

# 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** in one of the following disciplines (click the links for greater details). Additionally, they should accumulate a minimum of **50 hours of volunteer or work experience in that same discipline**, preferably in a teaching or outreach capacity.

- [Education](#)
- [Health](#)
- [Environment](#)
- [Agriculture](#)
- [Youth in Development](#)
- [Community Economic Development](#)

*Note: 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/Non-English language skills

Students should hone their capacity to interact professionally using a non-English language. PC Prep minimum course requirements vary by desired placement region—surpassing these is better.

[Latin America](#): Individuals wanting to serve in Spanish-speaking countries must apply with strong intermediate proficiency. **Must Complete 4 courses of Spanish.**

[West Africa](#): Individuals wanting to serve in *French-speaking* African countries should be proficient in French or another Romance Language, **at least 4 courses.**

[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 awareness

Cultural sensitivity and agility are tremendously valuable skills in international development. Students should bolster their global awareness through **at least three courses** in such areas as:

- [African/Asian/Latin or Native American Studies](#)
- [Intercultural Communication](#)
- [Conflict Resolution](#)

*Note: Prolonged intercultural experiences—such as studying/volunteering abroad, supporting new immigrants, or volunteering in inner-city 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. Resume support and interview preparation (often through a career services office)
2. Demonstrated leadership experiences (i.e., in student orgs, work/volunteer settings, etc.)