PEACE CORPS PREP STUDENT GUIDE

The Purdue 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, or “learning objectives,” 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

There are six sectors in which Peace Corps Volunteers serve: Education, Health, Environment, Agriculture, Youth in Development or Community Economic Development. For PC Prep, you need to complete at least 3 courses (or 9 credits) that align with a specific work sector (they can but do not need to come from your academic major or minor). Think carefully about which courses in your program of study make the best argument for your preparedness (choose upper level and seminar courses rather than lower level or survey courses); you will need to provide a justification for your choice of coursework. You also must accumulate at least 50 hours of volunteer or work experience in the same sector as your coursework, 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 identify the type of assignment in which you’d like to serve by reading the sector-specific paragraphs delineating each sector’s scope in the next few pages, and checking out sector-specific job description links. Enjoy!

Leveraging concrete knowledge and skills is central to on-the-ground international development work. Further assistance in how to tailor your Purdue education to each sector (in terms of both coursework and related experience) follows.

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** ([www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/](www.peacecorps.gov/volunteer/learn/whatvol/edu_youth/assignments/))

**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.

Education Sector Coordinator:
Dr. Jill Newton (RPCV New Guinea)
Mathematics Education, College of Education
janewton@purdue.edu

A. **Fulfilling the Coursework Requirement for the Education Sector:**

You may choose three 3-credit education or learning sciences courses taken as part of an approved teaching or learning sciences major at Purdue to fulfill this requirement.

Purdue has a wide variety of teacher education programs which can fit with most majors, including Health Sciences Education, English Education, Math Education, Physics Education, Technology Education, etc. Find out more at the website above.

Or you may choose three 3-credit teaching-related Purdue Core Curriculum electives.

Students who are not majoring in Education but who wish to volunteer in teaching-related placements are advised to select three of the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Purdue Core Requirement</th>
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</thead>
<tbody>
<tr>
<td>EDCI 205: Exploring Teaching as a Career</td>
<td>Written Communication</td>
</tr>
<tr>
<td>EDCI 270: Into to Educational Technology</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>EDCI 285: Multiculturalism &amp; Education</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>EDPS 220: Psychology of Learning</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>EDPS 235: Learning and Motivation</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>EDPS 260: Intro to Special Education</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>SLHS115: Intro to Communication Disorders</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>SLHS 309: Language Development</td>
<td>Science, Technology &amp; Society</td>
</tr>
</tbody>
</table>

B. **Fulfilling the 50-hour Field Experience Requirement for the Education Sector:**

Formal (e.g. classroom teaching) or informal instructional experience (coaching; tutoring) is the best preparation for volunteering in this sector. Options for doing so include:

- Purdue Oral English Proficiency Program ([oepp@purdue.edu](mailto:oepp@purdue.edu))
- Tutoring in a local area school ([http://www.teach.purdue.edu/resources/Schools.html](http://www.teach.purdue.edu/resources/Schools.html))
- Purdue chapter of **College Mentors for Kids**
- Selected **Engineering Program in Community Service** (EPICS) projects (which work with local schools)
- Purdue 4-H Association
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s [B-Involved Office](https://b-involved.purdue.edu).
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.

Health Sector Coordinator:
Dr. Natasha Watkins
Department of Human Development & Family Studies
watkinsn@purdue.edu

A. Fulfilling the Coursework Requirement for the Health Sector:

You may choose three 3-credit health-related courses taken as part of an approved health professions major, minor or “track” at Purdue, such as the following:

- Nursing, Pharmacy, Pre-Med Track, Pre-Dental Track, Pre-Optometry Track
- Nutrition Sciences, Food Sciences, Human Development & Family Sciences
- Genetics, Health & Disease, Neurobiology & Physiology
- Public Health, Environmental Health Sciences, Occupational Health
- Applied Exercise, Sport Sciences, Kinesiology
- Speech, Language & Hearing Sciences
- Environmental & Ecological Engineering, Healthcare Engineering
- Agricultural & Biological Engineering
- Biomedical Engineering, Chemical Engineering, Biotechnology minor
- Disaster Restoration, Demolition and Reconstruction minor

Or you may choose three 3-credit health-related Purdue Core Curriculum electives.

