

Cover Sheet: Request 15046

CJE 3XXX – Careers in Criminal Justice

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Erika Brooke ejbrooke@ufl.edu
Created	6/3/2020 2:34:13 PM
Updated	4/2/2021 8:43:52 AM
Description of request	I'd like to submit 'Careers in Criminal Justice' to receive a permanent course number. We do not currently have a permanent course that touches on the topics in the course. Similar courses are offered at other state universities. Careers in Criminal Justice operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, cultural competence, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, global awareness, and creating a professional online presence. The course taps into domestic and international careers, and the skills needed to work within the justice system in the U.S. or abroad.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Criminology and Law 16920300	Barbara Zsembik		6/5/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CLAS Curriculum Committee recycles this request, with the following changes needed: 1) use the full title for the transcript title, which can now be up to 30 characters; 2) remove Week 16; 3) remove syllabus; 4) change formatting of prereq to CCJ3024(C); 4) add a detailed rubric for 19% class participation, how will it be assessed?	10/1/2020
No document changes					
Department	Approved	CLAS - Criminology and Law 16920300	Barbara Zsembik		11/16/2020
Samples Rubric for Careers in CJ.docx					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/16/2020 1/22/2021
No document changes					
University Curriculum Committee	Conditionally Approved	PV - University Curriculum Committee (UCC)	Casey Griffith	Please include Academic Integrity statement in the syllabus.	2/17/2021
No document changes					

Step	Status	Group	User	Comment	Updated
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/11/2021
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Casey Griffith	no syllabus are currently attached for review. Please provide updated syllabi per previous UCC meeting decisions.	3/25/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/2/2021
Syllabus_CCJ 4934 Careers in Criminal Justice - Spring 2021.docx					4/1/2021
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/2/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15046

Info

Request: CJE 3XXX – Careers in Criminal Justice

Description of request: I'd like to submit 'Careers in Criminal Justice' to receive a permanent course number. We do not currently have a permanent course that touches on the topics in the course. Similar courses are offered at other state universities. Careers in Criminal Justice operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, cultural competence, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, global awareness, and creating a professional online presence. The course taps into domestic and international careers, and the skills needed to work within the justice system in the U.S. or abroad.

Submitter: Erika Brooke ejbrooke@ufl.edu

Created: 2/18/2021 5:30:36 PM

Form version: 8

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
CJE

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Careers in Criminal Justice

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Careers in Criminal Justice

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Advanced overview of professions available within the criminal justice system. Emphasis on the development of job seeking skills and strategies; local, state, federal and global employment opportunities; law and graduate school processes; building cultural competence and global perspectives.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

CCJ3024(C)

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order

to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, and creating a professional online presence.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- Identify the various skills learned as a criminology major
- Examine diverse professions within the fields of criminology and criminal justice and how they relate to solving social problems
- Explain the requirements and skill sets associated with specific vocations
- Plan how to build experience during undergraduate education
- Connect cultural competence and global perspectives to criminal justice system operations
- Develop job seeking skills and strategies
- Create a professional presence for both face-to-face and online environments

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

Response:

Two required textbooks:

Johnston, C. H. (2019). *Careers in Criminal Justice* (2nd edition). Los Angeles, CA: Sage Publications, Inc. (ISBN: 9781544316123) - This book introduces different professions in the CJ arena and requirements for these jobs categorized by each subfield of the CJ system.

Eberhardt, J. L. (2020). *Biased: Uncovering the hidden prejudice that shapes what we see, think, and do*. New York: Penguin Books. (ISBN: 9780735224957)- This textbook types into the virtual exchange course project and highlights the characteristics needed to work in the CJ system.

Select readings from:

Copes, H and Pogrebin, M.R. (2012). *Voices from Criminal Justice: Thinking and Reflecting on the System* (1st edition). New York, NY: Routledge (ISBN: 9780415887496). This book provides first hand accounts of CJ professions through a research lens. Students hear about the stories/first hand accounts of professionals.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1 - Know Yourself

