Center for Beloved Community

INTERNSHIP AND COMMUNITY SERVICE HANDBOOK

Services Provided
Internship and Community Service Opportunities
Grants Available for Social Change Initiatives
Community Collaborations
Our goal is to create a beloved community and this will require a qualitative change in our souls as well as a quantitative change in our lives.

—DR. MARTIN LUTHER KING JR.
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INTRODUCTION:
The Developing Vision of the Center for Beloved Community at CIIS

The Center for Beloved Community is a CIIS initiative that is committed to the development of a diverse, inclusive, and socially engaged community of students, faculty, and staff dedicated to serving the San Francisco Bay Area. It is located in the Dean of Students Office.

The Center for Beloved Community supports the ideals of CIIS, and its institutional commitment to an engaged spirituality that fosters community service. This commitment is deeply embedded in the life and work of CIIS and is articulated in its mission and ideals and has recently been adopted in the Institute’s Strategic Plan.

The Center for Beloved Community is named of Dr. Martin Luther King Jr.’s vision of beloved community. We define beloved community as an inclusive, interdependent consciousness based on love, justice, compassion, responsibility, and deep and abiding respect for the dignity of all persons, places, and things, that radically transforms individuals and institutions.

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A. Center for Beloved Community: Services Offered

The commitment of CIIS to service is reflected in a variety of academic programs and activities, leading to a number of key community partnerships, collaborations, and internships.

Internship Handbook
The Center for Beloved Community produces this handbook, which describes the internship programs offered, primarily through various programs in the School of Consciousness and Transformation. This guide provides students with the information and the tools to assist them throughout their internship and community service experience at CIIS. We also envision this guide as a recruitment tool that will attract students interested in combining their academic experience with community service and activism.

CIIS CareerLink
CIIS CareerLink is an online career management system and database administered by Career Development Coordinator Margie Lam, in the Dean of Students Office. All current students and alumni have access to this system, which contains job and internship listings, campus workstudy positions, and community service opportunities. CareerLink also contains a database of organizations and employers that are aligned with CIIS ideals, and students can search for possible internship placements. Students may upload their resume, which employers can view.

Career and Community Service Expo
In April 2013, CIIS hosted its first annual Career and Community Service Expo. As part of the Institute’s initiative to strengthen community partnerships, more than sixty-five organizations were invited to this event. The Expo provides an opportunity to connect local organizations with students, with the intent of promoting the value of community service and internships and creating career connections between employers and students.

Outreach to Community Organizations and Community Partnerships
The Center for Beloved Community is committed to creating beloved community in the San Francisco Bay Area at large. Consequently, outreach to community organizations remains one of the primary objectives of the center, which focuses on forging mutually supportive relationships with institutions and organizations working in the community. Through community partnerships, various academic programs at CIIS collaborate to develop internship opportunities for their students.

Student Resource Support
The Center for Beloved Community provides learning and financial resource support to students.

Our vision for service is based on a collaborative process of teaching and learning between our students and the various internship sites they are supporting. Through culturally sensitive academics in the classroom, workshops, and other training sessions, students become familiar with specific skills and cultural competencies needed to serve a diverse population. This leads students to develop the capacity to address the complexities of diversity responsibly as they engage in social justice work and community service.

The Center for Beloved Community also identifies and supports CIIS students in applying for grants, scholarships, and fellowships that are offered to students engaged in community service. The center nominated a CIIS student who was awarded a Campus Compact Newman Civic Fellows award, presented to community-involved student leaders.
B. Social Justice Initiatives

Through its location in the Dean of Students Office, the Center for Beloved Community is ideally situated to support CIIS-wide social justice initiatives that our socially committed faculty, staff, and students are engaged in. The social justice initiatives program:

- Makes connections inside CIIS between people working on similar social justice issues
- Supports CIIS public events and panels that further the social justice initiatives emerging out of CIIS (this could be through applying for grants and working on publicity)
- Creates a container whereby cutting-edge and transformative scholarship emerging out of CIIS is constantly interfaced with social justice issues, activism, and community insight and advice

Restorative Justice at CIIS
The Center for Beloved Community is collaborating on a number of restorative justice projects in the San Francisco Bay Area:

1. Under the guidance of Sonya Shah, CIIS core faculty in the School of Undergraduate Studies and longtime prison advocacy activist, the Center for Beloved Community is participating in multiple restorative justice projects. These include:
   a. Facilitating internship opportunities for CIIS students on a number of the restorative justice initiatives taking place at San Quentin Prison
   b. Collaborating on raising funds for the various projects
   c. Assisting with research, administrative, and logistic details and planning.

2. Exploring the potential for collaboration with World Trust on future restorative justice projects.

CIIS Task Force on Homelessness
The Center for Beloved Community will:

1. Convene a CIIS faculty, staff, and student taskforce to explore the possibilities for collaborating with the City and County of San Francisco to address issues of homelessness
2. Invite Bay Area nonprofits that work on homeless issues to collaborative strategizing and planning meetings with CIIS faculty, staff, and students
3. Explore the possibilities for the CIIS clinics to provide services to the San Francisco homeless population
4. Develop a class that integrates issues of inclusion and diversity in social justice work with a student project on homelessness

Activist Research Project
The center is exploring establishing a forum for students, faculty, and staff to discuss and develop research methods, scholarship, and publications that uphold activism and community service as an integral part of academic research. To support students in integrating their activism and their scholarship we will:

1. hold writing workshops
2. invite speakers from some of the major Bay Area nonprofits
3. invite community activists to describe their experiences and their research strategies

Sankofa Initiative at CIIS
CIIS proposes to expand its role in supporting the mandates of the Mental Health Services Act (MHSA) by launching the Sankofa Project over the three years period of 2012 to 2015. The Sankofa project will create a curriculum, and training and outreach activities, for delivery to a variety of stakeholders and practitioners working within the African American community. The curriculum and its delivery will be built from the ground up and in concert with those already directly working on and/or impacted by the most pressing mental health challenges facing the San Francisco African American communities.

Indigenous Wellness Project
The Indigenous Wellness Project offers a series of workshops and talking circles focusing on wellness and health from various
indigenous perspectives. Psychologists, healers, and elders who have successfully learned to integrate Western and indigenous modes of healing provide the workshops. The talking circles allow students to discuss the teachings and to consider how to integrate them into their development as therapists. Indigenous/root practices refer to systems that honor, respect, and advance the positive well-being, balance, spirituality, and cosmology of all cultural communities.

