

2011-12 PROGRAM HANDBOOK



Trek

career

culture

community

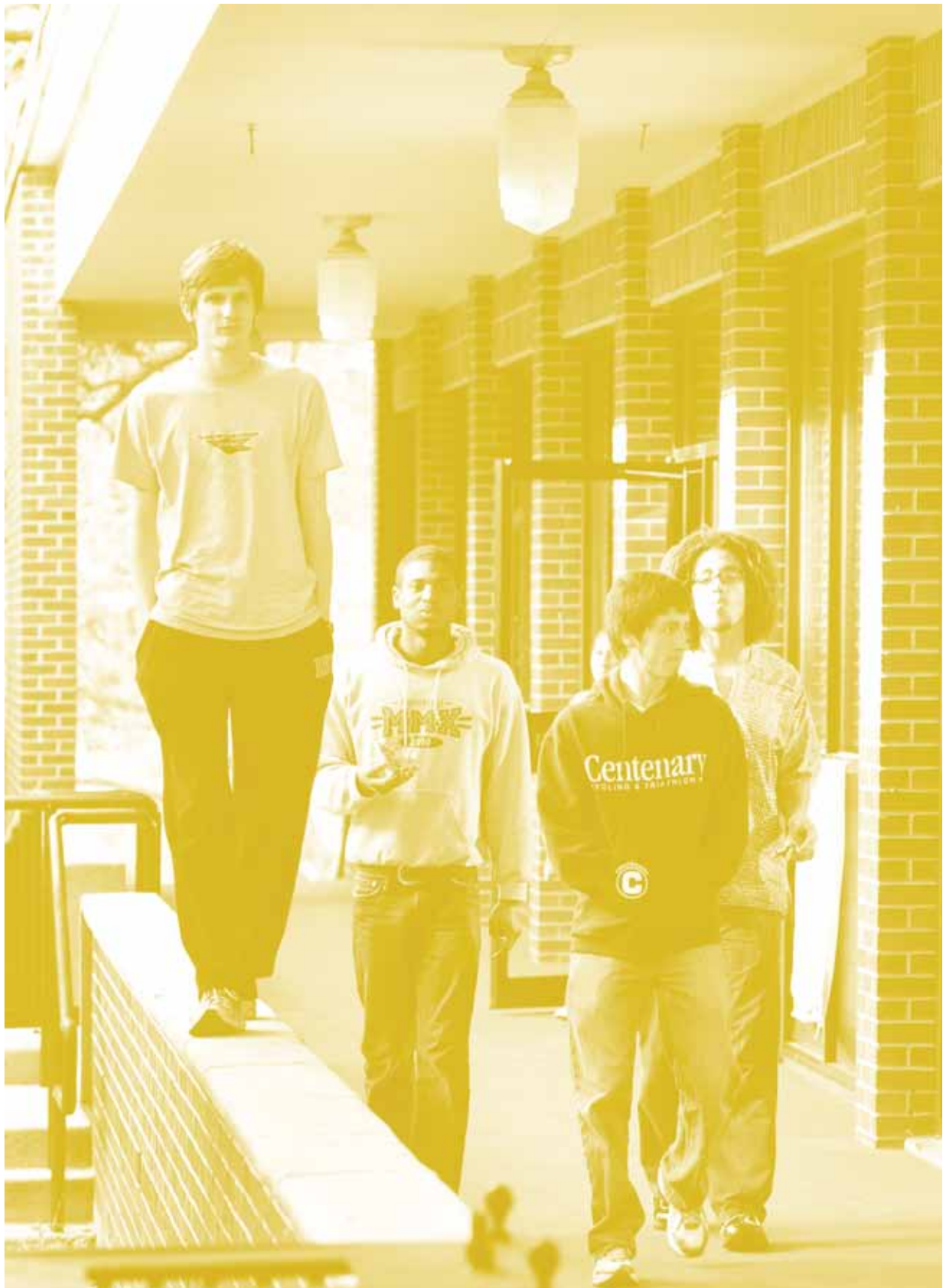


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WHAT IS TREK?

The Trek Program is an experience driven by one clear mission, to incorporate distinctive, experience-based programs for students to enhance their self-knowledge and social awareness through career and graduate school preparation, intercultural engagement and civic involvement into the required curriculum.

Trek encompasses exploration of three components:

- ▶ CAREER
- ▶ CULTURE
- ▶ COMMUNITY

The Trek Program sets four main goals:

- ▶ To integrate experiential learning into a traditional academic context, allowing students to link classroom learning with practical application.
- ▶ To understand that social interaction is an integral part of education.
- ▶ To recognize their responsibility for meeting the challenges facing an ever-changing world.
- ▶ To realize that personal reflection about their engagement with the world beyond the classroom can lead to real self-knowledge and social awareness.



Overview of the Trek Components



THE CAREER TREK

The **CAREER** component of Trek helps students develop critical career-related skills, but also helps them to undertake systematic inquiry into and analysis of careers they find interesting. The mission of the Career component is for students to gain enhanced self-knowledge and social awareness through career and graduate school preparation.

Students may earn **CAREER (CA)** credit through any of the following paths:

- ▶ **CAREER Strategies (CA 253)** – This semester long, two-hour credit course will increase student awareness of the career decision-making process. Students will explore their career choices through experiential learning and expand their understanding of the relationship between their education and the world of work.
- ▶ **CAREER Independent Internships (CA 251)** – Through internships, students can gain short-term professional work experiences that allow them to determine if a specific career field is right for them. Students can also acquire valuable skills and gain a competitive edge when applying for future jobs or for graduate or professional schools.
- ▶ **CAREER Credit Courses** – Some courses already in our academic catalogue meet the criteria for the CAREER credit. Examples of this type of opportunity could be professional internships, student teaching and mentored research activities that receive academic credit. In general, such courses already combine substantive academic content with significant career-related experiences and serve as a bridge between workplace expectations and the liberal arts education students receive at Centenary.
- ▶ **CAREER Credit Guided Research** – Most guided research at Centenary occurs under the supervision of a professor, thus providing excellent preparation for graduate or professional study. Students engaged in these opportunities are normally highly motivated and have a firm grasp on their personal and professional goals.

THE CULTURE TREK

The **CULTURE** component of Trek provides opportunities for students to gain insights about themselves through direct interaction with people of a different **CULTURE**. These experiences enable students to more fully understand how their own cultural values, beliefs, heritage and history shape their view of the people they encounter whether at home or abroad. Ultimately, participation in intercultural programs strengthens students' ability to communicate as well as work and live with others.

Students may earn **CULTURE (CU)** credit through any of the following paths:

- ▶ **May Modules** – May Modules allow students to pursue their education and facilitate learning abroad within a two to four week period under the leadership of a Centenary faculty member. Each May, an average of 150 Centenary students participate in a May Module course which may take place locally, regionally, nationally or internationally. Modules may have a **CULTURE** and/or **COMMUNITY** component attached to them with Trek committee approval.
- ▶ **Independent CULTURE Projects or Modules (CU 351)** – An Independent **CULTURE** Project allows a student to study any culture that fits the student's particular interests under the guidance of a Centenary faculty member. Students will select a culture to study and then create their own personal itinerary to interact with that culture for a pre-determined period of time. Students' Independent Culture Projects may also qualify for Module credit if those requirements are also met.
- ▶ **International Exchange & Study Abroad Programs (CU 300)** – Centenary has exchange agreements with specific universities in several other countries which allow students here and abroad to exchange places for a semester or a year in France, Denmark, Germany, Mexico and Hong Kong. We also have partnerships with a few study abroad programs giving our students the opportunity to study in Northern Ireland and throughout Europe.
- ▶ **Advanced Language Study** – Students can choose to complete two modern language courses at or above the 300 level in order to receive their CU credit. This option is perfect for language majors or minors who are unable to participate in one of the other options.

NOTE: *Full-time international degree seeking students do NOT have to fulfill the **CULTURE** component of Trek in order to graduate from the college.*

THE COMMUNITY TREK

The **COMMUNITY** component of Trek provides a model for students, regardless of their aspirations, to find ways to use their education and training for volunteer action in their communities. Students engage with academic content and personalize their experiences with various choices for fulfilling this requirement; they can truly explore and serve their **COMMUNITY** and better connect their service-learning experience with future goals.

Students may earn **COMMUNITY (CO)** credit through any of the following paths:

- ▶ **Learning Through Community (CO 153)** *previously CO 151* – The goal of this option will be to enhance our students' knowledge of self and social awareness through civic involvement by focusing on learning outcomes rather than only service experiences. Students will be given readings, reflection assignments and presentation opportunities that lead them to a better understanding of what community engagement is and why it is important as they move forward in their lives.
- ▶ **COMMUNITY Credit Courses & Projects** – Students may attain CO credit through a number of academic courses by being concurrently enrolled in the course and Service-Learning. In this option, students can also participate in Service-Learning projects that are relevant to their area of study and what they are learning in the course.
- ▶ **COMMUNITY Internship Program** – Students will be able to fulfill both their **CAREER** and **COMMUNITY** graduation requirements simultaneously through successful participation and completion in formal internships with local non-profit organizations. The CO Internship Program is an opportunity that allows students to enhance their skills and experiences with a possible career path while making their own positive impact on their community.

