**PROPOSAL FOR A**

**PEACE CORPS PREP PROGRAM**

**At [NAME OF INSTITUTION]**

Implementing Provisions for a Memorandum of Agreement (MOA) Between the Peace Corps and [name of institution]

Submitted by:

Institutional Coordinator, [Program Coordinator’s Name]

Title

Address

Telephone Number

E-mail

Date

**PROPOSAL NARRATIVE**

\*\**5-page limit for narrative, not including cover or appendices\*\**

1. **RATIONALE**

Please state the reason(s) your institution seeks to develop a Peace Corps Prep (PC Prep) program for students on your campus. (300 or fewer words)

1. **DESCRIPTION OF THE SCHOOL AND STUDENT BODY**
2. Provide a brief profile of the school, including geographic setting, size, student demographics, and accreditation information.
3. Please provide information on the diversity of your student body and your campus’s successful inclusion practices.
4. **PROGRAM IMPLEMENTATION**
   1. **Prospective Student Participants**

Who will be eligible to participate in your Peace Corps Prep program?

\*\**The program is designed to be open to all undergraduates on campus, regardless of their major, minor, department, academic year, or participation in other programs (though students must complete all requirements prior to graduation). It is also designed to be open to students interested in pursuing any of Peace Corps’ six sectors.*

* *The program’s sector-specific coursework requirements are low, so even small colleges should be able to support students’ pursuit of any of Peace Corps’ six sectors: education, health, environment, agriculture, youth in development, and community economic development.*
* *Limiting participation to a narrower group may be counted against your proposal. If you intend to do so, please make your case as to why and list out any other (non-PC Prep) requirements these students need to fulfill.*
  1. **General Marketing and Recruiting Plan**

Describe the marketing and recruiting plan for your Peace Corps Prep program. How will your campus’s student body learn about this opportunity? Please include details about where your PC Prep webpage will be housed within your school’s website, and how you will drive student traffic to it.

* 1. **Recruitment Efforts for Underrepresented Student Communities**

One of Peace Corps’ strategic objectives is to make its volunteer corps reflective of the rich diversity of the United States. In line with this, Peace Corps’ Office of University Programs requires Prep partners to make targeted efforts to recruit underrepresented communities into their programs, including,

* racial and ethnic minorities
* Sexual Orientation and Gender Identity (SOGI) minority students
* transfer students
* first generation college students
* veterans
* older (aged 50+) students
* nontraditional students
* students from lower socioeconomic backgrounds

What concrete actions will you take to assure that these communities on campus learn about this program and feel that your program leadership actively seeks their participation? For example, do you have permission to email Pell Grant recipients directly about Peace Corps Prep? Are their specific scholarships and/or programs at your school targeting students from the above-mentioned backgrounds that you could tap into? Please note, for this question the Peace Corps is looking for intentional, targeted activities, distinct from those that are marketing the program to the whole campus student body.

* 1. **Application Process**

Describe the application process for prospective students, including pre-application orientation or guidance.

\*\**Keep in mind that when students apply, they are to submit an initial draft of their course of study, identifying all of the classes and extracurricular activities they plan to undertake in fulfillment of program requirements. (Please see Appendix B for a template student application.)*

* 1. **Program Enhancements**

Describe any additional social or professional opportunities for Peace Corps Prep students. Opportunities could include collaborative service work, PC Prep seminars, relevant speaker series, meet-and-greets with local returned Peace Corps Volunteers, or other such activities.

1. **PROGRAM ADMINISTRATION**
   1. **Program Home**

A. In what office or department will the program be housed?

\*\**Experience has shown the most robust Peace Corps Prep programs to be housed in one of these two:*

1. *A globally oriented academic department, such as Global Studies or International Development Studies*
2. *A broad outreach-oriented office such as Career Services, Study Abroad, or Service-Learning*

*Although it is possible for programs to be housed in other, more sector-specific departments or colleges (such as public health or environmental studies), these departments will need to demonstrate a strong commitment and capacity to recruit students from all academic backgrounds into the program (unless you have limited your program’s scope, as justified in question III.A).*

* 1. **Timing**

We anticipate informing all applicants of their status by February 15, 2018, and require accepted programs to launch in the next year, by February 15, 2019. If your program is selected, in what month and year would you anticipate taking the following actions:

* Publish your PC Prep website:
* Begin to actively promote your program:
* Accept your first official students:
  1. **Program Staff and Coordinator**

Please explain the staff infrastructure in place to support this program, including the name and title of the program coordinator who will serve as the official liaison with Peace Corps.

\*\**Experience has shown that the most fruitful programs are managed collaboratively by an office or department, with each faculty or staff member integrating the program into her or his regular duties (i.e., the marketing team publicizes it, the student advisors include it in their guidance, etc.).*

* 1. **Succession Planning and Sustainability**

Describe your strategy for succession planning and the sustainability of the program when staff changes occur.

