APPLES
Service-Learning

SERVICE-LEARNING SERIES

COMMUNITY PARTNER GUIDE

APPLES SERVICE-LEARNING

APPLES Service-Learning is a student-led program at the University of North Carolina at Chapel Hill that transforms educational experiences by connecting academic learning and public service. Since 1990, APPLES has strengthened civic engagement by bringing together students, faculty and communities in sustained and mutually beneficial partnerships.

APPLES is part of the Carolina Center for Public Service, which connects the energy and expertise of both the University and the community to provide students, faculty and staff with deep and transformative experiences.

Founded in 1990 by a group of undergraduate students seeking to extend learning beyond the walls of the classroom, the APPLES Service-Learning program began by supporting faculty in understanding and using service-learning pedagogy. As APPLES opportunities have expanded over the years, the primary purpose continues to be to enhance and deepen learning through meaningful collaborations with community organizations among the growing list of programs.

Funded by student fees, APPLES is a student organization with permanent staff available for administrative and programming responsibilities. In 2009, APPLES became a program of the Carolina Center for Public Service (CCPS). This collaboration and structure has strengthened the organization as it offers more resources and support for faculty, students and community partners.

APPLES is committed to sustainable and collaborative partnerships, both within and outside of the university. Together with staff, student organizers build upon the contributions, lessons and approaches from previous years. APPLES seeks to integrate reflection, an essential aspect of service-learning, into each participant experience.

What is service-learning?
- A method by which students learn through active participation in thoughtfully organized service.
- An activity conducted in, and meeting the needs of, the community, generated by community requests.
- A program integrated into and enhancing academic curricula, which includes a structured time for reflection and helps foster civic responsibility.

Service-learning differs from volunteering in two important ways:
1. **Reciprocal benefit to students and community partners**

In service-learning, a focus is placed on the experience of students learning as they engage in service opportunities designed by community partners. In volunteerism, a focus is placed on the benefit to the community partner rather than on learning.

2. **Guided and structured reflection embedded in coursework**

In service-learning, students use community experiences to examine the content from the course and to connect what is learned in the classroom to real world needs. In order to articulate this application, students complete assignments demonstrating what they have learned from the service-learning experience.

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APPLES PROGRAMS

Service-Learning Courses
Service-Learning Courses offer the opportunity to extend learning beyond the walls of the classroom. APPLES courses integrate the educational goals of a course with relevant community service aiming to increase the student's understanding of the course content and its impact on local communities. These volunteer opportunities are identified by community organizations and are specifically selected to pair with a course based on the connectedness of the academic and service experiences. Students in APPLES courses commit to serving a minimum of 30 hours with a community partner during the semester.

Service-Learning Spring and Summer Internships
APPLES internships are unique, intense experiences in service for either the spring semester or summer. Students intern at a variety of nonprofit and governmental agencies, receive funding ($1,200 for spring and $2,500 for summer) and are enrolled in a service-learning course (three-credit hour course through the School of Social Work in the spring and a one-credit hour online course through the William and Ida Friday Center for Continuing Education in the summer). APPLES interns are considered staff in their organizations and have a great deal of responsibility as well as professional growth opportunities.

Alternative Fall, Winter and Spring Breaks
APPLES Alternative Breaks provide an avenue for students to perform service activities across North Carolina, the Southeast and the Mid-Atlantic. It is a transformative experience for students to travel beyond Chapel Hill and serve a different community while also forming lasting friendships with other Carolina students.

Bryan Social Innovation Fellowships
The Robert E. Bryan Social Innovation Fellowship is designed for aspiring social change-makers who are interested in providing a significant contribution locally, nationally or internationally through the creation of an entrepreneurial project that addresses a community issue or need. Fellowship recipients enroll in a service-learning public policy course and receive up to $1,500 to help launch their idea, access to professional development funds, support from APPLES students and staff, and invaluable leadership training and personal development.

Service-Learning Initiative
The Service-Learning Initiative (SLI) is a unique student-led orientation to service-learning that provides incoming first-year and transfer students with an immersive introduction to the array of service opportunities in and around Chapel Hill and Carrboro. Each year, over three days the week before classes start, participants learn about and work with APPLES community partners, become more aware of local social justice issues, form lasting friendships with other engaged students and are introduced to reflection as a tool for making meaning out of service experiences.

