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The Water Project:
A short-term study abroad program design for Alfred University

Caitlin Paul
PIM 67

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

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LIST OF ABBREVIATIONS

AU- Alfred University
OIP- Office of International Programs
NGO- Non-Governmental Organization
NASFA- The Association of International Educators
CWP- Ceramic Water Purifier
NLP- Neuro Linguistic Programming
CMP- Crisis Management Plan
CRP- Crisis Response Plan

ABSTRACT

The Water Project is a short term, faculty-led program, which will address the global water crisis by using the strengths of Alfred University (AU). The Water Project will include students from five different disciplines -Engineering, Art, Business, Language, and Anthropology- and have them work in collaboration with each other and the faculty of AU to create low-cost, ceramic water filters for a community in need of a clean water source in a rural area of Burkina Faso. The Water Project is not intended to be an imposing force on the community, but a welcomed collaborator that works to create a reciprocal partnership with the community. Although only one small step towards addressing the global water crisis, the Water Project is a responsible and bold first step for AU.

The purpose of the Water Project is to form a reciprocal partnership between AU and a community in Gourma, Burkina Faso. This partnership will help to provide the basic human right of clean water. The program is designed to be a mutually beneficial arrangement between two vastly different populations: the community in Burkina Faso and AU. The program will work best if the community and AU collaborate and exchange ideas together to help create a mutual bond.

The Water Project will bring light to the work being done in the area of host community evaluation and drive the field of international education towards furthering the research in this area. The Water Project will provide AU with an example of the best practices in the field of international education in the area of short term, faculty-led programming.

INTRODUCTION

"Why did the old Persians hold the sea holy? Why did the Greeks give it a separate deity, and own brother of Jove? Surely all this is not without meaning. And still deeper the meaning of that story of Narcissus, who because he could not grasp the tormenting, mild image he saw in the fountain, plunged into it and was drowned. But that same image, we ourselves see in all rivers and oceans. It is the image of the ungraspable phantom of life; ***and this is the key to it all****."*
-Herman Melville, Moby Dick

Water. It is a simple word. Water is the key to life. Without water, life, on this planet, would not be. To many in the developed world, water is something that is so easily obtained that one barely gives it a second thought. Drinking, cleaning, cooking, recreation and many other activities that people participate in on a daily basis all come down to one thing: water. It is common knowledge that to survive, meaning to maintain the bare minimum of life, one needs only one thing to have access to water. A human being can live weeks without food, but only three days without water. David Elliot Cohen states in *What Maters:* "Water is key to life. It is fundamental to all human activities…yet billions of people worldwide still lack access to the most basic human right: safe, clean, adequate water" (Cohen, 2008). Today there are nearly seven billion people in the world and 884 million of them are without clean, drinkable water; even "the ancient Romans had better water quality than half the people alive now" ("Water facts," 2011).

Societies throughout history have understood the power of water. In the Koran it says "By means of water, we give life to everything." All nations, religions, societies and communities revolve around water. Myths, legends, and stories past down from generation to generation, involved water. The great civilizations of history were started by a water source. Mikhail Gorbachev stated in the introduction of *Civilization*:

> Water, like religion and ideology, has the power to move millions of people. Since the very birth of human civilization, people have moved to settle close to it. People move when there is too little of it. People move when there is too much of it. People journey down it. People write, sing and dance about it. People fight over it. And all people, everywhere and every day, need it. (Gorbachev, 2000)

Water can create and destroy but most of all water is a HUMAN RIGHT, and yet so many live with out it.

The Proposed Alfred University (AU) "Water Project" study abroad program aims to address the global water crisis in Burkina Faso. By focusing on a region deeply affected by the water crisis, this study abroad program based in Burkina Faso will use the strengths of AU's faculty, staff and students to help a community in a rural area of Burkina Faso's Gourma province.

Alfred University is a small, private institution located in western, rural New York with an undergraduate population of about 2,000 students. AU is divided into four colleges/schools: Business, Liberal Arts and Sciences, Engineering, and Art and Design. AU is recognized around the world for its Art and Engineering programs. AU also has a modest amount of international programs, attracting on average, 50 international students and sending a similar number of students abroad yearly. The most popular international programs at AU are short-term faculty led programs, several of which take place each year. All international programs are run through the Office of International Programs (OIP). The OIP works under the office of the Provost and Vice President for Academic Affairs at AU (See Appendix A for AU Organizational Chart). The OIP office consists of a director, an office manager, a graduate intern and work-study students. The OIP works to provide international experiences to the students and faculty at AU.

NEEDS ASSESSMENT

An informal needs assessment was conducted in the fall of 2008 on-campus at AU. Through meeting with faculty, department heads and staff the OIP noticed an expressed popularity for faculty-lead short-term programs. These same groups also expressed a desire to create interdisciplinary collaborations on-campus and to find more ways to highlight AU's strengths globally. The OIP gathered information through encounters with students interested in study abroad. The students expressed interest in short-term programs, faculty-led programs, programs that focused on more than one subject, programs in non-traditional locations, programs and experiences that would help to expand their resumes, programs that would fit into their schedules and finally programs that would not be a financial burden. Lastly, they emphasize the ambition to meet a global need. The water crisis was chosen as a global need that AU could begin to address.

Taking all of the meetings, conversations and desires into consideration the OIP began to develop the idea of the Water Project, a program that would try and meet all the articulated requests made to the office. Building on the type of programs that were already popular on campus the Water Project when mentioned on campus was seen as a practical and exciting way to run a program because it involved an on-campus course, as well as an abroad program. The staff aimed to combine more disciplines to the Water Project to create a campus wide collaboration, opened to all the schools and college at AU, using the AU strengths in the subject areas of ceramics and engineering.

The needs assessment will help to create the framework of the Water Project. Creating a program that would involve a number of people on the AU campus and their

interests will be a challenge for the OIP. By using the needs assessment as a starting point the OIP will ensure the involvement of the campus.

The following stakeholders will be involved in the Water Project: the AU administration, faculty and staff, students and community; also involved are the community in Gourma, Burkina Faso, its leaders and members, and the community liaison that will bridge the gap between the two parties. All the stakeholders will benefit from the program in a mutual way. The purpose, goals and objectives are designed to meet the needs of each group to insure that everyone involved benefits from the Water Project.

LITERATURE REVIEW

Global Rationale: Why Chose Water?

In the year 2010, an estimated 884 million people are without clean, drinkable water in the world ("Statistics: Wateraid's key," 2011). These people suffer silently around the world in countries that never make headline news. Everyday, women and children, around the world, from Ethiopia to Bangladesh, will walk miles for a bucket of water to cook with, clean with and drink for the day. Still for many this water is not clean and provides more harm than good for these communities. “Dirty water and lack of…proper hygiene kill[s] 3.3 million people around the world annually; most of them children under age 5” (Rosenburg, 2010). Women and children, mostly girls, bare the brunt of this crisis. An estimated 443 million of school days are lost because children are either sick from their water or they are out collecting water for their families ("Statistics: Wateraid's key," 2011). Lack of clean water in these countries highlights two important dynamics: disease and inequality both of which impede a country’s development and growth. “In a world of

unprecedented wealth almost two million children die each year for want of clean water…waterborne infectious diseases are holding back the economic growth and poverty reduction in some of the world's poorest countries" (Watkins, 2006).

Poor water quality can increase the likelihood of getting a water-related disease. It seems to be common knowledge that if you "drink dirty water… you will get sick," yet that is continually what happens to millions of people each year (Cohen, 2008). Water-related diseases are a direct result of poor water quality, and most importantly they are easily preventable through the use of clean water and good hygiene. There are many varying types of water-related diseases, the top four of which are: diarrhea, cholera, hepatitis, and malnutrition. The most fatal is diarrheal disease, which "is responsible for the deaths of 1.8 million people every year. It was estimated that 88% of that burden is attributable to unsafe water supply…"("Burden of disease," 2011). Water borne diseases are a constant reality in many countries and they "trap millions in cycles of poverty and poor health" destroying their potential to develop as a country ("Water-related diseases,").

A global inequality occurs as a result of access to clean water. In America, one hardly considers the possibly that their water may not be clean. Because one hardly considers their ease of access to clean to water, they also rarely consider the amount they use. A vast difference exists in the access and use of water in the "western" world as compared to the rest of the world. "The average person in the developing world uses 10 liters of water everyday for their drinking, washing and cooking. Europeans use 200 liters [and] Americans use 400 liters daily" ("Statistics: Wateraid's key," 2011). It is not just the consumption of the water that creates a divide between countries but also the cost. "The rich end up paying just a fraction of the price to water their lawn than the poor do just

stay alive" (Walsh, 2008). This difference in access, price and distribution of water, closely mirrors the distribution of wealth and food in countries. People in the western world have been privileged enough to be born in a society where water comes and goes freely and since they have a clean water source and advanced sewage systems, the western world has been able to develop faster than other countries. "Of course, water consumption in rich countries does not diminish water availability in poor countries. Global consumption is not a zero-sum game in which one country gets less if the another gets more" (Watkins, 2006). It is not a matter of conservation in one region to help another region in the world receive more water; it is a matter of understanding what the water crisis is about, how important water is to a society and how to help.

In reality the water systems that the western world enjoys today are much younger than one would think. "People living in rich countries today are only dimly aware of how clean water fostered social progress in their own countries. Just over a hundred years ago London, New York and Paris were centers of infectious disease…" (Watkins, 2006). Ultimately, the global water crisis is based on inequality within the global system:

> Debates on globalization invariably focus on the large wealth gaps that separate rich and poor countries…less attention is paid to other inequalities that shape the prosperity of countries and the well-being of their citizens. The global fault line that separates those with and those without access to water…is a case in point " (Watkins, 2006)

When a society focuses solely on securing the basic needs for its citizens to survive, it does not have the time or resources to advance.

Burkina Faso and Alfred University: A Partnership

The water crisis is affecting every region in the world and some regions more than others. When considering where to first locate the program, many areas were reviewed,

and considered for their advantages and disadvantages. The decision was based on a combination of the following: a country's need (percentage of people lacking access to clean water and the rate of death and disease caused by dirty water) languages spoken, political stability, and the cost of travel. Africa as a region was a fit for the program on many levels: it has the greatest need for clean water in many areas, there are hundreds of languages spoken throughout the continent, and the cost of travel and political stability for many of the countries made it a good fit. Lastly, Africa was an area of interest to the program because of the underrepresentation of programming in the entire region. In 2010 Open Doors reported that only 5.3% of students studying abroad in 2008-9 choose to study in Africa ("Opendoors 2010 fast facts", 2010). Burkina Faso has a high risk of water borne diseases due to the lack of access to clean, drinkable water among the rural population. In 2004, only 51% of the rural population had improved access to good quality water ("Access to improved,") Burkina Faso is "one of the poorest countries in the world" with 80% of the population living in rural areas ("The world fact," 2011). Very few humanitarian programs exist in the country, and it is a relatively unknown (rarely mentioned in the global news or western history books) country in Africa.

Burkina Faso is located in the western part of Africa and is roughly the size of the state of Colorado (274,200 square kilometers) (see Figure 1: Map of Africa). The climate is described as tropical. The summers are hot and wet, while the winters are warm and dry. The terrain is mostly flat with some hills in the southwest portion of the country. The people of Burkina Faso are mostly Muslim (50%) or observe indigenous beliefs (40%), making the religious atmosphere of the country unique for American students ("The world fact," 2011). As Burkina Faso is a French speaking country the program will be

able to utilize the French language students and faculty at AU. While there are many other regions are in need of clean water, Burkina Faso has a reputation as a friendly country, with no recent political unrest, and there is currently no travel warning ("The world fact," 2011).

Figure 1: Map of Africa

The 2006 Human Development Report was released by the United Nations Development Programme (UNDP) states "…Germans and Italians between them consume enough mineral water to cover the basic needs of more than 3 million people in Burkina Faso" (Watkins, 2006). Burkina Faso has made great strides in the past couple of years to increase the access to safe water, however, "…lack of trained professionals to manage the water points in rural areas means that almost one quarter of the new wells are non-operational" (UNDP, 2010). Many programs and NGOs have the best intentions but their intentions do not guarantee the programs' success once they leave. While Burkina Faso has worked hard to meet the 2015 Millennium Development Goals set by the United Nations, the August 2010 major flooding destroyed much of the infrastructure and displaced many of the people in Burkina Faso. The floods in this country were the worse

Burkina Faso has experienced in over 90 years and have affected well over 150,000 people. The damage to homes, roads, bridges, health care facilities, schools and other infrastructure will take years to fix. The UN has identified the following critical areas immediately needed to help Burkina Faso: food security, access to safe drinking water, medicines, and basic care to help prevent and treat water borne diseases (Schlein, 2010). The people of Burkina Faso need more training to insure that everyone has access to clean, safe useable water for generations to come. Working in partnership with the community and training the community members to operate the water filter production site will help to guarantee program sustainability.

"The rural population without access to an improved drinking-water source is over five times greater than that in urban areas" (WHO & UNICEF, 2010). Because the need for a clean water source in rural areas is greater than the need in urban areas for water the Water Project will look to work with a community in the Gourma province in Burkina Faso (see Figure 2: The provinces of Burkina Faso). There are a total of forty-five provinces in the country. Gourma is a sparsely populated, rural section of the country with an estimated population of 304,169 ("Political map of," 2007). The province borders Togo and Benin in the eastern region of the country. The capital of the region is Fada N'Gourma, located in the northeast portion of the province. The communities in the Gourma province are spread out and separated from the urban areas of the country.

Figure 2: The Provinces of Burkina Faso

The decision to begin developing this program came from the idea to use the strengths of AU to create an international program and a partnership with an international community. AU has a worldwide reputation for ceramics, both in the arts and engineering. The notion was to build on these strengths with other subject areas to involve as many students and departments as possible. The OIP began to reach out and brainstorm ways to plan a program that would involve as many disciplines as possible to create a sense that this is a collaborative effort on campus. AU is made up of four colleges/schools: the College of Business, the College of Liberal Arts and Sciences, the School of Art and Design and the Inamori School of Engineering; and each college/school has their own buildings and sections of campus. Due to the setup of these

four colleges/schools AU can feel like four separate universities instead of one comprehensive university. The separation helped create the programs main on-campus rationale; to have a program involving many subjects, disciplines and departments.