NOTE: *A current internship example is the opportunity offered through the Christian Leadership Center's Internship Program, which allows students who are enrolled in this program to receive both their CAREER and COMMUNITY credit.*

- ▶ **COMMUNITY May Modules** – Students will have the opportunity to participate in May Modules that have been approved for CO credit. These modules will include the essential components of a true service-learning experience along with the normal academic content customary for a module course. May Modules allow students to pursue their education and facilitate learning abroad within a two to four week period under the leadership of one of our Centenary faculty members.

Career Component



CAREER Trek Credit Option 1

CAREER STRATEGIES (CA 253)

Course Description: This course is designed to increase awareness of the career decision making process, explore career choices and expand understanding of the relationship between education and the world of work. Emphasis will be placed on self-assessment as it relates to career decision-making, tackling the job search, issues related to hiring and the workplace, and the graduate school admissions process. This course satisfies the CAREER component of the Trek graduation requirement.

Course Objectives:

- ❑ **Self-Assessment** – Students will identify personal interests, values, and skills that will assist them with occupational exploration and career development throughout their lives.
- ❑ **Occupational Exploration** – Students will explore possible career pathways through the collection and analysis of occupational information. Media used for data collection will include written material, internet sites, informational interviewing and observation, and the use of various other resources as identified by the instructor.
- ❑ **Job Search Strategies** – Students will become aware of and learn how to utilize various job search strategies. These strategies will include, but will not be limited to, traditional networking, electronic networking, unsolicited inquiry, classifieds, job banks, as well as services provided by Career Services. Students will draft a professional resume and write cover letters and thank you letters.
- ❑ **Graduate School Preparation** – Students will become familiar with the graduate school admissions process and criteria used by admissions committees to accept or reject applicants.

CAREER Trek Credit Option 2

CAREER INDEPENDENT INTERNSHIPS (CA 251)

Purpose: Independent Internships provide students with work experience in forprofit & non-profit environments that complement their classroom preparation. This 10 to 12 week learning experience is mutually beneficial to both students and employers due to the contributions that students make to the organizations served. These internships are coordinated by the Office of Career Services, but can also be coordinated by the Office of Community. Trek Internships are a valuable part of the academic experience because it gives students an opportunity to:

- ❑ Apply classroom knowledge and skills
- ❑ Gain valuable work experience related to the student's academic program
- ❑ Identify alternative career opportunities
- ❑ Grow professionally
- ❑ Network with professionals
- ❑ Make a positive impact on the community
- ❑ Learn about community and how a single individual can make a difference

CAREER Trek Credit Option 3

CAREER CREDIT COURSES

Many courses in our academic catalog meet the criteria for CAREER credit — for example, professional internships, student teaching, and mentored research activities. In general, such courses already combine substantive academic content with significant career-related experiences and serve as a bridge between workplace expectations and the liberal arts education students receive at Centenary.

Examples of the current academic courses designated as meeting the CAREER(CA) requirements for credit toward the Trek graduation requirement include:

ART 400 Art Independent Internship

BUSN 400 | FIN 400 | ECON 400 | ACCT 400 Frost School Internships

COMM 473 Communication Senior Seminar

DANC 449 Dance Pedagogy

EDUC 430S | EDUC 450S | EDUC 440S Student Teaching

EXSC 223 Intro to Health & Exercise Science

PSC 208 Intro to Law

NEW FOR FALL 2011

THEA 483A The Business of Show Business

BIOL 204 Cell Biology

CAREER Trek Credit Option 4

CAREER CREDIT GUIDED RESEARCH

Most guided research at Centenary occurs under the supervision of a professor, providing excellent preparation for graduate or professional study. Students engaged in advanced research are normally highly motivated and have a firm grasp on their personal and professional goals. To earn CAREER credit, students will work with their faculty to submit a Career Credit-Independent Research Proposal Form to the Trek Committee:

- A thorough project description signed by the mentoring faculty member, written concretely and clearly enough so that faculty colleagues in other disciplines can read and evaluate it. The proposal should discuss the background of the project, why it is significant and if it will lead to publication or, in the case of creative activities, performance. The proposal will also discuss how the research will prepare the student for graduate school or other professional endeavors.
- A one-page statement from the student outlining why he/she wants to work with the faculty member on this project.
- The updated curriculum vitae for the student.
- A description of how the student will reflect on the experience—by writing a paper, journal, or portfolio, or by participating in discussion groups organized by Professional Discernment.

FAQ: Developing a CAREER Course or Project

Questions to consider when determining if a course has a strong CAREER component:

- ❑ What career explorations will the students undertake and how will this benefit them?
- ❑ How will students practically apply the knowledge they acquire through the coursework?
- ❑ How will the experiences prepare them for professional careers?
- ❑ How will the students reflect on the experience—by writing a paper, journal, or portfolio, or by participating in discussion groups organized by Career Services?
- ❑ The reflection should offer evidence that the students have analyzed and synthesized the experience.
- ❑ How will this experience encourage the students to think critically about the career culture under study and not merely memorize facts?
- ❑ What faculty or staff mentor will represent the academic interests of the College and assess whether or not the students have achieved CAREER credit?
- ❑ What career related texts will the students read?
- ❑ How will the students be graded?
- ❑ The syllabus must at least require a graded resume appropriate to the student's chosen field.
- ❑ How will a CAREER (CA) designated course, internship or guided research project benefit faculty?
 - By potentially adding additional value to the course, allowing students to not only earn academic credit but also meet their career exploration graduation requirement.
 - Freeing up faculty time. At the discretion of the faculty member, a Career Services staff member will coordinate their CAREER (CA) designated internship opportunity.
- ❑ Will there be courses in all majors that are designated CAREER (CA)?
 - No.** However, existing courses in any major with a strong “career” component may be submitted to the Trek Committee for consideration for this designation.
- ❑ Will new courses be required so that CAREER (CA) courses can be offered in all majors?
 - No.** There is no requirement for faculty to create courses that meet CAREER (CA) requirements.
- ❑ Will CAREER (CA) designated courses require re-structuring the course or syllabus to meet the CAREER (CA) /Trek Committee requirements?
 - No.** The only changes that may be required are the addition of a resume/CV as part of the course assignments and the completion of the CAREER Component Assessment.
- ❑ What additional faculty responsibilities will be required for CAREER (CA) designated internships under faculty supervision?
 - Except for the addition of the resume/CV and exit evaluations, the faculty member will determine successful completion of the internship as they designed them.

Culture Component



CULTURE Trek Credit Option 1

MAY MODULES

What is May Module? In order to enrich Centenary's curriculum, we offer a variety of short, intensive courses each May. These courses explore topics of general or specialized interest not normally offered in Centenary's semester and Summer courses. In order to graduate from Centenary, all students must complete one (1) Module for graduation, but an additional Module may be applied towards the hours required for graduation.

Module courses are two to four week courses that are offered both on and off campus. These courses may serve the additional purpose of fulfilling the CULTURE requirement of the Trek Experience. While modules are not required to contain a CULTURE component, due to the flexibility of location and content, most module courses offer CULTURE credit and are, by far, the most popular option for doing so.

The final section of this handbook is dedicated exclusively to the creation, implementation and assessment of May Modules.

CULTURE Trek Credit Option 2

INDEPENDENT CULTURE PROJECTS (CU 351)

What are the guidelines? Students must either interact with a living culture that is geographically isolated from the United States during a minimum period of **14 days** (travel time included) OR complete no fewer than **45 hours** of interaction with a living group that is culturally isolated from mainstream U.S. society (gender, race, socioeconomic status, and religion are all good examples).

An Independent CULTURE Project allows students to study any culture that peaks their interest. Students will select a culture to study and then create their own personal itinerary to interact with that culture for an appropriate period of time.

The purpose of completing an Independent CULTURE Project is for students to better understand the diverse cultures that make up the global community and to see their own culture in a new light. At the end of the project, each student should be able to meet the following learning outcomes:

- Students will describe the differences and similarities between the study culture and their own.
- Students will describe another culture's heritage, history, beliefs and values.
- Students will evaluate cultural differences and similarities as they relate to their own lives.

INDEPENDENT MODULES WITH CULTURE CREDIT

Students can fuse their Independent CULTURE Project with an Independent Module. This allows a student to combine academics and culture into one unique project that fits the student's particular interests. Students will select a subject and culture to study and then create their own personal itinerary to interact with and learn from that culture for a predetermined period of time.

Independent Modules with CULTURE Credit can be completed at any time during the year, including

school breaks and summer vacation, however, they must be enrolled in the course at the beginning of an academic period. For example, a student cannot create a proposal in February and complete it in March.

Independent CULTURE Projects whether joined with an Independent Module or not, must be completed under the direction of a faculty advisor. The best advisor may not be student's academic advisor, but someone with specific knowledge related to the area of study.

Examples of Previous Independent Modules

- ❑ 20th Anniversary of Unified Germany
- ❑ The Evolution of the Azerbaijani Educational System
- ❑ Jewish Culture in Louisiana
- ❑ LGBT Influence in Theater

CREATING INDEPENDENT CULTURE PROJECTS

Independent Modules and CU 351

- Students who are interested in completing an Independent Module and receiving both Module and CULTURE credit (CU 351) please note that these are two separate processes. In order to receive Module credit for your project you will need to contact the Registrar's Office to receive the proper paperwork to apply for approval of your Independent Module.
- For CULTURE credit (CU 351), contact the Office of Global Engagement for proposal forms and advice.

What is an Independent Module and How Do I Combine CULTURE Credit with It?

- An Independent Module with CULTURE Credit allows a student to combine academics and culture into one unique project that fits the student's particular interests. Students will select a subject and culture to study and then create their own personal itinerary to interact with and learn from that culture for a set period of time.