BECOMING AN APPLES COMMUNITY PARTNER

Community partners should be a nonprofit organization, government agency or school to become affiliated with APPLES. In addition, community partners need a staff member that can serve as a primary contact for the organization and must have paid-staff that can supervise student volunteers or interns.

Interested organizations should contact APPLES Service-Learning at apples@unc.edu about the first steps in becoming a community partner. Organizations new to APPLES are added to the community partner listserv, the APPLES Partner Portal and are asked to attend a community partner orientation.

Community partner orientation is offered throughout the year and provides organizations and staff members new to APPLES with information to better understand service-learning and the ways in which to partner with APPLES.

COMMUNITY PARTNERSHIP MODELS

There are many ways to incorporate service-learning and community engagement into the classroom. Below are a variety of models and approaches to service-learning to consider.

Direct Service
Direct service activities are those that require personal contact with people served by the organization. This type of service is generally most familiar to students and can be particularly meaningful as students have a chance to serve directly the population addressed by the organization. For example, students in a child development course serve in an afterschool tutoring program.

Indirect Service
Indirect service activities are focused on serving the community partner rather than working directly with an individual who may need the service provided by the organization. Often students do not come in contact with the people served by the community partner. For example, students in a public relations writing course create an online newsletter for an organization.

Project-Based Service
Project-based service-learning involves students, often organized in teams, working collectively on a particular project or issue in partnership with an organization. In this model, faculty and students work closely with a community partner to design a specific service project related to the course concepts and skills. For example, students in a public health leadership course conduct a survey relating to the needs of people working with HIV and AIDS research.

SERVICE-LEARNING COURSES

Service-learning courses combine academic coursework with community service through an integrated service-learning experience for students. Community placements offer students the opportunity to experience the abstract concepts they are learning in the classroom in a real-world setting. Currently, more than 100 service-learning courses from more than 27 disciplines are offered every year. The service experience is directly linked to the content of the course. As a part of the course, the student commits to volunteering three to five hours a week for 10 weeks with a specific community partner; a minimum of 30 hours over the course of the semester.

Examples of service-learning courses:

COMP 190, Enabling Technologies: Students learn computer programming and work in teams to create assistive technologies for children with visual impairment to experience an interactive map.

INTS 390, Comparative Development: While learning about different models of development, students volunteer in teams with various local organizations with ties to international development.

COMM 669, The Ethnographic (Re)Turn: Students learn ethnographic research by partnering with a local African-American church to explore the life of the church and its members in the wake of desegregation.

DETAILS FOR SERVICE-LEARNING COURSES

- Three to five hours a week for 10 weeks
- Students are enrolled for academic credit in a service-learning course
- Service must enhance the learning of the course
- Community partners can request skill sets and special training or criteria to volunteer

Fall Semester

July	Request volunteers
September	Service begins
November	Service ends

Spring Semester

November	Request volunteers
January	Service begins
April	Service ends

Summer Semester

April	Request volunteers
May	Service begins
July	Service ends

SERVICE-LEARNING INTERNSHIPS

Community partners with growing needs or specialized projects opt to participate in the service-learning internship program. Students apply to participate in the internship program and are matched with organizations that meet both their interests and learning goals. Community partners and APPLES mutually select an intern that best matches the needs of the organization and the interests of the intern. Spring interns agree to work 12-15 hours a week for 10 weeks during the semester; 150 hours (and are compensated with a $1,200 stipend) and summer interns agree to work 40 hours a week for eight to 10 weeks; 320 hours (and are compensated with a $2,500 stipend). APPLES subsidizes half of the cost of spring and summer interns, who are paid through the community partner. In addition, APPLES promotes the internship opportunities and administers a selection process to narrow down the applicants to the strongest candidates suited for each position.