Students, faculty and administration at AU have made short-term study abroad programs increasingly popular on campus, especially faculty led programs. Thus, this program will respond to the demand for more short-term program options. This demand can be seen internally and externally. In the field of international education short-term study abroad programs are the most popular form of study abroad programs among American students; according to the 2010 Open Doors report 54.6% of all students studying abroad in 2008-9 went on short term study abroad programs ("Opendoors 2010 fast facts", 2010).

Support among the AU community exists not only for the short-term duration of the program but also for the destination and the field of study. In 2008-9 only 5.3% of those who studied abroad did so in an African country as study abroad is still mainly focused on European countries. The fields of study, according to Open Doors, are still mainly focused on the social sciences. Fine or applied arts make up of 7.3%, while engineering only makes up 3.2% of fields studied abroad ("Opendoor 2010 fast facts", 2010). With this one program AU aims to incorporate the under-represented geographical regions and fields of study in study abroad by combining them in one short-term program available to a diverse student population for participation.

THEORETICAL FRAMEWORKS

The Water Project is a short-term, faculty led abroad program embedded in a fall semester course that will focus on international service learning in a non-traditional

location. Alfred University students will work in partnership with a rural community in Burkina Faso to make low-cost, low-tech ceramic water filters by using local materials for the project. The Water Project aims to create a reciprocal partnership between Alfred University and the community in Burkina Faso, insuring a positive experience for both sides. The Water Project encompasses five types of study abroad programs in one program: faculty-led, embedded, short-term, international service-learning and non-traditional locations. Each type of program is important to the combined success of the program.

The Water Project will be a collaboration between the OIP, the faculty facilitator and the faculty advisors. The program will rely on faculty members from different departments across the campus in order to involve as many of the AU colleges and schools and departments. There will be one faculty facilitator that will lead the program both on campus and abroad.

The Water Project is part of a full semester course. “An embedded program is one where a short-term international experience is included as part of a regular term course” (Turma, 2007). Students will begin in the fall semester with an on-campus course that will end with an abroad experience where they will put their learning into practice. The embedded course will allow for more learned credits and more time spent preparing before the group departs for their abroad experience.

NASFA (the Association of International Educators) defines short-term as study abroad programs with a duration shorter than a regular semester course, somewhere between one to eight weeks (Spencer, 2007). Short-term programs are becoming increasingly popular among students for a number of reasons, which include but are not

limited to: financial, time and course-work, outside commitments, and fear. In terms of money, short-term programs are cheaper simply because of the time spent in country and these programs are increasingly becoming eligible for financial aid. In today's environment, money is a main concern for most students and their families. Students also more often choose short-term programs because the programs fit better into their schedules. The coursework needed to major in many subjects is often strict and time-consuming. Additionally credits from other universities may not be accepted. Some majors simply do not give students the flexibility to study abroad for a semester or a year. Short-term programs allow students to go abroad during winter, spring and summer breaks, which does not interfere with the student's regular semester schedule. Commitments outside of academic work also influence students' decisions to study abroad, such as, part-time or full-time jobs, families and/or other commitments. Leaving for a semester or year is not a realistic possibility for certain students, so a short-term program may suit their life style better. Fear is another reason for students choosing short-term programs. Short-term programs can offer a safe group atmosphere for students wishing to travel to non-traditional locations but are afraid of anti-American sentiment, a language barrier, or other unknown fears.

Service learning will be a key portion of the course. Aside from the many academic and personal goals and objectives of the Water Project, the main objective of the program is to provide clean, useable water through service learning. Service learning is a trend in study abroad as it provides benefits not only to the students but also to the host community and home institution. Students often find that service learning enhances their learning, while faculty members find that it energizes the students and subject

matter (Howard, 1993). “Students often find the link between learning and doing to be a powerful source of motivation…a passion to learn more” (Smith-Pariola & Goke-Pariola, 2006).

Programs in non-traditional locations are another trend in study abroad. As stated in the Paul Simon Bill, there is a push to further study abroad in “unknown” regions (S.473, 2009). Africa, Latin America, the Middle East and parts of Asia are generally considered “non-traditional” locations for study abroad as they are lower on the list of places students want to go. Europe and Australia rank the highest on the list of traditional locations (“Opedoors 2010 fast facts”, 2010). The Water Project aims to bring students to a non-traditional location to further their understanding of life outside the western world.

The study abroad portion of the program will be mandatory for successful completion of the course. The program will involve the participation of several faculty members, with one faculty member serving as the faculty facilitator for the entire course and abroad portion. The program will begin with a fall semester course, with the abroad portion occurring during the winter break, and the program finishing in the beginning of the spring semester. The program will have more hours than a normal three-credit course and requires more commitment from the students, thus it will be worth six credits.

The program will focus on the culture and history of Burkina Faso and also the specialized projects of each discipline. The abroad component will not only focus on the specialized projects but also cultural and historical learning. Before the students go to the community, they will spent two to three days in the capital city, site-seeing and observing the culture as an introduction to the community. The diversity of the subject matter

within the program will help ensure that the students also focus their learning outside of their chosen major and consider how their major fits into a globalized world.

During the program the AU students will study a diverse subject matter, and will experience culture distinctly different from their own. Due to this "culture shock," part of the program will include gauging student development. Milton Bennet's Developmental Model of Intercultural Sensitivity is a "…framework to explain the reactions of people to cultural difference" (Bennet, 1993). The Water Project will use Bennnet's model to guide the students through the intercultural element of the program. The six stages of the model are: denial, defense, minimization, acceptance, adaptation and integration. It is possible to be in more than one stage at a time and it is also likely that students will not go through all six stages during the course of the program. As the actual time spent abroad is limited to two to three weeks for the students, they will only begin to experience a change in culture before they return home. It is likely that the students will experience denial, defense, minimization and the beginning of acceptance. By preparing the students through coursework, readings, and class discussions, the program aims to help guide them through the experience.

Teaching and guiding the students through the various aspects of the program will require the faculty to use several different approaches to learning styles. The Water Project will utilize Kolb's Experiential Learning Cycle: Concrete experience, Abstract Conceptualization, Reflective Observation and Active Experience. Using the direct experiences the student's will have with the curriculum, the project and their time abroad they will use the cycle to breakdown each experience and learn from it. "Experiential learning theory defines learning as 'the process whereby knowledge is created through

the transformation of experience. Knowledge results from the combination of grasping and transforming experience'" (Kolb & Boyatzis, 1999). The faculty facilitator for the Water Project will guide students through the learning cycle, helping them to reflect on experiences and build upon them. During the time abroad for the Water Project the group will meet once a day to reflect and discuss their experiences from the day. The students will also be given time for their own personal reflections in their journals and for their writing assignments.

The Water Project will also use the NLP (Neuro Linguistic Programming) developed by Richard Bandler and John Grindler in the 1970's. Instead of catering to each student's learning style the program will use a variety of styles to teach. NLP focuses on visual, auditory and kinesthetic learning, touching on different senses and bringing different learning styles together. The program will use readings, films, written assignments, lecture, music, discussions, activities, role-play, and hands-on projects. This method will help to keep the student's interests and individuality while enabling them to work within the group. "…Mr. Kolb [says]…There is no strong evidence that teachers should tailor their instruction to their students' particular learning styles…. his advice to teachers is that they should lead their classes through a full 'learning experience'…" (Glenn, 2009). Instead of separating and labeling the students into groups of different learning styles, which could create "… practical and ethical problems of sorting people into groups and labeling them" (Kolb & Boyatzis, 1999), the program aims to keep the group together and allow individuals to excel at different moments throughout the program.

The Merriam-Webster dictionary defines evaluation is the process of determining

the "significance, worth and condition of" the program. It is important to AU and the Water Project to evaluate the program, however it is equally important to insure that all aspects of the program are evaluated. The Water Project will be taking program evaluation in a different direction. While both the program and the students will be evaluated using standard methods practiced within the field of international education, the Water Project will also attempt to evaluate the host community in a more thorough way then done in the past with study abroad programs in non-traditional locations. Evaluation of the impact on the host communites is infrequent in the field of international education. As revealed in the review of the literature only a few professionals in the field even mention the idea. With more study abroad programs looking to expand in non-traditional locations and wanting to focus more on service-learning programs, program designers must carefully consider the communities that are affected by these programs. Unlike areas of the western world, non-traditional locations often have less exposure to American influence and culture.

Why should professionals in the international education field spend the time and money to evaluate the host community in a study abroad program? One reason would be equality. The time, effort and money spent on the students and program should also be spread to the host community. The community will be going through the same culture shock cycles as the students, and yet they go through them unprepared. When addressing the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico, on April 20, 1968, Ivan Illich stated:

> You start on your task without any training. Even the Peace Corps spends around $10,000 on each corps member to help him adapt to his new environment and to guard him against culture shock. How odd that nobody ever thought about spending money to educate [Host Communities] in order to prevent them from the culture

shock of meeting you? (Illich, 1968)

The main purpose of going to a non-traditional location and doing a service learning study abroad program is often to impact the community. These programs can have a positive and/or negative impact and even if it is not the intended purpose, a negative impact can be a consequence in the end.

Evaluating the host community would also meet an expressed concern from non-traditional locations on the reality of hosting an increased number of study abroad programs. Non-traditional regions have expressed concerns that an increase of students in these areas would ruin cultures, further globalization and contribute to the homogenizing of cultures. In a study done of non-traditional locations looking to increase the number of incoming students to their countries, one of the concerns expressed by almost all, was a fear of losing their culture (Knight, 2009).

There is a great deal to be learned from evaluating the host communities in study abroad. Evaluating would be a way to measure the impact of the western world on the community. This idea is even being recognized by the American government, the US Center for Citizen Diplomacy offers "There is much to learn about the full scope of their impact on…the world" (Bhandari & Belyavina, 2010). It is imperative, to the future success of programs to understand their impact in non-traditional locations. With more students and professionals headed to non-traditional locations there is a great need to understand and manage their potential impact.

Many challenges and limitations that restrict the evaluation of the host community in study abroad programs. The most pressing challenge is finding a method of evaluation that is culturally appropriate for the given community. The NAFSA guide to International

Education acknowledges that when evaluating members of the host community one "…must consider local and intercultural sensitivities…" (Zukroff, 2005). Certain methods of evaluations, such as, a written evaluation may prove unrealistic in some communities and Bhandari and Belyanvia (2010) point out that "these very effects can be easily underestimated because of the difficulty of measuring them" (Bhandari & Belyavina, 2010). Other challenges include the lack of research in this area. Very few professionals in the field of international education have researched the impact of programs in non-traditional locations. Also, it is not common practice to evaluate the host community at the end of the program. As often no time, resources or personnel leftover for an in depth look into the community.

GOALS AND OBJECTIVES

Program Goals and Objectives

The purpose of the Water Project program is to collaborate with the Gourma community on how to create a source of clean, drinkable water through the use of low cost water filters, the creation of which will lead to a healthier community, allowing the people to focus their time and resources on improving other aspects of their community, like education. The following goals and objectives are designed to uphold the values and mission statement of AU, while creating a unique partnership with the Gourma community in Burkina Faso.

- Goals
    - To create a replicable and energetic study abroad program design that promotes learning, civic responsibility, global citizenship and interdisciplinary collaboration reflecting AU's mission and values
- Objectives

- The program will introduce 100-150 ceramic water filters within a two week time period, to create a source of clean, drinkable water for a Gourma community in Burkina Faso
- The program, within the two week time period spent on location, will provide the Gourma community with the tools, materials, resources and knowledge to continue making water filters after the program has left the community
- The program will generate a collaboration between AU and the community, creating a partnership that will last beyond the two weeks the groups will spend together within the Gourma community

Student Goals and Objectives

The purpose of the Water Project for the students is to foster greater personal growth, knowledge, maturity, the examination of values, and civic responsibility, all within the context of the Gourma community and its needs. The following goals and objectives are designed with the values of international service learning and study abroad in mind.

- Goals
  - To create a student academically competent in one or more of the areas focus in the Water Project
  - To develop a student capable of team work, leadership, intercultural communication and sensitivity
  - To create a wider understanding of how the student's chosen discipline can be applied in an international setting
- Objectives
  - Students, by the end of the Water Project, will learn how their intended career choice may be viewed or practiced in a different cultural context
  - Students will develop an increased sense of social responsibility and appreciation for diversity throughout the Water Project
  - Students will develop intercultural understanding and sensitivities through their assignments and interactions while participating in the Water Project
  - Students, by the end of the Water Project, will gain skills marketable to future employers; such as the ability to work in a team and critical thinking

- Students will present and continue to share their experiences with the AU community after the Water Project as ended
- Students will begin and end the Water Project by evaluating their own use of water and witness how their water usage will differ in a location with scare water resources

CURRICULUM

The curriculum for the program will be set up in three sections:

- Part I: Fall semester, On-campus
- Part II: Winter Break, Short-Term Study Abroad
- Part III: Final Presentations, Spring Semester, On-Campus

The curriculum will vary from section to section, at times being very subject-oriented. The curriculum will need to apply to all five subjects (engineering, art, business, language and anthropology) in order for the students to receive credit for the program. The students will work individually in their discipline groups, in sub groups made of members of each discipline group and collectively with the group as a whole. So while each student has an individual project they are working on, they will always be working with the group to complete the main objective of the program: collaboratively creating low cost water filters for the community in Burkina Faso.

Throughout the program students will be given different assignments to help reach the academic and developmental goals of the program. These assignments include the team project, journals, and essays. The team project will group the students by their majors. The objective of the team project is to leverage a group of students' strengths and apply it to the overall Water Project. For example, the language students would work together to translate the manuals for the filters from English to French, allowing easier communication with the Gourma community. The team project will be submitted in both written and presentation form.

Each student will also be required to keep a journal throughout the duration of the program. It will be mandatory to write in the journal for both assigned tasks and for free-writing. The journals will be checked throughout the course by the faculty facilitator. The journal assignments aim is to measure the growth of the student during the program. Lastly, the students will be given reflective essay assignments. Other assignments, tests and/or quizzes can be expected during the program.

Part I: Fall Semester, On-Campus

The Fall semester portion of the program will be broken into three sections. The first sections will introduce the program, goals and objectives. This section will also explore the global water crisis, its cause and effects, the history of efforts to solve the crisis and what more what can be done. The students will also begin to look at the water filters they will be creating. This section will look into the history, culture and current events of Burkina Faso to become acquainted with the area, people and customs they will encounter. The class will also focus on team building, since the students will be spending a great deal of time with each other. It is important that the group work well together and learn early on how to handle arguments or disagreements.