* 1. **Acknowledgement of Graduates**

How will your institution acknowledge graduates of the Peace Corps Prep program?

\*\**Peace Corps will independently produce a Certificate of Completion for each student who successfully finishes the program, with the student’s name, the university’s name, and a brief description of the program. Partner universities are not required to formalize the program through the campus registrar, and thus are not required to note the completion of the program on students’ transcripts. However, any formalization or local acknowledgment of the program and its graduates is encouraged.*

1. **PROGRAM GOALS AND EVALUATION**

Describe what criteria you will use to measure the program’s success, giving particular attention to the following:

* + 1. Anticipated number of students who will enroll in each of the first three years
    2. Ideal number of Peace Corps Prep enrollees you would like to have in the program at any given time
    3. Any long-term goals for the program and indicators as to how you would measure progress toward those goals

1. **APPENDICES**

*Please attach the following six appendices to this proposal.*

1. Key Personnel

Provide the name, title, connection to the program, phone number, e-mail, and mailing address for the key individuals involved in the establishment, implementation, and maintenance of the Peace Corps Prep program on your campus.

1. Student Application

Please individualize the two-page template student application, making it reflect your own program’s components. You may revise the highlighted text, as well as the plain text where appropriate.

\*\**If selected, you will be free to turn any of these student-facing documents into online forms.*

1. Student Guide for filling out the application

Please individualize the multi-page student guide. This is the key printed source of information and guidance for students interested in the program. Its sections are aligned with the sections of the template student application, and it is designed to serve as a point-by-point guide helping them complete their application. You may revise the highlighted text and, where appropriate, the plain text.

\*\**The strongest proposals will bring these templates to life, with a special focus on local, sector-specific hands-on experience opportunities. The robustness of this student guide will be a key factor in the review and rating of this proposal.*

1. Exit Checklist

Please individualize the exit checklist, making it reflect your own program’s components.

1. Release Form

In compliance with the Family Educational Rights and Privacy Act (FERPA), each student participating in the program must have a signed form on file. Please insert your institution’s name into the form.

1. Letters of Support

Please include one letter of support from *each* of these two groups:

* + - 1. The campus’s student-oriented Multicultural/Diversity office
         * If you are a formally recognized Minority-Serving Institution (MSI) (you can confirm it here: [www2.gse.upenn.edu/cmsi/content/msi-directory](http://www2.gse.upenn.edu/cmsi/content/msi-directory)), please provide a letter from an office or student organization supporting a non-majority student body (e.g., veterans, Sexual Orientation and Gender Identity (SOGI) minorities, nontraditional students, etc.).
      2. A student organization focused on one of the underrepresented communities listed in this proposal’s question III.C (e.g., Asian American Student Association, Black Student Union, campus veteran’s office or SOGI student Association).

The letters should be on letterhead (if it exists for the office/organization), should include a wet signature, and should highlight three points:

1. A description of the office/group/program and the way in which it engages traditionally underrepresented U.S. populations on campus
2. The office/group/program’s interest in the Peace Corps Prep program
3. Concrete ideas or plans to collaborate on marketing the program to prospective students

*Please be sure to submit the proposal (including all appendices) in PDF format via* [*this online form*](http://pcrmweb.peacecorps.gov/peacecorpsgov-aflq5/pages/bmzskohbeeevvwbqvpkadq.html) *(go.usa.gov/xRAw2)* ***by 11:59pm PST, Friday, December 1st, 2017****.*

**Key Personnel**

**FirstName LastName**

Title

Connection to the program

**Appendix A:** Key Personnel

Phone number

E-mail address

Mailing Address

**FirstName LastName**

Title

Connection to the program

Phone number

E-mail address

Mailing Address

**FirstName LastName**

Title

Connection to the program

Phone number

E-mail address

Mailing Address

*Etc.*

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**[University Logo]**

**Peace Corps Prep Student Application**

**Appendix B:** Student Application

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Minors(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected Graduation (month and year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cumulative GPA: \_\_\_\_\_\_\_\_

1. Training and experience in a specific [work sector](https://www.peacecorps.gov/volunteer/what-volunteers-do/)

**Please check the box of the sector in which you would like to serve:**

* Education
* Health
* Environment
* Agriculture
* Youth in Development
* Community Economic Development

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

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

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

1. Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_
2. Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_
3. Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_
4. **Hands-on experience in that same sector (must total at least 50 hours).**

**Describe what you plan to do:**

1. Foreign language skills

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

**If you intend to learn a foreign language, please list which one:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Course 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

Course 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Intercultural competence

