



UNIVERSITY
of ARKANSAS
AT PINE BLUFF
1873



Preparing Global Leaders for the 21st Century: The UAPB Peace Corps Prep Program – Promoting Peace, Justice and Sustainable Development in a Diverse, Multicultural Society

BACKGROUND INFORMATION

The Office of International Programs and Studies (OIPS) serves as the coordinating agency for internationalizing the academic experience at the University of Arkansas at Pine Bluff (UAPB). OIPS employs an integrated program strategy for achieving its mission. This approach enables staff to engage multiple, diverse sectors of the university community and external partners to implement varied program initiatives in a cost-effective manner. Integrated program strategies incorporate the following characteristics:

- Aim to engage members of the academic community in novel, forward-thinking global initiatives
- Focus on core program activities complemented by secondary, complementary activities
- Creative and efficient use of assets and resources to achieve synergistic and multiplier effects
- Emphasis on short and long term outcomes that enhance the value of the higher education experience for all program participants
- Emphasis on the university's assets, mission and history in order to establish a unique program niche with an emphasis on UAPB's land-grant designation, its commitment to historically disadvantaged communities and its geographical location in the Lower Mississippi River Basin.

The Peace, Justice and Sustainable Development integrated program strategy is a new initiative that is designed to prepare students for global careers in the humanitarian, advocacy, diplomatic and international development fields, to name a few. The basic tenets of this initiative include that following: 1) peaceful coexistence and understanding in an increasingly diverse global society; 2) acceptance of the basic human rights and equality of all human beings; and 3) poverty eradication and development that is long-term, sustainable and balances human needs with the broader ecological context. The core program activity will be a globally-oriented leadership development program based on the requirements of the Peace Corps Prep Program. Secondary (or spin-off) program activities may include curriculum strengthening and enhancement, new linkage relationships with domestic and overseas partners, new community service projects for student engagement and innovative education abroad programs.

UNIQUE ASPECTS OF THE UAPB PEACE CORPS PREP PROGRAM

Cohort Meetings and Activities. Peace Corps Prep participants will become members of a cohort of students who will be required to attend periodic meetings to receive announcements and updates regarding special events taking place on campus. These sessions will also be a part of the on-going evaluation and monitoring process.

Program Mentors. At UAPB there are several Returned Peace Corps Volunteers (RPCVs) as well as faculty, staff and external partners with substantial international experience. These persons, in addition to others from the offices of Career Services, the Honors Program, Student Involvement and Leadership, and Basic Academic Services, etc., will be recruited to serve as program mentors. Program mentors will assist with recruitment activities, advise students during the application process and serve as mentors throughout students' participation in the program. Program mentors will also function in an advisory capacity, providing strategic input and guidance as necessary for the overall success of the program.

Participation in the 4-H Club. Peace Corps Prep participants are required to join the 4-H Club which is a new service-oriented association established under the auspices of the School of Agriculture, Fisheries and Human Sciences. Because the 4-H Club is part of a national and international network of youth organizations, membership in the campus club may lead to broader exposure and engagement. Membership in this club may also facilitate completion of volunteer and leadership development requirements. For additional information, see <http://www.4-h.org/>.

Asset-Based Community Development Training. Through the 4-H Club, all participants will be exposed to the basic principles and practices of asset-based community development (ABCD) and will be encouraged to conduct an ABCD exercise as a component of their 50 hours of volunteer or work experience. Students who choose this option will receive an ABCD field exercise certificate from OIPS.

Internship/Service Learning Abroad. All Peace Corps Prep participants will be encouraged to participate in an overseas experience, preferably one involving an internship or service-learning component. The overseas experience may facilitate completion of the volunteer/work experience and foreign language requirements.