When to Submit Petitions and Proposals?

- Independent Modules can be completed at any time during the year, including school breaks and the summer months. If a student intends to complete her/his module during a school break, it is important to note that the committee who reviews these Module proposals is comprised of faculty and staff members, many of whom are not under contract during academic breaks. For this reason, a student should plan to submit the proposal at least three weeks prior to the start of a lengthy holiday break or the summer months.
- If the student wants to satisfy both the Module and the CU 351 requirements simultaneously, he/she must submit separate forms for approval from two different committees. The Independent Module itself must be approved by the Academic Policy Committee. Approval for CULTURE credit comes from the Trek Committee. Students should therefore allow sufficient time to submit both the Independent Module petition to the Registrar and the CULTURE Credit Proposal to the Office of Intercultural Engagement.

WHERE TO BEGIN?

APPLYING TO RECEIVE MODULE CREDIT

- Applying for module credit is the academic portion of the project. The student must meet with the Registrar to request the required petition form and receive the guidelines on how to create a module proposal.
- Students should keep the following in mind when applying for module credit:
 - ❑ Determine a subject to study under faculty guidance. Choose a faculty member who is appropriate to the chosen field of study to assist with the proposal. He or she will act as the faculty instructor for the duration of the module.
 - ❑ After submitting the petition to the Office of the Registrar, the Academic Policy Committee will decide if their proposal meets the guidelines to receive module credit.
 - ❑ Students can create an Independent Module without Culture Credit. However, the nature of many Independent Modules offers the opportunity for also receiving CULTURE credit (CU 351). Students wishing to combine these two requirements must simultaneously apply for CULTURE Credit.

APPLYING TO RECEIVE CULTURE CREDIT

- Along with developing the Module Petition, students have the option of applying for CULTURE Credit (CU 351) by submitting the CU 351 Proposal Form to the Office of Intercultural Engagement (OIE). This proposal will then go before the Trek Committee for approval. Working with their faculty advisor, the student will develop their CULTURE proposal. The proposal must include a rationale for the choice of culture to be studied and describe the interactions with that culture.
- Use the CU 351 [Proposal Form](#) to receive CULTURE credit.
- After approval, the Chair of the Trek Committee will sign the Module Petition form for the Independent Module to receive CU 351 credit.
- Once the Independent Module is fully approved, the student must stay in contact with OIE for information on attending Module Orientation and submitting the forms necessary for all Modules.
- Following the completion of the Independent Module, students must complete the [CULTURE Program Assessment](#), which is used to evaluate the student's involvement with and immersion in the new culture. Examples of successful Independent Module Proposals with CU 351 can be found [HERE](#).

ADVISING STUDENTS ON INDEPENDENT CULTURE PROJECTS

Successful Tips for Moving Forward:

- Help the student determine a subject of study
- What are the student's interests?
- How could this independent study help the student achieve his or her learning goals?

Decide what you are creating

- Should the study be an Independent Module?
- Should the study be an Independent CULTURE Project?
- Should the study be an Independent Module with CULTURE credit—a combination of the two?

CREATING INDEPENDENT MODULES OR CULTURE PROJECTS

Although Independent Modules and Independent CULTURE Projects are easily combined, the processes for proposal and approval differ.

Independent Opportunity	Independent Module	Culture Project
Name of Form	Petition	Proposal
Administrating Office	Registrar	OGE
Approval Committee	Academic Policy Council	Trek Committee

CULTURE Trek Credit Option 3

INTERNATIONAL EXCHANGE & STUDY ABROAD PROGRAMS (CU 300)

Students participating in a Centenary exchange program are enrolled both at Centenary and at the partner institution abroad, simplifying the admission, scholarship and credit transfer process. Interested students must have at least a 2.75 GPA in order to be considered for participation.

Students who participate in an exchange pay tuition to Centenary and a combination of room, board and/or fees to the host institution. In this way, State and Centenary scholarships can be applied to tuition and Federal monies can assist students with living expenses. Students work closely with the Financial Aid Office to determine how studying abroad will effect scholarships.

ENCOURAGE YOUR STUDENTS TO STUDY ABROAD

The Office of Intercultural Engagement asks faculty to encourage their advisees to consider studying abroad. A semester or summer abroad fulfills the CULTURE component of the Trek Experience and waives the module requirement for that student. Since a student is still enrolled at Centenary during the exchange semester, credits transfer with ease. Students must file a Degree Plan before studying abroad to understand how the semester away could possibly affect the student's graduation date.

INTERNATIONAL EXCHANGE PROGRAM



AARHUS
UNIVERSITY

Profile: The “University Studies in Jutland” opened in 1928 in a rented accommodation with only 78 students. Today, nearly 35,000 undergraduate and graduate students attend the University of Aarhus. These students are taught by around 6,000 full and part-time academic staff and supported by close to 3,000 technical and administrative personnel.

Courses: The University of Aarhus offers courses in humanities, health sciences, social sciences, theology, natural sciences, agricultural science, environmental research, business and education. Courses are taught in English.

Terms available: Fall (September 1 – January 31), spring (February 1 – June 30). The natural science faculty use the quarter system.

Application instructions: Complete and submit the Centenary exchange application. Upon approval from Centenary, you would complete the Aarhus international student application.

Housing and meals: Students live in student residences, shared-facilities houses or private housing. Meals are self-catered.

Costs: Centenary tuition and the costs of room and board in Denmark; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid.



Why study at Aarhus University?

“Aarhus is a beautiful city full of history and culture. In spite of their cold, sarcastic sense of humor, the people of Aarhus have a warm demeanor just like the country itself. The exchange program exposes you to many people from many different backgrounds and cultures from all over the world. In the spring semester of 2008, I studied in Denmark and learned more about communication and culture than I have in years in these United States.”

—William, Centenary exchange student to AU, spring 2008



INTERNATIONAL EXCHANGE PROGRAM



AARHUS SCHOOL OF BUSINESS AARHUS UNIVERSITY



Profile: In 2009, Aarhus School of Business, Aarhus University, celebrated its 70th anniversary. Today the university is an EQUIS accredited business school, with more than 7,000 students (a significant number of which are international students) and about 450 employees.

Courses: The Aarhus School of Business offers courses in business studies, language and business communication, economics, business law, management and marketing and statistics. Courses are taught in English

Terms available: Fall (late August – December), spring (late January/ early February – June) and summer (July and August).

Application instructions: Complete and submit the Centenary exchange application. Upon approval from Centenary, you will receive instructions from Aarhus University regarding their application process.

Housing and meals: Students live in student residences, shared-facilities houses or private housing. Meals are self-catered.

Costs: Centenary tuition and the costs of room and board in Denmark; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid. Summer fees may apply.

Learn more about Aarhus School of Business [Summer University](#).

Why study at the Aarhus School of Business?

“If you are a person who loves to have fun in a beautiful environment combined with a high level of education, then Aarhus School of Business is the place to go! Aarhus is, in my opinion, the greatest city in Denmark.

It provides you with tons of possibilities from going to the beach to playing putt-putt on the top of a shopping center. Don't hesitate when choosing Aarhus School of business as your school of your exchange program!”

–Rasmus Soelund, Spring 2011
exchange student from
Aarhus School of Business



INTERNATIONAL EXCHANGE PROGRAM



Profile: True to its identity as a liberal arts institution, Lingnan is characterized by a small student body, a residential campus, close faculty-student relationships, and an emphasis on exchange and extra-curricular learning experiences. These characteristics are reflected in five areas, namely *Curricula, Teaching and Learning, Campus Life, Internationalization and Community Service*.

Academic eligibility: A minimum GPA of 2.5 is required. Students must have completed two semesters of study at Centenary prior to departure.

Courses: Lingnan University offers courses in Chinese, contemporary English studies, cultural studies, history, philosophy, translation, visual studies, business administration and social sciences. Some courses have prerequisites or are restricted to majors.



Terms available: Fall (September – December), spring (January – May) and summer (May – August)

Application instructions: Complete and submit the Centenary exchange application. Following Centenary approval, you will complete the Lingnan University application process.

Housing and meals: Students live in hostels. Meals are available in cafeterias.

Costs: Centenary tuition and room; the costs of board in Hong Kong; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid.

Why study at Lingnan University?

“If you wish to study in a foreign institution as well as gain a cultural experience of Hong Kong, Lingnan would be a fair choice. The campus is relatively small and located in a small area. Here you can explore the more traditional Hong Kong as well as behold the massive cultural interchange between China and the West. The local students are the friendliest people, always offering opportunities for cultural exchange to take place—be it through food, language, entertainment, ideas, and of course cultural traditions.”

—Travonté, Centenary exchange student to Lingnan University



INTERNATIONAL EXCHANGE PROGRAM

IRISH AMERICAN SCHOLARS PROGRAM

Queen's University, University of Ulster, and others in Northern Ireland

Universities and Courses in the Irish American Scholars Program:

University of Ulster: arts, art, design and built environment, computing and engineering, life and health sciences

Queen's University Belfast: arts, humanities, social sciences, engineering, physical sciences, medicine

St. Mary's University College: education and liberal arts

Stranmillis University College: teacher education, and early childhood studies, health and leisure studies

Belfast Metropolitan College: business and management, childhood studies and health care, community development, community education, computing and information technology, deaf studies, education and training, English language teaching, graphic design, journalism and media

Profile: This exchange with various universities of Northern Ireland is operated in the U.S. by the United Methodist Church. Acceptance of a minimum of one qualified Centenary student is guaranteed each year; three students may apply. Participants who wish to stay one semester are considered, but the organizers prefer students who will exchange for one year.