C. Continuing Education

Professional Development and Lifelong Learning
CIIS develops and implements specialized certificate programs that are offered to the public as Continuing Education Units (CEUs). Through its academic and public programs, CIIS is at the forefront of providing personal and social transformative workshops, panels, and certificate programs to professionals in various fields. This type of reflective practice is a hallmark of workshops such as The Art of Spiritual Memoir, Feeling at Home Facilitating Groups, and The Emerging Field of Restorative Justice.

Glossary of Terms

The Center for Beloved Community is committed to the development of diverse, inclusive, and a socially engaged community of students. This glossary is a reflection on the broad and multiple uses of the term “social engagement.” It is an attempt to put forth a shared understanding of the various practices that constitute social engagement at CIIS. The definitions proposed in this glossary are not definitive or authoritative, but reflect an ongoing discourse at CIIS that explores deliberate language to enhance the Institute’s commitment to an engaged spirituality.

Internships provide part-time students with on-the-job training for professional careers. They involve an exchange of services for experience between a student and an employer. Internships can be useful to determine if students have an interest in a particular career, to create a network of contacts, and to gain school credit. Employers also benefit because, typically, interns receive nominal or no compensation.

Community service is donated service or activity that is performed by a person or a group of people for the benefit of the public or particular institutions serving the public. Performing community service is not the same as volunteering, since it is not always done voluntarily. It may be done for a variety or reasons. For example:
- governments may demand community service as a part of citizenship requirements, typically in lieu of military service
- courts may demand it in lieu of, or in addition to, other criminal justice sanctions
- schools may mandate it to meet the requirements of a class, such as in the case of service-learning, or to meet requirements for graduation

Volunteering is generally considered an altruistic activity. It is intended to promote and improve the quality of life with no expectations of financial gain. Many volunteer in areas they are specifically trained for. For example, doctors and educators volunteer their medical and educational services respectively in communities with acute needs in those areas. Others volunteer on an as-needed basis, such as in response to a natural disaster. Volunteering also provides an opportunity for the development of various skills.

The Reflective practitioner engages in practice-based professional learning. In his book The Reflective Practitioner (1983), Donald Schon describes reflective practice as the bridging of knowledge honored in academia with the kinds of competence valued in professional practice. The reflective practitioner engages in cyclical patterns of experience followed by conscious reflection and application of the emergent learning. The capacity to reflect on action so as to engage in a process of constant learning is a defining characteristic of lifelong learning programs that support continuous personal and professional development.

Community activism describes an activity designed to enhance the “community,” which could be one’s neighborhood or city. Examples of community activism are volunteers who engage in neighborhood efforts to improve the local school, or attending neighborhood meetings and organizing the local community in support of measures that enhance the neighborhood.

Board service is a voluntary leadership role at the highest levels of decision-making in an organization. Responsibilities and time commitments may be substantial. Board members typically define the mission and purpose of the organization they are
involved with as well as participating in a planning and monitoring capacity. Board service allows a team of dedicated board members to have a social impact through the successful implementation of the organization’s objectives.

**Immersion** is all-embracing encounter through an extended experience of “dwelling” within a community or group. For example, some organizations offer the opportunity to experience homelessness through a “street retreat.” Participants spend one day and one night walking and living on the streets and are encouraged to reflect on our common humanity on the streets.

**SECTION ONE: Internship Opportunities**

### Overview

The Center for Beloved Community supports, tracks, and chronicles the internship and community service engagement of students in the School of Consciousness and Transformation and in the Integrative Health Studies (IHL) program.

Our vision for service is based on a collaborative process of teaching and learning between our students and the various internship sites. The Center for Beloved Community serves as a container by supporting culturally sensitive academics in the classroom, workshops, and other training sessions that students need to become familiar with specific skills and cultural competencies to serve a diverse population. This leads students to develop new capacities to address the complexities of diversity responsibly as they engage social justice work and community service.

This guide describes the internship programs primarily offered through the various programs in the School of Consciousness and Transformation and IHL. It will also provide useful information and other tools to assist CIIS students throughout their internship and community service experience. The internship tracking form found at the back of this handbook will allow the Center for Beloved Community to track and document future student community engagements and internships.

*The internship experience at CIIS strengthens the Institute’s position as a convener of crucial discourses. It integrates scholarship; lived experience; multicultural, philosophical, spiritual, and religious traditions; holistic and ecological perspectives; liberation and transformative pedagogies; self care and global healing.*

**The School of Consciousness and Transformation (SCT)** integrates multiple approaches and disciplines to connect vital issues in today’s world with the personal growth and transformation of students. Consequently, learning and teaching occur in the classroom and also in the communities where social, political, and cultural realities unfold. Internships are an integral part of the curricula of SCT programs. A service and activist component is inherent and interwoven through the substantive content of many programs. Students can take up to three academic credit units through required internship classes.

Currently, there are six classes in various programs in SCT through which students can engage in an internship for credit. The MA students in Anthropology and Social Change; Women’s Spirituality; and the Integral Ecology track in Philosophy, Cosmology, and Consciousness are **required** to complete the internship class provided through their respective programs.

Students fulfill a number of documented hours on the site of their internship. This provides them with an opportunity to develop workplace and professional skills and capacities. It also provides the accommodating internship site/organization with assistance and service in a multitude of capacities. To receive academic credit, students are required to complete a number of written assignments, such as reflection papers, journals, and evaluations. This allows students to articulate and consolidate the onsite learning experience with the theoretical aspects of academia, on both a personal level and a communal/relational level.

**Internship/Academic Offerings**

This section will highlight the service commitment and the student internship opportunities offered through:

1. SCT programs: Anthropology and Social Change; East-West Psychology; Philosophy, Cosmology, and Consciousness; Women’s Spirituality; Master of Fine Arts; and Asian Comparative Studies
2. Integrative Health Studies
3. CIIS special projects: Glide Memorial Church, and the Restorative Justice and Prison Advocacy Program.
A. School of Consciousness and Transformation (SCT) Internship Opportunities

1. Anthropology and Social Change

Commitment to Service
Joining many activists in the belief that “a better world is possible,” this program explores counter-hegemonic knowledge and practice that looks beyond capitalism, hierarchy, and ecological disaster. It is located at the intersection of social justice activism and scholarship and goes beyond simply describing social justice struggles. The program aspires to be part of the larger community of social justice movements. Students are encouraged to become involved with social movements and communities of practice on the local level in the Bay Area. Interwoven throughout the curriculum in this program is the connection of critical and radical social theory to community based work. Fieldwork is a requirement for the MA degree, and students practice activist ethnography, and activist media such as film, radio, and the Internet. They become prepared for careers as scholars, teachers, researchers, and activists/campaigners in all areas of emancipatory social change.