APPLICATION INSTRUCTIONS

Complete the application (Appendix B.) using the Student Guide (Appendix C.) for information and guidance. Consult with OIPS staff, a program mentor or academic adviser as necessary. Also complete the Release Form (Appendix E.) and submit along with a copy of a recent resume and academic transcript. An official transcript is not required for application purposes but must be submitted before a final Peace Corps certificate is issued upon completion of all relevant program activities. Currently there is no minimum GPA requirement for Peace Corps Prep; however, students must maintain good academic standing throughout their participation in the program. Additional guidelines are presented below:

Training and Experience in a Specific Work Sector

- ✓ Identify three courses that support the sector or thematic area you have selected. These may be courses you have already taken or courses that you plan to take. Generally, these will be three courses in your academic major or program of study. Just make sure that your program of study is

listed as an eligible category of study for the thematic area you choose. If not, consult with the Peace Corps Prep leadership team, OIPS staff and/or program mentors.

- ✓ The 50 hours of volunteer or work experience must also relate to the sector or thematic area you have selected. For example, if you chose youth in development, a summer internship with a youth camp or volunteering in an after-school program during the academic year may qualify in support of this objective.

Foreign Language Requirements

- ✓ These will vary depending upon your long-term interests. Unless you plan to apply to be a Peace Corps Volunteer (after graduation) in a Spanish or French speaking country, there are no specific language requirements.

Intercultural Competence Course Requirements

- ✓ Unlike courses in your academic major, the three required courses must be chosen from those listed in the student guide in Appendix C. If you would like to take a class that is not presently listed, consult with the UAPB Program Director, Co-Program Director or a Program Mentor. A certain degree of flexibility is allowed.

Professional and Leadership Development

- ✓ Peace Corps Prep participants are required to join the UAPB 4-H Club. Information regarding the membership application process will be provided to students selected to participate in the program. Participants will also be asked to document and share information about their involvement in other campus organizations and activities.
- ✓ Students who have not registered with the UAPB Office of Career Services are may apply now and meet this requirement at a later date.

ELIGIBILITY FOR THE PEACE CORPS PREP PROGRAM CERTIFICATE

There are no rigid deadlines or timeframes for completing Peace Corps Prep program requirements. Students may apply at any level of classification, such as freshman, sophomore, junior or senior, but should take into account the time required to meet all criteria for successful program participation.

Students who have met all program requirements will be asked to schedule an exit interview to review their record. If satisfactory progress has been made, their name will be submitted for receipt of a Peace Corps Prep program certificate that will be signed by the U.S. Peace Corps Director. A copy of the UAPB Exit Interview Checklist is included in Appendix D. Students are encouraged to use this document to track their completion of the relevant program requirements.

Key Personnel

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UAPB STUDENT APPLICATION

Name: _____ Student ID: _____ Date: _____

Phone: _____ Email: _____

Major(s): _____ Minors(s): _____

Expected Graduation (month and year): _____ Cumulative GPA: _____

1. Training and experience in a specific work sector

Please select the sector in which you would like to serve:

[Education](#)

[Environment](#)

[Youth in Development](#)

[Health](#)

[Agriculture](#)

[Community Economic Development](#)

Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is key to the Peace Corps experience!

(1) Coursework. List the number and name of 3 courses in this same sector that you plan to take, and the semester in which you plan to take them (it is fine if you've already taken them).

Note: The courses you include on this application may change, but it's good to have a plan.

1. Course: _____ Semester and year: _____

2. Course: _____ Semester and year: _____

3. Course: _____ Semester and year: _____

(2) Hands-on experience in that same sector (must total at least 50 hours). Describe what you plan to do:

2. Foreign language skills

Requirements depend upon desired Peace Corps volunteer placement site. (1) *Spanish-speaking countries* → two 200-level courses. (2) *French-speaking countries* → one 200-level course in any Romance Language. (3) *Everywhere else* → no explicit requirements, but language skills are a plus.

