THE FOUR CENTRAL LEARNING OBJECTIVES

Peace Corps Prep programs aim to prepare students for international development work and potential Peace Corps service. Here are four core learning objectives we have identified as serving this end. We ask our partner institutions to create a path for students to meet them.

1. Training and experience in a specific work sector
   Leveraging concrete knowledge and skills is central to on-the-ground international development work. Students should take at least three courses that build their capacity to work in one of the following sectors (click for info). Additionally, they should accumulate a minimum of 50 hours of volunteer or work experience in that same sector, preferably in a teaching or outreach capacity.
   - Education
   - Environment
   - Agriculture
   - Youth in Development
   - Community Economic Development

2. Foreign language skills
   Students should hone their capacity to interact professionally using a non-English language—the stronger the better. PC Prep minimum course requirements vary by desired placement 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 another 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, though it is pointedly helpful to have done so.

3. Intercultural competence
   Engaging thoughtfully and fluidly across cultures begins with one’s own self-awareness. Students should deepen their cultural agility through a mix of three introspective courses in which they learn about others while reflecting upon their own selves in relation to others. Some examples:
   - Gender/LGBTQ/Disability Studies
   - African/Asian/Black/Latin or Native American Studies
   - Intercultural Communication
   - International Development
   Note: Prolonged intercultural experiences—such as studying/volunteering abroad, supporting the new immigrants, or serving in diverse schools—also strengthen a candidacy significantly.

4. Professional and leadership development
   International development is a highly professional sector. It is difficult to break into and demands great initiative and leadership once someone is in it. Students will benefit from such activities as:
   1. Having their resume critiqued by someone in Career Services
   2. Attending a workshop or class on interview skills
   3. Developing at least one significant leadership experience and preparing to discuss it thoughtfully (i.e., organizing an event, serving on an executive board, or leading a project)