Internship/Community Service Class
ANTH 6176: Activist Ethnography I and ANTH 6161: Activist Ethnography II
While community activism is interwoven throughout the classes in this program, Activist Ethnography I and II are sequential classes that specifically engage an activist research methodology and integrate the local community in every stage of the research process. Activist Ethnography I is required for all MA and PhD students, and takes place mainly in the classroom as students learn to integrate traditional and alternative research tools, techniques, and strategies associated with community-based research approaches. Activist Ethnography II is required for all MA students and pairs up students with the local community they are engaged with. This class takes place mainly at locations within the community. Students in this program have recently engaged in community service that explored building alliances between Jews and Palestinians in the United States, human rights and education in Sudan, and land retention rights in the Gullah communities of the South Carolina Islands.

Structure of the Class
Activist Ethnography I is offered in the fall semester for 3 academic units. Activist Ethnography II is offered in the spring semester for 3 academic units.

Anthropology and Social Change Community Service Experience
Student Testimonial: Ashley Philpot, MA
“Community organizing and advocacy work is inseparable from my education and scholarship. Without being a part of social struggle and building alliances with the communities where I engage in research, I simply could not move forward with my education.

“Over the past year I have had the incredible opportunity and privilege of working with multiple constituencies of queer and immigration justice advocates, and sociopolitical movements at the intersections of racial and economic justice. Since the spring of 2008, I have been an active part of the local, San Francisco-based organization, Community United Against Violence (CUAV).

“CUAV is a multicultural, anti-oppression organization that exists to respond to violence against and within queer communities in the Bay Area. I am a part of CUAV’s speakers bureau, which trains queer and trans people to speak at middle and high schools in the San Francisco Unified School District about the violence of homophobia and heteronormativity.

“I have also been working with CUAV to develop the Healing Oppression Project (HOP). HOP is training program that brings together queer people of color and their white allies, utilizing somatic healing practices and cross-cultural alliance building, in order to challenge institutionalized, interpersonal, and internalized racism and homophobia.

“Over the past six months, I have also been working with the Asylum Documentation Project at the National Immigration Justice Center (NIJC) in San Francisco. As a part of the research I have been engaged with queer women of color seeking asylum in the U.S. I have been volunteering at NIJC updating, organizing, and compiling critical documents, reports, articles, and news releases for queer women asylum seekers and their attorneys.

“Through this work, I have found that the lack of documentation of issues around women and asylum reflects the larger structural and multilayered invisibilities of women’s struggles in a postcolonial world.
“As a queer white woman with great national and intellectual privilege, my work with these communities is important because it intervenes in multiple forms of oppression, enables alliance building for real, sustainable social movement, and is integral to the development of ongoing practices of freedom and justice.

“In the anthropology program our research is one of participation and advocacy; without being in alliance with these communities, our work loses its rigor and meaning. As I move into the PhD program, it will be necessary not only to maintain these relationships to community, but to deepen and build a larger network of activists, advocates, and organizations. ‘Community service’ is not just about doing the ‘right’ thing, but it is the fabric with which my life is woven together and made meaningful.”

2. East-West Psychology (EWP)

Commitment to Service
EWP explores the spiritual dimensions of scholarly inquiry. It focuses on the interface of psychology and spirituality from a global perspective that encompasses Western, Eastern, and indigenous traditions. Through a combination of cognitive and experiential offerings that are both intellectually demanding and personally transformative, this area of study integrates psycho-spirituality, ecology, and multicultural traditions. In addition to helping students develop academic credentials for traditional teaching positions, this program supports students in envisioning creative applications of psychology outside academia and state licensure. Spiritual counseling and leadership, integral coaching, interreligious activism, community action, and organizational consulting are just a few of the potential fields for such creative work.

Internship/Community Service Class
EWP 6990: Supervised Fieldwork (MA); and EWP 8990: Supervised Fieldwork (PhD)
With the approval of their advisor, students are encouraged to carry out fieldwork/internships in an off-campus site. This provides the student with an opportunity to integrate career-related experiences into an academic education.

Finding and selecting internship site
A list of pre-approved sites for internships is provided by the EWP program:
- International Association for the Study of Dreams (IASD), Berkeley CA (www.asdreams.org)
- Tikkun magazine, Berkeley CA (http://www.tikkun.org/interns)
- Multidisciplinary Association for Psychedelic Studies (MAPS), Santa Cruz CA
- Buddhist Peace Fellowship (BPF)
- Sojourn Chaplaincy (www.sojournchaplaincy.org)
- Liberation Institute, San Francisco CA
- Dharma Therapy and Research Center

Students may propose other sites for internships that meet with approval of their advisor.

EWP Internship class structure
This class can be taken from 1–3 academic units.
- 1 academic unit = 45 hours on site per semester
- 2 academic units = 90 hours on site per semester
- 3 academic units = 135 hours on site per semester

1. Complete EWP Fieldwork Agreement and submit to advisor
2. Participate in required agency training and staff meetings
3. Complete assigned readings and attend regular meetings with advisor and on-site supervisor
4. Complete all evaluation requirements: the on-site supervisor’s evaluation for the student’s work and service to the organization and the EWP student evaluation of internship (forms available from program)
5. Complete reflection paper for CIIS advisor
3. Philosophy, Cosmology, and Consciousness (PCC)

Commitment to Service
The PCC program is an interdisciplinary area of study that engages philosophy, science, and religion to generate new perspectives and paradigms to build a better world. The Integral Ecology track in this program focuses on the transformation of human conceptual, psychological, and cultural patterns that are dangerous to the Earth community.

Following a deep scholarly understanding of the multiple and interlocking crises that face the Earth community, including mass extinction of plants and animals, global climate change, freshwater depletion, and forest destruction, students are encouraged to ask, “But what can I do?” The Integral Ecology Internship Program inspires students to go beyond academia to pursue a path of social activism and service that will provide the tools and support for students to answer that question in the way most harmonious with their own unique gifts, and enable them to explore potential career paths related to Integral Ecology. Through this internship program, students are required to work full-time or part-time for a public, private, or nonprofit organization. PCC faculty continue to expand their network of relationships with organizations that could provide potential student internship sites. PCC students work in areas that include permaculture, capacity building for environmental and social change, teaching, and sustainable business education.