During the second section of the Fall semester, the class will break up into teams based on their majors and they will begin work on their projects. Each team will work closely with their faculty advisors and the Faculty Facilitator. The goal of this section is to have the teams prepare their projects and learn how to teach their projects to others. Each team project will incorporate the its major into the program.

The third section of the Fall semester will bring the class back together and have each team present its project to the group. This will help prepare the students for each portion of the program, while allowing them to practice collaborating with the group.

Part II: Winter Break, Short-Term Study Abroad

In Burkina Faso the class will be focused on building water filters and teaching the Gourma community members the process. The students will bring together all elements of the program and work together to ensure its successful execution of the program. Aside from the operation and care of the water filters, the other important aspect of the program abroad will be the interactions between the class and community. These interactions will ensure a feeling of collaboration in the program. The class will meet daily to review their work, address concerns and begin processing and reflecting on their experiences.

Before the students begin work on their projects and the filters the group will spend time observing the community; how everyone within the community lives and works with each other. The students will learn what a day in the life of community members is like, and they will also observe the different roles for men, women and children in the community. Understanding how the community works will be important to the success of the program. This will also allow the students time to engage, interact and learn from the community before they begin working.

It is important that the students are allowed to experience the cultural and historical aspects of Burkina-Faso in addition to their work in the community. There will be time within the itinerary for the students to tour and explore the capital city of Ouagadougou (See appendix E for an on-site itinerary).

Part III: Final Presentations, Spring Semester, On Campus

The third part of the Water Project will roll over into the Spring semester because of the time spent abroad. The students will be required to meet several times in the spring to finish their course work in order to receive proper credit for the class. The students will return to their teams and create final presentations on their work in the Gourma community. The students will present to the faculty and staff involved with the program as well as the AU administration, students and AU community. During this time all final assignments will be turned in, students will complete their evaluation of the class, and grades will be finalized (See appendix D for a program syllabus).

Ceramic Water Filters

The main objective of the Water Project is to make quality water filters using local materials. Ceramic Water Purifier (CWP) filters are an ideal fit for the Water Project. In 1981, Dr. Fernando Mazariegos of the Central American Industrial Research Institute (ICAITI) in Guatemala first developed the filters. Potters for Peace are currently using Dr. Mazariegos' design ("Filters", 2011). PFP is a "U.S. based, nonprofit network of potters, educators, technicians, supporters, and volunteers…PFP is a unique organization devoted to socially responsible development and grass roots accompaniment among potters" ("Filters", 2011). PFP does not hold a patent on CWP and all of their materials and resources concerning CWP are open to the public. PFP offers to help to organize and secure of resources for groups planning to use CWPs in their programs.

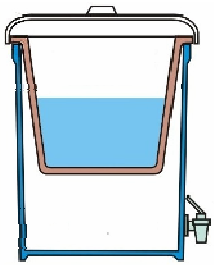
The CWP filter is a simple bucket shape formed by the use of a press. The filter is made from a mix of local terra-cotta clay and sawdust. It creates a porous clay walls for the water to filter through (see Figure 3: Diagram of the CWP filter). In addition to the

clay filter, colloidal silver is used as bactericide to create purified water. The filter is placed in a ceramic receptacle, which is equipped with a lid and faucet. Water passes through the CWP at a rate of 1.5 to 2.5 liters per hour. The total cost is between $15-25 per filter ("Filters", 2011). The materials needed to build a CWP are as follows:

- Manual hydraulic press
- Hammer mill
- Mortar mixer (or dough mixer)
- Clay
- Sawdust (dry burn out materials)
- Screens
- Colloidal silver
- Kiln
- Pyrometric cones
- Pyrometer
- Thermocouples
- Soaking tank
- Two stamps (one for serial numbers, one for identification)
- Receptacles (plastic or terra cotta)
- Faucets (spigots)
- Measuring device
- Plastic bags
- Water testing materials
- Printed instructions (French/English)
- Training manual (French/English)
- Promotion and marketing materials (French/English)

The materials will be gathered by making them on campus and bought to the site by the group, making them on site, or borrowing them from the PFP location in Ghana, a neighboring country, of Burkina Faso. (See appendix B for further details on the CWP Filters)

Figure 3: Diagram of the CWP Filter



PRE-DEPARTURE, ON-SITE ORIENTATION AND RE-ENTRY SESSIONS

An important aspect of every study abroad program is the preparation of the students for the three phases of their trip. The pre-departure, on-site orientation and re-entry sessions will be organized and lead, by the OIP. Each session will address specific requirements.

Pre-departure Session

The OIP will hold a pre-departure session in a computer lab on campus during the month of December. The OIP will cover a range of information, including a review of the participant checklist (See appendix I), to ensure that the students feel prepared for their upcoming departure. This session will cover the following topics:

- Paperwork, making sure all necessary information and forms are turned in
- Student travel to and from JFK
- Packing list
- Cultural expectations
- Culture shock
- Money
- Communication while abroad
- Home-stay expectations
- Meals
- Health and safety plan
- Crisis management plan

Aside from these topics, the pre-departure session will also require students to register on two websites. The first website will be for the International SOS Insurance (see appendix L). The students will register and fill in the required information for this insurance. The second website will be the US Embassy in Burkina Faso. The students will register and fill in their information so that the embassy is aware of the group's travel plans in country.

On-site Orientation Session

It will be important to the student's health, safety and general well-being to have an on-site orientation once they arrive in country. The orientation, led by the Faculty Facilitator, will review the following information: behavioral expectations, culture and customs, money and communications in country, health and safety, the program itinerary, home stays, and meals. This time will also be open for any concerns or questions the students have now that they are in country.

Re-entry Session

Once the group returns from abroad it will be vital to hold the re-entry session as soon as possible. The topics that will be covered during this session are the following: reverse culture shock, resume building, being a spokesperson, and concluding the coursework. The OIP will review culture shock and how the reverse can be challenging for students. They will also discuss the resources on campus for handling the stress of reverse culture shock. Career services will be invited to attend the session and talk with the students on how they can use their experience abroad to help build their resume and how to leverage it in interviews. The OIP will also discuss how the students can use their experience abroad to be a spokesperson for study abroad and in what ways they can do

this. The re-entry session will help conclude the course, bringing the program full-circle. Finally, the students will discuss final assignments and presentations.

STAFFING PLAN

Faculty Facilitator

The Faculty Facilitator will guide the students through the on-campus course and the abroad section of the program. They will grade and evaluate the students and the program. They will also teach the historical and cultural sections of the course and be responsible for ensuring that all the subjects tie together. Through the use of the experiential learning cycle they will aid in the students' learning cycle. The program is looking for a faculty member knowledgeable on the culture and history of Burkina Faso, preferably with an anthropology background, and experience leading short-term programs is desired.

Project Engineer

The qualifications needed for the Project Engineer include: a current professor at AU, and someone who possesses the knowledge and ability to make and teach how to make the water filters. The Project Engineer will be responsible to teach some portions of the on-campus section, advise students, attend the site-visit, and travel ahead of the group to set-up the operation in the target community.

Faculty Advisors

The program will need five faculty advisors to assist the students with their projects during the on-campus portion of the program. The advisors will also evaluate the student's work and report to the Faculty Leader. Faculty advisors are needed for the following subjects: Engineering, Art, French, Anthropology, and Business.

OIP Staff

The OIP staff will be essential to the planning and implementation of the program. The OIP staff is made up of four positions: the director (who will need to approve the program), office manager, intern and work-study students. The faculty members involved will work closely with the OIP on selecting the students for the program and preparing those students for their travels abroad. The OIP will also work to coordinate the site visit for the program, the health and crisis management plans and collecting all the student and faculty paperwork, such as passport copies, visas, emergency contact information, etc.

In-Country Guide

When the class is in-country a guide will be required to show the group around to the important cultural and historical points in Burkina Faso. Before the class goes to the target community that they will be working with, it is important to introduce the students to the country and culture, giving them time to adjust before beginning their work. The program will look for an individual knowledgeable on the culture and history of Burkina Faso, with experience working with foreigners.

Community Liaison

The program will hire a member of the Target community that AU will be working with to act as a liaison between the Gourma community and the group while in country. The liaison will also be responsible for helping to secure home-stays for the students and faculty.

MARKETING/RECRUITING/DIVERSITY PLAN

Marketing

An aggressive marketing plan for the program should begin a year before the Fall semester start of the program. Project Water will start marketing on the AU website with a program description on the OIP's page followed by a flyer and poster campaign across campus. Flyers and posters will be hung in the student union, all classroom buildings and classrooms, restrooms, cafeterias, the Art building café, the health center and the OIP. In addition to the flyers and posters, brochures will be given to faculty and staff to passed along to interested students. These brochures will also be available at the OIP office in Perlman Hall (See appendix C for an example of the marketing material).

Recruitment

Student recruitment will stem from various presentations during campus events and in classrooms. Project Water will present the water filters to the students by setting a table demonstration in the student union at the peak hours of 11am through 2pm, several times during the year before the program begins. There will also be classroom presentations given to engineering, art, business, language, and anthropology classes by the OIP. Along with these presentations, the OIP and the Faculty Facilitator will also hold informational sessions and interested students can arrange individual meetings with the OIP. At all of these events and meetings there will be a sign-up sheet for the students. An email list will be made from the sign-up sheet and it will be the main method of updating the interested students on the program, upcoming events, and important deadline dates.

Diversity

Project Water will seek a diverse group of students with varying skill-sets to participate. The inclusiveness of five different departments will help insure a diverse group of applicants. All students regardless of age, handicap, gender, income, race and sexual orientation will be welcomed to apply to the program as long they meet the requirements for application. Handicap students are to be advised that they can participate as long as the target community in Burkina Faso can assure their accessibility and safety. The program also ensures that students regardless of their income and financial status can participate because the course will be eligible for financial aid.

Admissions Requirements

Project Water will require a minimum of 11 and a maximum of 15 students. The students should be enrolled in one of the five following majors: engineering, ceramics art/art, business, language or anthropology. The student will need to be either a junior or a senior at the time of the program in order to apply and have a GPA of 3.0 or higher. All applications (see appendix F) will need to be turned in by the due date (March 31st), along with two faculty recommendations (see appendix G). The Director of the OIP and the Faculty Facilitator will make the final student selection for the program after interviewing the students (see appendix H).

LOGISTICS

Site Visit

In order to set up the logistics of the Water Project, a site visit will be completed approximately one year before the group's December departure. Ideally the Faculty

Facilitator and the Project Engineer will go on a site visit for six to make the arrangements. While in country, they will be pitching the project to no less than five communities to find an interested group willing to host the project. The aim of this program is not be an imposition on the target community in Burkina Faso; it is hoped that the program will be invited and welcomed by the community. Also while in country the Faculty Facilitator and Project Engineer will secure the position of In-country Guide and Community Liaison, along with securing in country transportation and hotel rooms for the group.

Transportation

The group will travel together from John F Kennedy (JFK) Airport in New York City to Burkina Faso. A group flight will be arranged and the price will be part of the overall budget. However, the students and faculty will be responsible for getting to and from JFK International Airport in New York City, as the program will take place during the Winter break and the group will be spread out across the state and/or country. In country the group will travel together on a charter bus for the duration of the trip.

Accommodations

The group will need various types of accommodations for the program. Firstly, when the group is in-country accommodations. When they are in the community working on the project, all the students, faculty and/or staff will be in home-stays within the community. Home-stay families will be paid a stipend for hosting a student or faculty/staff member, the cost of which will be built into the budget. There will be time spent outside the community as well. During this time the group will be staying in a hotel

in the capital city of Ouagadougou. The group will also need a meeting space within the target community, where the group can gather, discuss and work on assignments.

Meals

Most meal costs will be covered by the program budget. When the group is staying in the hotel, breakfast will be provided, lunch and dinner on those days will be the responsibility of the student. While the group is staying with the community their home-stays will provide all of their meals with the cost being covered by the stipend given to each home for accommodating a student or faculty member.

Communication

The Faculty Facilitator and Project Engineer traveling with the group will have an international cell phone provided by the OIP office. The students will not be provided with international cell phones by the program. Students may use an international cell phone if they chose, but the program will take no responsibility for it. While in the capital city there will be the availability of internet cafés that will available for the students, faculty and staff to maintain communication back at home. While in the community the program will make no guarantee of internet access. The Faculty Facilitator and Project Engineer will be in contact with the OIP office throughout the program. In the case of an emergency, the OIP will be the point of contact for all communication, following the AU crisis management plan.

HEALTH AND SAFETY PLAN

AU has an extensive health and safety plan for study abroad programs, which is laid out in the Faculty Handbook for Short-Term Abroad Programs. The Faculty Facilitator and the OIP will be responsible for reviewing the health and safety guidelines

with the students. The health and immunizations requirements for entering the country will have to be discussed at the beginning of the course, which will give the students time to set up doctor appointments. To enter Burkina Faso everyone in the group will need to show proof of a yellow fever vaccination and will be advised to bring malaria medication. The students will be informed of the necessary precautions to take before traveling with prescription medications. The Faculty Facilitator will scout out the health care facilities available for the group during the site visit. This information will be useful during an emergency or high stress situation. In case of hospitalization or incurred medical expenses, the student will need to have secure access to money, for example a credit card. The Faculty Facilitator will be advised that if they choose to pay for any student's medical expenses, AU will not reimburse them if the student does not pay them back. All students will also be required to sign the AU Student Waiver (See appendix J), which outlines AU's legal responsibilities and the student's responsibilities.

Insurance

The students and the faculty going abroad must possess medical insurance that will cover them while on the trip. The students must provide proof of their insurance to the OIP prior to departure. Students and faculty will also have to register with International SOS, which is an emergency insurance paid for by AU. It is not health insurance; International SOS provides medical security and travel assistance. It is 24/7, worldwide coverage that offers medical evacuations and travel insurance among other things. The students and faculty will register during one of the pre-departure classes at the end of the semester. The OIP will walk them though the process to avoid any

problems to insure that it is done properly (See appendix L for the full health and safety plan).

CRISIS MANAGEMENT PLAN

The Office of International Programs is responsible for coordinating the AU Crisis Management Plan (CMP). The CMP explains what constitutes an emergency, how to prevent one, how to prepare for one and how to response to one if an incident occurs. The CMP lays out the people (or team) involved, their roles and responsibilities and the communication chart.