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

Core course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

Elective 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

Elective 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Professional and leadership development
2. **Professional resume feedback:** When do you plan to meet with Career Services for a one-on-one resume review? Month and year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **Professional interview prep:** When do you plan to meet with Career Services for an interview workshop? Month and year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. **Describe a leadership experience that you intend to pursue:**

*For example, leading a work or volunteer project, serving on the executive board of a student organization, or organizing a big campus event.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Peace Corps Prep Coordinator Date



**[University Logo]**

**Peace Corps Prep Student Guide**

**Appendix C:** Student Guide

The Peace Corps Prep program will prepare you for international development fieldwork and potential Peace Corps service. To accomplish this, you’ll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies 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!**

**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.

*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*](http://www.peacecorps.gov/volunteer/volunteer-openings/) *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!*

***Peace***

***Corps***

***Tip!***

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

***Note to Universities completing the Invitation to Participate:*** Please go through each of the following six sectors and revise the highlighted information to align with your own university’s offerings.

* **For the academic areas**, you may remove any majors/disciplines/areas of coursework that your university genuinely does not offer and write in any CLOSELY related disciplines that your university does offer.
* **For the recommended courses,** please list courses that are particularly relevant to service-oriented fieldwork in that sector.
  + *For example*, *Teaching English as a Foreign Language* for the Education section, *Business Fundamentals* in the Community Economic Development section, or service-learning courses in any sector. This does not need to be an exhaustive list, just a highlighting of ideal options.
* **For the field/volunteer experience**, you should not delete anything listed, but please highlight *a minimum of two additional* relevant service opportunities available on campus or in the nearby community, for each of the six sectors.
  + *For example*, a campus program in which students tutor ESL peers would be excellent to highlight in the Education section, and a partnership with a local clinic through which student volunteers/interns help outreach to low-income families would be perfect for the Health section.
  + This is one of the key areas that Peace Corps will review when scoring this proposal. A Career Services Office may be able to help fill out these internship/volunteer opportunities.
* You may also highlight **university programs that fulfill multiple requirements at once**.
  + *For example*, a study abroad program in the Galapagos Islands (or at a nearby state park) in which students study and work in natural resource management would be wonderful to highlight within the Environment section.

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

* + Elementary, Secondary or Special Education
  + English or Linguistics
  + TEFL/TESL
  + Math
  + Computer Science
  + Engineering
  + Any Physical or Biological Science

*Recommended courses:*

*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:*

* + Nursing
  + Nutrition or Dietetics
  + Health Education
  + Pre-med
  + Biology
  + Technical Education
  + Environmental or Sanitary Engineering

*Recommended courses:*

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

* Volunteer or work experience in such areas as HIV/AIDS outreach, hospice, family planning counseling, emergency medical technician (EMT) or CPR teaching/certification, maternal health, and hands-on caregiving in a hospital, clinic, or lab technician setting
* Counseling or teaching in health subjects
* Working as a resident advisor in a dormitory, as a peer nutritionist, or as a sexually transmitted infections counselor
* Significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design

#3 **Environment**

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

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

* + Environmental Science or related field
  + Natural Resources Conservation
  + Park Administration
  + Wildlife Biology
  + Natural Resources or Wildlife Management
  + Forestry
  + Biology, Botany, or Ecology
  + Geology

*Recommended courses:*

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

* Educating the public on environmental or conservation issues, or working on environmental campaigns
* Conducting biological surveys of plants or animals
* Gardening, farming, nursery management, organic or low-input vegetable production, or landscaping
* Providing technical assistance and training in natural resource management

#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:*

* + Agronomy
  + Horticulture
  + Botany
  + Entomology
  + Agricultural Science
  + Agribusiness
  + Agricultural Economics
  + Business or economics
  + Biology

*Recommended courses:*

*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

#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:*

* + Social Work
  + Counseling
  + Community Development
  + Developmental Psychology
  + Human Development
  + Family Studies

*Recommended courses:*

*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

#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
  + Nonprofit Management
  + Accounting, Banking or Finance
  + Computer Science and related majors
  + Graphic Design
  + Mass Communications
  + International Business

*Recommended 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

*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.*

***Peace***

***Corps***

***Tip!***

**Foreign language skills**

**Requirements vary by placement region**

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!

**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:

***Note to Universities completing the Invitation to Participate:*** This learning objective aims to prepare students for the on-the-ground, human-to-human, intercultural realities inherent to Peace Corps service. It provides a space for universities to highlight relevant curricular options as well as experiential opportunities, such as service learning, study abroad, or alternative spring/fall break programs they have that address the learning objective.

For this competency, we require **that all students take three courses: one core course in Diversity and Inclusion and two relevant electives.** If a PC Prep program would like to, they may give their students the option of engaging in substantive intercultural experiences in place of one or both electives.