If you intend to learn a foreign language, please list which one: _____

List the top 2 foreign language courses you plan to take:

Course 1: _____ Semester and year: _____

Course 2: _____ Semester and year: _____

Or describe your alternative learning process (e.g., native speaker):

3. Intercultural competence

List the core course and two approved electives you plan to take:

Core course: _____ Semester and year: _____

Elective 1: _____ Semester and year: _____

Elective 2: _____ Semester and year: _____

4. Professional and leadership development

1. **Professional resume feedback:** When do you plan to meet with Career Services for a one-on-one resume review? Month and year: _____
2. **Professional interview prep:** When do you plan to meet with Career Services for an interview workshop? Month and year: _____
3. **Describe a leadership experience that you intend to pursue:**
All students must join the UAPB 4-H Club. Other campus activities are also encouraged, such as, leading a work or volunteer project, serving on the executive board of a student organization, or organizing a big campus event.

Signature of Student

Date

Signature of Peace Corps Prep Director

Date



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Peace
Corps

THE UAPB PEACE CORPS PREP STUDENT GUIDE

The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you'll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies, or "learning objectives," are the following:

1. Training and experience in a work sector
2. Foreign language skills
3. Intercultural competence
4. Professional and leadership development

This document explains each of these requirements in detail. ***Use this guide to map out your Peace Corps Prep course of study.*** In particular, refer to this when completing your PC Prep application, where you'll need to document how you plan to fulfill each requirement. **This guide aligns point-by-point with each section of the application!**

1. Training and experience in a specific work sector

3 courses + 50 hours related

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Through this PC Prep program, you will begin to build a professional specialty, which should serve your career well whether or not you become a Peace Corps Volunteer.

For PC Prep, you need to complete at least **3 courses** that align with a specific work sector (they can but do not need to come from your academic major or minor). You also must accumulate **a minimum of 50 hours of volunteer or work experience in that same sector**, preferably in a teaching or outreach capacity. **Note:** *This service may be rendered locally through a UAPB partner or through a relevant education abroad experience organized by the Office of International Programs and Studies (OIPS).*

***Peace
Corps
Tip!***

If you intend to apply to the Peace Corps, the best way to assure that you will be a strong candidate is to identify the type of assignments in which you'd like to serve through this [interactive tool](http://www.peacecorps.gov/openings) (www.peacecorps.gov/openings), then review the positions' desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are six sectors in which Peace Corps Volunteers serve—
detailed below. **Choose one sector to focus on** then complete at least 3
courses + 50 hours of related experience in that sector.

Note: Actual Peace Corps assignments are based on local needs, and thus may or may not align seamlessly with your qualifications. Flexibility is central to the Peace Corps experience!

#1 **EDUCATION** (www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/)



Teach lessons that last a lifetime. Education is the Peace Corp's largest program area. Volunteers play an important role in creating links among schools, parents, and communities by working in elementary, secondary, and postsecondary schools as math, science, conversational English, and resource teachers or as early grade reading and literacy teacher trainers. Volunteers also develop libraries and technology resource centers.

If you choose Education, take 3 courses from one of the following areas:

- | | | |
|---|---|---|
| <input type="radio"/> Agriculture | <input type="radio"/> Health, Physical | <input type="radio"/> Middle Childhood |
| <input type="radio"/> Sciences/Technology | <input type="radio"/> Education, Recreation | <input type="radio"/> Education |
| <input type="radio"/> Education | <input type="radio"/> Early Childhood | <input type="radio"/> Social |
| <input type="radio"/> Science Education | <input type="radio"/> Education | <input type="radio"/> Studies/Education |
| <input type="radio"/> Human Sciences | <input type="radio"/> Mathematics Education | <input type="radio"/> Agriculture Education |
| <input type="radio"/> Education | <input type="radio"/> English Education | <input type="radio"/> Human Sciences |
| | | <input type="radio"/> Education |

*And build 50 hours of **related** field experience through an activity such as:*

- Teaching in one of these or a similar form: in a classroom, with a community outreach organization, or in a formal tutoring capacity
 - The subject of the teaching may be English as a Foreign/Second Language, special education, drama, or a STEM subject
- Examples of current partnerships through which service may be rendered include Quest Middle School through existing 4-H collaboration, YEAH8 which stands for Youth Education Art and Health, and Volunteers in Public Schools (VIPS).
- Education majors are required to participate in a student teaching experience which may also suffice.