A crisis is any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well being of the program participants. A crisis may include, but is not limited to, the following types of events and/or incidents: physical assault, disappearance or kidnapping, robbery, sexual assault, serious illness (physical or mental), significant accident and/or injury, hospitalization for any reason, terrorist threat or attack, local political uprising, arrest or questioning by the local authorities, any legal action against a student and a natural disasters. The aim of the CMP is to prevent, prepare and respond to any of these circumstances in an appropriate and calculated way.

Prevention

Important to the planning of the program is assessing the risk involved. Since the program is a service-learning course in a non-traditional location, the OIP, when planning and researching the program, will research several factors: the history and stability of the government, the infrastructure of the country, the safety issues involved in the work, and activities that are planned for the course. This preparation will help to prevent a crisis.

Preparation

To prepare for the program and any crisis that may occur, the OIP will focus on three components: gathering all the necessary information from the participants, preparing the faculty and staff, and preparing the students. The students and faculty going abroad will need to fill out the AU Emergency Contact form (See appendix L). They should also make the OIP aware of any and all medical conditions that may be relevant. The OIP and Faculty Facilitator, during the planning process, will gather information about the nearest health care facilities and the location and number of the local authorities as well as provide the Faculty Facilitator with an international cell phone for emergency usage. All participants will be given a card prior to departure with the following numbers: the US Embassy, International SOS Insurance, the Faculty Facilitator's international cell phone, and the OIP office number with country code.

Aside from gathering phone numbers and information the OIP will work to prepare the faculty, staff and students for an emergency situation abroad. The OIP will review the Crisis Response Plan (CRP) with the faculty and staff involved, the students and various members of the administration and legal team. The review will insure that everyone involved is informed about the plan, roles and responsibilities and communication. Along with the faculty and staff, the students need to be prepared for a crisis: the pre-departure and on-site orientation aim to do that. During the pre-departure session, the students will be registered with the US Embassy and the International SOS Insurance and they will be given their card with all the emergency numbers. The students will also review the AU Student Code of Conduct and the consequences of failing to

follow it. Furthermore, the students will review cultural expectations of their behavior and how to stay safe while in country. During the on-site orientation, the Faculty Facilitator will once again review with the students what behavior is expected for their safety, the emergency numbers and where the group will meet in case of an emergency (See appendix L for the full crisis management plan).

Crisis Response Plan

The OIP has developed a Crisis Response Plan (CRP) for all faculty led study abroad programs. The CRP is a six-step plan that aims to establish and maintain order, act effectively and communicate clearly with all the people involved. Step one is to immediately sustain order and maintain the health and safety of the group. Once the faculty facilitator has accounted for everyone, the second step is to gather all necessary information, assess the situation and determine its urgency. The third step will be to contact the necessary people (the OIP, local authorities, health care facilities, etc) and inform them of the situation and work together on the next steps. The fourth step is to inform the students, let them know what will happen next and what they may be expected to do. The fifth step is to determine a course of action, which persons need to be involved, where the students should be and how long the situation will go on. This step will continue until the situation is resolved. The sixth and final step is to report on the situation once the group returns to campus and debrief with the OIP and all necessary personnel. (See appendix L for complete crisis response plan)

EVALUATION PLAN

Evaluation is an important part of the program as a whole, determining its success. Standard evaluation practices for study abroad programs look at the goals and

objectives that were set and how well they were met. Also, evaluations seek to measure student growth throughout the program. Other areas in the evaluation will be logistics, travel plans, the work of the staff and the faculty members involved. The Water Project aims to do more in the context of evaluations. While acknowledging the importance of evaluating the students, faculty, staff and program, the evaluation of the host community has been frequently overlooked by in international education, so the Water Project aims to make it one of its priorities.

Students and Program

The evaluation plan for the students and overall program will follow standard evaluation practices, using both formative and summative evaluation methods to measure how well goals and objectives were met. The students will complete a survey form at the end of the program and they will also participate in focus group discussions facilitated by the OIP. Additionally, the students will keep a reflective journal throughout the course, writing both free-style and assigned entries that will be handed in and reviewed by the faculty. The students will complete essay assignments as well, which will be used to evaluate both the individual student's performance and the overall program. Evaluating in the long term is also important in determining the lasting impacts of the program. The faculty will use social media and alumni networks to contact the students after graduation to have them fill out additional surveys.

In addition to evaluating the students, the Water Project will also evaluate the faculty and staff on their involvement and the program as a whole. Through the same methods as the students, the faculty and staff will fill out surveys and participate in focus

groups and interviews. Part of evaluation is leaving space for criticism, lessons learned, and suggestions for improvement from participates and organizers.

Host Community

Specific areas of the program will be addressed when evaluating the host community. Those areas include the preparation of the host community, the interaction between the students and the community members, the success of the project was, the families who hosted students in the community and the long-term effects of the program on the community. An evaluation of the community will highlight other areas where the host community is likely to be neglected. For example: how prepared was the community for a study abroad program? There is a huge amount of time and resources spent on preparing the students, as mentioned earlier, but what actual preparation did the community receive? Another area that needs to be explored further is the long-term effect of the program in the community. This is not just about the project and service given and performed by the students and faculty but the effects of American culture on the community. How has this interaction changed the community? Are the lasting effects positive for the community or negative? Using culturally sensitive methods of evaluation, the Water Project will attempt to gauge the success of the program and the reception on the program by the community.

TIMELINE

The program's planning process will begin in the Summer of 2011 and go though the beginning 2013, with the short term study abroad program taking place between December 2012 and January 2013. The on-campus portion of the program must occur

during the Fall semester of 2012 in order for the international portion to occur during the Winter break of 2012/2013.

The timeline (see Figure 4: The Water Project Timeline) is also dictated by AU's program approval process. Before program planning can begin a proposal form must be turned in to the OIP (see appendix L). Since the program involves several different departments from each college and school, the department heads of each discipline involved will need to sign off on the program. Also because of the involvement of the OIP, the AU Provost will need to sign off on the program.

Figure 4: The Water Project Timeline

June-August, 2011	Program proposal and approval
September	Work on program details
October	Work on program details
November	Begin marketing to students and faculty (for advisors)
December	Work on program details
January, 2012	Site visit by Faculty Facilitator and Project Engineer, set up logistics
February	Aggressive marketing and recruitment of students
March	Student applications due
April	Students selected, students register for course
May-July	Faculty advisors finalized, curriculum finalized
August	Fall Course Begins
September	Fall Course

October	Budget submitted, Student payments due
November	Pre-departure
December	Leave for abroad portion
January, 2013	Return from abroad portion
February	Re-entry class, on-campus presentation by students, final grades

FUNDING OPTIONS

Several funding options will help offset the cost of the program for the students. The first option will be to look into grants and scholarships. Once AU has approved the program, the OIP can begin to apply for eligible grants and scholarships. There many corporations and institutions that offers funding for short term, service-learning programs.

The other funding option for the program is student/faculty/community fundraising. The group of students participating in the program will be chosen in the Spring semester before the program begins in the Fall, thus giving ample time to fundraise. The group can sponsor campus events, hold art and thrift sales, generate interest through the campus and local papers, and they can be individually sponsored. There are many creative ways the group can raise money for the Water Project.

BUDGET

The Water Project budget (see Figure 5: The Water Project Budget) is based on current prices as of July of 2011 and is subject to change. The budget does not currently reflect any cost sharing; money received and raised from grants or the various fundraising efforts of the group will offset the cost for the students. The tuition for the Fall semester

course and the salary of the faculty members during the Fall semester course are not included in the budget. The budget reflects what will be needed to prepare, go and return from the abroad portion of the Water Project. The total cost of the program is currently $54,969 making the cost $3,664 per student.

The budget is breaks down into five sections: program management, pre-departure, on-site, re-entry and additional costs. The program management costs will include labor and the marketing and promotion of the Water Project. The faculty facilitator and project engineer will receive a $3000 stipend for their time spent abroad. The pre-departure section covers a wide range of costs; the site visit, on-campus orientation materials, the visas for the students and faculty, the flight for the students and faculty and faculty expenses. The budget for faculty expenses will provide the international mobile phones, as well as a first aid kit and other necessary items.

The cost of making the ceramic water filters will be covered under the on-site budget. Using information provided by the Potters for Peace organization the ceramic water filters will cost approximately $25 each, the Water Project plans to make at least 100 filters bringing the estimated cost of the filters to $2500. The on-site budget also covers the accommodations for the group, the ground transportation while in country and the in-country staff.

The additional costs budget will be provided to the students so they are aware of the costs not covered by the program. The student's passport, vaccinations, transportation to and from JFK, five meals while in-country and personal spending while in-country will vary with each student and therefore will not be cover by the Water Project budget. (See Appendix M for budget notes)

Figure 5: The Water Project Budget

Program Management	Cost	Unit	AU	Total
Labor				
Faculty Facilitator	3,500	1	3,500	3,500
Project Engineer	3,500	1	3,500	3,500
Marketing/Promotion				
Online	0	1	0	0
Campus Events	0	1	0	0
Poster/flyer/brochures	100	1	100	100
Classroom visits	0	1	0	0
Informational meetings	0	1	0	0
Total			7,100	

Pre-departure	Cost	#Unit	AU	Total
Site Visit				
Flight	1,660	2	3,320	3,320
Accommodation	45	2 x 5 nights	450	450
Meals	30	2 x 6 days	360	360
Transportation	20	2 x 6days	260	260
SIM Card	10	1	10	10
Visa	181	2	392	392
Orientation				
Information Packet	100	1	100	100
Refreshments	25	1	25	25
Visa	181	15	2,715	2,715
Flight				
Faculty	1,660	2	3,320	3,320
Students	1,660	15	24,900	24,900
Faculty Expenses				
Visa	181	2	392	392
SIM Card	10	1	10	10
First aid kit	20	1	20	20
Total				36,274

On-site	Cost	Unit	AU	Total
Water Project				
CWP Filters	25	x100 filters	2,500	2,500
In-country Guide	70	x3 days	210	210
Community Liaison	70	x13 days	910	910
Accommodations				

Hotel, nights 1-3				
Faculty	50	x3 nights x 2	300	300
Students	50	x 3 nights x 15	2,250	2,250
Home-stays, nights 3-16				
Faculty	300	x2	600	600
Students	300	x 15	4,500	4,500
Transportation				
Bus Rental	50	x 5 days	250	250
Driver tip	50	x 1	50	50
Total				11,570

Re-entry	cost	Unit	AU	Total
Materials				
Informational Packet	100	x 1	100	100
Refreshments	25	x1	25	25
Total				125

Additional	Cost	unit	AU	Total
Passport	145	x 1		145
Vaccinations	20	x 1		20
Meals	20	x 5		20
Personal	100	x 1		100
Total				365

Summary	AU	Share Cost	Total
Program			
Management	7,100		7,100
Pre-departure	36,174		36,174
On-site	11,570		11,570
Re-entry	125		125
Total Program Cost	54,969		54,969
Cost per Student	3,664		3,664
Additional Expenses			365

CONCLUSION

The Water Project is a program designed to create a clean, drinkable source of water for a community in Burkina Faso through an AU short term, faculty-led study abroad program. The program will be a collaborative effort both on the AU campus and within the Gourma Community in Burkina Faso, ultimately creating a partnership between both parties. Through interdisciplinary work the students involved with the Water Project will be able to address a global crisis while receiving academic credits and gaining marketable experience for their futures. Furthermore, through working with the Water Project the Gourma community will obtain clean water, creating a healthier community able to focus on building a better future.

My role in developing the Water Project for AU was to provide the research and theoretical foundations. My position as OIP intern was only a yearlong placement; therefore I was restricted in my time on campus. The Water Project faces certain limitations. There is currently no director for the International Programs at AU, only an "Acting Director"; this has been the case for several years. Without a full time Director leading the OIP, new programs like the Water Project, will likely not be seen as a necessity. The implementation of the Water Project will be in the hands of the OIP's Acting Director and faculty and students of AU.

The other limitation to the Water Project is the lack of research in the field of International Education towards host community evaluations. The Water Project would be pioneering many aspects of evaluation, going through a process of trial and error while developing host community evaluations. The Water Project hopes to progress the field of International Education towards evaluating host communities.

Moving forward the Water Project would be to make evaluating the host community as equally important to the program and AU as evaluating the students, in-order to determine the impact and lasting effects the program will have on the community. Different organizations and NGOs working in communities around the world currently evaluate their progress and impact within the community. The Water Project hopes to take this practice and make it commonplace within International Education.

The Water Project has the ability to make an impact on a global crisis. The global water crisis affects millions of people around the world, who do not have the means to address the situation alone. Through the Water Project, AU will stand up and respond to the water crisis because:

> "The price for our failure to provide universal safe water and sanitation will be paid by the poorest populations of the world in sickness, lost educational and employment opportunities, and, for a staggeringly large number of people, early death. This is morally unacceptable unless we can muster the will and commitment to provide clean, safe water for all" (Cohen, 2008).

By taking this design and growing it, AU will be able to continue addressing the global water crisis around the world. It is my hope that AU will seek out more "non-traditional" locations and sites of natural disasters and continue to provide communities with clean water. While the Water Project is focused on ceramic water filters for this initial program, there is the possibly to expand the program to other ways of delivering clean water sources, for example working with wells and pipelines. Taking the foundations of the Water Project AU has the ability to re-create the program in various forms. The Water Project is one small step towards addressing a global crisis, but I believe that the Water Project has limitless potential.