DETAILS FOR SERVICE-LEARNING INTERNSHIPS

Spring Internships

- 10-15 hours a week for 10 weeks
- Students enroll in a School of Social Work course
- $1,200 stipend (APPLES pays $600, community partner pays $600)
- Community partners can specify intern skill sets (computer skills, web design, language fluency)

September	Community partner applications due
October	Finalists interviewed by community partners
November	Interns selected
January	Internship begins
April	Internship ends

Summer Internships

- 40 hours a week for eight to10 weeks
- Students enroll in an online School of Social Work course offered through the William and Ida Friday Center for Continuing Education
- $2,500 stipend (APPLES pays $1,250, community partner pays $1,250)
- Interns are responsible for arranging their own housing and travel plans
- Community partners can specify intern skill sets (computer skills, web design, language fluency)

November	Community partner applications due
February	Finalists interviewed by community partners
March	Interns selected
May/June	Internship begins
July/August	Internship ends

APPLES PARTNER PORTAL

Each APPLES community partner has access to the APPLES Partner Portal. This web-based database allows organizations to update contact information, request course volunteers, view course listings for upcoming semesters, request interns and view student applications for internships.

To access the APPLES Partner Portal:
1. Visit unc.edu/apples/portal/public/
2. Follow login tab for "Community Partners"
3. Enter the organization name and password (contact APPLES to create your login and password)
4. Use side bar navigation to access information and applications

Course Volunteer Request Process
Community partners will be prompted to request course volunteers through APPLES Partner Portal in April for summer courses, July for the fall semester and November for the spring semester.
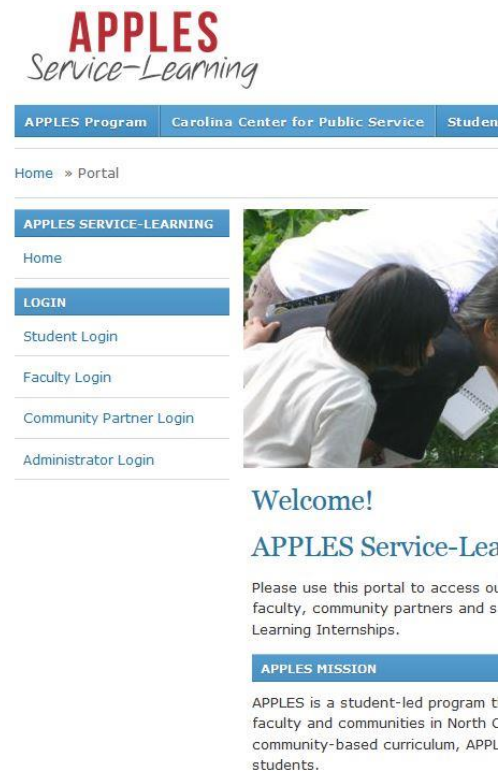
After logging in to the portal, partners can create a new volunteer opportunity, edit an existing volunteer description or simply activate a previous request without making any changes. Click on the 'Volunteer Positions' tab to access options to view positions or submit new volunteer positions. Past volunteer positions are searchable by term.

To create a new volunteer request, click on the appropriate link and complete the information relevant to the position, adding information about the days and times to volunteer and if there is an interview, application or background check required.

Volunteer requests can never be deleted. Partners can opt to not activate a request and APPLES will not assign course volunteers to that specific opportunity.

Receiving Course Volunteers
While APPLES can never guarantee that organizations will receive student volunteers, we strive to best match volunteer opportunities with appropriate courses. Students are instructed to contact their volunteer placement within the first two weeks of class to begin volunteering by the third week of class. To view courses connected to your volunteer request use the "Course Placements" link on the left side of the page.

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REQUESTING A SERVICE-LEARNING INTERN

Community partners will be prompted to apply for service-learning interns through the APPLES community partner listserv in August for spring semester interns and November for summer interns.

After logging into the APPLES Partner Portal, organizations can submit an application to host an intern.

Use the left side-bar to select "Internship positions". Organizations can view past internship positions and submit new opportunities.

The option to submit a new application will only be available between the open and close dates and will be unavailable at other times of the year.

The application includes open-ended fields for information like: internship position description, necessary skills and relevant academic interests.

Due to the increasing interest from partners and a limited budget, APPLES is unable to accept every application submitted to host an intern. Successful applications offer substantive experiences for students to learn and apply a professional skill.

