

# APPLES

## Service-Learning

Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • [ccps.unc.edu](http://ccps.unc.edu)

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### Fall 2022

#### **COMP 523 (001) Software Engineering Laboratory**

**Paul Stotts**

In this course, teams of three to four students develop computer applications for organizations on campus and in the community. Teams work with the outside organization to understand the needs and the people who will use the program. Prior projects have ranged from a Twister-like game to teach Braille to visually impaired children to tools to help low-income housing units deploy wireless networks. EE

#### **DHYG 393 (001) Dental Hygiene Practicum**

**Staff**

This course is a culmination of in-depth study in dental hygiene. Through lectures and specialized clinical rotations at pediatric, geriatric, hospital and/or community dental experiences at selected on- and off-campus training sites, the expanding role of the dental hygienist in health care delivery systems is emphasized. EE

#### **ECON 291 (401) Undergraduate Learning Assistant Seminar and Practicum**

**Michelle Sheran-Andrews**

Studies have shown that courses which utilize undergraduate learning assistants (ULAs) have improved quality of instruction, sensitivity to student concerns, and overall student contact. In addition, ULAs gain an improved knowledge of the subject matter, heightened communication skills, and a sense of membership in the academic community. The aims of ECON 291 are to give students: 1) experience in facilitating undergraduate education in economics; 2) a deeper understanding of underlying economic principles; 3) exposure to pedagogical theory and best practices; and 4) participation in a vibrant economics learning community. EE

#### **EDUC 387 (001, 002) Peer Tutoring**

**Robin Horton**

Peer tutoring is a service-learning course that provides an opportunity to serve the UNC community and fellow students through tutoring. Tutors must have an overall GPA of 3.0 or higher and must be available either Monday or Tuesday evenings from 5 - 8 p.m. for

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tutoring. An application and instructor permission is required to enroll. For more information about applying, visit [the Learning Center](#). EE

### **EDUC 400: Autism in Our Communities: An Interdisciplinary Perspective** **Staff**

This course introduces undergraduate students to the diverse topics related to autism spectrum disorder (ASD). In addition to in-class meetings, students volunteer with individuals with autism spectrum disorder. Topics covered will include diagnostic criteria, early indicators of ASD, evidence-based treatment methods, issues affecting parents and siblings in school and community settings, multi-cultural issues and transition to adulthood. EE

### **EDUC 617 (001) Teaching in the Middle School** **Brian Gibbs**

This course is required for candidates who seek North Carolina licensure to teach at the middle school level and open for others interested to explore teaching or gain experience working in a school setting with young adolescent learners. The course provides students with an introduction to the history, philosophy and attributes of schools and curriculum specifically designed for young adolescents with attention to their developmental characteristics and needs as learners. After the first three weeks of training, students will select a three-hour block during the school day every week for the service-learning component of this course, in addition to the weekly meeting time. Students do not have to be admitted to the School of Education to enroll in the course. EE

### **EDUC 698 (001) Internship in Human Development and Family Studies** **Helyne Frederick**

This course provides an integrative learning experience in which Human Development and Family Studies (HDFS) students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HDFS major and this class is only open for students in that major program. EE

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### **ENEC 593 (001, 002) Environmental Practicum**

**Amy Cooke, Staff**

Instructor permission is required. Students receive service-learning credit through active participation in a community, campus or other approved group project. EE

### **GEOG 294 (001) Beyond Sustainability**

**Chérie Ndaliko**

This course explores the US American South through the lens of sustenance. To trace practices of sustenance through the South we will engage a series of critical questions such as: What have people done and what do people continue to do to sustain themselves in this place? Against what pressures? And, in contexts of oppression, dispossession, and discrimination, how do acts of sustenance intersect or conflict with larger cultural, social, economic, and political debates about "sustainability"? In addition to critical study of the issues outlined above, students will also learn about and participate in ecologically sustainable practices on a local farm. EE

### **GEOG 429 (001) Urban Political Geography: Contested Places and Politics**

**Nina Martin**

This course is an interdisciplinary exploration of urban social problems, bridging the literature on urban geography with that on urban politics. Students are required to complete 30 hours of service with an organization that works on an urban social issue. EE

### **HBEH 609 (001) Leadership for Alternative Breaks**

**Staff**

This experiential service-learning course will focus on interpersonal leadership theories, skill development, and application, with an in-depth emphasis on leadership as a behavior (i.e., self in relation to others). Students in this course serve as alternative break leaders through the APPLES Service-Learning Program. Leadership practices learned in this course will be directly applied to their experience as a break leader and to long-term leadership growth and development. This course is reserved for students serving as APPLES Break Leaders. Students may apply via the CCPS Application Portal before March 28. EE

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### **HNRS 390 (003) Special Topics: Narrative and Medicine**

#### **Terrence Holt**

This seminar explores the role of narrative in medicine from two sides: the patient's experience of illness, and the experience of caring for the sick. As a writing workshop, this course offers students a supportive environment in which to explore their own experiences and refine their writing skills. It also provides an opportunity for service work in a variety of clinical settings, in which students will have a chance to participate in medical care. Taught by a clinician-writer with years of experience in medical care, professional publication, and workshop instruction, this course offers a rare opportunity to learn from a highly skilled professional engaged in the central concerns of his work. EE

### **MEJO 332 (001, 002, 003, 004, 005) Public Relations Writing**

#### **STAFF**

Students in this course serve at local nonprofits by creating major communicative tools of the public relations trade including news releases, features, speeches, pitch letters, fact sheets, public service announcements and more. EE