Introduction to the course

Self-assessments/ Introduction Biography

Skill sets & characteristics

Week 2 - Resumes, Networking & the Career Connections Center

Getting to know the Career Connections Center/Resumes/LinkedIn & Networking

Navigating Showcase & Networking Practice

Week 3 - Building Experience

Attend Career Showcase*

Building Experience in the Criminology Department and Across Campus

Introduction to our Virtual Exchange Partner

Week 4 - Graduate School

Graduate School: The School Search & Personal Statements—A visit from the CCC

Navigating Graduate School

Work as an Academic

Week 5 - Private Security

Virtual Exchange Discussion 1: Views on Crime Across Nations

Field Exploration Activities with Loss Prevention Research Council

Target's Assets Protection Department

Week 6 - Law Enforcement

Field Exploration Activities with UFPD

FBI Guest Speaker

Civilian Review Panels

Week 7 - Victim Advocacy

Victim Advocacy Field Exploration: Law Enforcement

Victim Advocacy Field Exploration: Courts

Virtual Exchange Discussion 2: Views on Police Across Nations

Week 8 – Legal/Courts System

Exploring the Law School

Assistant State Attorney and Public Defender Guest Speakers

Non-lawyer professions in the courts

Week 9 — The Courts & Building your online presence

Working with children & the law

Exploring the Courts (Meet at Courthouse)
Building your E-portfolio/Video Resumes/Social Media
Virtual Exchange Discussion 3: Views on Police Across Nations
Group Project: Part 1

Week 10 - Corrections
Field Exploration—Jail Tour
State Probation
Field Exploration—Prison Tour
Research in Corrections

Week 11- Forensics & Policy Analysts
The World of Forensics and Policy Analysts
Virtual Exchange Discussion 4: Views on Punishments System Across Nations

Week 12- Job Seeking
Searching for opportunities: Domestic and global opportunities—A visit from the CCC
Writing the Cover Letter

Weeks 13 and 14- Interviewing & presentation skills
How to interview: A CCC Presentation
Panel interviews
Cold Call Interviews with Professionals: An informational interview
Individual interviews

Week 15—Long Term Goals
Planning for the next 2, 5 and 10 years
Group Project: Part 2
Virtual Exchange Discussion 5: Types of Professions in the Justice System Across Nations

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

The course grade breakdown is listed below followed by descriptions of the assignments.

Syllabus Quiz & Introduction Video (@5pts ea.)	10pts	2.5%
Class Participation Assignments x 10 (@10pts ea.)	100pts	25%
Virtual Exchange Project x 6 (@15pts ea.)	90pts	22.5%
Group Project	100pts	25%
E-portfolio	100pts	25%
Total	400pts	100%

Assessments:

Syllabus Quiz and Introduction Video

During the first week of the course, a quiz testing your knowledge of the course syllabus will be made available via canvas. The quiz is open-note/syllabus and is worth five (5) points. You are also required to complete an introduction video introducing yourself to the class during the first week. The introduction video will also serve as a test of video technology we will be using over the semester. Specific instructions for this assignment are located in "Orientation Module" on canvas. The introduction discussion post is worth five (5) points.

Class Participation Assignments

Class assignments (both in class and via the web) are required. The assignments are designed to give students first-hand experience on topics and are intended to promote reading and participation in the class. Assignments will vary in format and may include reflection papers, resume drafts, cover letter drafts, self-biographies, short reflection papers, video resumes, personal statement writing, mock interviews or any other format that the instructor chooses. When necessary, all citations must be in APA format. Each graded participation assignment is worth 10 points.

You cannot make up missed participation assignments. To account for legitimate reasons for missing class (e.g., emergencies, sick days and other legitimate absences as defined by UF's attendance policy – (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) two (2) participation assignments with the lowest grades are dropped at the end of semester. Be sure to obtain documentation for these two absences. If you miss any more than the two 'free' absences, you must provide documentation for all absences or you will receive a "0" for class participation for the additional missed day. For example, if you miss two class periods and you want the third absence excused, you will be required to provide documentation for all three absences.

Virtual Exchange Project

You will participate in a virtual exchange project during the course. The goal of this assessment is to increase students' cultural competence and global awareness of to criminal justice system operations. We will be matched with a university class abroad. During the semester, we will hold several discussion sessions on variety of criminal justice related topics with our partner class. Following each group discussion, you will be required to individually reflect on the experience, and how the perspective gained applies to work within the criminal justice system. The project is worth a total of 90 points (15 points for each component). Please see the course schedule for due dates, as they are varied across the semester.

