



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 will build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies 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 experience

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.

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 explore Peace Corps' openings and identify the [type of assignments](#) in which you'd like to serve (www.peacecorps.gov/volunteer/volunteer-openings), then review the positions' required and desired qualifications and build them up accordingly. In the process, you should fulfill these PC Prep experiential requirements!

There are [six sectors](#) (www.peacecorps.gov/volunteer/what-volunteers-do/) 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



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:

- [Elementary, Secondary or Special Education]
- [Math]
- [Any Physical or Biological Science]
- [English or Linguistics]
- [Computer Science]
- [TEFL/TESL]

Recommended courses:

- [LVHU - Humanities courses]
- [LVLS and LVPS - Life Science and Physical Science courses]
- [College of Business and Public Mgmt (CBPM) offerings]

*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
- [_____]
- [_____]

2. HEALTH



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:

- [Nutrition or Dietetics]
- [Pre-med]
- [Environmental or Sanitary Engineering]
- [Health Education]
- [Biology]
- [Technical Education]

Recommended courses:

- [LVLS - Life Science courses]
- [LVPS - Physical Science courses]
- [_____]

4. AGRICULTURE



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:

- | | | |
|--------------------------------------|--|--|
| <input type="radio"/> [Agronomy] | <input type="radio"/> [Entomology] | <input type="radio"/> [Agricultural Economics] |
| <input type="radio"/> [Horticulture] | <input type="radio"/> [Agricultural Science] | <input type="radio"/> [Business or economics] |
| <input type="radio"/> [Botany] | <input type="radio"/> [Agribusiness] | <input type="radio"/> [Biology] |

Recommended courses:

- [LVLS and LVPS - Life Science and Physical Science courses]
- [BIOL major/minor or electives]
- [CBPM major/minor or electives]

*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
- [CBPM internship volunteer programs]
- []

5. YOUTH IN DEVELOPMENT



Empower the next generation of changemakers. 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:

- | | |
|---|--|
| <input type="radio"/> [Social Work] | <input type="radio"/> [Developmental Psychology] |
| <input type="radio"/> [Counseling] | <input type="radio"/> [Human Development] |
| <input type="radio"/> [Community Development] | <input type="radio"/> [Family Studies] |

Recommended courses:

- [LVHU - Humanities courses]
- [LVSS - Social Science courses]
- [LVE - La Verne Experience classes]
- [La Fetra College of Education - dev or child psychology, education classes]

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
- [LVE305 - Community Engagement]
- [Community internship or volunteer programs]

6. COMMUNITY ECONOMIC DEVELOPMENT



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:

- [Business or Public Administration]
- [Accounting, Banking or Finance]
- [Graphic Design]
- [Nonprofit Management]
- [Computer Science and related majors]
- [Mass Communications]
- [International Business]

Recommended courses:

- [CPBM major/minor or electives]
- [LVCE - Creative Expression courses]
- [LVHU - Humanities courses]

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
- []
- []

**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 region of interest

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region.

- Latin America: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.
- West Africa: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.
- Everywhere else: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

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

3. Intercultural competence

3 approved courses or 1-2 courses + substantive intercultural experience

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:

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

- [__ LVE 100 Diversity, Equity, and Inclusion]
- [__ LVE 305 Community Service and Engagement (20 hrs service)_____]
- [__ Critical Skills, Writing Comm I and/or II_____]
- [__ LatinX Studies or Social Justice major/minor classes_____]

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

- [__ CBPM, MGMT 358 Culture & Gender Issues in Mgmt_____]
- [__ LVHU 313 World Civ through Art and Theatre_____]
- [__ any Global Ideas Honors prog elective_____]
- [__ Study Abroad program_____]

Is there another course in the catalog that you feel meets this requirement? Please discuss it with your PC Prep Coordinator.

**Peace
Corps
Tip!**

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.

4. Professional and leadership development

Resume and interview support + leadership experience

Peace Corps service and similar international development work opportunities are highly professional and selective. 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 someone in [ULV Career Services office/center].
2. Attend a workshop or class on **interview skills** at [ULV Career Services office/center].
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.