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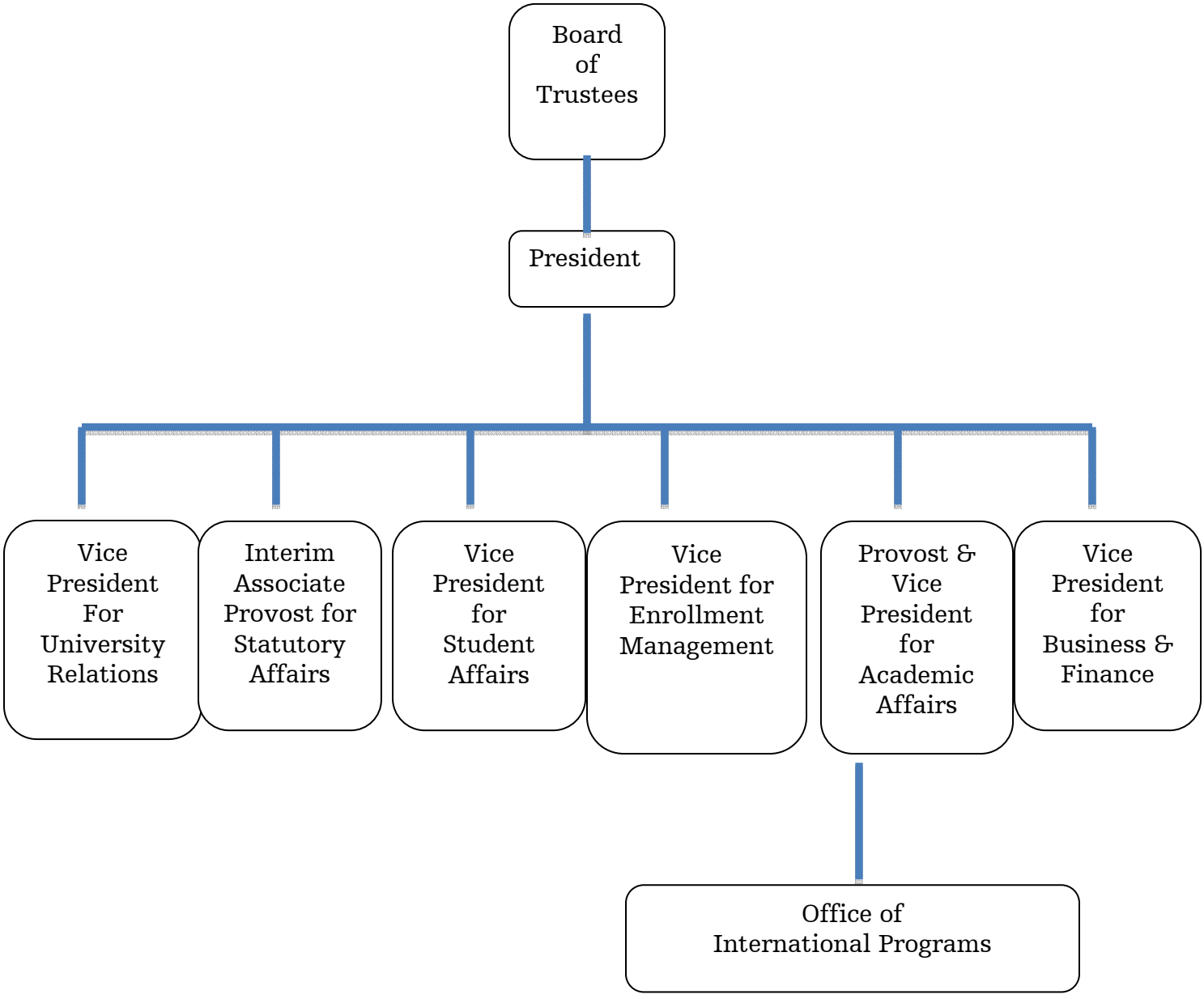
APPENDIX A

Organizational Chart for Alfred University



APPENDIX B

Water Filter Manuel
(taken from the Potters For Peace website)

1. Clay castoffs from the local brick factory.
This clay was dug from a source nearby and pressed into roofing tiles and bricks. Discarded prior to firing, this clay has been "aged" for weeks, giving it better properties than clay used immediately from the source.

2. Breaking up the clay: using a crusher comprised of a wood block(6x6in) with two wooden handles, the clay is broken into smaller pieces so that it can be fed to the hammer mill to be pulverized.

3. The hammer mill: this hammer mill is usually used for grinding maize. Mesh screens fit at the bottom and determine the size of the clay powder. Different size screen meshes are interchangeable in the mill to determine the size of the clay particles.

4. The dry milled clay is stored in cloth sacks(similar to those used for rice) for future use. 60 lbs of dry milled clay is mixed with 22 lbs of sawdust. This amount can produce six water elements. Filtron's workshop can produce about 50 filters per day.

5. In volume, the ratio is 1 clay to 1.5 sawdust.
Ratio in weight is 1 clay to 3 sawdust(Because every clay is different you will find a great variation in absorption rates, each clay should be tested starting at a 50/50 mix, then making appropriate changes from there).

6. The dry clay is put in the cement mixer at a speed of 60rpm(the normal speed of most cement mixers to fast so a reduction box or pulley systems are used to reduce the speed) and mixed with the sawdust for 10 minutes. 2.5 gallons of water is then slowly added while mixing for 10 minutes longer. This is cement mixer is used for mixing the clay/sawdust mixture. The cement mixer is positioned close to the press and next to a work bench that is used to form a 16lbs ball of mix.

7. The clay is put onto the female mold with the bat in position and punched into place.
The male portion of the mould is covered with the thin plastic bag and then positioned over the female portion. The press needs to have guides so that the male/female portions of the molds are lined up consistently, thereby ensuring uniform wall thickness from filter to filter.

The hydraulic press consists of a 12 ton automobile jack with a (pneumonic air assist adapter) hydraulic adapter which is connected to a (minimum 100 psi compressor). The press is capable of exerting 10.2 (psi) mts. of pressure evenly and consistently. One of the problems with manual (screw presses) presses is that less pressure will be applied

over time, and filters produced at the end of the day will differ in density from those produced at the beginning of the day (Technical note: Manual hydraulic truck jacks with the air assist have also been used successfully and are also recommended where the electrical source is not dependable).

8. The filter is removed very carefully. Again, it is of utmost importance not to handle it from the sides, but to lift the filter with both hands at the bottom making use of the plywood bat and move it to a rotating stand where it can be smoothed. Any filter that has been handled from the sides, or is altered in any way is discarded. In this workshop, the folds in the clay from the plastic are smoothed out using a knife or broken hacksaw. This is kept to a minimum. At this point each filter is stamped with the factory name its serial number.

9. After smoothing out, the filters are placed on drying racks.
The filters are then left uncovered to air dry until they are ready to be fired(they must be completely dry). Some of these plastic covered filters can be seen in the photos.

10. After another 8 hours of cooling, the water filters are removed and put into a water tank to soak overnight. Filters remain in the tank until all air bubbles are removed. This can be confirmed by gently knocking the filters in the water to see if air bubbles rise to the surface. If so, they are allowed to remain in the water tank. The purpose of soaking the water filters is to be able to run the flow rate tests. The photo below shows a filter resting on a ceramic collar (which has also been soaking in the water tank). The filter is put on the collar to raise its bottom from the plastic tray which will collect all the water. The bottom of the filter is thereby unobstructed. The flow rate of all filters is timed and recorded on the rim of the filter.

11. After the filtration rate is confirmed acceptable for each filter, the colloidal silver solution is prepared. 300 cc of filtered water is mixed with 1 cc of 3.2 % colloidal silver. With a clean brush, this solution is painted on each fired filter. The areas where the colloidal silver solution have been painted are clearly visible, and every part of the filter is painted. The solution is mixed separately for each individual filter to ensure uniformity from filter to filter (it is then left to dry in the shade).

At this point the filter is finished. The destination and customer for each filter is carefully recorded and matched with the serial number at the time the filter order is confirmed. Prior to actually drinking the water from the filter, customers are advised to filter water two to three times. This ensures that the filter is working properly. A great deal of consumer education is required for the effective use of the filter. For example, if the filter is set on dirty ground, or comes in contact with any contaminated surface, it too will become contaminated. In PFP's experience, it is usually discovered that user error is to blame for the few "defective" filters reported.

APPENDIX C

The Water Project

USE YOUR EXPERTESE TO HELP PROVIDE A COMMUNITY WITH CLEAN, DRINKABLE WATER.

IF YOU ARE INTERESTED PLEASE SEE THE OFFICE OF INTERNATIONAL PROGRAMS IN PERLMAN HALL TO FIND OUT MORE INFORMATION

APPENDIX D

Syllabus

(This is a rough outline of topics to be covered,
it is subject to change as the Faculty Facilitator sees fit)

- Week 1: Introduction to Program
  - Review of requirements
  - Discuss passports, visas and immunizations (as this may be a lengthy process)
  - Team building activities
    - These students will be spending a lot of time together on this program both on-campus and abroad, it is important to bring them together right from the beginning

- Week 2: History & Culture
  - Readings, films, discussions on history, culture and customs

- Week 3: History & Culture
  - Readings, films, discussions on history, culture and customs

- Week 4: Water & the Water Crisis
  - Exploring the importance of water to life
  - Observing water usage in America
    - By first observing their own daily water usage
  - The Global Water Crisis
    - Causes, effects and solutions
      - Health
      - Holding back economic development in many countries
        - Keeping the wall btw the have and have nots
    - Inequality of water
      - Water distribution mirrors wealth distribution
      - Gender inequality

- Week 5: Intercultural Communication
  - Milton Bennett's 'Intercultural Sensitivity'
  - How culture shock may effect behavior and communication

    - **Group discussion**: Now knowing what you know about the culture, customs and history of (location), how will you best connect with the community and work along side them?

- Week 6: Project Water
    - Introduction of the water filters
        - How they work and how they made
    - Deciding on group projects
        - The students will make the final decision on their project

- Week 7: Group Work
    - Students will use class time to work on projects in their groups
    - Groups will meet with their faculty advisors at least once a week
    - Groups will have to teach their projects to the other groups and the community

- Week 8: Group Work (continued)

- Week 9: Group Work (continued)

- Week 10: Group Work (continued)

- Week 11: Group Work (continued)

- Week 12: Class Presentations of Group Projects
    - Each group will TEACH their project to the class
    - This will serve as practice for their time in the community
    - Each student will have a complete understanding of what their fellow students are doing

- Week 13: Class Presentations of Group Projects (continued)

- Week 14: Class Presentations of Group Projects (continued)

- Week 15: pre-departure session
    - Register for International SOS Insurance (online)
    - Register at the US embassy abroad (online)
    - Health and safety/crisis management plan
    - Packing list
    - Review of AU policies abroad
    - Discuss what is expected of the students (behavior)

- Week 16: Abroad (see itinerary)

- Week 17: Abroad (see itinerary)

- Week 18: Abroad (see itinerary)

- Week 19: re-entry, presentations
    - Discuss re-entry and reverse cultural shock
    - Student presentations of their learning's abroad
    - Final submission of all assignments

APPENDIX E

Itinerary for the Water Project

DAY	Activity
1	Travel to Burkina, night at hotel
2	Orientation, site-seeing in the capital
3	Continue site-seeing
4	Travel to community, welcome ceremony
5	Observing the community
6	Begin work on filters
7	Filter work
8	Filet work
9	Filter work
10	Filter Work
11	Filter Work
12	Filter work
13	Filter work
14	Filter work
15	Filter work
16	Farwell Ceremony

17	Depart for New York

APPENDIX F

Application for *Project Water*

Please fill out the application and return it to the Office of International Programs (Perlman Hall),
Along with two faculty recommendations by **March 31st**

Name of Applicant
_____
_____
Last Front Middle

AU ID #_____**Date of Birth**_____/_____/_____

Cell Phone_____ **Home Phone**_____

Local Address_____
_____

E-Mail_____
_____

Major: Engineering_____ Ceramic Art/Art_____ Business_____ Language_____ Anthropology_____

Minor
_____
_____

Current Standing: Freshman_____ Sophomore_____ Junior_____ Senior_____

Cumulative GPA_____ **Major GPA** _____

Have you attached **both** faculty recommendations to this application? Yes_____ No_____

Student Signature_____
Date_____

For office use only:

Student approval: Yes_____ No_____

Director's signature _____**Date** _____

Faculty Facilitator's signature _____ **Date** _____

APPENDIX G

Recommendation for Study Abroad

Alfred University
Office of International Programs
One Saxon Drive
Alfred, NY 14802

Tel: 607.871.2269
Fax: 607.871.4094
Email: studyabroad@alfred.edu

To the Student: Please Complete and sign this section and give to a faculty member who knows you well.

Student's Name: _____ Study Abroad Program: _____

I hereby authorize _____ to complete this recommendation.

Under the provisions of the Family Educational Rights and Privacy Act of 1974, I waive my right of access to this recommendation and understand that the information provided will be used only for the purpose for which it was prepared. __ Yes __ No

Student's Signature _____
Date_____

To the Recommender: The student named above is applying for a program of study abroad. Please evaluate this candidate with particular attention to his/her potential for

adjusting to the pressures and responsibilities of living and studying abroad. Thank you for your assistance.

1. **Please Rate the candidate in the following areas:**

	Unable to Evaluate	Low	Acceptable	Very Good	Excellent
Academic Ability					
Seriousness as a student					
Maturity					
Emotional stability					
Reliability					
Integrity					
Flexibility, adaptability					
Respect for customs, rules and values of others					

2. **If you were the director of this study abroad program, would you want this student on your program?**
   - ☐ Recommend without reservation
   - ☐ Recommend with reservation
   - ☐ Not recommended

3. **Additional comments on scholarship, character, or personality:**

Recommender's Name_____
Position_____

Signature_____ **Date**
_____

APPENDIX H

Interview Form

(Interviews to be conducted by the OIP)

Student name: _____

Age: _____ Will the student be a Junior or Senior at the time of the course? _____

Major _____ Minor_____ GPA_____

Faculty recommendations: 1)_____ 2)_____

Interview Questions:

1. Why do you want to be involved with this program?

2. What do you feel you can personally bring to this program?

3. What do you hope to gain, personally and professionally, from this program?

4. Where do you see yourself, professionally, after graduation?

5. Define what the following terms mean to you:
    a. Collaboration

    b. Charity

    c. Equality

    d. Third world

    e. Global responsibility

    f. Water

Final comments:

APPENDIX I

Participant Checklist

Student's name: _____

____ Application Forms

____ Copy of Passport

____ Copy of Visa

____ Copy of Medical Insurance

____ Copy of Vaccinations

____ Emergency Contact Information

____ (Signed) Student Waiver

____ Course Approval form

____ Register with International SOS (online)

____ Register with US Embassy (online)

____ Travel plans to and from airport

____ Payment

APPENDIX J

ALFRED UNIVERSITY
Short Travel Programs – International
Waiver of Liability and Statement of Responsibility

This Statement of Responsibility forms an agreement among Alfred University (the "University"), and any Participant in the University's (program Name:) _____ currently planned for (dates:) _____ (the "Program").

As used herein, the term "Participant" shall mean University students as well as any adults and minors who participate in the Program. The term "Chaperone" shall mean an adult who has agreed to take or share responsibility for the supervision of Participants of a Program.

Whenever the terms "Participant(s)," "you" or "your" are used in this Statement, they refer to the Participant, the Participant's parent/guardian (if applicable), and/or the Chaperone, as the context requires.