Internship/Community Service Class
PARP 6533: Touch the Earth: Integral Ecology Internship Seminar is a required internship class for students pursuing an MA in the PCC Integral Ecology track. This course combines practical Integral Ecology internship experience with a discussion seminar that will guide students in processing, incorporating, and synthesizing their experience. The learning objectives for this class include:

- Gaining an in-depth understanding of the ecological issues on which students have been working
- Developing tools and strategies for linking Integral Ecology theory and practice
- Linking theories of service, leadership, and social change to the practice of Integral Ecology
- Exploring a possible post-graduation career field
- Developing practical skills in leadership, activism, and community transformation
- Participating actively in an intensive, hands-on experience
- Providing the agency receiving the intern with dedicated, consistent assistance

Finding and selecting internship site
- Students participate in an Integral Ecology internship of their choosing
- Students are responsible for arranging their own internships
- Internships can be paid or unpaid
- Internship site should have some connection to the student’s future plans and goals and can be in an office, lab, classroom, or field-based
- Students may consult the PCC list of past internships and internship possibilities
- Faculty members are available for assistance and advice in choosing internship sites

Structure of the Class
- This is a 3-unit class
- Students fulfill 100 hours of documented internship hours to be completed over one semester
- Class group discussions
- Over the course of the semester, the class meets five times as a group to discuss a variety of topics such as: service learning, experiential learning, activism, maintaining balance and negotiating difference, leadership, compassion, and maintaining a commitment to service
- Discussions of any challenges students may be facing through their internships are explored through the group class meetings
• Reading Assignments
  Classics and cutting-edge reading requirements provide a critical understanding and deeper engagement with the student's involvement in local communities and Integral Ecology work

• Writing Assignments
  Students keep a weekly journal of informal writing, documenting their experiences, insights, questions, challenges, successes, and so on
  Students write an analysis paper that crystallizes their whole learning process and experience

• Tracking and Assessment
  The student is responsible for completing an Internship Agreement Form with their on-site supervisor clarifying the terms of their commitment
  Weekly documentation of student's hours and assignments kept by student and signed by on-site supervisor
  Each student completes an Internship Assessment Form that is handed in with the analysis paper to the instructor—these assessment forms are compiled by the PCC office chronicling the internship for the benefit of future students

Examples of Integral Ecology Internship Sites and Experiences

Growing a Global Heart, Sausalito CA
http://growingaglobalheart.weebly.com/index.html

Organization's vision:
• To help plant a million trees along the trans-Atlantic slave route and the underground railroad to honor and remember the millions of unnamed, unheralded, and unremembered souls who were lost during the slave trade
• To help combat the ravaging effects of global warming and catastrophic climate change
• To actively highlight and support African-inspired sustainable solutions

“It deepened my appreciation for the importance of integrating theory and lived practice, and it gave me many opportunities to cultivate my capacity to listen and communicate from my core while also sensing the rhythms, gifts, and needs of my environment.”—PCC Student Elizabeth Miller, Growing a Global Heart, Sausalito CA, Spring 2012

Earth House Center, Oakland CA
http://earthhousecenter.org/

Organization's vision:
• To build healthy, just, and sustainable communities through education, training, and multimedia communication tools
• Earth House media projects link communication, technology, and social advocacy
• Currently conducts local, national, and international projects in a variety of print and visual media
• Earth House has worked with a series of environmental sustainability groups in the Pacific Rim, including Cambodia and Japan, and in the U.S., supporting organizations working on issues of health, justice, education, legal services, and metropolitan development

EarthRise (Institute for Noetic Sciences), Petaluma CA
http://www.noetic.org/earthrise/about/overview/

Organization's vision:
• A conscious living center that provides a gathering place to explore ancient wisdom traditions, support experiential learning, and engage in modern scientific inquiry
• A place where psychologists, educators, leaders, philosophers, frontier scientists, and spiritual masters conduct their work
• Supports intrapersonal and interpersonal consciousness work in a gorgeous natural setting
4. Women’s Spirituality (WSE)

Commitment to Service
The WSE program is an interdisciplinary field of study located at the intersection of women/gender studies, ethnic studies, religious studies, and philosophy. It provides students with rigorous academic training, embodied learning experiences, and a community of engaged scholars. Students are supported in their journey of spiritual, intellectual, and personal growth so they may be agents of interpersonal, social, and cultural transformation who can work on local and global issues related to women, gender, ecology, and spirituality.

As a program that is deeply concerned about the state of the world, students are asked to put their education to work in service of the larger community. Service is a core element of the students’ education, and MA students are required to volunteer at a nonprofit community agency of their choice. This allows students to deepen and broaden their understanding of concepts of community, compassion, spirit, activism, social justice, loss, and change. They will develop an appreciation of what is essential to further positive social change as they explore their educational and lifework goals through community engagement and activism. Students have worked to help save the Headlands old-growth redwood forests, taught art classes at homeless women’s shelters, worked collectively to paint a community mural, held premature babies, and served as doulas or labor coaches at San Francisco General Hospital. WSE faculty members are constantly expanding the program’s network of relationships with groups that share WSE’s commitment to engage with norm-shifting and transformative methods for empowering women globally. To date, WSE students have engaged in 120 internship positions.