Students who are not pursuing a Health-related major but who wish to volunteer in the Health sector are advised to select three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Purdue Core Requirement</th>
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</thead>
<tbody>
<tr>
<td>EDPS 306 Adolescent and Young Adult Development</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>PHIL 270: Biomedical Ethics</td>
<td>Humanities</td>
</tr>
<tr>
<td>HSCI 201: Principles of Public Health Science</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>HSCI 202: Essentials of Environmental, Occupational, &amp; Radiological Health Sciences</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>SLHS 115: Intro to Communicative Disorders</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>BIOL 101: Fundamentals of Biology</td>
<td>Sciences</td>
</tr>
<tr>
<td>BIOL 1XX: Human Biology or Anatomy or Physiology</td>
<td>Sciences</td>
</tr>
<tr>
<td>NUTR 303: Essentials of Nutrition</td>
<td>Sciences</td>
</tr>
</tbody>
</table>

Health Sector Student Guide continues on next page
B. **Fulfilling the 50-hour Field Experience Requirement for the Health Sector:**

The Peace Corps suggests that you prepare for volunteering in this sector by:

- **a)** gaining 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,
- **b)** counseling or teaching in health subjects,
- **c)** working as a resident advisor in a dormitory, as a peer nutritionist, or as a sexually transmitted infections counselor,
- **d)** gaining significant experience in mechanical repairs, construction, carpentry, masonry, plumbing, hydrology, or set design.

**Options for doing so at Purdue include:**

- Volunteer or work experience with such organizations as:
  - Purdue Timmy Global Health
  - Purdue Student Health Advocates
  - Mental Health America or a local hospital or senior center
  - Purdue Stadium Rescue Squad
  - Assistive Technology Global Engineering Design Teams
  - LGBTQ Center HIV/AIDS Awareness Week Leader
  - Minority Health Coalition of Clinton County
- Counseling or teaching in health subjects in the Greater Lafayette school system
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s [B-Involved Office](#).
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.

Environment Sector Coordinator
Dr. Ernest R. Blatchley, III
Civil & Environmental/Ecological Engineering
blatch@purdue.edu

A. Fulfilling the Coursework Requirement for the Environment Sector:

You may choose three 3-credit environment-related courses taken as part of an approved major or minor in one of the following disciplines*:

- Environmental Engineering*
- Civil Engineering*
- Natural Resources Conservation
- Wildlife Biology
- Natural Resources or Wildlife Management
- Forestry & Natural Resources
- Biology, Botany, or Ecology
- Earth, Atmospheric & Planetary Sciences
- Applied Meteorology & Climatology
- Environmental Health Sciences
- Sustainable Food & Farming Systems

*The Civil & Environmental Engineering faculty particularly recommend the following courses:

- CE/EEE 350 Introduction to Environmental & Ecological Engineering
- CE/EEE 355 Engineering Environmental Sustainability
- CE 440 Urban Hydraulics or CE 542 Hydrology
- CE 443 Introduction to Environmental Fluid Mechanics
- CE 497-023 Wastewater Treatment Processes
- CE 597 or BIOL 595 Water Supply in Developing Counties
- EEE 250 Environmental, Ecological and Engineering Systems
- EEE 300 Environmental & Ecological Systems Modeling

Or you may choose three 3-credit environment-related Purdue Core Curriculum electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Purdue Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 223: Intro to Environmental Policy</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>PHIL 290: Environmental Ethics</td>
<td>Humanities</td>
</tr>
<tr>
<td>HIST 394: Environmental History of the USA</td>
<td>Humanities</td>
</tr>
<tr>
<td>EAPS 113: Intro to Environmental Science</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>EAPS 225: Science of the Atmosphere</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>FNR 223: Intro to Environmental Policy</td>
<td>Science, Technology &amp; Society</td>
</tr>
<tr>
<td>FNR 230: World Forests &amp; Society</td>
<td>Science, Technology &amp; Society</td>
</tr>
</tbody>
</table>
B. **Fulfilling the 50-hour Field Experience Requirement for the Environment Sector:**

The Peace Corps suggests that you prepare for volunteering in this sector by:
- a) working to educate the public on environmental or conservation issues or working on environmental campaigns,
- b) conducting biological surveys of plants or animals,
- c) working in gardening, farming or nursery management, organic or low-input vegetable production or landscaping,
- d) providing technical assistance and training in natural resource management.

**Options for doing so at Purdue include:**

- Purdue Office of Sustainability Eco-Reps
- Purdue Ecology Club
- Purdue Student Farm
- Purdue Engineers for a Sustainable World
- Purdue Society of Environmental and Ecological Engineers
- Boiler Green Initiative
- Sierra Club chapters in Indiana or your home state
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s B-Involved Office.
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.