#2 **HEALTH** (www.peacecorps.gov/volunteer/learn/whatvol/health/assignments/)



Serve on the front lines of global health. Health Volunteers work within their communities to promote important topics such as nutrition, maternal and child health, basic hygiene, and water sanitation. Volunteers also work in HIV/AIDS education and prevention programs to train youth as peer educators, develop appropriate education strategies, provide support to children orphaned by the pandemic, and create programs that provide emotional and financial support to families and communities affected by the disease.

If you choose Health, take three courses from one of the following areas:

- | | | |
|---|-----------------------------------|---|
| <input type="radio"/> Biology | <input type="radio"/> Pre-med | <input type="radio"/> Regulatory |
| <input type="radio"/> Nutrition and Dietetics | <input type="radio"/> Biology | <input type="radio"/> Science/Industrial |
| <input type="radio"/> Health Education | <input type="radio"/> Gerontology | <input type="radio"/> Health Safety |
| <input type="radio"/> Health, Physical | <input type="radio"/> Chemistry | <input type="radio"/> Rehabilitative Services |
| <input type="radio"/> Education, Recreation | <input type="radio"/> Nursing | |

And build 50 hours of **related** field experience through an activity such as:

- Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
- Counseling or teaching in health subjects
- Working as a resident advisor in a dormitory, as a peer nutritionist, or as a sexually transmitted infections counselor
- Significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design
- Examples of current and potential partnerships through which service may be rendered include activities associated with UAPB's annual World AIDS Day, the UAPB Minority Initiative Sub-Recipient Grant which organizes prevention programs associated with tobacco and narcotics use, the UAPB obesity prevention program, the Health Educators of the Jefferson County Cooperative Extension Office, YEAH8 and the UAPB 4-H Club.

#3 **ENVIRONMENT** (www.peacecorps.gov/volunteer/learn/whatvol/env/assignments/)



Help forge a global movement to protect our planet. Volunteers lead grassroots efforts in their communities to protect the environment and strengthen understanding of environmental issues. They teach environmental awareness in elementary and secondary schools and to youth groups and community organizations, empowering communities to make their own decisions about how to protect and conserve the local environment. Volunteers also address environmental degradation by promoting sustainable use of natural resources.

If you choose Environment, take three courses from one of the following areas:

- | | | |
|--|--------------------------------|---|
| ○ Environmental Biology | ○ Industrial Health and Safety | ○ Regulatory Science/Industrial Health/Safety |
| ○ Biology | ○ Plant and Soil Science | ○ Regulatory Science/Biology |
| ○ Regulatory Science Interdisciplinary Studies | | |

And build 50 hours of **related** field experience through an activity such as:

- Educating the public on environmental or conservation issues, or working on environmental campaigns
- Conducting biological surveys of plants or animals
- Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
- Providing technical assistance and training in natural resource management
- Examples of existing and potential partnerships through which service may be rendered include the Jefferson County Clean and Beautiful Commission, on-going faculty-sponsored research, e.g., the Mississippi River Basin Initiative (water quality monitoring project), and the Jefferson County Community Recycling Program.

#4 **AGRICULTURE** (www.peacecorps.gov/volunteer/learn/whatvol/agr/assignments/)



Lead grassroots efforts to fight hunger in a changing world. Agricultural Volunteers work with small-scale farmers and families to increase food security and production and adapt to climate change while promoting environmental conservation practices. They introduce farmers to techniques that prevent soil erosion, reduce the use of harmful pesticides, and replenish the soil. They work alongside farmers on integrated projects that often combine vegetable gardening, livestock management, agroforestry, and nutrition education.

