supervisor, if feasible. This visit will help ensure continuity of placement for future interns and establish continuing good relations with the site. The visit should also identify any additional considerations to be made before selecting future interns for that particular site (i.e., accommodations for disabilities, etc).
Appendix B

CRITERIA FOR DEPARTMENTAL APPROVAL

All students who are considering Human Resources as a major will take a concentration introductory course, usually at the sophomore level. It is at this point that the student should be approved as a declared major in a Human Resources concentration. Application for approval in Human Resources is made while the student is enrolled in the introductory course. Advisement is done by the concentration faculty member of the student's planned major.

The concentration has the responsibility for considering prospective majors. Each student will be considered in light of his personal traits, proficiency in introductory course, grade point average, English grades, evaluations by professors who have the student in class, and other such pertinent data as are deemed necessary. The Department of Human Resources adheres to the policies of the University in the granting of transfer credit. Interviews are held with the students by the concentration faculty members. After consideration by the concentration, the student is either: (a) approved as a declared major, (b) approved on condition or probation, or (c) denied approval.

The following are general policies of the Department in deciding the status of each student.

I. Criteria for Approval of Declared Major:

A. Completion of a minimum of 30 hours of course work.

B. 2.25 overall grade point average.

C. Attainment of a C or better grade in English Composition I and II.

D. Attainment of a C or better grade in concentration introductory course. *

E. Recommendation of concentration faculty member, based on student's:

   1. Personal Appearance
   2. Voice and Speech
   3. Social Skills
   4. Health
   5. Tolerance
   6. Flexibility
   7. Dependability
   8. Scholarship
   9. Interest
   10. Professional Attitude

Approval is based, not on any single criteria, but on a combination of both objective and subjective criteria.

II. Conditional approval is made if the student is below the minimum requirements for approval, but not so far below that in the opinion of the concentration faculty member the student may reasonably be expected to meet those requirements in a given length of time; no later than the semester prior to application for internship.

III. Denial is based upon failure of the student to meet any one or combination of requirements listed under point I above. A student may appear before the Department Grievance Committee to have his application reconsidered if the student desires.

All actions taken regarding major declarations will be made known to the student in person, as well as in writing.

*Rehabilitation Interpreter Concentration requires attainment of a grade of C in both Introduction to Deafness and Beginning Sign Language I.

COPS students are required to complete HPER 2272 First Aid with attainment of a grade of C or above.
DECLARATION OF MAJOR
DEPARTMENT OF HUMAN RESOURCES
EAST CENTRAL UNIVERSITY
ADA, OK 74820

NAME ____________________________________________________ Social Security No. ____________
Last   First            MI

LOCAL ADDRESS: __________________________________________________________
Street or P.O. Box
City                State                Zip

PERMANENT ADDRESS __________________________________________________________
Street or P.O. Box
City                State                Zip

Phone No. (____)____________________ Expected Graduation Date________________________
College Transfer: ___ Yes   ___ No
If yes, name of college____________________________________________________________
Major________________________________________________________
Minor________________________________________________________

_____________________________ ____________________________
Student's Signature             Date

_____________________________ ____________________________
Advisor's Signature             Date

Please attach an advisor's copy of your transcript to this form.

=================================================================================================
Notes:
INTERNSHIP COMMITMENT

Name of Student: ____________________________________________________________________

Place of Assignment: _________________________________________________________________

Address and Phone: __________________________________________________________________

In order to provide the above student an opportunity to fulfill the internship requirements for a B.A. Degree in Criminal Justice with a concentration in Law Enforcement, Adult Corrections, or Juvenile Justice, the following agreement is entered by the parties involved:

1. The agency named below agrees to accept the above-named student as a full/part time intern for one/two semester(s) beginning ________________ and ending ________________. The agency agrees to provide appropriate work assignments and supervision as stipulated in the Internship Manual.

   Agency: __________________________________________________________

   Signature _______________________________ Date_____________________________

2. East Central University, Department of Human Resources, agrees to assume overall responsibility for this internship arrangement and will provide field visits and consultation to the agency.

   Signature ______________________________________ Date _____________________

3. The student agrees to apply himself/herself and make the best possible use of this opportunity for professional training and practice. The student agrees to observe and abide by the policies and procedures outlined in the Internship Manual.

   Signature______________________________________Date_______________________

   Permanent Address: ________________________________________________________

   Telephone: ________________________________________________________________

   Social Security Number: ____________________________________________________
Internship Journal

Date       Time Spent

9/22/06                8 hours

Today I shadowed the Director and assisted the office personnel with paperwork. The Director, XXXX, said that I was doing a great job. One of the more frustrating aspects of this job is that paperwork seems to be so time-consuming where I believe that takes time away from the clients (juveniles) and direct services to them. However, I do understand the importance of covering one’s basis (hence the need for paperwork). Filing, case management, and helping kids must all work in conjunction with one another. If time was spent merely on one thing, we could be doing a disservice to kids, their families, and the juvenile justice system.