The Participant will not be permitted to take part in the Program unless this Statement is executed by the Participant and his/her parent/guardian if the Participant is a registered student at the University or under twenty-one (21) years of age. The Chaperone will not be permitted to take part in the Program unless he/she executes this Statement. If you should have any questions concerning this Statement or participation in the Program, please contact Petra Visscher, Director of the Office of International Programs, (607) 871-2269.

GENERAL MATTERS

Participants must apply for a visa, if one is necessary for the country in which you plan to travel to. If you are not a U.S. citizen, you should initiate this process as soon as possible, and investigate any other special requirements you may have. A visa is official permission, granted by the authorities of a country where you will study or visit that allows you to enter and remain in that country for a period of time. Some countries require you to obtain a visa either in the United States or at a consulate abroad. Costs and entrance requirements vary, but expect to pay between $75 and $200. Find out before you leave the United States what visas, if any, you will need for places where you will visit. The University does not process visa applications. For details about how to apply for a visa, contact the consulate or embassy of the country where you will study. Obtaining necessary travel documents is the Participant's sole responsibility.

All Participants must be covered by health insurance while abroad and provide proof of that coverage to the University prior to departure. Check whether your current policy will cover you while you are overseas; many policies do not. Find out if your coverage includes repatriation insurance in the event that you need to return to the United States due to a medical emergency. You should also be aware that medical expenses overseas may have to be prepaid with reimbursement sought later from your insurance provider. All Participants should have a dental and medical checkup prior to departure, and ensure that all routine vaccinations are up to date. Make sure that you discuss your specific travel health and vaccination requirements with a doctor or travel healthcare specialist at least 6 to 8 weeks prior to travel. The University recommends that all Participants have a medical and dental checkup before departing.

Some countries require entering travelers to be vaccinated against certain diseases, such as yellow fever and cholera. Not all physicians' offices have these vaccinations available, so check with your personal physician for further information. The Participant is responsible for the cost of obtaining any required vaccinations and tests. Proof of a negative HIV/AIDS test is required

before entering certain countries. Some countries will not accept proof from a U.S. physician and require the test to be performed overseas. The latest information on vaccines and HIV/AIDS testing may be obtained from embassies or consulates or from the Centers for Disease Control and Prevention at http://www.cdc.gov/travel/.

Note that entry into foreign countries, including Canada and Mexico, may be restricted or prohibited for individuals with criminal convictions. Please contact Petra Visscher, Director of the Office of International Programs at the University ((607) 871-2269) if you have any questions regarding whether this may impact your travel arrangements.

The University assumes no responsibility or liability for any delays, changes or dishonors in travel arrangements, including any additional expenses incurred by the Participant related to such delay, change or dishonor regardless of whether the University makes the travel arrangements. The Participant is responsible for paying any additional expenses resulting from any operational or itinerary changes. The University reserves the right to substitute hotels, accommodations or housing for any Program. Any specific room and housing assignments are within the sole discretion of the University.

The University does not carry any insurance coverage for personal items belonging to Participants. The University strongly advises discussing appropriate coverage with your insurance agent.

The University has the right, in its sole discretion, to cancel, postpone or modify the Program at any time, and require that all Participants return to the United States. In that event, or in the event that the Participant decides not to take part in the Program, all deposits paid and other expenses incurred by the Participants in connection with the Program will be the sole responsibility of the Participants.

BEFORE YOU DEPART

For safety purposes, make several photocopies of your passport. Provide one copy to a family member or guardian who will keep it while you are abroad. You should also take a photocopy to carry with you while you are traveling. If you lose your passport, the photocopy will help you to get your passport reissued more easily.

Keep all of your important paperwork in one safe place. This includes your passport, traveler's checks, and plane tickets. Be conscious of where these materials are at all times. They can be difficult or impossible to replace.

Buy a secure travel wallet for money, ID cards, credit cards and passport. Travel wallets that can be worn under clothing are especially recommended.

WHILE YOU ARE ABROAD

As a participant in a University Program and a U.S. citizen abroad, you represent our country and community. Those we meet at the places we visit, in hotels, homes, or wherever we are, in whatever capacity, will know our community, our school and ourselves, only by our actions. **Therefore, be on time, polite, neat in appearance, and respectful to everyone.** All Participants and Chaperones are advised of the following rules that will apply to all Participants:

1. No illegal possession or use of alcoholic beverages or drugs.

2. Participants will not drive any motorized vehicles during the Program, without the express prior written approval of the University.

3. The Chaperones are in charge of the Participants while on the Program; Participants must follow all instructions given by the Chaperones.

4. Participants will take part in all planned group activities and will maintain an open mind about surroundings while abroad.

5. Participants must stay with the University group. Any arrangements to meet with family/friends outside of the Program group must be preapproved by _____ well in advance before departure. Any phone calls made will be at the expense of the Participant, unless other arrangements have been agreed upon.

6. Participants must always travel in the company of another Participant or Chaperone unless expressly approved by a Chaperone.

7. The property and rights of others will be respected. The Participants will observe all rules and regulations as well as any instructions given by the Chaperone/group leader.

8. Any damage to property is the responsibility of the Participants. The University assumes no responsibility for damages or loss of personal property.

Any deviation from these rules is grounds for immediate dismissal from the Program, at the discretion of the Chaperones. If a Participant is dismissed or required to return from the Program, or is denied entry into a foreign country, he/she will be sent home at his/her own expense, and will be responsible for all financial and other consequences of such behavior.

All Participants are also subject to the University's regulations and guidelines, as well as the laws of the host country. Violation of these laws, policies and procedures may also require you to leave the Program at your own expense.

ASSUMPTION OF RISK

You understand that participation in the Program entails inherent risks, including, but not limited to, the risks described in this Statement. You have been given the chance to ask questions concerning the Program and this Statement and all such questions have been answered to your satisfaction. Having read this Statement, Participants are fully aware of the risks and hazards associated with the Program, and hereby consent to their involvement in the Program. All Participants voluntarily assume full responsibility for any risks of loss, property damage or personal injury, including death, that the Participants sustain arising from their involvement in the Program.

LIABILITY RELEASE

The Participant agrees not to sue the University, its officers, directors, agents, employees or volunteers, (collectively, the "Releasees"), and release the Releasees from any and all liabilities, claims, demands, actions, causes of actions, costs and expenses of any nature whatsoever which a Participant may have arising out of any loss, damage, or injury, including, without limitation, death, that may be sustained by a Participant, or to any property belonging to a Participant, arising in connection with the Program or while upon the premises where the Program is being conducted, whether caused by the negligence, including the sole negligence, of the Releases or otherwise, including without limitation the Releasees' cancellation, postponement or modification of the Program.

INDEMNIFICATION

The Participant agrees to indemnify and hold harmless the Releasees from and against any loss, liability, damage or costs, including court cost and attorneys' fees that the Releasees may incur arising from a Participant's failure to comply with any provision of this Statement.
The Participant agrees to indemnify and hold harmless the Releases from and against any loss, liability, damage or costs, including court cost and attorneys' fees, that the Releases may incur arising from the Participant's involvement in the Program, whether caused by the negligence of the Releases or otherwise.

WARRANTY OF PHYSICAL AND MENTAL FITNESS

The Participant warrants that the Participant is physically and mentally fit and in a condition that will allow him/her to participate fully in the Program. You understand that the Releasees have not made, nor will make, any investigation into the Participant's physical or mental fitness or the ability of the Participant to take part in the Program, and Releasees are relying on this warranty concerning Participant's physical and mental condition. The

Participant warrants that they maintain medical insurance that covers the Participant for accidents and illnesses while participating in the Program. The Participant assumes full responsibility for payment of medical expenses not covered by this insurance incurred as a result of the Participant's involvement in the Tour.

EMERGENCY MEDICAL TREATMENT

The Participant grants the Releasees permission to authorize emergency medical treatment for the Participant, as they deem appropriate, during the Program and agree that such action by the Releasees shall be subject to the terms of this Statement. The Participants agree that the Releasees assume no responsibility for any injury or damage that might arise out of or in connection with such authorized emergency medical treatment.

Should a Participant require medical attention at any time during the Program, the Chaperones shall promptly report the situation to the parent/guardian or emergency contact person indicated on the attached Emergency and Medical Information form for instruction. If such person cannot be reached, or if it is an emergency situation, the parent/guardian or emergency contact person hereby gives permission for emergency care to be obtained at his/her expense.

CHOICE OF LAW AND FORUM

The Participant agrees that this Statement and any claim arising from participation in the Program shall be construed in accordance with the laws of the State of New York, without regard to its conflict of laws provision. The courts in Allegany County shall be the forum for any lawsuits arising from the Program or incident to this Statement. The terms of this Statement shall be severable, such that if a court of competent jurisdiction holds any term to be illegal or unenforceable, the validity of the remaining portions shall not be affected thereby.

BINDING EFFECT

It is the express intent of the Participants that this Statement shall bind them, the members of their family and spouses (if any), their estates, heirs, administrators, assigns and personal representatives. This Statement inures to the benefit of each of the Releasees and their respective estates, heirs, administrators, successors, assigns and personal representatives.

Date: _____, 200__

ALFRED UNIVERSITY

By: _____

Petra Visscher

Director of International Programs

I consent to the release of any / all information contained in my judicial / disciplinary and / or personal file to the Office of International Programs.

In signing this Agreement, I acknowledge that I have read its contents, understand them, and agree to be bound by their terms. If signing as the parent/guardian, I further acknowledge that I am the parent or legal guardian of the Participant and that I sign this Agreement voluntarily.

Dated:_____, 200__ _____
Signature of Student

_____
Printed Name of Student

Dated:_____, 200__ _____
Signature of Parent or Guardian

_____
Printed Name of Parent or Guardian

THIS IS A RELEASE OF LEGAL RIGHTS
READ AND UNDERSTAND BEFORE SIGNING
RETURN THIS COMPLETED FORM
TO THE ALFRED UNIVERSITY OFFICE OF INTERNATIONAL PROGRAMS
PERLMAN HALL, ONE SAXON DRIVE, ALFRED, NY 14802

APPENDIX K

Alfred University Office of International Studies
Authorization / Emergency Contact / Medical Information

Student Name: _____

Program: _____ Dates: _____

In case of emergency, contact:

Name: _____Relationship: _____

Telephone (day): _____ (eve) _____

Cell Phone: _____ Email: _____

Address: _____

Person to contact if emergency contact not available:

Name: _____ Phone: _____

Student's Medical Insurance: Company: _____

Policy Number: _____

Subscriber's Name: _____

Medication Needed: Name _____

For _____

Allergies: _____

Dietary Needs: _____
Please note any other medical conditions or past history we should be aware of:
_____

_____
International education programs require that applicants and participants are in good standing at the University, and I authorize the staff of Alfred University Office of International Programs access to my academic and disciplinary records.

I authorize Alfred Office of International Programs to bill my student account. I understand that all cancellations must be submitted in writing.

I am over eighteen years of age. I hereby grant permission to Alfred University and its chaperones to authorize emergency medical treatment on my behalf if I am unable to do so, as they deem appropriate, during the University's program.

I hereby consent to the release of my medical information to the University and its chaperones as necessary to make treatment decisions for me or to provide me with appropriate care.

Such consent shall be effective during the program, scheduled for _____, 20____ through _____, 20_____.
Date: _____ Signature: _____
****FORM MUST BE RETURNED TO INTERNATIONAL PROGRAMS – Perlman Hall 109****

APPENDIX L

Faculty Handbook
Short Term Abroad Programs
2009-2010

The Office of International Programs

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Introduction

This guide is designed by the Office of International Programs to help you, Alfred University faculty members, organize a short-term study abroad program. The goal of this guide is to provide a practical and helpful tool in the planning of your short-term study abroad program.
Faculty led programs provide a valuable dimension to the student experience at Alfred University. We appreciate your careful planning and leadership in encouraging your students to include study abroad in their academic program.
Study abroad planners must ensure that the program not only broadens the students' experiences and enhances their understanding of the culture, but also furthers their academic accomplishments. We encourage you to work with your dean and department heads from the early phases to ensure the program adheres to department and university expectations and procedures for academic programming.
The Office of International Programs is available to provide support to faculty members.
We are looking forward to working with you.

Contact information:
Petra Visscher
Director
Office of International Programs
Pvisscher@alfred.edu

October 2008

NEW PROGRAM APPROVAL PROCESS FOR SHORT TERM ABROAD PROGRAMS

THE OFFICE INTERNATIONAL PROGRAMS (OIP) is a unit under the Provost for Academic Affairs (Dr. Suzanne Buckley). The mission of International Programs is to support academic units to internationalize AU's curriculum, teaching, and research. OIP accomplishes this goal by working in partnership with academic units and University offices like the Office of Student Affairs, The Registrar, and Financial Aid.

The OIP complies with Faculty Senate policies (i.e., class contact hours, awarding of grades and accreditation of courses) and with university policy guidelines. To ensure best practices in international education, each new program proposal must be submitted to OIP utilizing a template that has been established by OIP. The template provides a structure so that all major issues considered when assessing new education abroad opportunities are provided.

Please note that all initial proposals are submitted to OIP in the form of a Proposal Abstract and should receive preliminary approval by the Dean of the College/School before the Program Proposal Template is completed.

New Program Proposals and The Education Abroad Advisory Committee

Who submits proposals for new overseas programs?

Program proposals are submitted to OIP by AU faculty, with the support of their academic department and college dean. New proposals generally address academic needs not met by existing AU international offerings.

Who receives new program proposals?

The initial Proposal Abstract and subsequent Program Proposal Template are submitted to the Director of International Programs, Petra Visscher (pvisscher@alfred.edu), who is responsible for the tracking of each proposal. Prior to submitting any written documents, the program sponsor should discuss the program concept with the Director of International Programs. Other offices will be included as appropriate (Registrar, Financial Office, Business Office etc.) After this initial inquiry, the program sponsor may complete the Proposal Abstract that asks for basic logistical information and an outline of the program goals

What are some key issues OIP will consider when meeting with the program sponsor?

- Have cost estimates been discussed?
- Does the program compete with or complement other short-term programs?

- Does the program represent an improvement over existing programs?
- Is there an appropriate support infrastructure at the international site (including provisions for health and safety as well as issues of crisis management)?
- Does the program involve an existing partner with AU?
- If the program is connected to a grant proposal, has the grant been submitted to the appropriate office?