Internship/Community Service Class
PARW 7585: Spirit, Compassion, Community Activism is a required internship class for students pursuing an MA in Women’s Spirituality. Through selective readings, online class discussion, and personal reflection, this course encourages students to put their spiritual values and beliefs into action in the larger community. The learning objectives for this class include:

· Explain/articulate their own definitions and importance of spirit, compassion, and community activism
· Develop tools and strategies for linking academic theory to their own experience and activities in the community
· Develop an understanding of the roles of community activism and social justice work in relation to self, life work, and professional goals, and the larger community
· Explore a possible post-graduation career field
· Develop practical skills in leadership, activism, and community transformation
· Provides students with an students an intensive, hands-on experience
· Provides the agency receiving the intern with dedicated, consistent assistance

Finding and selecting internship site
· Students participate in an internship of their choosing in an established nonprofit community agency
· Students are responsible for arranging their own internships
· Internships can be paid or unpaid
· Students may choose to create their own project for this class with the instructor’s approval
· Students may consult the WSE list of past internships and internship possibilities
· WSE faculty are available for assistance and advice in choosing internship sites

Structure of the class
· This class can be taken for 1–3 academic units.
· Students fulfill 30 hours (per academic unit) of documented internship hours to be completed over one semester

Class group discussions
· The group discussions take place exclusively online. Students are required to participate at least once per week by reading and responding to each assigned “topic posting,” article/reading, and/or experiential exercise, and discuss as assigned
Reading assignments
- Classics and cutting-edge reading requirements provide a critical understanding and deeper engagement with the student's involvement in local communities

Writing assignments
- Students keep a weekly journal of informal writing, documenting their experiences, insights, questions, challenges, successes, and so on
- Students write a book report that is posted online for other students to read
- Students write an analysis paper that crystallizes their whole learning process and experience as it draws upon their readings, class discussions, and community work
- Students taking the class for 1 academic unit have the option of completing 60 hours of community service (instead of 30) in lieu of most written course assignments

Tracking and assessment
- The student is responsible for completing an Internship Agreement Form with their on-site supervisor clarifying the terms of their commitment
- Weekly documentation of student’s hours and assignments kept by student and signed by on-site supervisor—this will be collected by the instructor at the end of the semester
- Each student completes a community service evaluation form

Examples of Women’s Spirituality Internship Sites and Experiences

Niroga Institute, Oakland CA
http://www.niroga.org/

Organization’s vision:
- Brings transformative life skills to students, vulnerable youth, cancer survivors, seniors, and people battling addiction
- Through meditation and breathing techniques, Niroga directly uplifts thousands of people every week in schools, juvenile halls, homeless shelters, cancer hospitals, and rehab centers
- Trains minority young adults to become certified yoga teachers prepared to serve their own communities with cultural competence and linguistic sensitivity

“As an intern with the Niroga Institute, I was able to apply the insight gained from my studies in Women's Spirituality at CIIS and my study of yoga in a way that rooted theory in an embodied praxis of service and leadership within the Oakland community.” —WSE alum Marisa Manriquez, Niroga Institute, Oakland CA, Fall 2010

Girls on the Run, San Francisco CA
http://gotrbayarea.org/about/index.asp

Organization’s vision:
- To educate and build confidence in young girls through non-competitive, curriculum-based running programs in the San Francisco Bay Area
- Provide a safe environment where girls can express themselves, build confidence, and learn from each other
- Volunteer coaches engage the girls in games and running-based workouts that encourage emotional, social, psychological, and physical development
- To prevent at-risk behavior such as eating disorders, substance abuse, depression, obesity, and adolescent pregnancies
Appalachian Sustainable Agriculture Project
http://www.asapconnections.org/

Organization’s vision:

· To connect fresh local food and the farmers who grow it to the markets, grocers, and restaurants committed to using locally grown products
· The Farm to School program connects the school garden with cooking activities, or the local farm to the school curriculum
· The Appalachian Grown™ label is a trademark of Appalachian Sustainable Agriculture Project; to protect the integrity of the label and the local food market, local producers, food processors, retailers, and wholesalers must meet particular standards and agree to comply with logo-use restrictions

5. Master of Fine Arts (MFA): Creative Inquiry, Interdisciplinary Arts

Commitment to Service
The MFA in Creative Inquiry and Interdisciplinary Arts engages art forms and conversations with artists across disciplines, including literary, visual, performing, and media artists. Students are inspired to discover the values that guide their art, the heritages that influence it, and its purposes. A community arts component in the MFA program explores how artists can render their gifts in service to the community, and how the artists as activists can allow the voice of community to emerge through their artistic skills and access. This component upholds the belief that artistic work has the potential to meaningfully impact the human condition, that the arts, in fact, are vital and essential to human life, and that there is a continuum of art that exists from the fine galleries and grand theaters to far flung corners of the globe, remote rural areas, streets, town squares, and building sides. Through a community arts class, students create collaborative community arts projects through an understanding that profound, life-altering art is being created at all levels. Students experience their role as an artist that is an integral part of community life, working with and for ordinary people and not working for the approval and reward of a disembodied marketplace of the elite.

Internship/Community Service Class
CIA 7302: Community Arts Practice I and CIA 7303: Community Arts Practice II
Community service in the MFA program is explored through these two sequential classes. In Community Arts Practice 1 (CAP I), students write a community arts project proposal. Community Arts Practice 2 (CAP II) requires students to fulfill a practicum and implement the project proposal developed in CAP I, and/or work in mentorship with a community artist already engaged in a community arts project.

Through the CAP I class, students

· Engage experiential, theoretical, historical, and current contexts of the rich and complex world of community arts history, politics, sociology, and psychology
· Use the class as an embodiment of a community arts project through group process, embodied exercises, and development of collaborative work
· Are challenged to envision a wide range of potential art-making activities not limited by former models or approaches to making art
· Interact with artists who have been working in communities gaining experience and exposure to what is happening in these projects as well as the process that has brought them into being
· Engage in community investigation and research to identify groups they might wish to work with
· Initiate internship/volunteer/milieu work with an organization or community group
· Create a description of a community arts project they would like to implement
· Are supported in approaching and working within an organization, and will have the experience of writing a community arts project proposal
Students who continue into the CAP II practicum class will have the opportunity to realize one of these projects, either in a lead artist role, or in collaboration with another community artist. In summary, students of CAP II will:

- Conduct and document an in-depth process of collaboration with a community partner in the development of a community arts project
- Use the class as an embodiment of a community arts project through group process, embodied exercises, and problem solving as their projects evolve
- Refine their skill in representing the work they are engaged in to the world and including this in their portfolio/website
- Identify sources of funding for community cultural development and create boilerplate material for grant writing
- Continue their investigation into the history and practice of community arts, including current examples, practices, and trends in the field through reading, research, and discussion.

