**Peace and Conflict Studies**

**Faculty Proposal for Course Inclusion in ACC Catalogue**

Dear Colleague,

Welcome to the Peace and Conflict Studies Faculty Proposal for course inclusion packet. We are so excited that you are interested in teaching with the Peace and Conflict Studies (PACS) program! Your participation is essential, and we will make every effort to guide you through the process of adapting or modifying one or more sections of your courses. We look forward to working with you.

Sincerely,

Shirin Khosropour, Ph.D.

Director, Center for Peace and Conflict Studies

Austin Community College

**Table of Contents**

Welcome......................................................................................................................................1

Table of Contents………………………………………………………………………………………..2

Checklist…………………………………………………………………………………………………3

Basic Information………………………………………………………………………………………..4

Blank Proposal Form…………………………………………………………………………………….7

Appendix A: PACS Deep Engagement Faculty Workshop Description…………….…………...……..8

Appendix B: Peace and Conflict Studies Proposal Example……………………………………….…...9

Appendix C: Peace and Conflict Studies Competencies.………………………………………………12

Appendix D: Partial List of Course Activities and SLO Assessments…...…………………………….18

**Checklist**

◻ Review the contents of this packet. If you need assistance with any part of this process, contact Sarah Lynne Bowman, Program Coordinator for Peace & Conflict Studies at sarah.bowman@austincc.edu. If necessary, you can also contact Shirin Khosropour, Director of the Center for Peace and Conflict Studies, at shirin@austincc.edu

◻ Share your interest with your department chair. Departmental policies vary. Some department chairs will want you to present your idea at a departmental meeting. If your department chair has questions for us, please put them in contact with Shirin.

◻ \*Read the items listed below (very short readings). *Contact Laila Taraghi laila.taraghi@austincc.edu for copies to borrow.*

o What is Peace Studies

o The Little Book of Conflict Transformation

o The Little Book of Strategic Peacebuilding

◻ Complete the blank proposal provided on page 7 of this document.

◻ Send your completed proposal (with your department chair’s signature) and your course syllabus to Shirin. She will share it with the PACS Advisory Committee for review and comments.

◻ Address the committee’s comments, if needed, and send your final proposal and course syllabus to Shirin.

◻ With your department chair, write a short description of the course for the ACC course catalogue.

◻ You are done with the course proposal! Shirin and your department chair will coordinate taking the course proposal to the Curriculum & Programs Committee (we need this committee’s approval to get a PACS-designated section of a course in the ACC catalogue). It’s ideal if you can attend this meeting, but it’s not required.

◻ At any point in the process, but certainly before the PACS-focused course is listed in the schedule, attend the PACS Deep Engagement Faculty Workshop (see Appendix A on page 8 for a description of this workshop). Enroll through the Workshop & Event Registration Database at<https://eapps.austincc.edu/workshops/www/login.php>.

**Basic Information**

**I. Program Description**

A. The Peace & Conflict Studies (PACS) program will be offered primarily through especially designated sections of our existing courses. Many of these courses are part of the “core curriculum,” but a course doesn’t have to be in the Core to be part of PACS.

1. The first PACS course was PSYC 2301, Introduction to Psychology, and was offered in Spring 2012 (You can review the proposal for this course in Appendix B on page 9). Courses with the special PACS designation may be proposed by faculty in any academic or workforce area. Our goal is to offer a wide range of choices to students and give them a PACS lens through which they can study any subject.
2. The *two main pillars* of PACS are:

1. Human rights and social justice, and

2. Conflict studies and peace processes.

The program will explore issues related to these pillars on *interpersonal*, *local, national, and international* levels.

1. The PACS curriculum will strive to balance these *three components* and take an *interdisciplinary approach*:

1. Deep understanding of *theories* related to conflict and peace,

2. Building *skills* in nonviolent management of conflict and maintaining sustainable peace at personal through international levels, and

3. Active engagement in the community through *service learning* and *international programs*, when appropriate and possible.

