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**Center for Community  
Engagement, Learning &  
Leadership**

**Service-Learning Internship Policy**

February 22, 2022

Background: In line with traditional approaches to service-learning (S-L) curricula, in the past, CCELL did not officially designate internship courses for S-L credit. However, internships offer a ripe space for innovative S-L pedagogies (Peterson et al 2014; Savis et al 2012; Angelique 2001; Rehling 2000). In addition, there is student demand for service-oriented and community-engaged internships at LSU. As such, we are adopting a new, robust S-L internship option. This option incentivizes larger numbers of students to engage in experiential internships that benefit the public good. By partnering with institutions such as non-profit or government agencies, public schools, or philanthropic organizations, students who enroll in S-L internships have direct impact in their communities. This course option additionally helps increase LSU's economic and social impact, through CCELL-supported courses. Finally, choosing an S-L credit option for an experiential internship in one's field increases the likelihood that when our students engage with the public, they do so in a self-reflexive, critically engaged, and historically informed fashion. A well-structured S-L internship course can avoid the potential publicly-engaged work has to reproduce rather than challenge historical inequities (Becker and Paul 2015; Lum and Jacob 2012; Mitchell 2008).

S-L Internship Policy: Internship syllabi can be submitted to CCELL by an instructor as service-learning required or optional (through our designation process) or an individual student (as a contract option) and reviewed according to CCELL's current guidelines. See page 3 of this document for the checklist our office will use to review and approve S-L internship courses for official designation.

**Requirements for S-L internship course credit:**

1. Internship must not be for pay.
2. Internship must be with a non-profit organization, governmental agency, PreK-12 school, philanthropic arm of a for-profit organization, or other CCELL-approved initiative.
3. Internship course must involve service delivery (direct hours or production of deliverables) that meet CCELL's current guidelines from the [designation checklist](#).
4. Internship course must involve scholarly learning processes. Student/s should complete approximately one hour of reading or engagement with scholarship (eg. peer-reviewed articles, books, policy documents, media analysis, historical documents, or professional presentations) per week on a topic related to the internship's area of focus.<sup>1</sup>

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<sup>1</sup> CCELL can provide a curated list of readings civic engagement students and faculty can draw from on request. Faculty and students can also choose/suggest readings in their field of study related to the internship efforts.

5. Internship course must involve a minimum of three critical reflections, guided by direct questions and/or designed by a faculty member (in the case of a designated class) or CCELL representative (in the case of a contract option): a pre-reflection, midterm reflection, and final reflection. Each should be a minimum of 500 words in length. They can, of course, be much longer where appropriate. They can be written, oral, video, or audio in format. They may also be wrapped into a final product such as an end-of-term professional portfolio. The reflections must connect service work in the internship (voluntary labor provided to a CCELL-approved community partner) to scholarly materials read in the course.
6. It is recommended, but not required, that students take one other S-L designated course prior to completing a S-L internship course.
7. Students may earn a maximum of 3 credits for an S-L internship.

### **Citations**

Angelique, Holly L. 2001. "Linking the Academy to the Community Through Internships: A Model of Service Learning, Student Empowerment, and Transformative Education." *Sociological Practice* 3(1): 37–53.

Becker, Sarah and Crystal Paul. 2015. "'It Didn't Seem Like Race Mattered': Exploring the Implications of Service-Learning Pedagogy for Reproducing or Challenging Colorblind Racism." *Teaching Sociology* 43(3): 184-200.

Lum, Belinda C. and Michelle M. Jacob. 2012. "University-community Engagements, Axes of Difference, and Dismantling Race, Gender, and Class." *Race, Gender, and Class* 19(3/4): 309-324.

Mitchell, Tania D. 2008. "Traditional vs. Critical Service-learning: Engaging the Literature to Differentiate Two Models." *Michigan Journal of Community Service Learning* 14(2):50–65.

Peterson, Jamie J., Clair Wardwell, Kelsey Will, and Kristie L. Campana. 2014. "Pursuing a Purpose: The Role of Career Exploration Courses and Service-Learning Internships in Recognizing and Developing Knowledge, Skills, and Abilities." *Teaching of Psychology* 41 (4): 354–59.

Rehling, Louise. 2000. "Doing Good While Doing Well: Service Learning Internships." *Business Communication Quarterly* 63 (1): 77–89.

Saviz, Camilla M., Abel A. Fernandez, and Elizabeth A. Basha. 2012. "Formal Service Learning Opportunities: Engineering Internships in Social Entrepreneurship Organizations." *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship* 7 (1):40–52.

**Louisiana State University**  
**Center for Community Engagement, Learning, and Leadership (CCELL)**  
**Checklist for S-L Internship Course Approval**

This rubric will be used to determine if your internship course qualifies as a Service-Learning Course. Please use this checklist to be sure your application and/or syllabi convey the following information:

**Course design:**

- \_\_\_\_\_ Internship addresses a community-identified need (campus, local, regional, global)
- \_\_\_\_\_ Internship involves reciprocity between course/student and community that can increase student civic awareness and engagement
- \_\_\_\_\_ Internship site is a: non-profit organization, governmental agency, PreK-12 school, philanthropic arm of a for-profit organization, or other initiative approved by CCELL
- \_\_\_\_\_ Internship is not for pay
- \_\_\_\_\_ Grade given for achieving course goals via S-L activity, not just for completing hours
- \_\_\_\_\_ Includes plans for assessing how well community need has been met
- \_\_\_\_\_ If class is S-L optional, has plan for providing CCELL list of S-L students prior to midterm date

**Syllabus:**

- \_\_\_\_\_ Clearly identifies the course as S-L or S-L optional
- \_\_\_\_\_ Makes clear how internship service hours are connected to a broader civic engagement objective
- \_\_\_\_\_ Includes a scheduled orientation to prepare students for S-L internship experience
- \_\_\_\_\_ Contains an explanation of internship activities and estimated # of service hours
- \_\_\_\_\_ Contains contact information and directions for communicating with internship partner(s)
- \_\_\_\_\_ Describes one or more structured reflection activities connecting internship to scholarship\*
- \_\_\_\_\_ Contains explanation of risk management policy and student trip insurance requirement
- \_\_\_\_\_ Contains explanation of and/or links to LSU's Engaged Citizens program (undergrad classes only)

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\* S-L internships can be designed to increase student awareness of civic engagement or of their field of study.