Selecting an internship site
Following is a list of past examples of internship and project sites for Community Arts Practice

- CHISPA http://www.chispahousing.org/ | Contact: Ruth Rodriguez
- CRLA—California Rural Legal Assistance (Projecto Poderoso) http://www.crla.org/ | Contact: Dan Torres
- Better Boys Foundation www.betterboys.org
- Safer Foundation www.saferfoundation.org
- WORLD: Women Organized to Respond to Life-threatening Diseases http://www.womenhiv.org/ | 510.986.0340
- Center for Sex and Culture. http://www.sexandculture.org/
- People’s Grocery http://www.peoplesgrocery.org/
- Community Wellness Center, Fairfax | Contact: David Kitts, 415.269.0885
- Ceres Project, Sebastopol www.ceresproject.org | Contact: Margaret Howe, 707.360.8452, margaret@ceresproject.org
- Artesanos, Silver City, New Mexico | Contacts: Gloria and Chickie
- Covenant House, Oakland www.covenanthousecalifornia.org | Contact: Miguel de la Fuente, 510.379.1010 x.1006, mdelafunete@covoakland.org
- City Year San Jose http://cityyear.org/sanjose.aspx | Contact: Jarrett Poston, 408.907.6534, jposton@cityyear.org
- Juvenile Hall, San Francisco

Structure of the Class

CAP I

- 3 academic units
- Combines classroom and online teaching
- Assignments
- Student identifies a coherent community group with which to intern
- Create a proposal for a community arts project with an identified group
- Lead a community arts experience in the classroom
- Written assignments to reflect and evaluate experience
CAP II

- 3 academic units
- Combines classroom, online, and on-site teaching
- Assignments
  - Refine and complete a community arts project proposal in collaboration with community partner
  - Keep a journal of experience with community partner, including a log of hours spent, activities directed or facilitated, and reflections on each session
  - Using journal as a basis, post on Caucus an ongoing narrative/blog of project-in-progress
  - Write an evaluation and reflection piece on experience
  - Document the final project and present to class

B. Integrative Health Studies (IHL)

Commitment to Service

The Master of Arts in Integrative Health Studies at CIIS is one of the first programs in the nation to combine studies in complementary therapies, integrative health, and wellness coaching and health promotion, with rigorous, in-depth explorations of health equity, multicultural perspectives, and sound healing. It is the only program to offer a Certificate in Integrative Wellness Coaching within a master’s program.

With the acknowledged crisis in health care, the use of preventive strategies in health promotion has emerged as a priority for true reform. The IHL program is responding to the urgent need to create professionals who can navigate the transition to a meaningful focus on wellness and function in new roles. Each student in the program is required to engage in an internship to provide service learning and community engagement, and to support the student’s professional and personal growth in work settings relevant to integrative health care. Each internship should be aligned with the core values of the Integrative Health Studies program and offer students an opportunity to excel at one or more of the program’s core competencies.

Internships are focused in one of the following areas: Topics in Integrative Practice, Complementary and Alternative Medicine Modalities, Extending Access to Vulnerable Populations, Spirituality and Healing, Global Health Issues, Integrative Health Research, Integrative Wellness Coaching, and Sound Healing.

IHL Internship Process

- **Sequence of Courses.** Students are advised to complete several prerequisite courses before entering into an internship. A student advisor will help tailor coursework so that each student’s needs are individually addressed, based on the cultural context and educational intent of an intended internship site.

- **Internship length and duration.** Students are required to complete a 200-hour internship. Students often complete this during the summer semester (May through August), but can begin in spring or continue through fall.

- **Register for IHL 6099.** IHL students take the required course IHL 6099: Internship for 0 units during the summer of their internship. The course is taught by Kate Leahy, IHL/SOM program manager, internship coordinator and adjunct faculty, and supports the work of the internship.

- **Internship Placement Sites.** IHL internships are located in complementary, alternative, conventional, and integrative health practices; private corporations; municipal agencies; research facilities; faith-based organizations; and socially engaged NGOs. Each setting focuses on specific facets of health care, such as integrative health practice, health research, curriculum development, health journalism, global health, public health, and integrative clinical management.

- **Student Placement Process.** Students undergo a two-semester process to determine their ideal internship. During this process, students are encouraged to contact potential internship sites to explore the opportunities that exist. Kate Leahy, internship coordinator, will support students in researching, contacting and communicating with potential internship sites, based on the values, core competencies, and overall responsibilities the internship site provides.
Examples of IHL Internship Sites and Experiences

**Alternative and Complementary Healing**
- Center for Integrative Care, Glasgow Homeopathic Hospital—shadowed homeopathic physician
- Charlotte Maxwell Complementary Clinic, San Francisco and Oakland—clinic coordinator
- Institute for Health and Healing at California Pacific Medical Center, San Francisco—clinic administration, insurance reimbursement system
- Laguna Honda Hospital and Rehabilitation Center, San Francisco—senior activity therapist
- Safronya, San Francisco—Ayurveda clinic assistant and outreach
- The Osher Center at the University of California, San Francisco—policy and procedures; clinic administration
- Vibrant Reiki, San Francisco—clinic coordinator
- Rasa Ayurveda, Kerala, India

**Research**
- BreathResearch, San Francisco—wellness technology research and application development
- Institute of Noetic Sciences, Petaluma—mind-body research assistant
- National Center for Posttraumatic Stress Disorder—research assistant
- NYU Langone Medical Center—research assistant
- Rosen Center, Berkeley—research assistant
- Teleosis Institute, Berkeley—ecological health editorial intern, project development

**Health Education**
- Project Prepare, Berkeley—sex education continuing education course development for physicians
- Found Health—integrative health website development and nonprofit development

**Integrative Health Support Staff**
- Association for Community Health Improvement, San Francisco—community health improvement conference coordinator
- Health Medicine Institute, Walnut Creek
- Sutter Health: Live Well For Life—employee wellness events; wellness coaching

**Nutrition**
- Essential Nutrition For You—social media, corporate events, coaching
- Urban Sprouts—assist garden educators with the Urban Sprouts summer program, maintenance, activities
- People’s Grocery—developed training manual for community food demonstrators
- Greenlite Medicine—medical weight loss program development and coaching
Vulnerable Populations

- Alameda County Community Food Bank—piloted children’s lunch program
- Charlotte Maxwell Complementary Clinic, Oakland—clinic shift coordinator; Reiki practitioner
- Ella Baker Center for Human Rights—program liaison with community
- Edgewood Center—kinship circles for caregivers of foster youth
- Glide Women’s Center—mind-body group co-facilitator; employee wellness coordinator; grants research and development, funding guidebook
- San Francisco Department of Public Health
- Project Homeless Connect—volunteer coordinator department
- Potrero Hill Healing Center—wellness coaching programming, design and implementation, and nutritional program design
- St. Luke’s Hospital, San Francisco—case management

Individual and Corporate Wellness Coaching

- Aetna, San Francisco
- Human Resources Institute, Vermont
- One Medical, San Francisco
- Pacific Gas & Electric, San Francisco
- Real Balance, Colorado
- Alameda County Hospital, Alameda

Internship coordinator contact information:
Kate Leahy, MA, 415.575.6199 (w), kleahy@ciis.edu. Office hours by appointment

C. Community Partnerships

Glide Memorial Church
In 2010 the Expressive Arts Therapy program (EXA) at CIIS initiated a partnership with Glide Memorial Church, founded on the principles of reciprocal learning, client empowerment, social justice, and the building of a long-term sustainable relationship.