Who has the authority to approve new programs?
Decisions about program approval will be based upon support or input from two sources:

1. The college/school Dean(s) and department(s) at AU that will accredit the courses offered within the frame of the program;
2. The unit providing the administrative infrastructure to support the program.

What are the deadlines for submitting proposals?
After the initial Proposal Abstract has been given preliminary approval, the completed Program Proposal Template must be submitted to . Time for proposal revisions and negotiation with host institutions must be considered. Consider the following table:

PROGRAM TYPE	EXPECTED IMPLEMENTATION	PROGRAM PROPOSAL TEMPLATE SUBMITTED
Short Term January	January	April (previous year)
Short Term Spring Break	March	July (previous year)
Short Term May	May	July (previous year)
Short term Summer	June/July	July (previous year)

Will the OIP staff assist in the preparation of proposals?
All Proposal Abstracts and subsequent Program Proposal Templates should be completed in consultation with the OIP.

When is a proposal complete and ready to submit?
The Faculty/Short-term Program Proposal Template is to be used for faculty led short courses or summer programs, and international extensions to regular campus-based courses. All Program Proposal Templates are to be submitted to the OIP and must have the appropriate approval signatures on the first page. The required signatures include the person submitting the proposal, the appropriate college/school Dean.

Risk Management

It is essential that program sponsors make certain that all contracts to which the University is a party, are handled by AU OIP. This is especially important for chartered transportation facilities. AU may only use transportation

companies that have proved to Risk Management that they meet the required insurance level.

End of Program Report

To ensure program quality, each sponsor of faculty/short-term programs should submit an End of Program Report within one month after the completion of the program. This report should offer a brief summary of the program, highlighting its successes and short-comings. As appropriate, comments related to the following should be provided:

- overall description of the student group;
- a description of the academic program and the impact of the international setting on the academic experience;
- a description of the student housing and meal arrangements;
- issues that arose concerning student health and safety;
- recommendations for the program in the future

Attach copies of the following:

1. Program schedule and calendar
2. Budget
3. Course syllabus
4. Handbooks or handouts distributed to students prior to departure
5. Summary of student evaluations

3/2008/PMV

With gratitude to the colleagues at University of Pennsylvania

Proposal Procedure

Step 1: Meet with the Director of OIP

When a program proposal is in the exploration or formulation stage, the faculty member(s) should meet with the director of OIP, to discuss the program concept. Such discussions allow the OIP to consider the various types of administrative arrangements that will be necessary to implement the program. It will also permit the OIP to appraise the relevance of the program in comparison to others under consideration. The discussion may also reveal possibilities of working with AU faculty as well as other American or overseas universities and program providers.

Step 2: Preliminary Approval

This course should have preliminary approval from the department chair and the Dean of the College/School, as the program will relate to the department's total course offerings. Moreover, the appropriate instructional department must be willing to assign its faculty member(s) to the program; a confirmation from the department chair is strongly recommended.

Step 3: Completing the Proposal

After the initial discussions and the subsequent development of necessary supporting data, the actual course proposal must be completed by the prospective Faculty Leader. See the following Guidelines for the Course Proposals.

Step 4: Signatures and Submission
The Faculty Leader is responsible for routing the course proposal in order to obtain all required signatures indicating that the course has the appropriate approval. These signatures include: the departmental chair; the dean of the college; and the dean of the College of Graduate and Professional Programs when graduate credit is to be offered. Cross-listed courses should be submitted to all corresponding department chairs. Separate courses offered require separate forms and appropriate signatures. The OIP cannot guarantee the successful planning or implementation of proposals submitted after the posted deadlines.

Moving Forward
Following receipt of the proposal package, the OIP will work with the designated faculty member(s) regarding the actual organization and administration of the program. During the planning stages, the OIP will:

- Work with the faculty member to develop an academically sound study abroad experience;
- Confirm that the proposed courses have departmental and college approvals;
- Work with the faculty member to develop a program budget;
- Assess issues of safety and liability;
- Develop promotional materials;
- Assist in marketing the program;
- Assist in screening students, with active participation of the faculty member(s) and the department;
- Provide and process the necessary application and legal forms;
- Maintain files of all required financial data for University and state auditing of the program's account after the program's completion.

Programs Offered for the First Time

Draft proposals are welcome, and the OIP will provide feedback and suggestions, especially in regard to logistics, academic requirements, etc.

Programs Offered Annually or Biannually

Faculty that have offered programs in the past or who offer programs on a regular basis are required to submit the completed items (see above list) each year to the OIP. Programs may change in content from year to

year, therefore, factors such as costs, locations, size of student group, etc. cannot be assumed to be the same as the year before.

Criteria Guidelines for Formulating Short Term Abroad Programs

General

- The course should be clearly related to departmental and student academic interests and goals, providing either a pertinent international expansion of these, or a supplementation of campus programs so that the Short-Term Program helps to strengthen AU academic programs overall.

- Whether intended for undergraduate or graduate credit, the academic validity of the short-term study abroad program requires that it be formulated with serious reference to students studying abroad for academic credit rather than individuals merely interested in overseas touring on a non-credit or audit basis.

- The proposed course should be clearly related to the specialized professional interests of the faculty member(s) concerned. Instructors of graduate courses must either be a member of the AU graduate faculty from the offering department or be approved to teach at the graduate level. AU Short-Term International Programs should, whenever possible, be led by active regular faculty members. **Two Faculty Leaders are required for short term abroad programs.**

Needs assessment

- Before anything else can be done, you must assess the need for your program on campus. Ask yourself the following:

    1. Is your program offering something unique that cannot be accomplished on campus?
    2. Does the program enhance AU's mission and academics offerings?

- The potential enrollment for the program needs to be considered as well. It is essential that there are enough students to sustain the program; if enrollment is low there are budget considerations that can limit the program. You should consider:

    1. How many majors are participating?
    2. Will the program attract students from outside your department?
    3. Are there prerequisites or language skills required?
    4. Is there a minimum physical fitness required?

Course Criteria

- **Program objectives**
  Please provide a brief description of the program goals and objectives. Will the program provide general education credit? Is it geared toward majors only, or open to all types of students, e.g., non-majors, undergraduates, graduates, students-at-large, non-traditional students, and non-AU students? It is imperative that a program objective be included in the proposal.

- **Courses to be taught**
  Will students be required to submit written assignments, meet on a one-on-one basis with the Faculty Leader, etc? If the course is to carry graduate credit, what are the characteristics of the course and the course requirements that distinguish the course from an undergraduate experience?
- **Instruction methods**
  How will the courses be carried out on this program? Will the program include visits to museums, course-related organizations, lectures, papers, journals, etc.? What type of grading process will be utilized for each course?
- **Time for instruction**
  Instructional contact time may include lecture, classroom discussion, visits and excursions to cultural, historical, and course-related sites, performances, etc.
- **Evaluations Plan**
  Participants must fill out a course evaluation for each course offered as required by University policy. Faculty Leaders should make arrangements through their department to have the evaluations administered. The OIP also provides participants with an opportunity

to evaluate the program. It should be noted that the OIP evaluation is separate from the departmental evaluation.

- **Financial aid**
  In order to be eligible for financial aid, the abroad part of the program has to be a required component of the course.

Logistics

- **The length of the program**
  Short-Term programs are generally one to three weeks in length and are part of a semester, A or B block course, or a summer course.

- **The country(s) included**
  Is this a single-country or multi-country program?
- **The visa requirements and application fees for all countries**
  Provide a sample form and application criteria obtained from the appropriate consulate, along with a contact's name, address, phone and fax number.
- **Proposed type of housing for the program**
  Include names, addresses, phone/fax numbers and e-mail address for dorms, home-stays, hotels (double or single rooms?) or other housing locations.
- **The modes of transportation used from one site to another**
  Programs that are "on the move" or cover great distances (i.e. from one country to another) will significantly affect the program costs as well as pose a more significant level of risk and oversight on the part of the Faculty Leaders.

- **The number of students participating**
  How many students will the program be opened to? How many will you and your staff be able to manage? Size limitations are generally between 7 to 25 students. *Please provide a description of the program audience.* Is the program open to undergraduate- and graduate-level students? Must participants be a major or minor in the program area of study? Is the program open to non-traditional students and/or spouses?

- **Staffing and Support (AU and Abroad)**
  What will be helping you with this program? Who will be your assistant with you or will you have another faculty member? What kind of support will you have abroad? Will you be working with an institution or third party provider in country? As a rule, two leaders are required.
- **Students with Disabilities**
  You need to consider student with various disabilities that may have an interest in your program. Will you be able to provide help for students with learning disabilities? Will you be able to provide access to all your program activities to students with limited mobility? And will you be able accommodate students with visual or auditory disabilities? Providing access for students with limited mobility may depend entirely on the country and type of program you are planning.
- **Contact information**
  Faculty members should provide the name, address, phone/fax numbers and e-mail address of any overseas contacts (educational institution, faculty member, travel agent, etc.) that might be able to assist with logistical arrangements and/or scheduling lecturers, museum visits, etc. The OIP, in cooperation with the Faculty Leader, will contact this person(s) to contract for logistical services.
- **Draft of Daily Itinerary**
  An itinerary should include dates/cities/countries to be visited, daily activities, lectures, site visits and excursions (including modes of transportation, site and/or lecture fees, etc.)
- **Payments: Amounts and Deadlines**
  You need to consider a Payment schedule for the students and Deadlines for payments, particularly for the initial deposit. The suggested deposit amount is $500, non-refundable. The billing will show up on the student's bill.

- **Student Paperwork: What the OIP needs from the students**
  OIP requires that each student hand in the necessary paperwork before they leave. This includes:
    - Short-term Application
    - Emergency Contact/Medical Form
    - Judicial Waiver/Liability Form
    - Financial form
    - A CLEAR copy of the student's passport

Health and Safety

- **Health requirements for travel in the proposed country (s)**
  Identify immunization or health considerations that the students should be aware of prior to departure.

- **Immunizations**
  Please inform (and remind) your students about necessary immunizations; they must not wait. Many students put off pursuing their immunization concerns or other health related matters until it is too late. Students who delay starting the immunization process may be unable to receive proper treatment or participate in the program. In some cases, immunizing must be undertaken over several weeks. The faculty members should suggest that students contact the AU Health Center, the local Health Department, or their family physician shortly after admission into the program.

- **Health Care**
  Each Student is required to have health insurance that will cover them abroad; they must check with their insurance provider on whether they are covered abroad before they depart the country. If their insurance does not cover them abroad, direct the student to the OIP where we will provide them with information on where they can attain international insurance. ** Note** we will only provide guidance; we are not health insurance providers.

  It is the responsibility of the Faculty Leader to know what health care will be available in country and where.

- **Prescription Medications**
  If a student takes regular medication, he or she should take a supply sufficient to cover the time abroad. Students need to be aware that the brand name, chemical make-up, and potency of a drug can vary from country to country and that many drugs marketed under names known in the U.S. may be unknown in

some locations overseas. Optical prescriptions should be taken abroad as well.

- **Insurance Coverage**
  Students participating in a study abroad program are required to have hospitalization and medical insurance that is valid outside the United States. It is the student's responsibility to verify his/her coverage. Proof of coverage may be required; as proof of health insurance is sometimes required for students to obtain visas permitting them to enter the country and participate in the program.

  - **International SOS Assistance Card**
    Alfred University has an agreement with the International SOS Assistance for its students and the Faculty and staff planning to go abroad. Students and the Faculty Leaders, planning to go abroad for a semester or short-term study abroad programs will receive medical security and travel assistance through International SOS Assistance Card. International SOS Assistance provides 24/7 medical assistance worldwide, offers medical evacuation and optional travel insurance. The instructions on how to sign up to the service and the use of it should be discussed during one of the orientation meeting. Details can be found at the following link: http://www.internationalsos.com
    Please note:
    - This is **NOT** health insurance
    - There is **NO CHARGE** for this insurance. AU pays the membership each year.

- **Medical Expenses**
  Students are advised to secure access to enough money, through a credit card for example, to be able to pay for any medical services they might need. In the event of a medical emergency, the group leader is advised that any decision made to pay personally for medical services on a student's behalf is a personal judgment. AU will not reimburse the group leader in case the student decides not to do so. This policy is not to indicate less of an interest in the welfare of the student, but meant rather to eliminate any misconception that every student participant is fully covered by insurance for his/her medical care and that you, as a group leader, can expect to be reimbursed at some point. This is a financial and liability matter, not an indication that a faculty member should hesitate in helping students get medical care, from accompanying them to a doctor, clinic or hospital, etc. It is the responsibility of the group leader to make inquiries regarding available medical and professional services near the program site,

to provide information to participants, and to help participants obtain the services they may need during the program.

Crisis Management

- **What is an emergency?**
  An emergency is any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well-being of program participants. Emergencies may include, but are not limited to, the following types of events and incidents:

  - Physical assault
  - Disappearance or kidnapping of a student
  - Robbery
  - Sexual assault or rape
  - Serious illness (physical or emotional)
  - Significant accident and/or injury
  - Hospitalization for any reason
  - Terrorist threat or attack
  - Local political crisis that could affect the students' safety or well-being
  - Arrest or questioning by the police or other security forces
  - Any legal action (lawsuit, deposition, trial, etc.) involving a student
  - Natural Disaster

- **Preparing for and Responding to Crises**
  As part of your responsibilities of leading an Alfred University study abroad program, you may need to handle an emergency involving one or more of the students in the group. Students can and do become ill, suffer accidents, are the victims of muggings and assaults find themselves caught up in potentially violent political situations, fail to return on time to programs at the end of long weekends, etc. While it is impossible to plan for all contingencies involving our students abroad, it is essential to follow procedures that facilitate a responsible and levelheaded method of handling emergencies when they do arise. The faculty members leading the group must work in together in order to provide, in a consistent and predictable way, for the safety and well being of AU students abroad. We also need to take reasonable and prudent measures to limit the University's legal liabilities.

  For safety the faculty Leader, Staff and students are to register with the US Embassies through the US Department of State online before they leave the country at https://travelregistration.state.gov/ibrs/ui/ .

Alfred University has developed a series of specific procedures designed to safeguard the welfare of program participants, and to protect the University's interests. The Office of International Programs is responsible for coordinating the University's management of emergencies affecting participants in AU study abroad programs.