Agriculture Sector Coordinator
Gary Burniske, Managing Director
Purdue Center for Global Food Security
(RPCV Guatemala and Costa Rica)
grburniske@purdue.edu

A. Fulfilling the Coursework Requirement for the Agriculture Sector:

Students majoring in Agriculture, Food Science, Nutrition, Forestry or Agricultural & Biological Engineering may complete their 3-course requirement within the major, choosing from the following courses and (if necessary) the core curriculum electives cited below in Option B.

- Biochemistry: Any 3 courses.
- Entomology: Any 3 courses.
- Fisheries & Aquatic Sciences: Any 3 courses
- Forestry: Any 3 courses
- ABE 325: Soil & Water Resource Engineering
- ABE 490: Professional Practice in Agricultural and Biological Engineering
- AGEC 203: Introductory Microeconomics for Food and Agribusiness
- AGEC 204: Introduction to Resource Economics and Environmental Policy
- AGRY 105: Crop Production
- AGRY 120: Water and Food Security
- AGRY 255: Soil Science
- ANSC 101: Animal Agriculture
- ANSC 102: Introduction to Animal Agriculture
- BTNY 110/210: Introduction to Plant Science
- BTNY 201: Plants And Civilization
- HORT 101: Fundamentals of Horticulture
- HORT 201: Plant Propagation
- FS16100: Science of Food
- NUTR 105: Nutrition in the 21st Century
- NUTR 205: Food Science I

Or you may choose three 3-credit agriculture-related Purdue Core Curriculum electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Purdue Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEC 203: Intro Microeconomics for Food Agribusiness</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>AGEC 250: Economic Geography World Food Resources</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>PHIL 280: Ethics Animals</td>
<td>Humanities</td>
</tr>
<tr>
<td>AGRY 295: World Crop Adaptation Distribution</td>
<td>Science, Technology Society</td>
</tr>
<tr>
<td>ANSC 102: Intro Animal Science</td>
<td>Science, Technology Society</td>
</tr>
<tr>
<td>ENTM 105: Insects, Friend Foe</td>
<td>Sciences</td>
</tr>
<tr>
<td>HORT 101: Fundamentals Horticulture</td>
<td>Sciences</td>
</tr>
</tbody>
</table>

Agriculture Sector Student Guide continues on next page
B. **Fulfilling the 50-hour Field Experience Requirement for the Agriculture Sector:**

The Peace Corps suggests that you prepare for volunteering in this sector by

a) 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,

b) teaching or tutoring the public in environmental or agricultural issues/activities,

c) working on the business management or marketing side of a commercial farm.

**Options for doing so at Purdue include:**

- Purdue Ag Ambassadors
- Purdue Agribusiness Club
- Purdue Ag Week Task Force
- Purdue Student Farm CSA program
- Undergraduate Internship @ Borlaug Center for Food Security
- Food Finders Bank of Greater Lafayette or a similar “soup kitchen”
- Heifer International Club
- Purdue Forestry Club
- Helping Paws
- Purdue Extension Services Internship
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s B-Involved Office.
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.

Youth in Development Coordinator  
Dr. Mark Russell  
Youth Development & Agricultural Education  
College of Agriculture  
mrussell@purdue.edu

A. **Fulfilling the Coursework Requirement for the Youth in Development Sector:**

You may choose three 3-credit courses taken as part of an approved major in one of the following disciplines; ideally with a youth, community engagement &/or active citizenship focus to fulfill this requirement:

- Youth Dev't & Agricultural Ed  
- Anthropology  
- Women's Studies  
- Sociology  
- Human Development  
- Health & Kinesiology  
- Family Studies  
- Comparative Political Systems  
- Public Policy

Or you may choose three 3-credit youth in development-related Purdue Core Curriculum electives.

Students who are not pursuing a youth in development-related major listed above but who wish to volunteer in the Youth in Development sector are advised to select three of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Purdue Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 230: Intro to the Study of Peace</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>POL 235: Int'l Relations btwn Rich &amp; Poor Nations</td>
<td>Behavioral Social Science</td>
</tr>
<tr>
<td>HIST 152: The Making of Modern Africa</td>
<td>Humanities</td>
</tr>
<tr>
<td>HIST 250: US Relations with the Middle East &amp; North Africa</td>
<td>Humanities</td>
</tr>
<tr>
<td>HIST 300: Global Crises in the 20th Century</td>
<td>Upper-level Elective</td>
</tr>
<tr>
<td>SOC 338: Global Social Movements</td>
<td>Upper-level Elective</td>
</tr>
<tr>
<td>SOC 339: Intro to Sociology of Developing Nations</td>
<td>Upper-level Elective</td>
</tr>
</tbody>
</table>

Youth in Development Sector Student Guide continues on next page
B. **Fulfilling the 50-hour Field Experience Requirement for the Youth in Development Sector:**

The Peace Corps suggests that you prepare for volunteering in the Youth in Development sector by

- teaching or counselling in at-risk youth programs,
- activities that involve leadership, planning, organizing and assessing community needs in areas such as education, youth development, health & HIV/AIDS prevention, the environment or business.