### **MEJO 671 (001) Social Marketing Campaigns**

#### **Seth Noar**

Social marketing is the application of marketing concepts and practices to bring about behavior change for a social good. Students in this course will participate in a service-learning project to learn more about this practice. Instructor consent is required to register for this course. EE

### **NURS 611 (001) Supporting the Childbearing Family**

#### **Rhonda Lanning**

This course is a three-credit-hour elective offered through the School of Nursing to UNC undergraduate and graduate students who have completed a minimum of 3 undergraduate semesters. Students who take the course will also become part of the Birth Partners volunteer doula program and must become UNC Medical Center volunteers. The course is open to all majors and disciplines and is of particular interest to students with a strong interest in health sciences and/or reproductive health. The course is front-loaded to include childbirth education and doula training over the first four weeks. During the semester, students will concurrently begin volunteer work with Birth Partners as hospital volunteers.

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Students will provide informational, emotional, and physical support to individuals in labor at the North Carolina Women's Hospital (UNC Medical Center). Upon course completion, students will continue to actively volunteer with Birth Partners for at least one more semester. The approximate class size is 26 students representing a variety of majors and disciplines. Students are required to complete an application and will need permission from the course faculty to register for the course. [Apply by March 30](#). Learn more about the course [here](#). EE

### **PHIL 292 (001) Introducing and Integrating Philosophy into Primary and Secondary Schools** **Delaney Thull**

This is an experiential learning course designed for intermediate and advanced students with an interest in philosophy and/or education. Students learn how (and why) to engage with young people about philosophical questions and work with students at a local elementary or middle school. PHIL 292 students lead philosophy discussions at these schools and develop their own lesson plans that help young people engage in their own philosophical explorations. Along the way, we will explore important philosophical questions related to children and childhood. Instructor permission is required to enroll in this class and you must have taken two previous PHIL courses. EE

### **PLCY 89 (001) First-Year Seminar: Education in a Multicultural Society** **Simona Golden**

This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education in this country often have been conflicting and the outcomes of schooling complicated. The goal of this course is to help students develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. We will do this by studying inequality in public education in a way that is place-based. Featuring extended opportunities for engaged learning, we will work in and around the environs of UNC, as we work to better understand the ways that local histories, cultures, and experiences have affected the sorts of opportunities that this region's young people have found – and have not found – in our public schools, and as we move into the policy

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space to evaluate and design for equity and justice in public schooling. This course does not fulfill EE.

### **PLCY 698 (001, 002, 003, 004, 005, 006, 007) Senior Capstone in Public Policy Staff**

Students apply knowledge and skills gained in the major to a real-world policy problem. In small teams, students produce actionable, client-centered, public policy analysis for a government agency or nonprofit organization. Students also develop skills in teamwork, leadership, communication, professional etiquette, and time management. This course is only open to Public Policy majors. EE

### **PUBA 401 (001) State and Local Governance: Public Service Theory and Practice Dylan Russell**

This course is an introduction to local and state public service, including governmental institutions, ethics and public values, and core functions of public administration and governance. Discussions led by MPA faculty with practicing public and nonprofit administrators. EE

### **SOCI 273 (001) Social and Economic Justice Kathleen Fitzgerald**

This course covers the theory and practice of social and economic justice, including analyses of racial, gender, sexuality, class, national, disability/ability, and other forms of injustice, the history of influential movements for justice, and strategies of contemporary justice struggles, specifically those surrounding food, environment, incarceration, housing, immigration, and wages. One objective of this course is for students to see the injustices that they are reading about in class and to be able to work with organizations that are addressing the needs of the most marginalized members of our community. A second objective is to understand some basic ideas behind service learning, such as the difference between charity and justice. Third, is for students to understand the structural origins of inequality and injustice. EE

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### **SOCI 444 (001) Race, Class and Gender Staff**

This course looks at the way race, class and gender are socially constructed and maintained as axes of difference and inequality. For SMART Mentoring participants only, the course is designed to provide students with the sociological lens to understand the social forces impacting their own life trajectory and that of their mentees. In the second semester during the mandatory one-credit SOCI 397 APPLES portion of the class, students will engage in service-learning projects with the high school students and the at-risk youth populations. Applications are closed. This course does not fulfill EE. SOCI 397 in the spring fulfills the EE requirement for SMART mentors.

### **SOWO 490 (001) Tools for Financial Coaching Allison DeMarco**

This course examines financial systems in the United States and how they impact individuals with low-income, with a focus on financial literacy and skills for working with individuals who are homeless or at risk of homelessness. Students gain an understanding of financial education and engage in critical analyses of broader systems and structures that exclude low-income communities. Students also work with Community Empowerment Fund as financial coaches, assisting individuals transitioning out of homelessness. Registration requires instructor approval, please email the instructor for information to apply. EE

### **SPAN 329 (001, 002, 003) Spanish for Professional and Community Engagement Staff**

Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses the application of Spanish language and Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, professional documents such as resumes, community service work and projects, and a capstone research project. This course is open only to students in the Spanish for the Professions minor. EE

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### **WGST 340 (001) Leadership in Violence Prevention for Peer Educators** **Christi Hurt & Shelley Gist Kennedy**

This course examines interpersonal violence, the factors that enable it, and prevention strategies. The course examines violence on both individual and structural levels, considering perpetrators, victims/survivors, and bystanders and drawing upon the expertise of local organizers and service providers in the system of care. EE