Academic eligibility: A minimum GPA of 3.2 is required. Students must have completed three semesters of study at Centenary in order to apply. Final selection and placement of students is done by the institutions in Northern Ireland. The selection committee considers a student's field of study to see if there are matching courses in Northern Ireland. Students who have not completed courses in their major will not be accepted. The committee will also consider a student's extra-curricular activities, especially those that relate to the student's field of study.

Terms available: Fall (September – December) Spring (January – May) and Summer (May – June)

Application instructions: Complete and submit the Centenary exchange application and the Irish-American Scholars Program application (available in the Office of Global Engagement).

Housing and meals: Students live in hostels. Meals are self-catered or available in cafeterias.

Costs: Centenary tuition and the costs of room and board in Northern Ireland; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid.

Why participate in the Irish American Scholars Program?

“Northern Ireland is not only a beautiful country to study in, but Queen's University Belfast is a prestigious school. The Northern Irish are very friendly and want you to feel at home. Words can hardly describe the positive, life-changing experience study abroad was for me. It was the hardest thing I have ever done so far, but by far the most rewarding. Now I feel that I can travel or live anywhere in the world and feel comfortable. It is definitely one of those experiences you need to have for yourself to really understand how amazing it is. I would go study at Queen's again in an instant.”

—Sarah Savage, Centenary exchange participant, spring 2009



INTERNATIONAL EXCHANGE PROGRAM



Université Catholique de Lille

Profile: Lille Catholic University combines in one visible, mutually supportive, interdisciplinary structure; six Faculties, 20 Ecoles (vocational training schools and institutes), 33 research teams, a hospital complex with 700 beds and a child guidance centre.

Courses: The Catholic University of Lille offers courses in arts and humanities, law, economics, business and management; medicine and paramedical studies; science and technology; and theology and religious studies.

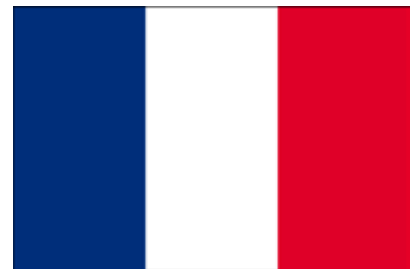
Language notes: Most courses are instructed in French. You must have completed two years of college-level French prior to departure.

Terms available: Fall (September–December), spring (January–June) and summer (June and July); term dates vary by department.

Application instructions: Complete and submit the Centenary exchange application. Upon approval from Centenary, you will then complete the application for the Catholic University of Lille with the help of the Centenary Intercultural Engagement staff.

Housing and meals: Students usually live in residence halls but may rent apartments or find private housing. Meals are available from student restaurants.

Costs: Centenary tuition and the costs of room and board in France; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid. Summer fees may apply.



Why study at the Catholic University of Lille?

“Lille is a true European city located right in the heart of the Old Continent. If that isn’t motivation enough to study there, La Catho should be the other reason. Within the beautiful, stony walls of the university you will find not only great teachers but friendly staff and students from all around the world. So, come grab a cup of café au lait at one of the endless coffee shops, visit the impressive Citadelle, and GO LILLE!”

– Aleks, Centenary exchange student to the Catholic University of Lille, spring 2008

INTERNATIONAL EXCHANGE PROGRAM



CODOFIL

Conseil du Développement
du français en Louisiane

Profile: The CODOFIL Consortium of Louisiana Universities and Colleges was created to advise the CODOFIL Board on questions concerning the teaching of French in Louisiana. For more than 20 years, the Consortium has administered a scholarship program for Louisiana university students with a major or a minor in French or French Education, as well as for teachers of French in Louisiana. The executive committee of the Consortium selects the scholarship recipients in March each year.

Courses: French language, literature, linguistics and other academic disciplines.

Countries: France, Belgium and Canada

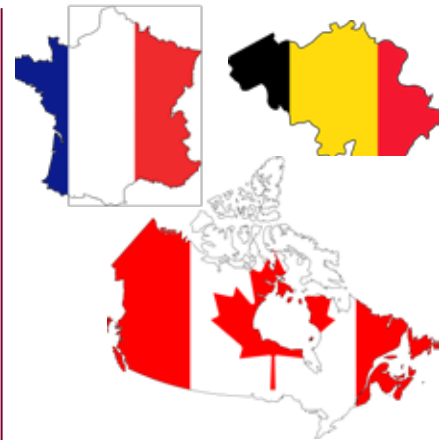
Terms available: Summer, semester and academic year.

Academic eligibility: Students must have a declared major in French Education or in French Liberal Arts, and an overall GPA of at least 2.5. A minimum GPA of 2.75 is required in French courses. Students must have completed a minimum of 13 hours of college French to apply for a scholarship.

Housing and meals: Students live in residence halls. Meals are self-catered or available in cafeterias.

Costs: Centenary tuition and room/board in the host country; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid.

Application instructions: Complete and submit the Centenary exchange application and the CODOFIL scholarship application. If awarded a scholarship, CODOFIL will send the next application to you.



Why apply for a CODOFIL Scholarship?

“This is one of the best available opportunities to study French. You will be immersed in the language, whether in Canada, France or Belgium. In fact, you will eventually dream in the language. You will be taught by amazing instructors, visit sites off the tourist trail and make life-long friends. All you have to do is be a little adventurous for what is gained by staying at home in your comfort zone? Apply!”

—April, Centenary exchange student to l'Université Catholique, Spring 2000

INTERNATIONAL EXCHANGE PROGRAM

MISSION INTERUNIVERSITAIRE DE COORDINATION DES ECHANGES FRANCO-AMERICAINS

Profile: MICEFA is a consortium of most of the Universities of Paris and its region. It was created in 1985 to promote cultural and scientific cooperation between France and North America. Our North American partners include more than 80 universities in the United States and Canada. Exchanges last for one semester or an academic year. Two- to four-month exchanges are arranged

in the field of Medicine. In the 2008-09 academic year, MICEFA facilitated the exchange of approximately 450 students and scholars.

Academic eligibility: The completion of at least two years of college French prior to departure is required as courses will be instructed in French.

Courses: French language, literature, linguistics and other academic disciplines.

Terms available: Summer, semester and academic year.

Application instructions: Complete and submit the Centenary exchange application. Following Centenary approval, you will then complete the MICEFA application.

Housing and meals: Students live in residence halls. Meals are self-catered or available in cafeterias.

Costs: Students pay Centenary tuition and fees then are responsible for room, board and other personal expenses abroad.



Why participate in the MICEFA program?

MICEFA provides North American visiting students with a three-week orientation and language preparation program. This program is designed to assist with the academic preparation and cultural adaptation. With the advisement of the MICEFA academic director, each student selects an individualized study program. Depending on the students' proficiency in French and degree requirements, they may attend any one of the 14-member universities. MICEFA also offers three-four courses per semester in French taught by Parisian university faculty.



INTERNATIONAL EXCHANGE PROGRAM



University of Applied Sciences

Hochschule für Technik und Wirtschaft Dresden

Profile: The University of Applied Sciences was founded in 1992. It has eight departments, 180 professors and about 5,500 students. In Dresden, about every tenth person you meet is a student so you can meet new students every day. Dresden is ranked nation-wide as the second most beautiful German city because of the tremendous number of cultural events, sights and its great lifestyle. It's such a great place to study as well as the UAS, which recently achieved an excellent 4th rank by 5,000 HR managers.

Courses: The University of Applied Sciences offers courses in business, accounting, management, statistics, and marketing.

Language notes: Most courses are instructed in German. You must have completed two years of college-level German prior to departure.

Terms available: Fall (mid September – late December) and spring (mid January – early May)

Application instructions: Complete and submit the Centenary exchange application. Following Centenary approval, you will complete the University of Applied Sciences application

Housing and meals: Students live in student flats, and meals are self-catered.

Costs: Centenary tuition and the costs of room and board in Germany; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid. Summer fees may apply.

Why study at the University of Applied Sciences?

“Here in Dresden it's great too, especially at the UAS! Well our campus, there's no way to ever beat Centenary but here we got Dresden, the capital city of Saxony. Studying at the UAS is different from what you know but I wouldn't say worse. You got more hours but less homework, bigger groups and a lot more students, like 5,500! In terms of professors I can just tell you about my faculty. They are great! So go and figure it out!”

– Martin, exchange student from Germany, fall 2008



INTERNATIONAL EXCHANGE PROGRAM



Universidad
de Guanajuato

Profile: The University of Guanajuato is comprised of nine campuses with more than 31,000 students. Centenary students enroll at the Guanajuato campus.

Courses: The University of Guanajuato offers courses in architecture; arts and design; economics; natural sciences; social sciences and humanities; law and public administration and engineering.

Language notes: All courses are instructed in Spanish. You must have completed two years of college-level Spanish prior to departure.

Terms available: Fall (September–December), spring (January–June) and summer (June and July); term dates vary by department.

Application instructions: Complete and submit the Centenary exchange application. Following Centenary approval, you will complete the University of Guanajuato application process.

Housing and meals: Students live with host families who provide most meals.

Costs: Centenary tuition and the costs of room and board in Mexico; financial aid continues as if you were at Centenary with the exception of athletic or other performance-related aid. Summer fees may apply.