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SERVICE-LEARNING INTERNSHIPS

Community partners with growing needs Learning Internship program. Students fr agencies that meet both their interests a Service-Learning Program mutually select interests of the intern. APPLES subsidizes by the internship site and placed on their

Spring interns agree to work 12-15 hour semester and are compensated with $120 graded academic credit through an intern with the internship.

Summer interns agree to work 35-40 hour summer and are compensated with $2500 graded academic credit through an online Education and the School of Social Work.

▪ View Past Internship Requests
▪ Submit New Internship Request

You have no current int

CONTACT INFORMATION
Suite 3514 Carolina Union
Chapel Hill, NC 27599
Phone: 919-962-0902
Email: applesoutreach@unc.edu

During the second phase of the interview process, organizations selected to host an intern can expect to interview three to five students per internship position. Application information for each student is available through the APPLES Partner Portal.

APPLES COMMUNITY PARTNER LISTSERV

Community partners will receive most communication through the APPLES community partner listserv. APPLES staff provide semi-monthly announcements about upcoming deadlines, opportunities and resources relevant to community partners. Through the listserv, community partners are prompted to request service-learning course volunteers or interns and receive information about the necessary steps to complete those requests.

PREPARING FOR SERVICE-LEARNING STUDENTS

Staff from community partners invest a considerable amount of time and energy in preparing and supporting service-learning volunteers and courses. To make the most of your partnership, below is a list of considerations to prepare for service-learning students.

Timeline
Understand the timeline of the semester and the number of hours required with the program. For courses, students serve 30 hours throughout the course of the semester. Spring interns complete 150 hours of service throughout a 15 week semester and summer interns complete 320 hours of service over an eight-week period.

Create agreements
Service-learning courses offer service-learning agreements to add structure to discussing the work ahead. A sample service-learning agreement and other forms are provided to community partners. Service-learning interns must complete a work agreement before the start of the semester. Once these are received by the APPLES office, funds are released to the community partner. These documents require that community partners have a clear sense of the work that is to be completed by a service-learning student.

Training and orientation
Community partners are encouraged to train and orient service-learning students as they would other volunteers for the organization. Depending on the work associated with the volunteer or internship position, additional training may be required. Prepare other staff of the organization for the role of the service-learning students.

Feedback and oversight
Service-learning students have much to learn from those providing supervision for the community partner. While this adds on to the time and energy spent on volunteers or interns, oversight of students ultimately results in better outcomes. Regular check-in meetings are recommended.

Professional expectations
Make sure to discuss with service-learning students expectations the organization may have in terms of professionalism, which would include dress codes, communication styles and protocol for missing regularly scheduled hours.

Communication
For community partners working with a service-learning course, the APPLES staff will offer an online introduction with the faculty member teaching the course. Throughout the semester, community partners are encouraged to connect with faculty over email or phone with any questions or concerns. Community partners hosting a service-learning intern will be in contact with the APPLES staff and are encouraged to contact APPLES with any questions or concerns.

Evaluation
At the end of each semester, community partners are asked to participate in an online survey about their experience in partnering with an APPLES course or hosting an APPLES internship. Information collected through these surveys is key in directing the future of APPLES programs.

CONNECTING BEYOND APPLES

APPLES is committed to supporting organizations through service-learning, however, we can never guarantee volunteers will select each organization. When an organization is not assigned a volunteer, APPLES will reach out to offer other potential connection beyond APPLES. Below are opportunities to consider if you are in need of additional connections.

APPLES Social Media
Students who are interested in APPLES or have participated in an APPLES program can learn about opportunities with APPLES community partners through Facebook and Twitter.

Buckley Public Service Scholars Social Media
The Buckley Public Service Scholars program consists of more than 1,700 students committed to serving more than 300 hours throughout their time at Carolina. In addition, students complete additional opportunities, such as a service-learning course, skills trainings and a senior reflection. The social media site for Buckley Public Service Scholars is very active.

Public Service News
More than 5,000 students, staff, faculty and community members receive the Public Service News each week. It is published as an email newsletter every Monday on weeks when university classes are being held, and every other week during summer school. Announcements related to public service and engagement are due by 5 p.m. on the Wednesday preceding Monday's publication. Job announcements (excluding internships and fellowships related to public service) will not be included in the PSN.