The EXA program integrates expressive arts as a healing modality in the field of family and individual psychotherapy, especially for recovery from trauma and environmental health disparities. The skills of an expressive arts therapist play an important role as a “meta-language” in clinical settings with diverse client populations. Expressive arts enhance communication processes across difference of race, gender, physical abilities, and social class.

EXA students work with the staff, children, and families at Glide’s Family, Youth, and Childcare Center in the Tenderloin neighborhood. More than twenty students and alumni have been involved with various activities, including facilitating arts-based staff retreats, running pre-practicum EXA groups for children in grades 3–5, acting as aesthetic witnesses, counseling teens, running a dance group for moms, and completing practicum hours as EXA students.

“To enter this community and witness, listen, and care—it changes your relationship to the world, to the city, to conceptions of self.” —Student reflection
SECTION TWO:
Community Service and Internship
Resources for Students

A. Grants and Scholarships

CIIS RESOURCES

CIIS Student Alliance: Social Justice and Research Community Service Grant
This grant will next be available in Spring 2013

The Student Alliance is a student-run organization that facilitates communication, sponsors events, and allocates funding to help students and student groups actualize the Seven Ideals of CIIS. The Student Alliance listens to students' voices, builds alliances, cultivates leadership, and advocates for social change and the transformation of existing power structures.

The Student Alliance provides stipends to enable students to conduct research in the area of social justice and to undertake community service initiatives in the United States and internationally. In particular, the student alliance is interested in awarding stipends to students who work in alliance with local communities to challenge oppressive practices and policies. This could include student work that is committed to challenging racism, sexism, classism, heterosexism, ableism, or other; global human rights issues; as well as looking at ecological sustainability. Students must develop a comprehensive proposal outlining the research and its commitment to social justice issues and the principles of CIIS.

Community service projects must be initiated by a CIIS student in collaboration with a nonprofit organization. The student alliance requires that the student receive explicit support from the community that they will be working with, or direct collaboration with communities. Projects could be local, national, or international in their scope. Examples of projects could be working with homeless communities, supporting community service trips with other students to areas struck by disasters to help with rebuilding, or working with refugees. Students must develop a comprehensive proposal that outlines their goals and objectives for the initiative, how it reflects the principles of CIIS, and how it will be brought back to the CIIS community.

The stipend amount is $1,000 per student. Ten awards will be made annually.
Please note that priority goes to first-time applicants.

Funding Guidelines for Social Justice Research and Community Service Grant
Eligibility

- Student Alliance funds are contributed by CIIS students. Therefore, Student Alliance only grants awards to students who are currently enrolled.
- Funds may be used for projects or research taking place during the current semester, a semester before (provided they were enrolled in that semester as well), or one semester after the semester in which the student submits a funding proposal and is granted funds.

Application Process

- The applicant must submit a fully completed Grant Application Form. Forms are available on our website at [www.saciis.org]
- Competition for Student Alliance funding is high. Excellence, clarity, and precision in the grant application are valued.
- Applications MUST be submitted by the deadline.
- Students may only submit one grant application per year.
- Changes to an application:
- To make changes to a proposal before the proposal deadline, simply request that the Student Alliance Coordinator return the application for revision. The applicant is still bound to the same proposal deadline for final submission.
To make changes after the proposal deadline, notify the Student Alliance coordinator, who will add an addendum to your proposal. Such changes should only reflect minor changes outside of the applicant’s control and not negligence in initial application.

If funding as been approved and major changes in the plan occur that would have affected the decision of the Student Alliance (i.e., inability to attend event or project, etc.), the student is obligated to notify the Student Alliance coordinator immediately.

Evaluation Criteria and Process
Applications will be reviewed and evaluated by a committee comprised of students, staff, and faculty, where students are the largest group. All committee members will be volunteers. Recommendations of the committee will be voted on by students in the Student Alliance meeting following the application deadline. The final decision, therefore, rests with the students.

Dispersal of Grants
- Students granted funds must submit the Funding Receipt Form (available on the SA website www.saciis.org) by the time stipulated in the award letter.
- Students who fail to submit this form with receipts in time will not be granted funding and will have to reapply in the following grant period.
- Grants are given towards reimbursement of expenses against receipts. Students must, therefore, submit receipts along with their funding receipt form.
- Students granted funding may be asked to submit a short essay or presentation on their work and engagement within their particular community. Students will be notified of what may be asked in their award letter.

Social Justice Research and Community Service Grant Application
*Everything required must be included in your grant application packet. Any applications with missing documents will immediately be disqualified.

**Please only write your name on the Personal Information pages. Please head your essays ONLY with your Student Identification Number.

Please email completed application to studentalliance@ciis.edu or drop off in mailbox outside of Room 410.

Part I. Personal Information
1. Name
2. Student ID
3. Address
4. Phone number and email
5. Degree, program, and department. Years at CIIS.
6. Academic status: (a) full-time, part-time (b) good, unsatisfactory, probation
7. Please list if you have received financial aid (i.e., scholarships, loans—both subsidized and unsubsidized) within the last year. Please do not list the amount of financial aid received, only the type(s) of financial aid received.
8. Please list all the Student Alliance funding you have received over the last two years with a one-line description on why (for what purpose) you received each.
9. One letter of recommendation, preferably from the organization/community you are partnering with, but the letter can also be from a professor or mentor.
10. Curriculum vitae (c.v.) including previous community service, research, and relevant employment.
11. Please include a budget outline for this project. What will this funding specifically enable? What alternate sources of funding are you looking into for this project?
Part II. Project Essay
(Please head your essays ONLY with your Student Identification Number.) Write a 500-word essay that addresses the following questions:

1. Are you applying for this grant for a Research Project or for a Community Service Project? Briefly describe project.
2. Organization/community you are working in alliance with: please provide name, location, and website, if applicable.
3. When and for how long will this project take place?
4. Who will this project benefit and how? What effects do you hope your work will have? In what ways does this project engender sustainable forms of change towards social justice?
5. How long have you been working with the community? How do you understand your commitment to this community? How is your participation in this project necessary?
6. How have you prepared for meaningful, critical engagement and relationships within the community that you will be working in? What tools and methodologies will be applied that will allow for deeper engagement in your community service and/or social justice research?