Why study at the University of Guanajuato?

“Anyone who is interested in languages should study at the UGTO School of Languages.

To be honest, my favorite part about studying in Mexico was taking Japanese, and it was the only class I had with all Mexican students. It’s a great experience taking a foreign language in a foreign language! I learned more Spanish in that class than anywhere else. After that, I miss walking around the city’s winding cobblestone streets. And I miss my Mami cooking eggs and tortillas for me every morning.”

—Lauren Christine, Centenary exchange student to UGTO, fall 2007

REASONS TO PROMOTE EXCHANGE AND STUDY ABROAD:

- ❑ Extended time immersed in a foreign culture will sharpen your students' critical thinking skills, enrich their college experience and give them a global perspective necessary for our connected world.
- ❑ When professors talk about study abroad programs, students listen. The OGE has consistently found that students who study abroad have a faculty member supporting this adventure.
- ❑ The Office of Professional Discernment at Centenary will work with study abroad students before and after their semester abroad to ensure that students will be able to translate the benefits of international travel into the workplace.
- ❑ The classes offered at our exchange universities can fit well into the degree plan of our Centenary students without adding extra semesters.
- ❑ Students who successfully complete a study abroad session receive CULTURE credit and have their Module requirement waived.

“To remain economically competitive and cultural vibrant in the 21st century, we must have the world’s best educated work force. International education will strengthen our country and enhance the quality of our lives.” —Lee Hamilton former U.S. Congressman

CULTURE Trek Credit Option 4

ADVANCED LANGUAGE STUDY

Students taking foreign language study courses can receive their CULTURE credit by successfully completing two or more of these courses at the 300 or 400 level. Through these courses, students are provided with knowledge of languages and cultures which will be useful to them practically, intellectually and professionally.

Students are equipped with the ability to understand, speak, read and write the language. To this end, the target language is used extensively, in some courses exclusively, in the classroom. Not only do students study the language, but also the culture rooted in that language to provide invaluable insights to deepen their understanding of their own language and culture.

Students wishing to apply their advanced language study to their CULTURE credit must still submit the CU Program Assessment upon completion of the required number of courses.

Community Component



COMMUNITY Trek Credit Option 1

LEARNING THROUGH COMMUNITY (CO 153)

Specifically on page 29 of the QEP, the COMMUNITY Course is to be modified to fit the following guidelines starting in the Fall 2011 semester:

- Teach a formal curriculum that introduces students to the field of community engagement
- Improve student reflection on the service experience
- Grant one credit hour

This pass-fail course will improve upon the former GED 151A and CO 151 by focusing on learning outcomes rather than mere service experiences.

Course Objectives

The purpose of this course is:

- To guide students to resources about the opportunities for community engagement that exist in their community
- To help students discover their own skills, gifts and talents for service in the greater community
- To help students understand the importance of sharing their skills, gifts and talents for social and economic development in the greater community
- To empower students to apply their own unique and positive impact on the greater community

Printed Resources

Student will read from selected texts as well as a variety of articles. Students will need to read and complete assignments before class to support class discussions.

COMMUNITY Trek Credit Option 2

COMMUNITY CREDIT COURSES/PROJECTS (CO 151)

Academic Community Courses (CO 151)

In this model, a faculty member incorporates a community-based learning component into one of his/her courses, to allow students to apply what they are learning in the classroom by meeting a need in the community.

Faculty Sponsored Community Projects

In this model, a faculty member advises a handful of students through a service-learning project. The project does not coincide with a course, but the project is relevant to what the students have studied or will study.

DEVELOPING A COMMUNITY COMPONENT

1. **Submit** your course title or project ideas to the Office of Community via a one-on-one meeting.
2. **Consider** the kinds of agencies with which you want to work.
 - Are there specific populations, issues or neighborhoods to which you want your students exposed?
 - Are there specific tasks you would like your students to perform?
 - Consider these questions in relation to key themes and concepts you will cover in class.
 - Check our current roster of community partners at centenary.edu/globalengagement/approved-cp2.
3. **Decide** whether you want to do an Academic Community Course or a Faculty-Sponsored Community Project.
4. **Decide** what sort of time commitment you will expect from students.
5. **Decide** on a grading procedure. How many points or what percentage will the service-learning be worth?
6. **Review** your syllabus and course materials. Reflect on key points where you can integrate students' service-learning activities into class discussions and assignments.

For more information about Academic Service-Learning Courses and Faculty-Sponsored Service-Learning Projects, visit our website at centenary.edu/globalengagement.

REQUIREMENTS FOR THE COMMUNITY TREK

In order to receive their COMMUNITY (CO) or Service-Learning credit, all students must meet four (4) basic requirements. When developing a Service-Learning course or project, the Office of Community staff can help faculty members ensure that their students will meet each of these four components through the course of the project or class:

The 4 components of a COMMUNITY Course or Project:

1. All students seeking to complete their COMMUNITY requirement must attend an Introductory Session (and complete all forms) during the semester in which they plan to complete their requirements. This Introductory Session could be done through a special S-L Introductory Session done specifically for your students. Faculty should speak to the Director of Global Engagement for more information about Introductory Sessions.
2. The Office of Global Engagement encourages both project based and placement based Community opportunities for students. The former CO 151 or GED 151, is a placement based model in which students must complete 27 Community Based Learning hours with their chosen Community Partner. In coordinating these opportunities in a classroom or faculty sponsored project setting, it is suggested that students devote a number of clock-hours to their project simply to help facilitate the necessary learning needed to successfully fulfill the learning objectives outlined in a faculty member's syllabus. Activities like meetings, site visits, researching, planning, journaling and writing a final paper can count towards a student's learning requirements.

- *In the past, it has been suggested that roughly ½ of the 30 clock-hour service-learning requirement found in CO-151 be spent on-site with a Community Partner, or with clients that you've chosen to work with for the given semester. However, this is not a requirement and only suggested to ensure that our students have the opportunity to learn and serve the community beyond the physical walls of a classroom.*
3. Students must attend an in-class Capstone Meeting once they have completed their hours requirement at the end of the semester in which they began their experience.
 4. All students must complete and submit the Community Program Assessment.

COMMUNITY Trek Credit Option 3

MAY MODULES

May Modules are courses ranging from two-four weeks that can take place locally, across the United States and around the globe and can include a COMMUNITY component. Modules explore a unique topic not typically offered during the academic year.

During the course of the module the following Learning Objectives should be achieved:

1. Students will analyze whether or not they helped achieve the program/project goals.
2. Students will assess the value of their own skills and abilities for civic and community engagement.
3. Students will reflect thoughtfully and personally on how the experience has impacted their worldview and outlook on life.
4. Students will know the importance of service, the opportunities for civic and community engagement, and the values of their larger communities.
5. Students will identify their roles within the community, recognize what responsibilities members of the community have, and understand the importance of civic engagement for successful communities.

Independent Modules with COMMUNITY Credit

An Independent Module can give a student the opportunity to combine academics and community into one unique project that fits the student's particular interests. Students will select a subject and community to serve and then create their own personal itinerary to interact with and learn from that community for a set period of time.

Students must either serve a community that is geographically isolated from the United States during a minimum period of **14 days** in another country (travel time included) OR complete no fewer than **45 hours** of interaction with a living group that is isolated from mainstream U.S. society (gender, race, socioeconomic status, and religion are all good examples).

COMMUNITY Trek Credit Option 4

COMMUNITY INTERNSHIP PROGRAM (CO 151)

The **Community Internship Program** is a collaboration between the Office of Global Engagement and the Office of Professional Discernment. While students in the Christian Leadership Center already take part in this program, we are expanding the program by offering it to students of other majors and interests as well.

Internships provide students with work experience in for-profit & non-profit environments that complement their classroom preparation. This 10 to 12 week learning experience is mutually beneficial to both student and employer due to the invaluable contributions that students make to the organizations served.

Internships are a valuable part of the academic experience because it gives students an opportunity to:

- Apply classroom knowledge and skills
- Gain valuable work experience related to the student's academic program
- Identify alternative career opportunities
- Grow professionally
- Network with professionals
- Make a positive impact on the community
- Learn about community and how a single individual can make a difference

Christian Leadership Center Internships

During the academic term, students spend four hours per week for ten weeks (forty hours per semester) engaged in hands-on, practical ministry. Students are assigned a mentor from a local congregation or service organization who gives direction and encouragement to the student. Together, student and mentor set learning goals, and twice a semester the student and mentor evaluate the internship experience.

FAQ: COMMUNITY Trek

INFORMATION AND TIPS

What are the benefits of Service-Learning to students, campus and community?

- Students understand themselves and other social groups better, experiencing a breakdown of racial and cultural stereotypes.
- Faculty are presented with greater opportunities for innovation in research.
- Students acquire good leadership, problem-solving, and communication skills.
- Students gain a stronger sense of social responsibility and continue to serve their communities after graduation.

- Students learn academic content better by applying scholarship to the real world.
- Students develop a stronger satisfaction with their college experience and are more likely to graduate.
- Faculty are typically more satisfied with their teaching experience.
- There is a notable increase in campus-community relations.

How can the Office of Global Engagement help me?

- Consult with you one-on-one to develop the best service-learning options for your class.
- Cultivate and maintain partnerships with community agencies.
- Help you choose appropriate community partners to work with.
- Help you draft project descriptions.
- Visit with your class to explain service-learning procedures to students.
- Facilitate communication between students, professors, and agencies.
- Help students with scheduling issues.
- Troubleshoot and problem solve throughout the semester.
- Administer and collect paperwork.
- Help you with evaluation and assessment.
- Help you develop reflection tools for your class.