**II. PACS Designation for a Course**

In order for a course to have the PACS designation in ACC’s catalogue, at least 40% of its content must in some way be related to the PACS competencies/student-learning outcomes (SLO) listed in Appendix C beginning on page12. We worked with national and local experts in the field of peace and conflict studies in developing this list. Please note that in focusing a course on PACS:

A. Your course’s existing objectives and Student Learning Objectives (SLO) do not change. Each course will cover its existing objectives as described in the ACC catalogue and your department’s master syllabus, and

B. You do not need to cover 40% of the PACS competencies listed below. Rather *40% of the curriculum topics in your existing course* must in some way become related to some of the PACS learning objectives. For example, in an Intro. to Psychology course:

1. *“theories of learning”* may constitute 10% of your course SLO. You may choose to apply theories of learning to how humans learn to engage in aggressive behaviors and relate those to some of the PACS competencies (for example, 1.1.4, 1.2.4, 1.3, and 2.2). That’s 10% toward the 40%.

2. If you require a paper on content that covers 20% of your course objectives, and you guide and instruct students to apply the PACS lens to the topic, that’s another 20%.

*You* are the content experts, and I am happy to work with you and provide resources as you consider the best ways to modify your existing courses.

Your proposal will be reviewed by the PACS Advisory Committee. In the event we need more information, we will contact you and invite you to comment.

**III. Proposal Process (Please keep your department chair informed. Final approval from chair is required)**

1. We believe it is important for all faculty who teach in PACS to share a common understanding and a basic vocabulary. This allows us to communicate with students across different courses and disciplines in a more consistent way. It also facilitates students’ transition from our program as they transfer and pursue yet higher education. Therefore, we are asking you to:

1. Complete the short readings on “What is Peace Studies,” “The Little Book of Conflict Transformation,” and “The Little Book of Strategic Peacebuilding.” These are very short books and will take less than an hour each to read.

2. Attend an INDS-sponsored workshop. These workshops will be offered 1-2 times during each semester (including during the fall and spring Faculty Development Days).

3. Consider the learning objectives in your course and the various ways you can incorporate topics related to peace, conflict, and social justice in covering each objective.

4. Refer to the PACS competencies to find area(s) where your course’s learning objectives can be covered with a focus on PACS.

5. Complete the SLO/Activities table (add as many rows as you need).

● In the *first column*, list your course’s learning objectives or SLOs (as listed in the course catalogue, or your department’s Master Syllabus). Please list all of the major course objectives, even if you will not be relating some of them to PACS.

● In the *second column*, describe how you will relate a course learning objective to PACS learning outcomes. Describe (briefly) how a particular PACS SLO relates to your course topics/SLO and approximately what percent of your course it encompasses.

● In the *third column*, list the PACS “Competency” (or competencies) that relate to the objective. For example: 5.3, 5.5.

6. List the activities you will use to provide PACS coverage and how you will assess the SLOs. Refer to the partial list of course activities and SLO assessments in Appendix D for some ideas. We encourage active engagement of students with the course materials and with the community.

7. Propose a class-size limit. This must be approved by your department chair. If it is lower than that of other course sections, provide a rationale.

8. Create a catalogue description for your course (See an example in Appendix B).

9. Please send us your completed proposal with a copy of your proposed syllabus.

**Peace and Conflict Studies Proposal**

1. Course

2. SLO/Activities Table (add as many rows as you need)

|  |  |  |
| --- | --- | --- |
| **Your Course SLO**  **(what is the objective)** | **Activities (How will you relate your course SLO to PACS Competencies? And what % of your course is it? )** | **PACS SLO(s)** |
|  |  |  |
|  |  |  |
|  |  |  |

3. Activity/Assessment Table

|  |  |  |
| --- | --- | --- |
| **Activity/Assessment** | **Teach** | **Assess** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

4. Proposed Enrollment Limit

5. Catalogue Description

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

Department Chair Signature Date

**Appendix A: PACS Deep Engagement Faculty Workshop Description**

Would you like to teach for the Peace and Conflict Studies (PACS) or newly approved Global Studies (GS) programs? This workshop is for faculty who are interested in or in the process of completing a course proposal for inclusion under Peace & Conflict Studies (PACS) or Global Studies (GS).

Participants will spend the first half of the workshop learning about the PACS and GS programs, and receiving an overview of the course proposal process. The second half of the workshop will be devoted to deep engagement with their own courses and how they may relate to the goals of the program. This workshop is not discipline specific.