If you choose Agriculture, take three courses from one of the following areas:

- | | | |
|--------------------------|--|---------------------------------|
| ○ Agricultural Sciences | ○ General Agriculture | ○ Food |
| ○ Plant and Soil Science | ○ Regulatory Science/Biology | ○ Service/Restaurant Management |
| ○ Agriculture Education | ○ Regulatory Science Interdisciplinary Studies | |
| ○ Agricultural Business | ○ Fisheries Biology | |
| ○ Animal Science | | |
| ○ Agribusiness | | |
| ○ Agricultural Economics | | |

And build 50 hours of **related** field experience through an activity such as:

- Working with a large-scale or family-run business involving vegetable gardening, farming, nursery work, tree planting or care, urban forestry, landscaping, livestock care and management, or fish cultivation and production
- Teaching or tutoring the public in environmental or agricultural issues/activities
- Working on the business management or marketing side of a commercial farm
- Opportunities for service include the UAPB Farm, the UAPB Small Farm Technical Assistance Program and internships with local partners, e.g., Seven Harvest, Inc., and the East Arkansas Enterprise Community, the Jefferson County Master Gardener Program, and the UAPB Agriculture Demonstration and Outreach Center

#5 YOUTH IN DEVELOPMENT

(www.peacecorps.gov/volunteer/learn/whatvol/youth/assignments/)



Empower the next generation of change makers. Volunteers work with youth in communities on projects that promote engagement and active citizenship, including gender awareness, employability, health and HIV/AIDS education, environmental awareness, sporting programs, and info technology.

If you choose Youth in Development, take three courses from one of the following areas:

- | | | |
|-----------------------------|------------------------------------|---|
| ○ Human Sciences | ○ Human Development/Family Studies | ○ Early Childhood Development |
| ○ Social Work | ○ Psychology | ○ Health, Physical Education and Recreation |
| ○ Criminal Justice | ○ Social Studies | |
| ○ Theatre and Communication | | |

And build 50 hours of **related** field experience through an activity such as:

- Teaching or counseling in at-risk youth programs
- Activities that involve planning, organizing, assessing community needs, counseling, and leadership, in areas such as education, youth development, health and HIV/AIDS, the environment, and/or business
- Additional opportunities for service include the 4-H club, community outreach through campus sororities and fraternities, Creating Hope through Talent (community nonprofit), Targeting Our Peoples Priorities through Service (community nonprofit) and the Jefferson County Boys and Girls Club, local school district knowledge bowls and spelling bees, etc.

#6 COMMUNITY ECONOMIC DEVELOPMENT

(www.peacecorps.gov/volunteer/learn/whatvol/busdev_01/assignments/)



Harness 21st-century tools to help communities lift themselves. Volunteers work with development banks, nongovernmental organizations, and municipalities to strengthen infrastructure and encourage economic opportunities in communities. They frequently teach in classroom settings and work with entrepreneurs and business owners to develop and market their products. Some Volunteers also teach basic computer skills and help communities take advantage of technologies such as e-commerce, distance learning, and more.

If you choose Community Economic Dev., take three courses from one of the following areas:

- | | | |
|--------------------------------------|---|--|
| <input type="radio"/> Business | <input type="radio"/> Computer Science | <input type="radio"/> Criminal Justice |
| <input type="radio"/> Administration | <input type="radio"/> Agriculture Economics | <input type="radio"/> Social Work |
| <input type="radio"/> Accounting | <input type="radio"/> Mass Communications | <input type="radio"/> Marketing |
| <input type="radio"/> Agribusiness | <input type="radio"/> Political Science | <input type="radio"/> Finance |

And build 50 hours of **related** field experience through an activity such as:

- Working with businesses, organizations, or cooperatives in accounting, finance, microfinance, management, project management, budgeting, or marketing
- Starting and running your own business or other entrepreneurial activity
- Training others in computer literacy, maintenance, and repair
- Website design or online marketing
- Founding or leading a community- or school-based organization
- Opportunities for service can be arranged through UAPB's Economic Research and Development Center, City of Pine Bluff Economic and Community Development Department, the East Arkansas Enterprise Community and the Alliance for Jefferson County (regional economic development agency).