TIPS FOR POSITIVE OUTCOMES

- Integrate student's community activities into your teaching. For example, incorporate their on-site experiences into class discussions, reading, assignments, etc.
- Help students understand that service-learning is apart of their course and outlined assignments.
- Insist that their experiences be subjected to critical scrutiny and careful reflection.
- Give students multiple opportunities to reflect on their experience, verbally and in writing.
- Formulate specific, topical reflection questions that connect students' experiences to course themes.
- Check in frequently and ask students how their project is going.
- Be very specific in communicating expectations to students.
- Plan in advance, especially for customized projects.
- Insist on high standards and accountability.
- Verify student work.
- Treat agency needs as equal to course needs, and treat agency staff as co-educators.

Assessment & Evaluation

THE TREK COMMITTEE



Meeting the Learning Outcomes

WHO IS THE TREK COMMITTEE?

The Trek Committee is responsible for the oversight, continued development and assessment of the Trek Program and its components. The committee also reviews and evaluates independent projects submitted by students looking to complete the Trek requirements within academic opportunities.

The committee is comprised of three (3) faculty, one (1) staff member, an ex-officio representative of the Provost's Office and one (1) current student who is appointed by the Student Government Association.

MEMBERS OF TREK COMMITTEE

Faculty	Ms. Emily Heugatter	Humanities
	Dr. Troy Messina	Natural Sciences
	Dr. Gloria Walker, Chair	Social Sciences
Staff	Dr. Karen Soul	Associate Provost
	Mr. Chris Lavan	Director of Global Engagement
	Mr. Dennis Taylor	Director of Career Services and Placement
Student	One student member	appointed annually by SGA

CAREER PROGRAM ASSESSMENT

INSTRUCTIONS: This assessment is used to help students reflect on the CAREER credit activity. Answers should be as complete and thoughtful as possible and written in full narrative responses that take up at **least half of a page per question**. All responses should be typed and double spaced and are due in either electronic or hard copy by the due date set by your CAREER advisor and where applicable, no later than seven (7) days after the completion of your CAREER activity.

Name: _____ Email: _____

Major: _____ Grad Date: _____

Activity Semester (circle one): Fall, Spring, Summer 20____ Total Hours Completed: _____

CAREER (Ca) Credit Activity (check one):

- CA 251 DANC 449 ECON 400 EDUC 440S PSC 208
 CA 253 ACCT 400 FIN 400 EDUC 450S THEA 483
 COMM 473 BUSN 400 EDUC 430S EXSC 223
 CA Credit Guided Research Project:

CAREER PROGRAM ASSESSMENT

1. In what ways did your traditional classroom experience prepare you for the challenges offered by the CAREER experience in which you participated?
2. How has this CAREER experience made you think differently about what courses to take during the rest of your time at Centenary?
3. How has this CAREER experience given you a deeper insight into your career planning?
4. Identify three professional encounters or activities occurring during this CAREER experience. And, what deeper insight did they give you into the world of work?

CA ASSESSMENT ONLINE: centenary.edu/trek/forms

CULTURE PROGRAM ASSESSMENT

INSTRUCTIONS: This assessment is used to help students reflect on their experience participating in the CULTURE Program. Your answers should be as complete and thoughtful as possible and written in full narrative responses that take up at **least half of a page per question**. All Responses should be typed and double spaced and are due in hard copy format no later than 7 days after the completion of your CULTURE activity OR unless specified by the Director of Global Engagement OR your CULTURE faculty sponsor or advisor.

Name: _____ Email: _____

Major: _____ Grad Date: _____

Activity Semester (circle one): Fall, Spring, Summer 20____ Total Hours Completed: _____
(IF INDEPENDENT)

Name the culture you studied: _____

Activity (check one):

- Advanced Foreign Language Study International Exchange & Study Abroad Program
 May Module Independent CULTURE project/Module opportunity

CULTURE PROGRAM ASSESSMENT

1. Illustrate ways your host culture and your home culture are both distinct and similar.
2. How might a member of the host culture perceive your culture?
3. Describe three activities, events or conversations that occurred during your experience that helped you understand the unique culture of your host location.
4. How do the elements of culture (history, heritage, beliefs and values) influence the lives of the people you met?
5. What elements of your host environment were most enjoyable to you? What were the most difficult?
6. What new insights into your own culture have you developed as a result of this experience?

Students who complete any of the four (4) CULTURE activities submit the following assessment to Office of Global Engagement.

CU ASSESSMENT ONLINE: centenary.edu/trek/forms

COMMUNITY PROGRAM ASSESSMENT

Instructions: This assessment is used to help students reflect on their experience participating in the COMMUNITY Program. Answers should be as complete and thoughtful as possible and written in full narrative responses that take up at **least half of a page per question**. All Responses should be typed and double spaced and are due in hard copy at the Capstone Session that you choose to attend unless specified by the Director of Community & Intercultural Engagement OR your faculty sponsor.

Name: _____ Email: _____

Major: _____ Grad Date: _____

Activity (check one):

- COMMUNITY Course (CO 151)
- COMMUNITY May Module (pre-approved for CO credit)
- COMMUNITY Credit Course
- Faculty-sponsored Service Learning Project
- COMMUNITY Internship Program (including CLC)

COMMUNITY PROGRAM ASSESSMENT

1. Describe the service-learning opportunity and how your participation benefited the local community. (Outcome 1)
2. What personal and/or academic skills and abilities do you have that you used to serve the needs of the local community through this experience? What skills and abilities did you acquire through participation in this Service-Learning experience? (Outcome 2)
3. Describe a specific activity, event or conversation during your service learning opportunity that helped you understand the greater needs of others living in the local community. (Outcome 3)
4. Describe how your Service-Learning opportunity has influenced your opinion of Civic Responsibility. (Outcome 4)
5. Through what opportunities will you continue to serve your community after you leave Centenary College and why is civic engagement important to a successful community? (Outcome 5)

Students who complete any of the four (4) COMMUNITY activities submit the following assessment to the Office of Global Engagement.

CO ASSESSMENT ONLINE: centenary.edu/trek/forms

Approval Process for New Trek Courses

The Trek committee reviews all proposed academic courses and independent projects seeking to have a Trek component as part of its syllabus requirement according to the component's guidelines.

****All new courses must first be approved by the APC before being review for approval by the Trek Committee.**

In order for a course to be offered during the academic year, it must be included in the College catalogue for that academic year. New courses must be approved by the APC and the Faculty no later than the February faculty meeting in order for the course to be taught during the following year. Selected Topics and Interdisciplinary Topics must be approved by the APC before the printing of the class schedule. Faculty members will be responsible for assessment in courses offered as well as the periodic assessment of their academic unit.

Course proposal forms for including a CAREER or COMMUNITY component within your syllabus can be found on the final pages of this part of the handbook.

ELECTRONIC VERSIONS CAN ALSO BE FOUND AT: centenary.edu/trek/faculty

CAREER COURSE PROPOSAL FORM

TREK: CAREER CREDIT COURSE PROPOSAL

Courses already in our academic catalog and new courses can meet the criteria for the CAREER graduation requirement. Such courses already combine substantive academic content with significant career-related experiences and serve as a bridge between workplace expectations and the liberal arts education students receive at Centenary.

Departments seeking CAREER credit for an existing or new course will submit a CAREER Credit-Course Proposal Form to the Centenary Trek Committee.

Complete this form for each course that is new to the career credit course inventory.

Instructor _____ Email _____

Course Title _____ Enrollment _____

Credit Hours _____ Dept./Number _____

Proposed Frequency _____ Initially Offered _____

Activity Type: Lecture Only Lecture/Lab Internship Other

Catalog Description (attach syllabus if appropriate) _____

Why should this course receive CAREER credit? _____

Approximate number of hours dedicated to CAREER exploration _____

List required CAREER exploration related readings:

Texts _____ Other Sources _____

CAREER COURSE PROPOSAL FORM [CONTINUED]

Why should this course receive CAREER credit? _____

For courses to receive CAREER credit, the following documentation should be integrated into the course syllabus:
•Final Resume •Trek: CAREER component Assessment

Request prepared by _____ Date _____

FACULTY INSTRUCTORS: PLEASE RETURN THE COMPLETED FORM TO THE OFFICE OF PROFESSIONAL DISCERNMENT.

TREK COMMITTEE USE

Course Approved Approved Not approved Approved with reservations

Comments/Suggestions _____

Committee Chair Signature _____ Date _____

ELECTRONIC VERSION CAN BE FOUND AT: CENTENARY.EDU/TREK/FORMS

COMMUNITY COURSE PROPOSAL FORM

TREK: COMMUNITY CREDIT COURSE PROPOSAL

Courses already in our academic catalog and new courses can meet the criteria for the COMMUNITY graduation requirement. Such courses already combine substantive academic content with significant COMMUNITY-related experiences and serve as a bridge between community engagement and the liberal arts education students receive at Centenary.

Departments seeking COMMUNITY credit for an existing or new course will submit a COMMUNITY Credit Course Proposal Form to the Centenary Trek Committee.

Complete this form for each course that is new to the Community Credit Course Inventory.