9/25/06 8 hours

Today I worked on clothing grants for the tribe, filed paperwork, and met with the Juvenile Probation Officer for the tribe. For the most part, she is allowing me to sit in on meetings between her, the juveniles, and their families. She told me that one of the most important factors when meeting with juveniles is also meeting with their family members to make sure they understand what the juvenile is allowed (and not allowed) to do. She helped me understand that sometimes she can see where the juvenile gets his/her behaviors from- the parents. She stressed to me that the environments that some of these kids come from is so challenging because she has to deal not only with kids but also their parents. She is also allowing me to visit the Children’s Village in Kingston to meet with kids and perform drug testing. Additionally, I will be able to sit in on staffings between her and the prosecutor for treatment plans and help her supervise community service. In terms of the staffings, I learned that every so often, the Juvenile Probation Officer will attend Grand Staffings to determine what is in the best interest of the child in terms of treatment. This should incorporate what is working/has worked for that particular juvenile as well as what is not/did not work for them. Supervising community service takes various forms. I will learn more about this process as my time continues at this agency.

9/26/06 8 hours

Today I went to court with XXXXX and sat in on a meeting between the probation officer, XXX, and a juvenile on her caseload. The juvenile is in trouble for stealing and assaulting (physically and verbally) her grandmother. The probation officer suggested to me that she believes the juvenile may have schizophrenia. She said she needs to have a state mental health examiner make the ultimate recommendation if this juvenile needs mental health services or not. One thing I learned today was that the Juvenile Probation Officer often times needs to refer the juvenile to services outside the arena of the juvenile system. The PO said that it was one thing to deal with the theft and assault complaints, and it was quite another thing to deal with the underlying causes of her behavior. If the juvenile needs mental health treatment, it would be the PO’s job to recommend that to the court. If the juvenile needs drug/alcohol treatment, it would be the PO to say she needs to attend juvenile drug court.
Appendix E

EAST CENTRAL UNIVERSITY

Criminal Justice Majors with Concentration in
Adult Corrections, Juvenile Justice and Law Enforcement

Evaluation Form I

Name of Student ________________________________________________
Agency __________________________________________________________
Field Supervisor ________________________________________________
Beginning Date of Internship ______________________ Ending Date __________
Date of Evaluation ____________________________

1. Statement of overall adjustment of the student to the agency.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. Statement regarding the student’s attitude and personal appearance.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. Identification of observed strengths (specific skills, aptitudes, behaviors, etc.).

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Identification of areas needing improvements.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Field Supervisor’s Signature __________________________ Date __________
Intern’s Signature _______________________________ Date __________

(USE BACK OF SHEET FOR ADDITIONAL COMMENTS)
Appendix F

EAST CENTRAL UNIVERSITY

Criminal Justice Majors with Concentration in Adult Corrections, Juvenile Justice and Law Enforcement

Evaluation Form II

Name of Student ____________________________________________________________

Agency ________________________________________________________

Field Supervisor ________________________________________________________

Beginning Date of Internship ________________________ Ending Date ________________________

Date of Evaluation ________________________________________________________

1. Statement regarding student’s progress in areas needing improvements as indicated in previous evaluation.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Identify performance areas needing further improvements.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Field Supervisor’s Signature ___________________________________ Date __________

Intern’s Signature ___________________________________ Date __________

(USE BACK OF SHEET FOR ADDITIONAL COMMENTS)
Appendix G

PROGRAM ASSESSMENT SURVEY - FINAL EVALUATION FORM
To be completed by SITE SUPERVISORS

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far above Avg.</td>
<td>Above Avg.</td>
<td>Average</td>
<td>Below Average</td>
<td>Far Below Average</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Please Circle your current status: (Employer          Internship Supervisor                Student          Alumni)

<table>
<thead>
<tr>
<th>Question</th>
<th>Knowledge Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Knowledge of the history of the criminal justice system in America to include the interrelations of police, courts, and corrections.</td>
</tr>
<tr>
<td>2.</td>
<td>Knowledge of the history of the juvenile justice system and relevant significant court cases.</td>
</tr>
<tr>
<td>3.</td>
<td>Knowledge of the major ideologies related to the punishment of crime perpetrators with special emphasis on imprisonment, probation, parole, and community-based corrections.</td>
</tr>
<tr>
<td>4.</td>
<td>Knowledge of the various functions of policing with special emphasis on community-policing.</td>
</tr>
<tr>
<td>5.</td>
<td>Knowledge of basic psychological and sociological explanations of criminal behavior.</td>
</tr>
<tr>
<td>6.</td>
<td>Knowledge of applicable Supreme Court Cases that regulate the ways police officers, juvenile justice professionals, and corrections personnel conduct their jobs.</td>
</tr>
<tr>
<td>8.</td>
<td>Knowledge of the duties, responsibilities, and principles of a variety of entry-level adult corrections, juvenile justice, and law enforcement positions.</td>
</tr>
<tr>
<td>9.</td>
<td>Skills necessary to perform the duties, responsibilities, and performance expectations of a variety of entry-level adult corrections, juvenile justice, and law enforcement positions.</td>
</tr>
</tbody>
</table>

10. Compare ECU graduates/interns to the preparation of other entry-level personnel in your agency (Circle One).
Appendix H

NOMINATION FORM
INTERNSHIP OF THE YEAR AWARD

Name of Student: ____________________________________________

Agency: ____________________________________________________

Field Supervisor: ____________________________________________

Beginning Date of Internship: ________________________ Ending Date: ________________________

Use the following space provided to give a summary of the outstanding nature of this internship:

____________________________________________________________________________________
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