Group Project

There will be one group project for the course. Your group will work together to write two chapters for our class instructional guide on professions available within the criminal justice system. Through this assignment, students will demonstrate what they have learned about the criminal justice system, and what work inside the justice system looks like by integrating what they have read, observed, and experienced over the semester through this class.

For this assignment, groups will need to outline various professions available within each component of the criminal justice system and peer review chapters submitted by other groups. Within your chapters, you will need to write as if you are lecturing to a class of freshman students at UF who are deciding whether to work in the justice system or not. Specifically, you will need to highlight the skills and attributes necessary for the professions and inform people on how to prepare for these jobs (e.g., relevant experience necessary, setting realistic expectations, etc.) and how to go about searching for these occupations. Your chapters should be an objective presentation on the professions (without personal reflection). Chapters should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. Your group will be graded in part on how effectively you are able to communicate your ideas in written form, so be sure to pay close attention to details such as spelling, grammar, punctuation, APA format, citations, etc. Papers should be four to five pages in length (no more than five pages), double spaced, 12pt New Times Roman font, use APA format, contain in-text citations and have a subsequent reference list. This will require you to be clear and concise in your writing. Your peer reviews should contain detailed and substantive comments. More instructions and rubric to follow. Each group member is expected to participate and contribute equally to the project. The entire assignment is worth 100 points. Please see the course schedule for due dates, as they are varied across the semester.

E-Portfolio

The e-portfolio is the culmination of all items produced over the course of the semester. The e-portfolio will be maintained through the website builder Wix. The e-portfolio is worth 100 points. This will be due on the last day of class— XXX at 11:59pm. Your e-portfolio should contain the following: (1) Your introduction biography, professional headshot, and your contact information along with the link to your completed LinkedIn profile included on your introduction page; (2) Final draft of your resume in your wix portfolio; (3) Final version of your skills acquired tab in wix (five

skills); (4) Final version of your experience tab in wix (three experiences); and (5) Your careers assessment video presentation. Further instructions on what you will need to include in your e-portfolio will be provided on the 2nd week of classes via canvas.

Academic Integrity

Academic dishonesty is strictly prohibited. Dishonesty includes cheating and plagiarism. Cheating encompasses acts such as, but not limited to, collaborating with other students on the research summaries or looking at someone else's test during an exam. I reserve the right to require people suspected of cheating to take an oral or written exam to demonstrate their knowledge of the subject matter in question. Failure to take the required re-test or failure on the re-test may result in a zero on the exam. I do not need to prove that you cheated in order to take these measures; my articulable suspicion is sufficient.

Plagiarism involves acts such as, but not limited to, failing to cite sources properly in written work, using phrases taken from original sources without proper quotations and citations, submitting all or part of papers that have been submitted to another class either in the past or during this current semester, and attempting to pass off someone else's ideas as your own. Plagiarism can occur in the absence of intent; it is your responsibility to make sure that you do not copy words or ideas from anyone, either purposefully or inadvertently. Cheating or plagiarism will result in penalties. It might be a zero on the assignment, an E in the class, or other disciplinary action. I may also elect to report academic dishonesty to the Dean of Students Office.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Erika Brooke- ejbrooke@ufl.edu; 352-294-7195

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Response:

Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

Response:
Yes

Each participation assignment has an individual rubric. Below are the examples of the rubrics utilized:

CCC Review Assignment-CL

CCC Review Assignment-CL

Criteria	Ratings		Pts
Proof visit with CCC	2.0 pts Full Marks Student submits proof of the visit with CCC	0.0 pts No Marks Student does not submit proof of the visit	2.0 pts
Feedback comments received by CCC	3.0 pts Full Marks Student submits feedback comments from the CCC	0.0 pts No Marks Student does not submit feedback comments	3.0 pts
Revised cover letter submitted	5.0 pts Full Marks Student submits a revised cover letter that address the comments received from the CCC	0.0 pts No Marks Student does not submit a revised cover letter that address the comments received from the CCC	5.0 pts
Total Points: 10.0			