Part III. Personal Statement Essay
Write a 500-word personal reflection essay addressing the following questions. (Please head your essays ONLY with your Student Identification Number.)
Reflect on your life’s experiences of privilege and oppression as they relate to your own practices of social justice. How does this work build alliances across differences and inform your desire to participate in social struggles? What makes this work urgent and necessary? What experiences do you feel have fostered in you the capacities for this work?

Federal Work Study
http://studentaid.ed.gov/types/work-study

Work Study is a federal program that allows students the opportunity to work on- and off-campus (only domestic students can work off-campus) to fund their education. CIIS does not guarantee a job. It is the student’s responsibility to apply for and secure a position. Work Study funds are not an entitlement; students must work in order to receive these funds.

Domestic students can work on- and off-campus at a wage of $11.75/hour. Community service-based jobs (off-campus) are only available to domestic students. In addition, if a student is working off-campus, the student may not work on-campus or hold other community service positions.)

International students can work on-campus at a wage of $11.75/hour. This is considered institutional aid. International students may work up to forty hours per week during breaks (contingent upon CIIS budget). For more information regarding employment for international student status, contact your international student advisor at 415.575.6157.
EXTERNAL RESOURCES

Community Organizing Residency (COR)
http://bendthearc.us/community-organizing-residency

The Community Organizing Residency is a program of Bend the Arc: A Jewish Partnership for Justice. COR is a six-month paid residency for people from different faith backgrounds who want to make community organizing their profession. Residents will gain experience working with leading social justice organizing groups in New York City, Chicago, Los Angeles, the San Francisco Bay Area, or the Twin Cities.

The COR offers comprehensive training through an integrated curriculum that includes retreats, one-to-one mentoring, and regular reflection sessions. Residents attend intensive retreats together for interfaith study and reflection about the role of faith in organizing. They organize around multiple issues, such as creating affordable housing, improving public education, and increasing access to health care.

There are two paths for participating with COR:
Path A is for individuals seeking full-time paid placement in a top-tier community organizing group. Applicants accepted through Path A will receive a $17,000 stipend and health care coverage. Applicants for this path must commit to working as a community organizer for at least two years following the residency. They must have an active engagement with their own faith tradition and an interest in learning more about the faith tradition of others.

Path B is for individuals currently working in congregations, unions, or community groups who are seeking leadership training, mentorship, and opportunity to explore other faith traditions and a cohort of peers. Applicants accepted through Path B will need to pay a program fee.

Information about how to apply for the 2014 cohort will be added as soon as it is available. info@rootedinfaith.org.

Profile of COR Resident
Jeannette “Lil Milagro” Henriquez is a COR resident with Mujeres Unidas y Activas (MUA). In 2010, Lil Milagro received a graduate degree from CIIS in Social and Cultural Anthropology. Her graduate work focused on deforestation and cultural and ecological survival of Nahuatl peoples in western El Salvador.

Mujeres Unidas y Activas (MUA) is a grassroots organization of Latina immigrant women with a double mission of promoting personal transformation and building community power for social and economic justice. MUA is one of the few programs founded on the concept that immigrant women themselves are uniquely equipped to find solutions to the problems that most directly affect their lives. While recognizing the formidable problems faced by Latina immigrant women, MUA draws on the strengths of these same women as peer mentors, group facilitators, community educators, and organizers. MUA provides mutual support meetings, information workshops, counseling, referrals, and crisis intervention services.
B. Internship and Community Service Placement

CIIS RESOURCES

CIIS CareerLink
CIIS CareerLink is an online career management system and database administered by Career Development Coordinator Margie Lam in the Dean of Students Office. All current students and alumni have access to this system, which contains job and internship listings, campus workstudy positions, and community service opportunities. CareerLink also contains a database of organizations and employers that are aligned with CIIS ideals, and students can search for possible internship placements. Students may upload their resume, which employers can view.

CIIS Career and Community Service Expo
- In April 2013, CIIS hosted its first annual Career and Community Service Expo. As part of the Institute’s initiative to strengthen community partnerships, more than sixty-five organizations were invited to this event. The Expo provides an opportunity to connect local organizations with students, with the intent of promoting the value of community service and internships and creating career connections between employers and students.

EXTERNAL RESOURCES

Internship Directories
- San Francisco Bay Area Progressive Directory www.bapd.org
  Provides an index to about 1200 organizations in the San Francisco Bay Area that are related to progressive activism and links to related websites.
- Green Jobs Network www.greenjobs.net
  This network connects people seeking jobs that focus on environmental and social responsibility with available opportunities and resources. It also includes a directory for “green training” resources.
- Women’s Environmental Network (WEN) www.wencal.org
  An educational and networking community of professional women who work in the environmental field in the greater San Francisco Bay Area.
SECTION THREE:
Center for Beloved Community
Internship Tracking Form

Please complete this survey and drop it off at the CIIS Dean of Students Office

Student name: ___________________________ Phone: ___________________________

Address: ________________________________________________

CIIS program ________________________________________________

Degree ________________________________________________

Expected date of graduation __________________________________________

Name of registered class: __________________________________________

Is this class an academic requirement for your program? _________________________

Total number of academic units received: ________________________________

Hours per week of onsite interning: ________________________________

Start date: ___________________________ End date: ___________________________

Total number of internship hours: _______________________________________

Site Information

Agency name: ________________________________________________

Contact person: ________________________________________________

Phone number: ________________________________________________

Email: ________________________________________________

Agency address: ________________________________________________

Website: ________________________________________________
Brief description of mission, programs, and goals of this internship site:

General description of internship activities and services:

How did you find this internship?

Was it paid or unpaid?

What were your primary tasks and assignments?

How will this internship experience contribute towards your overall academic and skills development?
How did this internship help you explore future career goals?

How would you rate your internship site/organization for students interested in future internships there?

Did you write a culminating paper about this experience?

If yes, what was the title?

Name of CIIS internship advisor

Date

____________________________________________________________________________________________________________________________________________________