Instructor _____ Email _____

Course Title _____ Enrollment _____

Credit Hours _____ Dept./Number _____

Proposed Frequency _____ Initially Offered _____

Activity Type: Service with a Community Partner Research for Community Project Course-focused Community Need

Other _____

Catalog Description (attach syllabus if appropriate) _____

Why should this course receive COMMUNITY credit? _____

Approximate number of hours dedicated to the service-learning project _____

List required CAREER exploration related readings:

Readings _____ Resources _____

COMMUNITY COURSE PROPOSAL FORM

[CONTINUED]

What kind of SERVICE-LEARNING opportunity will be required of students in this course? _____

For courses to receive COMMUNITY credit, the following documentation should be integrated into the course syllabus:

- COMMUNITY Introduction Session •27 COMMUNITY-based learning hours
- COMMUNITY Capstone Session •Trek: COMMUNITY Component Assessment

Request prepared by _____ Date _____

FACULTY INSTRUCTORS: PLEASE RETURN THE COMPLETED FORM TO OFFICE OF PROFESSIONAL DISCERNMENT.

TREK COMMITTEE USE

Course Approved Approved Not approved Approved with reservations

Comments/Suggestions _____

Committee Chair Signature _____ Date _____

ELECTRONIC VERSION CAN BE FOUND AT: CENTENARY.EDU/TREK/FORMS

May Modules

Getting Started, Guidelines and Tips



May Modules

In order to enrich Centenary's curriculum, we offer a variety of intensive courses each May. These courses explore topics of general or specialized interest not normally offered in Centenary's semester and summer courses.

These courses may serve the purpose of fulfilling the CULTURE and/or COMMUNITY requirements of the Trek Experience. While modules are not required to contain a CULTURE component, due to the flexibility of location and content, most Module courses offer CULTURE credit and are, by far, the most popular option for students to fulfill this requirement.

*****Any faculty member can create a module. This section articulates the steps and details that go into a May Module.***

Getting Started

When submitting a Module proposal, the instructor may apply for the module to contain one or more Trek Components.

Along with the Academic Policy Council (APC), which approves the academic portion of the module, and Risk Management, which reviews the safety of the module location and activities, the Trek Committee will evaluate the proposal to determine whether or not the module fulfills the desired component of Trek.

MODULE PROPOSAL PREPARATION FORM

The following page is an example of the Module Proposal guide for a module containing CULTURE credit. The guide may be accessed at: centenary.edu/provost/courses/module/guidelines

Other questions must be answered to receive CO credit.

MODULE PROPOSAL PREPARATION FORM

The final Module Proposal Form is online at centenary.edu/provost/courses/module to be filled out at the time of submission.

Name _____ Email _____

Course Topic _____ Department _____

Enrollment Limit _____ Dept. Chair Approval _____

Intercultural Credit Yes No

Course Description: Enter catalogue-ready copy into text block _____

Location of instruction, inclusive dates, and days of week/times of day: If the course is to be held off campus, please supply any additional information students should know such as fees and special requirements. _____

Method of Student Evaluation: _____

Required readings and other instructional foundations such as films: _____

Other relevant information: _____

INTERCULTURAL INFORMATION

The specific objectives of the CULTURE component of the Trek Experience are:

1. Students will describe the differences and similarities that make the culture under study an entity different from their own.
2. Students will describe another culture's heritage, history, beliefs and values.
3. Students will evaluate cultural differences and similarities as they relate to their own lives.

To ensure these objectives are met, faculty applying for intercultural credit should answer the following questions:

1. With what living culture will the students interact? How will this experience provide students with intercultural experience? (The committee expects students to engage in intercultural interactions, which we describe as a personal interaction between individuals of different cultures that highlights different culturally-defined viewpoints, beliefs, and/or behaviors.)
2. How will the instructor prepare the students to interact with this culture?
3. In what ways and how frequently will the students interact with this culture?
4. According to the guidelines voted on by the Centenary faculty, the module must last for a duration comparable to that of a typical May module. How will this be achieved? (Off campus modules require a minimum of 14 days in the target culture, including travel time. On-campus modules require 45 hours of interaction with the target culture).
5. How will this intercultural experience encourage the students to think critically about their own culture and the culture under study?
6. How will the instructor gauge the ways in which this experience will affect the students' conceptions of their own culture?

Tips for Positive Outcomes

PRE-DEPARTURE

- ❑ Communicate often and thoroughly with module students and OGE.
- ❑ Organize a team meeting before leaving so students can get to know each other before traveling.
- ❑ Attend orientation(s) organized by OGE during the spring semester.

CULTURE

- ❑ Incorporate CULTURE learning objectives into your course's objectives.
- ❑ Discuss cultural differences and similarities while engaging in activities.
- ❑ End the day with a culture discussion. Use the Trek Learning Outcomes to prompt the discussion. Allow students to voice struggles and concerns arising from the cultural interactions.
- ❑ Encourage students to journal about their progression of thought toward the new culture.

COMMUNITY

- ❑ Assess the value of individual skills and abilities for civic and community engagement.
- ❑ Reflect thoughtfully and personally on how the experience has impacted the students worldview and outlook on life.
- ❑ Recognize the importance of service, and its value to the larger community.
- ❑ Identify individual roles within the community, recognize what responsibilities members of the community have, and understand their differences.

May Module Guidelines

THE BASICS

❑ Trek Component

- For modules with the CULTURE component, the Trek Committee expects students to engage in intercultural interactions, which are described as a personal interaction between individuals of different cultures that highlights different culturally-defined viewpoints, beliefs, and/or behaviors.
- For modules receiving COMMUNITY credit, students must either serve a community that is geographically isolated from the United States or is isolated from mainstream U.S. society (gender, race, socioeconomic status or religion).

❑ Module Fair

- Faculty will have the opportunity to showcase their modules during the Module Fair held during the fall semester before pre-registration begins.

❑ Two Professors

- Each traveling module must be supervised by two Centenary professors. Please notify OGE of the second faculty member before the Module Fair.

❑ Duration of Modules

- Duration of Modules as voted on by the Centenary faculty
 - Domestic module**—minimum of **45 contact hours** with the subculture
 - International module**—minimum of **14 days** within the host culture including international travel to and from the destination

Preparation

❑ Pre-Registration

- Pre-registration occurs at the end of the fall semester.This online database (available at centenary.edu/academics/module) also serves as a checklist for students after pre-registration. Students will have access to module pre-registration by the total number of credit hours they have accumulated.
- Applications for all Modules are accepted on a first come, first served basis,hence the Module instructor should not promise a spot to any student before the official Module pre-registration period begins.

❑ Dropping Module

- If enrollment is lower than expected,module faculty have the right to drop their module. If a module is dropped,students who registered for the class have the opportunity to transfer to a different module.
- Modules having less than seven student participants are prorated for compensation as outlined by the Office of the Provost.

❑ Registration

- During the spring semester,the Office of Global Engagement (OGE) officially registers students into a particular module based on their pre-registration selection.
- After the official registration,students must submit a written withdrawal form to the Registrar's Office if they wish to switch or drop a module course.
- Students who join the module after the official registration must submit an add slip to the Registrar signed by the module faculty member and a member of OGE.
- Faculty members should notify OGE once their module is no longer able to accommodate more students.

General Information

❑ Forms

- Unless otherwise hindered, all forms will be available to participants by **February 1st**. These forms must be submitted in full by **March 1st**. Late forms will be penalized by a fee.
- All forms must be either completed electronically or submitted to OIE.
- The pre-registration system also serves as a checklist for students to access forms and view which forms they may be missing.
- OIE currently requires the following forms from each participant:
 - Risk Waiver
 - Study Abroad Registration Form (**electronic**)
 - Two (2) copies of passport photo page
 - Emergency Contact Information (**electronic**)
- More detailed information on forms is listed in the Risk Management section.

❑ Communication

- Module faculty are the primary communicators to module students and are responsible for relaying information about meeting times, payment schedule (if it varies from default schedule), cost and specific details related to their module.

- OGE is often seen as the central resource for module information. Please communicate with us often and thoroughly so the office can answer questions from parents, students or other offices on campus. An easy way to do this is by copying globalengagement@centenary.edu on highly informative emails going out to students to keep OGE staff up-to-date.

- Submit complete travel itinerary with flight and hotel information to OGE by **April 1st**.

❑ **Orientation**

- All module students are required to attend one orientation which will be offered at multiple times.
- Orientation will include general information relative to all modules. Included are sessions on Health, Safety, Culture and Travel.
- Information specific to location should be covered by module professors.
- Module faculty are always welcome to attend the orientation sessions.

❑ **Non-student Participation**

- Centenary students have first priority to enroll in modules. Parents, alumni and outside participants can only travel with a module with the consent of the module faculty and the college's Risk Management officer.
- Outside participants must submit all forms and paperwork that module students submit. They must also carry travel insurance with equal or greater coverage than Centenary's insurance policy.
- Contact the Alumni Relations Office to learn more about inviting alumni to participate in your module.

❑ **Disability Accommodations**

- Centenary College's policy is to provide reasonable accommodations for students with disabilities pursuant to applicable state and federal laws. Students needing accommodations should register with Disability Services located on the ground floor of Rotary Hall or call (318)869-5466 and contact their instructor as soon as possible.

Risk Management

❑ **Risk Management**

- Early in the fall semester, a member of the Risk Management team will assess your module from a safety perspective. Consulting OFAC sanctions, government issued travel warnings, the Center for Disease Control and EIA's insurance exclusions the Risk Assessor will verify whether or not the module meets the safety standards of Centenary College.