**Peace
Corps
Tip!**

Nearly two-thirds of Peace Corps Volunteers serve in Education or Health. Coursework and meaningful experience in one of these areas—especially teaching English as a second/foreign language—produce some of the strongest candidates.

2. Foreign language skills

Requirements vary by language

Working across cultures often entails verbal and nonverbal languages distinct from your own. Building foreign language skills is thus a second key component of the PC Prep curriculum.

Where would you like to serve? PC Prep minimum course requirements align with those needed by applicants to the Peace Corps itself, which vary by linguistic region.

- Latin America: Individuals wanting to serve in Spanish-speaking countries must apply with strong intermediate proficiency. This typically means completing **two 200-level courses**.

- *West Africa*: Individuals wanting to serve in *French-speaking* African countries should be proficient in French (or, in some cases, any Romance Language), usually through **one 200-level course**.
- *Everywhere else*: The Peace Corps has **no explicit language requirements** for individuals applying to serve in most other countries. However, you will still likely learn and utilize another language during service, so it is only helpful to have taken at least one foreign language class.

Note: If you are a strong native speaker and want to serve in a country that speaks your same language, you can skip this requirement!

3. Intercultural competence

Three Approved Courses

Engaging thoughtfully and fluidly across cultures begins with one's own self-awareness. With this learning objective, you will deepen your cultural agility through **a mix of three introspective courses** in which you learn about others while reflecting upon your own self in relation to others. The goal is for you to build your capacity to shift perspective and behavior around relevant cultural differences. Some example courses:

This learning objective aims to prepare students for the on-the-ground, human-to-human, intercultural realities inherent to Peace Corps service. It provides a space for universities to highlight relevant service learning, study abroad, or alternative spring/fall break programs they have that address the learning objective.

You are required to enroll in **one required core course** as indicated below **and along with any two electives**.

- Your **core course(s)** will ideally be the type of introspective Diversity and Inclusion offering that helps students to increase cultural self- and other-understanding, building their adaptability around relevant cultural differences. The examples below are courses that integrate self-reflection into the study of social groups (i.e., classes focused on race, gender, sexuality, cultural or ethnic diversity or physical disabilities).
- **Other qualifying elective courses** include additional courses of the above type as well as more globally-oriented classes such as International Development, area studies (i.e., African Studies, Latin American Studies, etc.), the Economics of Poverty, Peace Studies, Cultural Anthropology, Emerging Markets, World Literature, etc.

You'll take at least 1 of these core courses:

- Global Perspectives, AGRI 3V30 (special course to prepare students for cross-cultural education abroad experiences)
- Inequality in America, SOCI 3315
- Sociology of Sex Roles, SOCI 3325

- Education for Cultural Diversity, EDUC 3235
- Families Across Cultures, HUSC 4361
- Race and Ethnic Relations, SOCI 3320
- Diversity and Young Learners, EDUC 3233
- Building Family and Community Relationships, EDUC 4305
- Leadership Training and Group Dynamics, RECR 3321

And choose 2 additional electives from the above list or these below:

- World Literature, ENGL 2360 or 2361
- Latin American, HIST 3310
- African History, HIST 4385
- Middle East and the Islamic World, HIST 3360
- Modern Russia, HIST 4360
- Seminar in Third World Studies, HIST 4396
- Political Systems of the Far East, PSCI 3322
- Peoples and Cultures of Latin America, SOCI 3370
- Politics of Developing Nations, PSCI 3328
- Developing Black African Nations, PSCI3342
- Global Issues, PSCI 4316
- Introduction to Anthropology, SOCI 2330
- Rural Sociology, SOCI 3331
- Peoples and Cultures of Africa South of the Sahara, SOCI 3360

Is there another course in the catalog that you feel meets this requirement? Please discuss it with your PC Prep Director, Co-Director or Program Mentor.