Building Experience Plan

Building Experience Plan

Criteria	Ratings			Pts		
Number of Experiences Analyzed	<table border="1"> <tr> <td data-bbox="558 401 894 590"> 3.0 to >2.5 pts Full Marks Includes 5 or more experiences </td> <td data-bbox="894 401 1195 590"> 2.5 to >0 pts No Marks Includes than 5 experiences </td> </tr> </table>			3.0 to >2.5 pts Full Marks Includes 5 or more experiences	2.5 to >0 pts No Marks Includes than 5 experiences	3.0 pts
3.0 to >2.5 pts Full Marks Includes 5 or more experiences	2.5 to >0 pts No Marks Includes than 5 experiences					
Analysis of Plan	7.0 to >6.0 pts Superior Provides a detailed analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Assesses feasibility of plan and set a target date of completion.	6.0 to >4.0 pts Satisfactory Provides some analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Mostly assesses feasibility of plan and sets a target date of completion.	4.0 to >0 pts Needs Improvement Provides little or minimal analysis of how the experience adds to skill set/resume, future career and outlines a plan of action. Did not adequately assess feasibility of plan or set a target date of completion.	7.0 pts		
Total Points: 10.0						

Online Self Search Activity Rubric

Online Self Search Activity Rubric

Criteria	Ratings	
Visual & Verbal Component Analysis	<p>2.5 pts Full Marks Student discusses how they use visual and verbal components to build their online presence using examples. They also explain what they can do to boost their online professional presence using examples.</p>	<p>0.0 pts No Marks Student did not discuss how they use visual and verbal components to build their online presence using examples and/or explain what they can do to boost their online professional presence using examples.</p>
Self Assessment	<p>5.0 pts Full Marks Student examined what they found online about themselves and assessed the first impression that they create online.</p>	<p>0.0 pts No Marks Student did not examine what they found online about themselves and/or assess the first impression that they create online.</p>
Online Presence Discussion	<p>2.5 pts Full Marks Student compares the interfaces of both websites (i.e., Facebook, Instagram, Snapchat, and LinkedIn) and the types of information they invite users to provide (e.g., pros and cons). Student also explains the different expectations professional social networking tools and informal social networking tools may have for their users and these differences impact the construction of social media profiles online.</p>	<p>0.0 pts No Marks Student does not compare the interfaces of both websites (i.e., Facebook, Instagram, Snapchat, and LinkedIn) and the types of information they invite users to provide (e.g., pros and cons) and/or student did not explain the different expectations professional social networking tools and informal social networking tools may have for their users and these differences impact the construction of social media profiles online.</p>
Total Points: 10.0		

Linkedin Profile Assignment

Linkedin Profile

Criteria	Ratings		
Number of "new" contacts	2.0 pts Full Marks Includes 10 "new" contacts	0.0 pts No Marks Includes less than 10 "new" contacts	
Includes a rationale why contact was added to their network	3.0 to >2.0 pts Full Marks Includes a detailed rationale why contacts were added to their network	2.0 to >0 pts No Marks Did not includes a clear rationale why contacts were added to their network	
Linkedin page setup	5.0 to >4.5 pts Superior Linkedin appears professional. Includes a headshot, introduction biography, and detailed employment and education information.	4.5 to >1.5 pts Satisfactory Linkedin appears mostly professional. Includes a headshot, introduction biography, and employment and education information.	1.5 to >0 pts Needs Improvement Linkedin appears minimally professional. Does not include all required components, such as a headshot, introduction biography, and employment and education information.
Total Points: 10.0			

CCJ 4934 (0179): Careers in Criminal Justice

Course Dates: January 11 – April 20

Class Meeting Times: T 2nd-3rd Period/TH(R) 3rd Period

Location: Synchronous Meetings via Zoom

Professor: Erika J. Brooke, Ph.D.

Contact: Please email me through canvas

Campus Phone: 352-294-7195

Virtual Office Hours via Zoom: Tuesday 12:00-1:00pm & Thursday 8:00-9:30am
or by appointment (see the 'orientation module' for office hours meeting links)

Course Description

This course operates as a professional development opportunity that is designed to assist undergraduates with the transition from student to professional in the criminology and criminal justice fields. Students are exposed to the various career paths and options available through experiential learning activities, guest speakers, readings, and assignments. Specifically, careers in federal, state, and local agencies, as well as global opportunities are discussed. Graduate school and law school processes are addressed, too. Emphasis is also placed on the development of job seeking skills and strategies such as: building experience during undergraduate education, application processes (for jobs and graduate/law schools), cover letter/resume writing, network building, interview preparation, and creating a professional online presence.