* The **core course**(s) should be an introspective Diversity and Inclusion offering that helps students increase cultural self- and other-understanding, building their adaptability around relevant cultural differences. Examples would be Intercultural Communication, Multicultural Counseling, or courses that integrate self-reflection into the study of marginalized groups (i.e., classes focused on race, gender, sexuality, or disabilities). Alternatively, some PC Prep partner universities have created a specialized “Global Service” course to fulfill this requirement.
* **Electives:** To fill out this competency, programs may require that students take two more courses of the above type or more globally-oriented classes such as International Development, area studies (i.e., African Studies, Latin American Studies, etc.), the Economics of Poverty, Peace Studies, Cultural Anthropology, Emerging Markets, World Literature, etc.
* **Optional: Intercultural experience in place of elective(s).** If you would like to give your students the option of substituting intercultural experiences for one or both electives, here are the guidelines:
  + **Studying or volunteering abroad** may count *if* the student is in a country that has at some point hosted Peace Corps Volunteers (see the list of current and past countries [here](https://www.peacecorps.gov/countries/) [www.peacecorps.gov/countries]).
    - Studying/volunteering abroad in these countries from one week to a summer may substitute for one course.
    - Experiences that last a full semester may substitute for both electives.
  + **Other intercultural experiences**, such as helping new immigrants/refugees acculturate to the U.S. or volunteering in diverse schools, may also count. Feel encouraged to highlight relevant opportunities here. If they also align with one of Peace Corps’ six sectors, these experiences may simultaneously count for that hands-on experiential requirement.
    - Each distinct intercultural experience lasting at least forty hours may substitute for one elective.

*Please include here an initial list of your own approved courses offered in your catalog. The list may be as short or long as you desire, and may evolve with time.* *If you are allowing intercultural experiences to count for credits, please include appropriate language below.*

**You’ll take at least 1 of these core courses:**

* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]

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

* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]
* [\_\_\_\_\_\_\_\_\_\_]

*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. [This tip is relevant whether or not you allow students to substitute such experiences for their electives.]*

**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 [your Career Services office/center].
2. Attend a workshop or class on **interview skills** at [your 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. [Again, feel free to promote or require any relevant leadership development activities/programs your university offers.]



**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PC Prep Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peace Corps Prep Exit Checklist**

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

**Appendix D:** Exit Checklist

1. Training and experience in a specific [work sector](https://www.peacecorps.gov/volunteer/what-volunteers-do/)

**Please check the box of the sector in which you have prepared yourself to serve:**

* Education
* Health
* Environment
* Agriculture
* Youth in Development
* Community Economic Development

1. **Coursework. List the 3 highest approved sector-aligned course #s and titles you took:**
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. **Hands-on experience in that same sector. Total Hours** (must be at least 50)**:** \_\_\_\_\_\_\_

**Description of experience:**

1. Foreign language skills

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

**Language:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **List your 2 highest level course #s and titles:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Intercultural competence

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

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Professional and leadership development
2. **Professional resume feedback:** ❑ Yes ❑ No Date: Where:
3. **Professional interview prep:** ❑ Yes ❑ No Date: Where:
4. **Demonstrated leadership experiences** (i.e., student orgs, work, volunteer, etc.) **Describe:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

Signature of Student Date Signature of PC Prep Coordinator Date

**Release of Information Form**

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

**Appendix E:** Release of Information Form

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

Student Name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Letters of Support**

**Please include one letter of support from *each* of these two groups**

1. The campus’s student-oriented Multicultural/Diversity office
   * + - * If you are a formally recognized Minority-Serving Institution (MSI) (you can confirm it here: [www2.gse.upenn.edu/cmsi/content/msi-directory](http://www2.gse.upenn.edu/cmsi/content/msi-directory)), please provide a letter from an office or student organization supporting a non-majority student body (e.g., veterans, Sexual Orientation and Gender Identity (SOGI) minorities, nontraditional students, etc.).

**Appendix F:** Letters of Support

1. A student organization focused on one of the underrepresented communities listed in this proposal’s question III.C (e.g., Asian American Student Association, Black Student Union, campus Veteran’s office or SOGI student Association).

The letters should be on letterhead (if it exists for the office/organization), should include a signature, and should highlight three points:

A description of the office/group/program and the way in which it engages traditionally underrepresented U.S. populations on campus

The office/group/program’s interest in the Peace Corps Prep program

Concrete ideas or plans to collaborate on marketing the program to prospective students

*Please be sure to submit the proposal (including all appendices) in PDF format via* [*this online form*](http://pcrmweb.peacecorps.gov/peacecorpsgov-aflq5/pages/bmzskohbeeevvwbqvpkadq.html) *(go.usa.gov/xRAw2)* ***by 11:59pm PST, Friday, December 1st, 2017****.*