❑ **Travel Waiver**

- Based on information outlined in the module proposal, the Risk Assessor will work with EIA (Centenary's insurance company) to develop a travel waiver. This waiver must contain an accurate assessment of every activity and destination. Every student must complete this form stating that they understand the risk involved in this module and will not hold Centenary liable for injury.

❑ Safety Packets

- OGE assembles emergency packets for each module including:
 - Copies of the students' passports
 - Information on the U.S. Embassy near the module destination
 - Emergency contact information for each student

Please pick this up before leaving on your module.

❑ Smart Traveler Enrollment Program (STEP)

- The Smart Traveler Enrollment Program (STEP) is a free service provided by the U.S. Government to U.S. citizens who are traveling to, or living in, a foreign country. STEP allows you to enter information about your upcoming trip abroad so that the State Department can better assist you in an emergency. STEP also allows Americans residing abroad to get routine information from the nearest U.S. embassy or consulate. (taken from travelregistration.state.gov/ibrs/ui/ on March 10, 2011.)
- Risk Management uses the Study Abroad Registration Form (safe.centenary.edu/studyabroad2) and the detailed itinerary from the module faculty to register each module into STEP.
- A sample itinerary form can be accessed at centenary.edu/dps/international. Please submit this form to OGE by **April 1st**.

Risk Management Forms

The following Checklist applies to all Centenary sponsored international travel

❑ Trip Organizers (s)

- Submit to OGE travel Itinerary, Group list and Contact Information*
- Submit online Emergency Response Form for self
- Submit online Study Abroad Registration Form for self

❑ Other Faculty and Staff

- Submit online Emergency Response Form for self
- Submit online Study Abroad Registration Form

❑ Students on College group trips/modules/tours

- Submit Risk Waiver to OGE
- Submit online Emergency Response Form for self
- Submit online Study Abroad Registration Form

Module Note: The deadline for Module Faculty to submit the travel itinerary and group list is April 1st. All other forms are due March 1st.

❑ Dependents

- Submit Risk Waivers
- Complete a paper version of Emergency Response Form
- Complete a paper version of Study Abroad Registration Form

❑ Tag-a-longs (people traveling with group who are not listed above)

- Submit Risk Waivers
- Complete a paper version of Emergency Response Form

- Complete a paper version of Study Abroad Registration Form
- Provide proof of insurance coverage equivalent to the College policy which is valid in destination country(ies).

☐ **Students on Independent Modules**

- Submit Module Proposal
- Submit detailed itinerary
- Submit Risk waiver
- Complete online Study Abroad Registration Form for self

Payments

☐ **Business Office**

- Each Module will have a separate account in the Business Office. Payments from students for their share of the Module cost will be deposited into the instructor's Module account and payments for the instructor's Module costs will come out of that account.
- All fees, Module costs, and tuition payments are to be paid directly to the Business Office by the student. Module instructors are not to collect money or checks from students.

☐ **Deposits**

- No deposits are to be received from any student or representative of any student until the pre-registration period begins.
- By paying a deposit, the student is committing to the module and cannot withdraw or transfer into another module without losing all funds paid.

☐ **Payment Schedule**

- If module faculty wish to deviate from the standard schedule, notify the Business Office and OGE by email **before** Module Fair in October.
- December 1st: Deposit of \$500
- February 1st: ½ Travel Costs Paid
- March 1st: ¾ Travel Costs Paid
- April 1st: Full Cost Paid

☐ **Tuition**

- The cost of tuition is not a part of the stated module cost. The Business Office will bill the students during the spring semester. For more information about module tuition visit the Business Office.

☐ **Attention!**

- All module payments are non-refundable, non-transferable.

Travel Grant

❑ Travel Grant

- Eligible students are able to apply for an international travel grant. Applications are accepted during both the fall and spring semesters.
- Students are eligible to receive only one Travel Grant during their academic career at Centenary College. Qualifying students could receive a travel grant up to \$1000 or as low as \$250. Students receiving the maximum award have earned the highest amount of points in each category.
- Selection is based equally on the following criteria:
 - Merit (from GPA)
 - Financial aid (from FAFSA)
 - Quality of essay
 - Topics addressed in essay
- Some donors specify preference to certain majors.
- Eligibility and application can be accessed at centenary.edu/globalengagement/travelgrants.

Insurance for International Modules

❑ Coverage

- For international modules, the College's insurance policy is through EIIA and provides insurance for each instructor/resource assigned to the international module as well as all current students, alumni, spouse/domestic partner and children of faculty or staff traveling with the module outside the territorial limits of the United States.
- All non-Centenary participants are required to show proof of international coverage through their healthcare provider or purchase insurance coverage independently from a carrier such as AIG or other travel insurance providers.
- The College's insurance covers an additional sojourn in conjunction with the module prior to or after the international module.
- Insurance coverage includes accidental death and dismemberment, emergency medical expenses, emergency medical evacuation, emergency family travel, general travel assistance and repatriation of remains. There are no additional fees for this coverage.
- Coverage changes year to year. See EIIA at eiia.org/foreignassist/ for more information.
- Insurance does not cover personal belongings.

❑ EIIA Foreign Assist

- Policy Carrier: World Risk Travel Insurance
- Policy Number: WRI0003936

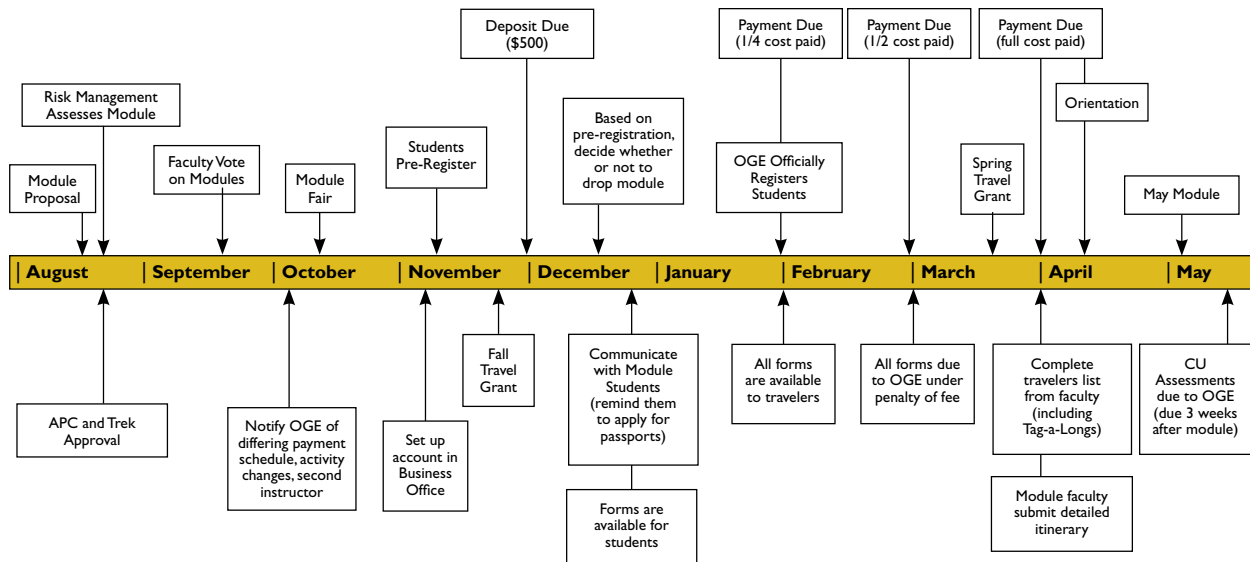
- EIIA Foreign Assist offers emergence travel assistance in the following ways

- Lost documents
- Lost personal effects
- Emergency travel services
- Emergency cash
- Language interpretation
- Currency rates
- Embassy information
- Legal referrals
- Bail bonds
- Security evacuations
- Emergency medication
- Hospital guarantee

- International #: 817.826.7008; US/Canada #: 888-873-8385

- Website: eiiia.org/foreignassist/

Module Timeline



More Information about the Trek Program



Continued Development

- ❑ **The Offices of Professional Discernment and Global Engagement** are responsible for the continued development of the Trek Program's three components.
 - CAREER
 - CULTURE
 - COMMUNITY

OFFICE OF CAREER SERVICES

Mission Statement – Professional Discernment serves as the bridge between the students' college experience, graduate school and their career by helping to apply what students have learned.

Trek Connection – The CAREER component of Trek helps students gain critical career related skills, but also helps to undertake systematic inquiry into and analysis of careers that they find interesting.

Staff

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OFFICE OF GLOBAL ENGAGEMENT INTERCULTURAL ENGAGEMENT

Mission Statement – Intercultural Engagement advises students on overseas opportunities for Study Abroad, administers Exchange Programs for faculty and students between the college's exchange partners, and monitors support opportunities for International Activities. The Office also provides assistance to all international students both those participating in an international exchange and those matriculating at Centenary College.

Trek Connection – The CULTURE component of Trek provides opportunities for students to gain insights about themselves through direct interaction with people of a different culture.

Staff

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COMMUNITY ENGAGEMENT

Mission Statement – Community integrates service to the greater community with classroom instruction, connection to academic content, and personal reflection. The Office also offers and supports a number of programs for students, faculty, staff, alumni and other members of the Centenary Community to get involved with service efforts throughout our local community.

Trek Connection – The COMMUNITY component of Trek envisions service-learning at Centenary to achieve experiential liberal arts education that will make our students better global citizens.

Staff

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