Learning Objectives

- Identify the various skills learned as a criminology major
- Examine diverse professions within the fields of criminology and criminal justice and how they relate to solving social problems
- Explain the requirements and skill sets associated with specific vocations
- Prepare a plan on how to build experience during undergraduate education
- Apply cultural competence and global perspectives to criminal justice system operations
- Develop job seeking skills and strategies
- Create a professional presence for both face-to-face and online environments

Required Readings

Two books are required.

Johnston, C. H. (2019). *Careers in criminal justice* (2nd ed.). Sage Publications, Inc. (ISBN: 9781544316123)

Eberhardt, J. L. (2020). *Biased: Uncovering the hidden prejudice that shapes what we see, think, and do*. Penguin Books. (ISBN: 9780735224957)

Both books are required. They are available from the UF bookstore and online booksellers. Stick with the appropriate edition. If you purchase an older version, you might have problems completing the necessary reading.

There may be other assigned readings throughout the course. These will also be required. I will post the articles on Canvas (<http://elearning.ufl.edu/>) a minimum of one week prior to its due date. You must access Canvas to download all necessary materials.

Equipment and Access Requirements

Students will need reliable access to standard computer equipment and internet (e.g., Word, power point, email, youtube). While no specialized software is required for purchase, students will record video presentations/reflections during the course. Students will either record videos in the Flipgrid site or submit a video as an .mp4 or .MOV file depending on the assignment. Helpful how-to-guides on video submissions are posted in the “week 1” on canvas. Grades will be maintained on the canvas site (<http://elearning.ufl.edu/>), and the assignments requirements will be posted on this site, along with updates and announcements. ***Students should check canvas every day for important class notifications.*** The “announcements” tab is where you can access course announcements. The “modules” tab is where you can find the course material organized by semester week. Should you experience a technical issue in canvas, please contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Expectations

This is an upper-division course. As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Students should devote a minimum of six hours per week to reading/viewing assigned material, completing assignments, reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks. All assigned reading/assignments must be completed prior to class/lab lecture. During class, you should pay attention, take notes, and ask questions as needed.

Class will be held synchronously via Zoom this semester. The class will operate in the same way that it would in a face-to-face environment. As such, lectures will not be recorded by professor and students are expected to come to class with their cameras on/picture displayed and with their first and last name displayed in Zoom. Microphones will be muted during class and students should use the ‘hand raise’ feature to ask questions in real time. For more details on updating your zoom profile, virtual backgrounds, and other zoom features, please see the zoom guide posted in the week 1 module.

During my office hours, my door is open, and you do not need an appointment. Should you wish to see me outside of office hours, an appointment is required. You can access my virtual office hours via Zoom by clicking on the office hour meeting links located in the ‘orientation module.’

Email and Classroom (N)Etiquette

All students will use professional communication styles. A university classroom (whether virtual or live) is a professional environment just like a job. You may address me as “doctor” or “professor.” Anything else (including “Mrs.,” “Ms.,” or “Miss”) is not acceptable. Please maintain a formal tone in your email correspondence. I reserve the right to not reply to unprofessional emails. I will show you the same courtesy. Professional email exchanges include an opening salutation (e.g., “Hello Dr. Brooke”), an introduction (e.g., “My name is John Doe and I am in your online Advanced Principles

of CJ course”), content/question, and closing salutation (e.g., “Thank you, John Doe”). Proper grammar and sentence structure are also expected. In addition, I can tell when your iPhone autocorrects your words and you send me a messy email. Please review your email prior to hitting “Send”. Lastly, if your email to me sounds like a text message to your friend, do not expect me to respond. Respect is crucial. All emails should be sent through the canvas site. We will not respond to emails sent from third-party addresses (Gmail and the like).

I will return most emails within 24-48 hours, except in the case of a weekend, holiday, or time period when I announce that we will be away from email. In these events, emails will be returned within 24-48 hours of my return to the office. Please allow ample time for me to answer your questions, and do not attempt to contact me at the last minute with an urgent problem. Emails sent after 5pm on a weekday, even if an assignment is due that evening, may not be answered until the following day.

Students will maintain respectful, professional attitudes and demeanors within the class. We may broach upon some controversial or uncomfortable topics. It is important to discuss these matters because they help us improve as people and as a society. Under no circumstances will these discussions create hostile environments for anyone based on race, ethnicity, gender, religion, sexual orientation, gender identity, or any other personal characteristic. The university classroom (both online and face-to-face) is a unique place where freedom of expression meets freedom from prejudice.