Peace Corps *Prolonged intercultural experiences—such as studying or volunteering abroad, supporting new immigrants or refugees acculturate to the United States or volunteering in diverse schools—would also strengthen your Peace Corps candidacy significantly. Consult with the Office of International Programs and Studies for details regarding upcoming education abroad programs.*

4. Professional and leadership development

Resume and Interview Support + Leadership

International development is a highly professional sector. It is difficult to break into and demands great initiative and leadership to advance professionally within the field. PC Prep requires **three specific activities** that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

1. Have your **resume** critiqued by a Program Mentor or the Career Services Office.
2. Attend a workshop or class on **interview skills** at the Career Services Office. This will require that you register with the office on campus.
3. Develop at least one significant **leadership experience** and be prepared to discuss it thoughtfully. For example, organizing a campus event, leading a work or volunteer project, or serving on the executive board of a student organization. As a Peace Corps Prep participant, you will be required to join the campus 4-H Club; however, your involvement in other student associations may also provide a worthwhile leadership experience.



Peace Corps



Student Name: _____

University: _____

PC Prep Coordinator: _____

UAPB EXIT INTERVIEW CHECKLIST

Below are the Peace Corps Prep certification requirements. If you apply to Peace Corps, please scan and attach this signed form to your application with the name "PC Prep Checklist." If you apply to Peace Corps before completing a requirement below, write: "[Activity]: planned [month/year]."

1. Training and experience in a specific work sector

Please select the sector in which you have prepared yourself to serve:

[Education](#)

[Environment](#)

[Youth in Development](#)

[Health](#)

[Agriculture](#)

[Community Economic Development](#)

(1) Coursework. List the 3 highest approved sector-aligned course #s and titles you took:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | |

(2) Hands-on experience in that **same sector**. Total Hours (must be at least 50): _____
Description of experience (see attached).

2. Foreign language skills

Requirements depend upon desired Peace Corps volunteer placement site. (1) *Spanish-speaking countries* → two 200-level courses. (2) *French-speaking countries* → one 200-level courses in any Romance Language. (3) *Everywhere else* → no explicit requirements, but language skills are a plus.

Language: _____ List your 2 highest level course #s and titles:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
|----------|----------|

Or describe your alternative learning process (e.g., native speaker):

3. Intercultural competence

List your 3 approved courses/experiences that bolstered your intercultural competence:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | |

4. Professional and leadership development

- Professional resume feedback: Yes No Date: _____ Where: _____
- Professional interview prep: Yes No Date: _____ Where: _____
- Demonstrated leadership experiences (i.e., student orgs, work, volunteer, etc.) Describe: _____

Appendix D: Exit Interview Checklist (DO NOT COMPLETE)

Signature of Student

Date

Signature of PC Prep Director

Date

RELEASE OF INFORMATION FORM

With your approval, the University of Arkansas at Pine Bluff Peace Corps Preparatory (PC Prep) program will release information on a regular basis to the Peace Corps, including details about the participants in this program and other relevant data that help the Peace Corps evaluate the effectiveness of PC Prep. These educational records are subject to the Family Educational Rights and Privacy Act (FERPA), a Federal law designed to protect the privacy of a student's educational records. This Act prohibits college officials from disclosing any records, including grade reports, academic standings, transcripts of records, or any other records, which contain information directly related to the student and from which the student can be individually identified without the student's consent. Consistent with FERPA guidelines, the University of Arkansas at Pine Bluff will not release records related to your performance in the PC Prep program, other than those enumerated in this disclosure agreement.

I hereby permit the University of Arkansas at Pine Bluff to disclose personally identifiable information to Peace Corps regarding my participation in the Peace Corps Preparatory program for the purposes of evaluating PC Prep. This information will be limited to my name, date of admission to PC Prep, the coursework and other activities I pursued to satisfy PC Prep requirements, date of graduation, and whether I successfully completed the PC Prep upon graduation. If I do not ultimately enter the Peace Corps, the University of Arkansas at Pine Bluff may report post-graduation career information to the extent that the University of Arkansas at Pine Bluff has that information.

Student Name (printed): _____

Student Signature: _____

Date: _____