**Options for doing so in the Purdue & Central Indiana area include:**

- Purdue/Indiana 4-H “Children, Youth and Families at Risk” (*CYFAR*) Program
- Purdue chapter of *College Mentors for Kids*
- Purdue *Timmy Global Health*
- Minority Health Coalition of Clinton County
- Undergraduate Internship @ Borlaug Center for Food Security
- Refugee Services Volunteer in Greater Lafayette, Indianapolis or Chicago
- Selected Engineering Program in Community Service (EPICS) projects (which work with local schools)
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s *B-Involved Office*. 
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.

Community Economic Development Coordinator
Dr. Jonathan Ying
Krannert School of Management
yingjon@purdue.edu

A. **Fulfilling the Coursework Requirement for the Community Dev’t Sector:**

You may choose three 3-credit courses focusing on communications, economic development, business & management or infrastructure, taken as part of an approved major in one of the following:

- Economics
- Computer Sciences
- Engineering (particularly Civil and Mechanical)
- Business or Organizational Leadership
- Graphic or Visual Communication Design
- Technology Education
- Accounting and Finance
- Mass Communications
- Construction Management
- Tourism Management
- Construction Management

**Or you may choose three 3-credit courses taken as all or part of one of the following:**

- Entrepreneurship & Innovation Certificate
- Minor in Economics
- Minor in Organizational Leadership & Supervision
- Minor in Communication
- Minor in Product Life-Cycle Management
- Minor in Food & Agribusiness Management
- Minor in Management
- Minor in Farm Management

B. **Fulfilling the 50-hour Field Experience Requirement for this Sector:**

The Peace Corps suggests that you prepare for the Community Economic Development sector by (a) working with businesses, organizations or cooperatives in accounting, microfinance, management, or marketing, (b) Starting and running your own business or other entrepreneurial activity, (c) training others in computer literacy, maintenance and/or repair, (d) working in website design or online marketing, (e) founding or leading a community organization. Options for doing so include:

- AIESEC
- Society of Minority Managers
- Some Engineering Programs in Community Service (EPICS) & Global Design Team (GDT) projects
- Entrepreneurship Club
- The Anvil (Student start-up incubator)
- Alternatively, check out your School’s “Beyond the Classroom” choices or Purdue’s B-Involved Office.
2. Foreign language skills

Requirements vary by location -- see below

Working across cultures often entails verbal and nonverbal languages distinct from your own. Building foreign language skills is thus a second key component of the PC Prep curriculum. Where would you like to serve? PC Prep minimum course requirements align with those needed by applicants to the Peace Corps itself, which vary by linguistic region. **Note:** If you are a strong native speaker of a foreign language already, you may substitute that for coursework on the Purdue PC Prep Planning Sheet! International students from a country where English is not the native language will be assumed proficient in another language. Before graduating, domestic students and international students from Canada, the United Kingdom, Australia or other English-speaking countries will need to document proficiency in their native language with a qualified evaluator.

- **Latin America:** Individuals wanting to serve in Spanish-speaking countries must apply with strong intermediate proficiency. Purdue PC Prep requires the equivalent of two 200-level courses in Spanish.
- **Francophone World:** Individuals wanting to serve in French-speaking African countries should have a willingness and commitment to learning French. Purdue PC Prep requires the equivalent of two 200-level courses in any Romance language.
- **Everywhere else:** Although Peace Corps has no explicit language requirements for individuals applying to serve in most other countries, you will still likely learn and utilize another language as a Peace Corps volunteer, so it is extremely helpful to have taken foreign language or linguistics classes. Therefore, **Purdue PC Prep requires the equivalent of two courses in any language or two linguistic courses** (for this purpose Purdue PC Prep recommends: LC 261, Intro to the Linguistic Study of Foreign Languages, and SLHS 227, Intro to Linguistics)
3. Intercultural competence

1 elective course + 1 immersion experience + Core Practicum

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 learning experiences 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. You must complete at least one elective from Groups A & B below, an immersion experience, and a core practicum. In some instances, the core practicum and the immersion experience may be completed simultaneously.