Late Work and Make-up Work

No late work is permitted. All assignment due dates are located on the course schedule. You can find the course schedule posted on canvas under the ‘syllabus’ tab. Do not wait until the last minute to start or submit assignments, as technical glitches or errors can occur. If you are experiencing technical issues **BEFORE** an assignment deadline, then reach out to the UF help desk (at 352-392-4357 or via e-mail at helpdesk@ufl.edu) and email me the ticket number along with the assignment **BEFORE** the deadline. Any issues brought to my attention **AFTER** the deadline has passed will still be given a “0.”

No make-up assignments will be given except in cases of a documented emergency. Notification of an emergency should be made promptly (within 72 hours) post-emergency event and not weeks later. I reserve the right to require make-up assignments in lieu of late submission, even if an emergency has occurred. Make up assignments, no matter the excuse, are given immediately (within 72 hours) following the excused absence and will be in essay style format.

Assessments

Syllabus Quiz and Introduction Video

During the first week of the course, a quiz testing your knowledge of the course syllabus will be made available via canvas. The quiz is open-note/syllabus and is worth five (5) points. You are also required to complete an introduction video introducing yourself to the class during the first week. The introduction video will also serve as a test of video technology we will be using over the semester. Specific instructions for this assignment are located in “Orientation Module” on canvas. The introduction discussion post is worth five (5) points.

Class Participation Assignments

Class assignments (both in class and via the web) are required. The assignments are designed to give students first-hand experience on topics and are intended to promote reading and participation in the class. Assignments will vary in format and may include reflection papers, resume drafts, cover letter drafts, self-biographies, short reflection papers, video resumes, personal statement writing, mock interviews or any other format that the instructor chooses. When necessary, all citations must be in APA format. Each graded participation assignment is worth 10 points.

You cannot make up missed participation assignments. To account for legitimate reasons for missing class (e.g., emergencies, sick days and other legitimate absences as defined by UF's attendance policy – (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) two (2) participation assignments with the lowest grades are dropped at the end of semester. Be sure to obtain documentation for these two absences. If you miss any more than the two 'free' absences, you must provide documentation for all absences or you will receive a "0" for class participation for the additional missed day. For example, if you miss two class periods and you want the third absence excused, you will be required to provide documentation for all three absences.

Virtual Exchange Project

You will participate in a virtual exchange project during the course. The goal of this assessment is to increase students' cultural competence and global awareness of criminal justice system operations. We will be matched with a university class abroad. During the semester, we will hold several discussion sessions on variety of criminal justice related topics with our partner class. Following each group discussion, you will be required to individually reflect on the experience, and how the perspective gained applies to work within the criminal justice system. The project is worth a total of 90 points (15 points for each component). Please see the course schedule for due dates, as they are varied across the semester.

Group Project

There will be one group project for the course. Your group will work together to write two informational guides for our class instructional guide on how to gain experience/professions available within the criminal justice system. Through this assignment, students will demonstrate what they have learned about the criminal justice system, and what work inside the justice system looks like by integrating what they have read, observed, and experienced over the semester through this class.

For this assignment, groups will need to outline various experiences/professions available within each component of the criminal justice system and peer review guides submitted by other groups. Within your informational guides, you will need to write as if you are lecturing to a class of freshman students at UF who are deciding whether to work in the justice system or not. Specifically, you will need to highlight the skills and attributes necessary for the experiences/professions and inform people on how to prepare for these jobs/experiences (e.g., relevant experience necessary, setting realistic expectations, etc.) and how to go about searching for these occupations/experiences. Your chapters should be an objective presentation on the experiences/professions (without personal reflection). Guides should take the form of a coherent, well-organized document, with a logical structure that is apparent to the reader. Your group will be

graded in part on how effectively you are able to communicate your ideas in written form, so be sure to pay close attention to details such as spelling, grammar, punctuation, APA format, citations, etc. Guides should be 500 words in length (no less than 500 words), double spaced, 12pt New Times Roman font, and use APA format for in-text citations and reference list. This will require you to be clear and concise in your writing. Your peer reviews should contain detailed and substantive comments. More instructions and rubric to follow. Each group member is expected to participate and contribute equally to the project. The entire assignment is worth 100 points. Please see the course schedule for due dates, as they are varied across the semester.