Courses with the PACS or GS designation may be proposed by faculty in any academic or workforce area, and participants from all disciplines are welcome and encouraged to enroll! About the programs:

Austin Community College’s Interdisciplinary Studies (INDS) Program recognizes that culture, history, politics, civil society, and religion, as well as art, science and technology are interwoven and interconnected. The 4 degrees in this program help students develop critical and creative thinking skills that will prepare them to succeed in a complex, interconnected world and in a variety of professions. INDS currently offers four degree paths in American Studies, Global Studies (GS), Mexican American/ Chicano Studies, and Peace and Conflict Studies (PACS).

The PACS program focuses on 1. Human rights and social justice, and 2. Conflict studies and peace processes.

The GS program focuses on 1. The diversity, complexity and interdependence of the world community, and 2. Analyzing the political, economic, social and cultural aspects of current world problems and issues.

Do you have questions? Are you intrigued but aren't sure if this is a good fit or the right time for you? Are you excited to get started? Do you have your proposal almost completed but are needing a little help or motivation to finish it? This workshop is for you!

Visit the program website for more details about each of these pathways:<https://instruction.austincc.edu/interdisciplinary-studies/>

**Appendix B: Peace and Conflict Studies Proposal Example**

1. **Course**

PSYC 2301-Introduction to Psychology

2. **SLO/Activities Table**

The topics below encompass the entire set of PSYC 2301 SLOs. Every section of the course will be infused with issues related to PACS.

|  |  |  |
| --- | --- | --- |
| **Your Course SLO**  **(what is the objective)** | **Activities (How will you relate your course SLO to PACS Competencies? And what % of your course is it? )** | **PACS SLO(s)** |
| What is psychology | Describe APA division of Peace Psychology, Military Psy., Political psy., etc.  Introduction to the disciplines of Peace Studies and Conflict Studies | 1.1  2.1 |
| Research methods | Use examples related to PACS (“Post-Conflict Reconciliation in Bosnia-Herzegovina,” article from the journal *Political Psychology*) | 4.1  4.2 |
| Biological basis of behavior | Students’ choice: long term effects of childhood exposure to violence on the brain; traumatic brain injuries in the military; evidence of brain damage in football players (why do we continue supporting the football industry despite this evidence). | 4.2  5.2 |
| Sensation and Perception | International Humanitarian Law and sensory deprivation in enhanced interrogation techniques; | 4.2  5.2  2.1  2.2 |
| States of Consciousness | Students’ choice: topics have included drug use among military veterans; factors that contribute to drug use; use of psychoactive drugs with child soldiers, etc. | 4.2  5.2  3.1 |
| Learning | Students’ choice: topics have included how we learn aggressive behaviors, effects of violent video games on behavior, discrimination, abusive relationships, etc. | 4.2  5.2  1.2  3.2  5.4  5.5 |
| Memory | Students’ choice: topics have included factors that affect eyewitness testimony (such as prejudice) as they apply to interpersonal and intergroup conflict such as the police shooting of a black teenager in Ferguson and the Lebanese civil war; “when memories get in the way of peace processes” | 4.2  5.2  5.6 |
| Cognition & Language | Students’ choice: topics have included “The Deceitful Language of War”; communication in abusive relationships; “Rethinking Conflict: Developing constructive conflict through creativity and collaboration” | 4.2  5.2  3.1  3.2  3.4 |
| Intelligence | Students’ choice: topics have included xenophobia; technology and its role in war, peace, and nonviolent approaches to conflict;  Introduce Conflict Styles Assessment | 4.2  5.2  1.2  1.4  1.5  3.1  3.2 |
| Development | Students’ choice: topics have mostly focused on child soldiers (how to help them heal, how to reintegrate them into their communities, how are they recruited, consequences for development). Also factors related to suicide risk in adolescence, effects of violence on children’s development, bullying, etc. | 4.2  5.2  1.2  5.4  5.5 |
| Personality | Students’ choice: topics have included personality theories applied to neglected children, effects of being in a war zone on personality development | 4.2  5.2  5.1 |
| Health: Stress, Coping, & Well-Being | Students’ choice: topics have included effects of stressors on refugees; conflict and peace in cancer patients; narcissism and its effects on personal relationships and conflict, etc. | 4.2  5.2  5.1  5.5  5.6 |
| Psychological Disorders | Students’ choice: topics have included many variations of PTSD—mostly in combatants, but also from the perspective of those in the war zones; psy. disorders among homeless veterans; etc. | 4.2  5.2  1.5  2.1  5.6 |
| Social Psychology | Students’ choice: topics have included various aspects of prejudice and its relationship to conflict formation, resolution, and reconciliation. | 4.2  5.2  1.4  3.3  5.3  5.5 |

