



## *The Faith-Justice Institute Service-Learning Internships Core Criteria*

Drawing from the criteria for service-learning courses service-learning internships are advanced, upper-level, independent opportunities where students demonstrate a deepened commitment to a community partner organization (CPO) through weekly hours of service (typically 8-10) and additional leadership roles at the CPO. Like the service-learning experience, the student is engaged in the lived experience of the Jesuit mission, especially solidarity with those in need.

As an advanced service-learning course, the internship may include community-engaged scholarship for the CPO; an independent project such as marketing materials or assisting in grant writing; or assistance in deepening the CPOs relationship with Saint Joseph's or volunteers more broadly.

In addition to the 8-10 on site hours, students may engage in reading and writing on issues of social justice raised by the placement. These issues may include deepened reading on the Ignatian charism (e.g. for discernment, Brackley's *Call to Discernment in Troubled Times*); immersion in the systemic issues that cause the need for the site (e.g. readings on mass incarceration, homelessness, immigration, climate change); or readings particular to the student's formation (an advanced study of ethical or sustainable business practices, readings on Catholic social teaching); or a consideration of community-engaged scholarship or social justice theory. Through discussions with the faculty mentor, the student and the mentor will determine the best course of supplemental readings for the student's formation and academic goals. Each internship will end with a critical reflection that includes integration of both the readings and the experiential component.

The benchmarks essential to the academically rigorous internship experience, adapted from the faith-justice institute's service-learning core course criteria are below. (The criteria are ordered to reflect the emphasis on time spent at the community partner.)

- 1. Solidarity:** "Our experience in recent decades has demonstrated that social change does not consist only in the transformation of economic and political structures, for these structures are themselves rooted in socio-cultural values and attitudes. Full human liberation, for the poor and for us all, lies in the development of communities of solidarity at the grass roots and nongovernmental as well as the political level, where we can all work together towards total human development. And all of this must be done in the context of a sustainable, respectful interrelation between diverse peoples, cultures, the environment, and the living God in our midst" (Society of Jesus General Congregation 34, Decree 3, 9-10). The service-learning internship placement with a CPO engages students directly with the "sufferings of the poor" and explores the call, not only to serve them, but also to stand in solidarity with them.
  - While the intern might complete projects off site, most of the internship hours take place at the CPO.
  - At the completion of the internship, the student revises his or her resume to reflect the skills developed through the placement.
  - Weekly attendance at the site is required for 8-10 hours per week for a total of 100-120 hours for the internship (weekly internship hours may vary if the intern is assisting the CPO with a particular project or event.)
- 2. Academic Rigor:** "In a Jesuit school, the focus is on education for justice. Adequate knowledge joined to rigorous and critical thinking will make the commitment to work for justice in adult life more effective" (*Characteristics of Jesuit Education*, 77.) Actualizing the Jesuit mission, service-learning courses seek academic excellence while educating for justice.
  - Students are challenged to examine systemic issues of social justice.
  - Students learn and test theories through their work with the community partner and their supplemental readings as determined by supervising faculty, community partner organization or the Faith-Justice Institute. Students are always active learners.
  - At the completion of the internship, the site supervisor completes a letter documenting and evaluating the student's projects and service at the CPO.



*The Faith-Justice Institute*  
*Service-Learning Internships Core Criteria*

- 3. Critical Reflection:** Critical Reflection is a core aspect of Ignatian Pedagogy as reflection “forms the conscience of learners (their beliefs, values, attitudes, and their entire way of thinking) in such a manner they are led to move beyond knowing to undertake action” (*Ignatian Pedagogy*, 16.) Faculty design assignments and assignment sequences that incorporate critical reflection on systemic social issues. Assignments are intended to deepen learning by explicitly linking service site experience with course content and social justice. Reflection clarifies the link between classroom learning and the students’ growth as persons and citizens and their appreciation of issues of social justice. Assignments are both written *and* oral opportunities. Each service-learning internship incorporates reflection on systemic social issues, specifically including what needs the CPO addresses; the history of the CPO; and how the CPO ethically values its work and its clients.
- The internship includes a weekly, reflective journal that is submitted to the faculty member in charge of the internship.
  - The final project of the internship, in addition to any projects completed at the site, is a critically reflective assignment (paper/project) that analyzes the work at the CPO in light of the supplemental readings and reflections completed by the student.
- 4. Reciprocity:** Rooted in the [Jesuit Way of Proceeding](#), mutually beneficial relationships between the University and community partners reflect right relationships. “To the extent that we develop a wide-ranging web of respectful and productive relationships, we fulfill Christ’s priestly prayer that they may all be one” (General Congregation 34: 551, 17.) All service-learning courses thus engage in mutually beneficial relationships. The internship is a mutually beneficial relationship that reflects a real need at the community partner organization.
- The CPO determines a real need that an intern can engage in during their weekly commitment to the service site.
  - While the internship may include some task-oriented or project-driven service (i.e. a project at the CPO, such as assistance with a grant, newsletter, or social media project, analysis of interviews with clients, or assisting with data gathering for grant applications), the internship is relationship-based. The student must have experience at the site in order to engage in a deepened relationship.
  - As “advanced service-learning” the student is able to take initiative to address needs with the guidance of his or her supervisor.
- 5. Learning Objectives:** Ignatian Pedagogy “calls for the infusion of approaches to value learning and growth within existing curricula rather than adding courses...What is needed is a framework of inquiry for the process of wrestling with significant issues and complex values of life and teachers willing to guide that inquiry” (4, 14). As a framework for inquiry and derived from the above criteria, each service-learning course must use at least **three** of the below objectives on its syllabus:
- Students will integrate their internship experiences with previous course work and current readings through a reflective journal and other writing assignments.
  - Students will explore concepts of systemic injustice through analysis of their internship experiences.
  - Students will engage in relationship-based service on a weekly basis.
  - Students will engage in discernment activities and reflect on their personal values in connection with systemic injustice.
  - Students will produce a final project that integrates and reflects on the internship experience and course readings in written assignments such as reflective journals.
  - Students will explore concepts of reciprocity, diversity and solidarity through reflections on the internship experiences and course materials when appropriate.



*The Faith-Justice Institute*  
*Service-Learning Internships Core Criteria*

6. **Learning Outcomes:** “Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively” (Kolvenbach, *The Service of Faith and the Promotion of Justice in American Jesuit Higher Education*, III, i). Learning outcomes ensure that students’ service site experiences are employed as an instructional method which informs theoretical course content.
- Learning outcomes ensure that students’ internship experiences are employed as an instructional method which informs theoretical course content.
  - Community-based work is the primary educational experience.
  - Faculty may give a Failure to Attend (FA) if the internship hours requirement is not met or if the Community Partner Organization finds the student’s work inadequate. 120-140 hours of work is expected.
  - When appropriate, in keeping with best practices, the student prepares a final portfolio of their work that includes a reflective final assignment, journal, and written projects completed for the CPO, and an updated resume that reflects the internship experience.