E-Portfolio

The e-portfolio is the culmination of all items produced over the course of the semester. The e-portfolio will be maintained through the website builder Wix. The e-portfolio is worth 100 points. This will be due on April 25th at 11:59pm. Your e-portfolio should contain the following: (1) Your introduction biography, professional headshot, and your contact information along with the link to your completed LinkedIn profile included on your introduction page; (2) Final draft of your resume in your wix portfolio; (3) Final version of your skills acquired tab in wix (five skills); (4) Final version of your experience tab in wix (three experiences); and (5) Your careers assessment video presentation. Further instructions on what you will need to include in your e-portfolio will be provided on the 2nd week of classes via canvas.

Academic Integrity

Academic dishonesty is strictly prohibited. *Dishonesty includes cheating and plagiarism*. Cheating encompasses acts such as, but not limited to, collaborating with other students on the research summaries or looking at someone else's test during an exam. I reserve the right to require people suspected of cheating to take an oral or written exam to demonstrate their knowledge of the subject matter in question. Failure to take the required re-test or failure on the re-test may result in a zero on the exam. I do not need to prove that you cheated in order to take these measures; my articulable suspicion is sufficient.

Plagiarism involves acts such as, but not limited to, failing to cite sources properly in written work, using phrases taken from original sources without proper quotations and citations, submitting all or part of papers that have been submitted to another class either in the past or during this current semester, and attempting to pass off someone else's ideas as your own. *Plagiarism can occur in the absence of intent*; it is your responsibility to make sure that you do not copy words or ideas from anyone, either purposefully or inadvertently. Cheating or plagiarism will result in penalties. It might be a zero on the assignment, an E in the class, or other disciplinary action. I may also elect to report academic dishonesty to the Dean of Students Office.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are

obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Extra Credit

Small amounts of extra credit might be offered; however, I will under no circumstances provide a student with an individualized extra-credit assignment. I also do not use “incompletes” except in the event of genuine problems (usually occurring after the withdrawal deadline) that are valid excuses for being unable to finish coursework on time. Your grade in the class is based on your performance on the assignments, the research paper, the research poster, lab attendance and participation, and exams. Do not come to me at the end of the semester asking for “extra” points. It is your responsibility to check Canvas regularly and to always know your current grade.

Disability Access

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students are required to meet with the instructor to discuss the appropriate accommodations required for the class. Just simply emailing the instructor your accommodation letter with no further discussion will not suffice. Students with disabilities should follow this procedure as early as possible in the semester, as accommodations are not retroactive. Additionally, if you were to experience an event during the semester that may require class accommodations, please reach out to the Disability Resource Center as soon as possible and provide me the documentation immediately following your visit, so that you are not delayed in receiving class accommodations, as accommodations cannot be made retroactively.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Grading Totals and Scheme

The grade you receive in the course is the one you earn by putting in the proper effort on all course assessments. All grades are posted on canvas throughout the semester. **You have up until two weeks after an assignment grade is posted to bring an error or a question to our attention.** We will not discuss grade errors after the two weeks has passed. It is your responsibility to review your grades regularly. Should you have a grading question, then please reach out to me so that I can answer your questions. I do not round grades and strictly adhere is the grading system listed below.

Assignment	Points	% of Grade
Syllabus Quiz & Introduction Video (@5pts ea.)	10	2.5
Class Participation Assignments x 10 (@10pts ea.)	100	25
Virtual Exchange Project x 6 (@15pts ea.)	90	22.5

Group Project	100	25
E-portfolio	100	25
<i>Total</i>	<i>400</i>	<i>100</i>

Grading System

<i>Percentage</i>	<i>Letter Grade</i>
93– 100	A
90 – 92.9	A-
87 – 89.9	B+
83 – 86.9	B
80 – 82.9	B-
77 – 79.9	C+
73 – 76.9	C
70 – 72.9	C-
67 – 69.9	D+
63 – 66.9	D
60 – 62.9	D-
59.9 and below	E

Please also see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Syllabus Disclaimer

By taking this course, you agree to read the syllabus carefully and abide by its terms. I, too, will adhere to the rules and procedures. I do, however, reserve the right to make adjustments as needed. Every class is unique and new challenges often arise; therefore, flexibility might be required. Should there be an alteration that affects grading or course planning, I will announce the change and provide an amended syllabus to you.