3. **Activity/Assessment Table**

|  |  |  |
| --- | --- | --- |
| **Activity/Assessment** | **Teach** | **Assess** |
| Whole-class discussions | **X** | **X** |
| Small group discussions | **X** |  |
| Self-scored questionnaires/tests | **X** |  |
| Discussion board posts on Blackboard | **X** | **X** |
| Hour-long presentations to class | **X** | **X** |
| Reflection paper |  | **X** |
| Final course project – student’s choice: projects have included a 2nd reflection paper, original art (paintings and sculptures) accompanied by a short essay, musical compositions, poems, photo essays, digital essays, and films. |  | **X** |

4. **Proposed Enrollment Limit**

(Limit for PSYC 2301 is 36 students. For PSYC 2301 Honors it is 15.)

• PSYC 2301-PACS (24 students)

Rationale: As in Honors courses, students in this course engage in “coursework involving research, independent inquiry, creative expression, and community service,” and have the opportunity to attend “special events and programs.”

5. **Catalogue Description for PSYC 2301-PACS**

This section of PSYC-2301 is part of ACC's Peace and Conflict Studies program, but it is open to all students and counts as a standard PSYC-2301 course. Its topics relate to questions of war, peace, social justice, and conflict resolution. Contact Professor Khosropour for more information.

**Appendix D: Peace and Conflict Studies Program Student Learning Objectives**

**Please apply these PSLOs to the relevant course activities. Note that not all PACS courses will address all PSLOs, but the more you can integrate in your course, the better.**

**PSLO 1: Content Knowledge:** Apply key concepts in Peace & Conflict Studies.

**PSLO 2: Peace & Conflict in Context:** Analyze situations of peace and conflict within specific disciplinary and interdisciplinary contexts.

**PSLO 3: Personal Reflection:** Represent personal experience and evaluate how concepts in Peace & Conflict Studies may inform one’s worldview, self-concept, values, behaviors, relationships, and/or aspirations.

**PSLO 4: Social Responsibility:** Apply Peace & Conflict Studies concepts practically and ethically at the intrapersonal, interpersonal, local, national, and/or global levels.

**Appendix E: Peace and Conflict Studies Student Competencies**

**Note that there is no requirement to cover specific competencies, but we encourage you to include as many as seem relevant to your classroom activities. Think of the competencies as ways to envision PACS more broadly than just theories or concepts.**

Focus 1 Conflict Resolution and Transformation

Focus 2 Global Peacebuilding

Focus 3 Communications

Focus 4 Information Literacy

Focus 5 Professional Conduct

**Focus 1: Conflict Resolution and Transformation**

**Competency 1.1 Utilize existing theories of conflict, conflict resolution and conflict transformation to explain cases and trends**

*Competency Builders:*

1.1.1 Describe history of conflict using historical methods

1.1.2 Describe ramifications of historical conflicts on contemporary society

1.1.3 Identify societal levels of conflict

1.1.4 Identify factors that contribute to conflict (values, identity based factors, ideology)

1.1.5 Reflect on conflict in a multidisciplinary way

1.1.6 Describe theories of responses to conflict

1.1.7 Identify effects of conflict and outcomes of attempt at resolution (e.g. economic and social consequences and benefits)