A. Elective Course (Choose one)

One approved 3-credit course from the following list which either:
   a) exemplifies a disciplinary approach to cross-cultural competence or
   b) teaches a framework for understanding cultural difference

<table>
<thead>
<tr>
<th>A) Disciplinary Approaches</th>
<th>B) Frameworks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 201: Communicating Across Cultures</td>
<td>ANTH 230: Gender Across Cultures</td>
</tr>
<tr>
<td>ANTH 327: Environment and Culture</td>
<td>COM 303: Intercultural Communication</td>
</tr>
<tr>
<td>ANTH 340: Global Perspectives on Health</td>
<td>EDPS 591: Culture and Cognition</td>
</tr>
<tr>
<td>EDPS 316: Collaborative Leadership in Cross-Cultural Settings</td>
<td>HDFS 280: Diversity in Individual &amp; Family Life</td>
</tr>
<tr>
<td>ENGR 201: Engineering in Global Contexts</td>
<td>PSY 335: Stereotyping and Prejudice</td>
</tr>
<tr>
<td>HIST 211: The Global Field: World Soccer &amp; Global History</td>
<td>WGSS: Gender and Multiculturalism</td>
</tr>
<tr>
<td>HDFS 225: Human Development across Cultures</td>
<td>COM 224: Communicating in the Global Workplace</td>
</tr>
<tr>
<td>MGMT 44310: Global Cultural Dexterity</td>
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B. Immersion Experience (Choose one):

One or more immersive experiential encounter(s) with another culture which includes reflective learning, preferably in the developing world (or, with prior approval, a low-income non-majority domestic community), from among the following options:

- A semester abroad with an approved Study Abroad Intercultural Leadership course (preferred option)
- A faculty-led program specifically designed for PCPrep participants (preferred option)
- An approved Purdue faculty-led program that includes international service learning (preferred option)
- An approved Global Design Team project including overseas travel (preferred option)
- An approved alternative spring break program (disaster relief, Habitat for Humanity, etc.)
- An approved short-term faculty-led study abroad trip (e.g., maymester, winter/spring break)
C. Core Practicum (Choose one):

- Short-term study abroad program that emphasizes intercultural knowledge, skills, and attitudes. The goals of the program must include building the capacity to shift perspective and behavior around relevant cultural differences. Recommended programs: Tanzania with Dr. Jill Newton, Peru with Dr. Mark Russell, Morocco with Dr. Natasha Watkins. Other programs will be considered. Please consult your sector coordinator in advance to determine if a program that interests you will meet this requirement.

- Semester or year study abroad in a developing country and with a program that emphasizes bridging and emotional resilience.

- Another extended curricular or co-curricular experience that emphasizes intercultural learning and in particular, bridging and emotional resilience. Please consult your sector coordinator in advance to determine if an experience will meet this requirement.

D. Immersion Experience and Core Practicum together:

You may meet the requirement for both the Immersion Experience and Core Practicum through the same program if the following circumstances apply:

- A year, semester or short-term study abroad program that takes place in a developing country and/or where there are close partnerships with local communities, that emphasizes bridging and emotional resilience, and that entails an extensive field-based research project. All programs offered through the School for Field Studies fall in this category.

- If the program is short-term, it must include at least 10 hours of pre- and/or post-program meetings and earn a minimum of 4 credits.
4. Professional and leadership development

Resume and interview support + Leadership experience

International development is a highly professional sector. It is difficult to break into and demands great initiative and leadership to advance professionally within the field. PC Prep requires three specific activities that will strengthen your candidacy for the Peace Corps (or any other professional endeavor):

A. Have your resume critiqued during a Center for Career Opportunities (CCO) one-on-one resume review and participate in a CCO interview workshop.
B. Engage in a professional interview with a Peace Corps Representative [at a Purdue Career or Study Abroad Fair] or local Returned Peace Corps Veteran
C. Complete and record the results of this leadership self-assessment.
D. Commit to at least one significant leadership experience. We recommend serving as a:
   - Boiler Gold Rush International Group Leader (orientation for internationals)
   - Resident Assistant @ Crosswalk Commons or a Living /Learning Community
   - Program Leader: Multinational Integration Xchange (MIX) or Boiler Out! Volunteers
   - Purdue PC Prep Recruitment Leader or Study Abroad Ambassador
   - Teaching Assistant for a global-service-learning project team or course
   - Executive board of a student organization, or a big campus event.