Course Topics and Schedule: *Tentative Course Schedule*

Week & Date	Topic	Reading prior to class
Week 1	Know Yourself	
Jan 12	Introduction to the course/ Introduction Biography	Syllabus/Course Schedule
Jan 14	Self-assessments	Johnston (2019) Ch. 1; Complete Self Assessments (see canvas); Eberhardt (2020) Introduction
Week 2	Resumes, Networking & the Career Connections Center	
Jan 18	Getting to know the Career Connections Center / Resumes / Navigating Showcase	Johnston (2019) pp. 182-185; Bring your resume to class

Jan 21	Networking Informally & Formally: Building a LinkedIn and Face-to-Face	Eberhardt (2020) Ch. 1; See Networking Guide on canvas
Week 3	Continuing to Build Experience	
Jan 26	Building Experience Across Campus and in the Criminology Department	Johnston (2019) Ch. 9; Review resources posted on canvas; Eberhardt (2020) Ch. 2
Jan 28	Diversity in a Forensics Career	Johnston (2020) Ch. 4
Week 4	The Career Search	
Feb 2	Work with a Graduate Degree: Academia, Crime Researcher and Policy Analyst	See articles posted on canvas
Feb 4	Attending Graduate School	Research two graduate programs; Eberhardt (2020) Ch. 3
Week 5	Graduate School	
Feb 9	Attend Career Showcase	Eberhardt (2020) Ch. 4-5
Feb 11	Work in Private Security	Johnston (2019) Ch. 8
Week 6	Law Enforcement	
Feb 16	Graduate School and Law School: The School Search & Personal Statements—A visit from the CCC and Levin College of Law at UF	Johnston (2019) pp. 109-118; 178-182; 189-190 Eberhardt (2020) Ch. 6
Feb 18	Work as Local Law Enforcement	Johnston (2019) pp. 23-31; 43-58
Week 7	The Courts	
Feb 23	Work in Federal Law Enforcement	Johnston (2019) pp. 58-74 Copes & Pogrebin (2012) Ch. 4 (see canvas)
Feb 25	NO CLASS	No readings
Week 8	The Courts Continued	
Mar 2	Building an online presence	Review readings and resources posted on canvas; Eberhardt (2020) Ch. 7
Mar 4	Work as an attorney in Criminal Court	Johnston (2019) pp. 120-122 Copes & Pogrebin (2012) Ch. 14 (see canvas)
Week 9	Legal Work Outside of the Criminal Court and Victim Advocacy	
Mar 9	Work as an attorney outside of Criminal Court and Policing the Police: Civilian Review Panels	Worden, Bonner & McLean (2018) article (see canvas); Eberhardt (2020) Ch. 8

Mar 11	Working with Victims: The Various Roles of Advocates	Johnston (2019) Ch. 5
Week 10	The Federal Courts	
Mar 16	Searching for opportunities: Domestic and global opportunities—A visit from the CCC	Johnston (2019) pp. 185-197; Eberhardt (2020) Ch. 9
Mar 18	Work in Federal Courts: Part I	Johnston (2019) pp. 122-126
Week 11	Job Seeking Continued	
Mar 23	Writing the Cover Letter & Interviewing Strategies—A visit from the CCC	Johnston (2019) Ch.11
Mar 25	Work in Federal Courts: Part II	Johnston (2019) pp. 118-120; Eberhardt (2020) Ch. 10
Week 12	Corrections & Interviews	
Mar 30	Work in Community Corrections	Johnston (2019) pp. 35-42; 133-141
Apr 1	Work in Prison	Johnston (2019) pp. 35-42; 128-133
Week 13	Corrections Continued	
Apr 6	Panel interviews with the CCC See canvas for group assignment	See job advertisement posted on canvas for interview prompt
Apr 8	Work in the Juvenile Justice System	Copes & Pogrebin (2012) Ch. 24 (see canvas)
Week 14	Interviewing & Presentation Skills	
Apr 13	<i>Tentative</i> Interviewing & presentation skills: Individual interviews with the CCC	See canvas for details
Apr 15	Open Class to complete remaining course assignments	Review course materials
Week 15	Long Term Goals	
Apr 20	Career Map Goals/ Course Wrap Up	See canvas for readings Complete: The five-year plan