1.1.8 Identify differences in global and cultural norms in explaining conflicts and conflict resolution

**Competency 1.2 Utilize existing theories of cooperation to explain cases and trends**

*Competency Builders:*

1.2.1 Describe history of cooperation using historical methods

1.2.2 Describe ramifications of historical cooperation on contemporary society

1.2.3 Identify societal levels of cooperation

1.2.4 Identify factors that contribute to cooperation (values, identity based factors, ideology)

1.2.5 Reflect on cooperation in a multidisciplinary way

1.2.6 Describe theories of responses to cooperation

1.2.7 Identify effects of cooperation (e.g. economic and social consequences and benefits)

1.2.8 Identify differences in global and cultural norms in explaining cooperation

**Competency 1.3 Design a strategic response or approach to conflict or cooperation**

*Competency Builders:*

1.3.1 Obtain relevant information to specific case or trend (e.g. needs assessment, stakeholder identification)

1.3.2 Define desired outcomes, goals, and least acceptable and alternative options

1.3.3 Evaluate various responses or approaches

1.3.4 Determine appropriate responses or approaches

1.3.5 Assess necessary resources and capacities (e.g. SWOT or cost-benefit analysis, parameters)

**Competency 1.4 Collaborate with stakeholders**

*Competency Builders:*

1.4.1 Determine who stakeholders are

1.4.2 Cooperate with and acknowledge importance of individuals involved

1.4.3 Apply principles of cultural competence to communication

1.4.4 Identify alternatives to proposals of stakeholder parties

1.4.5 Confer with disputants to clarify issues, identify underlying concerns, and develop an understanding of their respective needs and interests

1.4.6 Establish a physically, socially, and culturally appropriate environment for collaboration to take place

1.4.7 Adhere to policies and procedures of organization/institution

**Competency 1.5 Apply skills to resolve conflict**

*Competency Builders:*

1.5.1 Describe principles of confidentiality and neutrality

1.5.2 Apply confidentiality and neutrality

1.5.3 Describe styles of intervention (e.g. evaluative, transformative, conciliatory)

1.5.4 Describe types of intervention (e.g. mediation, facilitation, collaborative problem solving)

1.5.5 Identify ethical considerations involved in conflict resolution/cooperation

1.5.6 Distinguish between conflict contexts (e.g. collective bargaining, family, community)

1.5.7 Conduct an intake (receive complaint, collect information, identify stakeholders, etc.)

1.5.8 Determine appropriate response given context (e.g. global and cultural norms, bias, self-awareness)

1.5.9 Adhere to policies and procedures of organization/institution (documentation)

1.5.10 Facilitate a conversation between parties in conflict

1.5.11 Apply relevant laws, regulations, policies, or precedents to reach conclusions

1.5.12 Recognize emotional states that arise during conflict

1.5.13 Describe range of occupations in which conflict resolution skills are applicable

**Focus 2: Global Peacebuilding**

**Competency 2.1 Describe global peacebuilding framework**

*Competency Builders:*

2.1.1 Define concepts of peacebuilding

2.1.2 Integrate major concepts of international relations into peacebuilding

2.1.3 Identify cases in need of peacebuilding (potential for violence)

2.1.4 Identify appropriate approaches (e.g. international relations and approaches)

2.1.5 Distinguish between preventative and post-conflict applications of peacebuilding

2.1.6 Identify appropriate agents of peacebuilding

**Competency 2.2 Apply peace studies theories to address social conditions**

*Competency Builders:*

2.2.1 Map a social condition (investigate conflict/ incident, ideological differences, etc.)

2.2.2 Determine whether principles of positive and negative peace theory apply

2.2.3 Determine if nonviolent means can be used in response to a social condition

2.2.4 Analyze nonviolent means

2.2.5 Strategize a plan for peace

2.2.6 Describe range of occupations in which peacebuilding skills are applicable

**Focus 3: Communications**

**Competency 3.1 Foster intercultural communications**

*Competency Builders:*

3.1.1 Identify communication issues from the point of view of different aspects of culture, including, but not limited to race, ethnicity, gender, sexual orientation, religion, age, class, and disability

3.1.2 Recognize non-verbal communications associated with a particular culture

3.1.3 Explain how culture and diversity influence communication

3.1.4 Use various technologies and media in socially culturally appropriate ways

3.1.5 Analyze multicultural communication issues with the use of media

**Competency 3.2 Utilize communication techniques to manage conflict**

*Competency Builders:*

3.2.1 Steward strong emotional reactions

3.2.2 Establish dialogue guidelines

3.2.3 Utilize neutralized language

**Competency 3.3 Manage community relations**

*Competency Builders:*

3.3.1 Assess community relations

3.3.2 Adapt communication to a diverse population

3.3.3 Identify resources to respond to questions and concerns regarding a broad range of issues

3.3.4 Develop and maintain effective relationships with relevant parties

3.3.5 Conduct outreach efforts

**Competency 3.4 Utilize media communications**

*Competency Builders:*

3.4.1 Explain how human communication is impacted by various technologies and media

3.4.2 Communicate using a variety of communication and information technologies and media

3.4.3 Identify restrictions on the use of existing and emerging communicative means and materials

3.4.4 Apply concepts of social interaction, etiquette, and ethics to the use of emerging communicative technologies

3.4.5 Apply communication theory to analyze and evaluate individual, group, and mass media messages

3.4.6 Manage social media communications

|  |  |
| --- | --- |
|  |  |
|  |  |

**Focus 4: Information Literacy**

**Competency 4.1 Evaluate factors and biases that may affect researchers’ views**

*Competency Builders:*

4.1.1 Identify gaps and differences in relevant protocols and policies

4.1.2 Predict how culture may shape views on research

4.1.3 Examine personal cultural biases in assessing the value of contributions from a research partner

**Competency 4.2 Synthesize existing field-related research**

*Competency Builders:*

4.2.1 Locate relevant research

4.2.2 Interpret research results

4.2.3 Evaluate credibility of sources/information

4.2.4 Identify implications of research findings for practice

**Competency 4.3 Develop a research proposal (A)**

*Competency Builders:*

4.3.1 Specify a research question

4.3.2 Review literature

4.3.3 Develop a theoretical framework and hypothesis

4.3.4 Develop research design

**Focus 5: Professional Conduct**

**Competency 5.1 Use self-awareness in identifying a range of professional styles (e.g. leadership, collaborative, collegial)**

*Competency Builders:*

5.1.1 Identify personal values

5.1.2 Adapt professional style to variety of contexts

5.1.3 Recognize that professional development is a lifelong learning process

**Competency 5.2 Develop knowledge and awareness of diversity around identities, cultures, and society**

*Competency Builders:*

5.2.1 Show knowledge of human differences

5.2.2 Express an appreciation and sensitivity to human differences

5.2.3 Use awareness in an understanding of human difference within group dynamics

**Competency 5.3 Use communication skills to interrelate with others**

*Competency Builders:*

5.3.1 Describe characteristics of group dynamics and effective teamwork

5.3.2 Select the critical thinking skills and abilities to guide others toward common goals

**Competency 5.4 Support awareness and commitment towards effective citizenship and social responsibility**

*Competency Builders:*

5.4.1 Discuss the importance of taking responsibility for actions

5.4.2 Develop an awareness of the meaning of social justice

5.4.3 Develop a commitment to service

5.4.4 Use predictability and transparency to build trust

**Competency 5.5 Use ethical values and principles**

*Competency Builders:*

5.5.1 Describe ethical principles

5.5.2 Accept accountability for personal actions

5.5.3 Identify common ethical challenges

5.5.4 Explain how ethical values and principles can differ from laws, policies, and codes of conduct

**Competency 5.6 Develop situational awareness**

*Competency Builders:*

5.6.1 Conduct risk analysis

5.6.2 Recognize political sensitivity

5.6.3 Interview witnesses to the events and social/political/cultural experts in the field related to the situation or events

5.6.4 Interview officials involved in and/or witness to the situation or events

5.6.5 Identify level of confidentiality involved in the situation

**Appendix D: Partial List of Course Activities and SLO Assessments**

**(This is not a comprehensive list. Please feel free to add your own.)**

|  |
| --- |
| Art works |
| Attending course-related events in the community (e.g. ACC, UT, etc.) |
| Attending workshops in the community |
| Completing online workshops |
| Cooperative work Discussing current events with another class |
| Debates |
| Discussing Case studies |
| Discussing non-Textbook Readings |
| Discussing Videos |
| Dramatic performance |
| Essays |
| Group discussions |
| Group projects |
| Guest Speakers |
| Journals |
| Multimedia productions |
| Online Discussions |
| Oral presentation |
| Peer evaluations |
| Portfolios |
| Research Papers |
| Role playing |
| Service learning |
| Simulations (e.g. design a refugee camp) |
| Study abroad |
| Tests (please specify which type) |