Orientation

Several events prepare students for their experience abroad: the mandatory Orientation meeting, organized by OIP staff, and program-specific pre-departure orientation meetings, held by Faculty Leaders. At least one orientation meeting for the participants in the program are recommended. These meetings provide a great opportunity to get to know the students in the program, to communicate important information, and to build group rapport. If possible, hold the meetings in an informal setting (some directors have held pre-departure meetings in their homes). Invite former student participants to help answer questions. In addition, remind students about key pre-departure tasks and deadlines, and make sure they are aware of the need to attend to such essential matters as course registration and passport applications.

Topics typically covered during the General Orientation Meeting, presented by OIP staff:

Practical Details

- Passport and visa information
- Packing information
- Safety and health information that includes U.S. State Department Consular Information Sheets
- Health and safety recommendations, including emergency contacts
- Physiological and psychological consequences of jet lag, culture shock, homesickness, changes in diet, lack of exercise, AIDS, etc.
- Insurance coverage
- Pre-registration instructions
- Financial issues
- International SOS Insurance

Alcohol and Drug Policy

- Alcohol and drug policy abroad
- Consequences of alcohol and drug use/abuse

Recommended Topics for Program Orientation Sessions, presented by the Program Director(s):

Expectations

- What is covered in the course?
- Itinerary, including arrival instructions and contact information
- What do the students want to achieve?
- What can they expect from the instructor and how can they contribute to the course?
- How will they get along in a group situation?

Cultural Sensitivity

- U.S. role in politics as it relates to the area(s)
- Political/economic issues in the country and region
- Communication patterns, social structure, religious beliefs and cultural practices
- General characteristics of male/female roles
- The group's issues concerning safety (women out alone, men accompanying women, etc.)
- Recommended independent preparation--books, language study, physical training, etc.

Budget

- **The Cost of Attendance**
  The itinerary should clearly indicate which excursions and site visits are course-related--these would be for all participants and included in the program costs--and which are optional or at the students' personal expense.
- **Things to be consider/included in the Budget:**
  - Round-trip airfare, students and staff (If not included in the fee)
  - On the ground travel (if not included in the fee)
  - Lodging
  - Meals
  - Special events and admission fees (museums, guest lecturers, etc.)
  - Communications (international phone/SIM card)
  - Travel materials (maps, guide books, etc.)
  - Project materials
  - Gifts
  - Tips
  - Cost of exchange
  - Taxes
  - Miscellaneous contingencies/surprises

TIMELINE

1 year prior

→ Meet the Director of International Programs, Petra Visscher, to discuss your proposal

10 months

→ Proposal reviewed by the OIP and sent to your Department for approval

9 months

→ Approved proposal given to the OIP with all the signatures; Begin work on logistical arrangements

6 months

→ Marketing plan determined and activated; Logistics finalized

4 months

→ Select students, give them the program information, requirements and deadlines

3 months

→ Have the students hand in all necessary paperwork and deposits to the OIP

2 months

→ Finalized budget

1 month

→ Mandatory Pre-departure Orientation

—Abroad—

2 weeks after

→ Submit all financial documents (receipts, etc.) to the OIP; submit student evaluations

1 month after

→ Submit End of Program Report

AU Crisis Management and Response Plan for Short Term Study Abroad Programs

Crisis Management Plan (CMP)

1. **Emergency contact information**
   The students/Faculty Leader and any support staff will need to leave emergency contact information with the OIP.

2. **Pre-departure Information**
   Explain to the students that they are required to inform you about any medical emergency. Explain to the students that this information will be treated with the strictest confidentiality, and that it will be shared on a "need to know" basis only, outside the OIP. Also inform students that if the crisis involving the student is grave enough to jeopardize his or her safety or well being, the emergency contact they have provided at the time of registration will be informed.

3. **Contact Information for AU and Abroad**
   During the pre-departure meeting the Faculty, staff and students will be given a contact card with the contact information for AU and the U.S. Consulate number for the country(s) the group is traveling in.

4. **Local Health Care and Emergency Services**
   We recommend that the faculty Leader look into the local health care facilities and emergency services offered in the area that you are traveling in. This will give the Faculty Leader an understanding of what local support that they can expect during a situation.

5. **Emergency Roles and Responsibilities**
   Before you leave you should think about what roles the Faculty Leader and the support staff will play and discussion what you are responsible for. Different roles and responsibilities include:
   - Counseling

- Providing first aid/CPR
- Providing company and supervision for students in hospital or detainment **(Students should not be left alone, especially when they are in a traumatic situation)**
- Communication (contacting the various parties that need to be involved)

Crisis Response Plan (CRP)

- These steps provide a basic guide for handling an emergency situation; details may vary depending on the situation at hand.
- These steps may need to be carried out in a continuous loop

1. **Maintain the health and safety of the group**
   In an emergency, the first responsibility is to maintain the safety and well being of program participants. Do whatever is necessary to assure this, whether this means obtaining prompt and appropriate medical attention, embassy intervention or police protection.

2. **Gather information and determine the urgency of the situation**
   It is important to know all the facts and information about the situation.

   - Who is involved? How many students?
   - Who is with the students? And where are they? Are the students in separate locations?
   - Are the students safe now or do they need to be moved to a safe location?
   - Is the situation over or on going?
   - What is the current status of the situation?
   - What immediate action is needed? (Example: medical treatment)
   - What further action (if any) is needed?

   You will need all the information you can get when you start contacting the appropriate people so they know the situation and can help you respond accordingly. Keep a log of all the information gathered on the situation and how you are responding

3. **Contact AU/Local authorities/ US Consulate/etc.**
   After you have all the information on the situation, the appropriate people are to be contacted. The OIP at AU should **ALWAYS** be informed

of the situation and are to be given regular updates as well. The OIP will be the contact for AU, informing the offices on campus and informing the student's families. The local authorities should be contacted, if they have not been already, the same with U.S. Consulate.

4. **Inform Students**
   It is important that the students remain calm and informed, as not to cause a panic. Keep in mind that the students may have cell phones or other ways to spread information home. To avoid panic and confusion from the students and their families at home, inform the students on the situation and update them when needed.

5. **Determine the next course of action**
   After the all the contacts have been made and everyone is informed of the situation, the Faculty Leader will have to determine what to do next, in partnership with the OIP and AU. Generally the Faculty Leader will have to decide how and if the program can continue. In extreme situations the group may need to be evacuated from the site, it is more likely that the program can and will continue with some minor rearrangements to the itinerary.

6. **Write an incident report**
   You will be given incident report forms from the OIP before you leave. After any incident, no matter the urgency, a report form must be returned to the OIP.

ROLES AND RESPONSIBILITIES

Every party involved with the program plays a different role and has a set of responsibilities. The three main parties are the OIP, the Faculty Leader and the students; their roles and responsibilities are listed below. Anyone who has a position in the program and is being paid through program costs **MUST** have a description of their role and responsibilities added to this list within the program proposal. Examples of these positions are faculty assistants, drivers, tour guides, logistics coordinators, Guest Lecturers, Professors at Host Universities, etc.

Office of International Programs (OIP)

The OIP has been charged by the Provost with the responsibility for coordinating, reviewing, signing, administering, evaluating, and providing oversight of all University agreements with an international dimension. Therefore, all programs offered for AU academic credit outside the United States must be submitted to OIP for approval. The OIP is here to provide support and resources to faculty members planning a program abroad. The OIP responsibilities are the following:

- Coordinating
- Reviewing
- Signing off on
- Administering
- Evaluating
- Oversight

Faculty Leader

The Faculty Leader is responsible for the program as a whole. The Faculty Leader designs and implements the program; they are in charge of the course and the students. The Faculty Leader is responsible for the following:

- Proposal
  - Following all guides and attaining all required signatures
- Design and delivery of program
- Conducting the needs assessment/course/evaluation
- Arranging the logistics
- Leading the students and providing for the student's health and safety
- Conducting the course
- Representing Alfred University
- Communication with the OIP during the entire process on campus and abroad
  - **If** an international phone is available it will be provided by the OIP
- Providing an end of program report
- Program finances/handling money for the program abroad

Students

While abroad students will not only be representing themselves, but Alfred University and the United States of America, as well. It is important that they keep this is mind during the program. It is also important that they know the policies of AU for behavior and conduct will apply to students even abroad because they are on an AU sponsored program. The policies for behavior and conduct at AU can be viewed in the Student Life Policies and Procedures handbook online. They are also compliant to the laws and regulations of the country they are in. This should be explained to the students so they know what is expected of them abroad. Students are responsible for the following:

- Attend the mandatory pre-departure orientation session(s)
- Participate in **ALL** scheduled program activities and events
- Complete all assignments for the course

Before departing on the program students will be required to fill out and sign the following documents and return them to the OIP:

- Emergency Contact/Medical Form
- Judicial Waiver/liability
- Financial form (How and where the payments will be coming from)

And provide the OIP with:

- A clear copy of the student's passport (We must be able to recognize the student's face on the copy and see all the information clearly)
- The deposit fee (all checks made out to Alfred University)

REMOVAL/WITHDRAWAL FROM THE PROGRAM WHILE ABROAD

A student leaving the program, whether by their choice or not, is a serious matter and requires the full attention of the Faculty Leader, the OIP and AU together.

Removal from the Program

Any removal of a student from the program while abroad **MUST** be done in partnership with AU and the OIP. Removing a student is a serious decision and should not be taken lightly. To avoid any legal fall out the decision must not be made by the Faculty Leader alone but with the backing of AU and the OIP.

Removal of a student means the decision to leave is not the students, but the Faculty Leader with the backing of AU and the OIP. Reason for removal would be based on the student's behavior and misconduct abroad; the student's behavior would not only be affecting themselves but the group as a whole. The behavior may include but is not limited to the following:

- Drunkenness/intoxication
- Harassment (of any kind)
- Inappropriate or disruptive behavior that takes away from the group and their learning

- Behavior that endangers the life of the student or the lives of the other students.

Warning System
This depends entirely on the Faculty Leader and how they wish to handle the situation. Some behavior can be stop or prevented with a warning and explanation of the consequences from the Faculty Leader.

Credits
Students who are removed from the program abroad **will <u>not</u> receive credit for the program**. This should be made clear during the pre-departure orientation so the students know the consequences of their actions abroad.

Procedure for Removal
If removal of a student is necessary, follow the steps below:

1. Secure the student/situation

2. Gather information

    a. What has happened?
    b. Who was involved? How many students?
    c. What are the consequences?
    d. Does any action need to be taken? (i.e. medical treatment/law enforcement)

3. Communication with the OIP and AU
    a. Inform them of the student and the situation
    b. Explain your rationale for why the student must be removed
    c. Plan the removal of the student with the OIP
    d. Discuss what actions (if any) will be taken by AU back on campus involving the student.

4. Discuss the situation with the student
    a. Do they understand why they are being removed from the program?
    b. Give them their new travel plans; make sure they are safely brought to their port of departure and that they have arranged for transportation back home once they arrived in the USA.

5. Fill out an Incident Report and return it to the OIP

Withdrawal from the Program

A student may choose to leave the program (while abroad) for a number of reasons: health (physical or mental), family crisis back home, or personal reasons.

First the Faculty Leader should sit down with the student and discuss the situation with them. The Faculty Leader may have to act as a counselor for the student, if there is a personal/mental reason for their wanting to leave. The Faculty Leader should try to help the student in any way that they can. Ideally every party involved would like to see the student stay in the program, and anything that can be done to prevent the student from withdrawing should be tried, within reason.

Credits
If a student withdraws from the program abroad, the decision of credits earned is left to the PD. This should be discussed with the student before they leave the program. Depending on the situation an arrangement can be made with the student on how they can work to receive the credits back at AU.

Procedure for Withdrawal
If withdrawal is unavoidable, follow the steps below:

1. Communicate with the OIP and AU
    a. Give the name of the student
    b. Give reason for student's withdrawal

2. Arrange for the student's return, working with the student and the OIP

3. See that the student is brought safely to their port of departure and that they have arranged transportation back home once they arrive in the USA

4. Fill out an Incident Report form and return it to the OIP

Faculty/Short-Term Program Proposal Template

Alfred University Study Abroad

This document should be completed and submitted to the Office of International Programs. The final copy should be printed and signed by the program sponsor, the dean of the sponsoring college and the department head of the sponsoring department then submitted in hardcopy to Petra Visscher, International Programs -

Approval Signatures	
Sponsor of Proposal	**Study Abroad**
Name:	

Title: Date: Director, OIP
Date:

Approval of Dean

Name:
College of: Date:

Approval of Department

Name:
Department of: Date: Dean
Date:

1. Basic Description

Date of submission

Program title

Host institution(s)

Location City
Country

Duration
- ☐ Spring
- ☐ Fall
- ☐ Summer
- ☐ Short term (specify dates)

Proposed date of implementation
- ☐ Spring 20__
- ☐ Summer 20__
- ☐ Fall 20__

Occurrence
- ☐ Recurring
- ☐ One-time only

3. Goals and Objectives

[This section should set out specific goals and themes, and cover items that are not addressed in the following template questions and/or check boxes.]

4. Target Audience: AU Population(s) Served

Level
- ☐ Undergraduate
- ☐ Combination undergraduate & graduate

Scope
- ☐ One department (specify)
- ☐ Multiple departments (specify)
- ☐ All departments

Is the program accessible to all students (esp. in terms of prerequisites)?
- ☐ Yes
- ☐ No (specify)

Does the program design involve interaction or collaboration with other universities or colleges in the U.S., or the participation of non-AU students?
- ☐ Yes (specify, e.g. students of another institution the community at large)
- ☐ No

What is the estimated maximum enrollment to be served per year?

If applicable, what is the estimated minimum enrollment required to operate this program per year?

NOTE: Program costs must be considered.

Who will promote/market/recruit students for the program (e.g., design brochures, make classroom visits, etc.)
- ☐ OIP
- ☐ AU academic department
- ☐ OIP & AU academic department or college
- ☐ Not applicable
- ☐ Other (specify)

5. Academic Design

Classes:
- ☐ Special design for AU students (provide specifics below)
- ☐ Direct enrollment in local classes
- ☐ Direct enrollment & special design (provide specifics below)
- ☐ Part of a semester long class (provide specifics below)

Title of courses offered	Course number	# of credits

Non-classroom Options:

☐ Study tour (attach itinerary and provide specifics below)

Have you secured approval from the appropriate departments where courses will be accredited (including language departments)?

☐ Yes
☐ No

What is the range of AU credits that students will earn on this program**?**

Minimum ☐
Maximum

Who will teach courses? ☐ Host institution faculty
☐ AU faculty
☐ Other (specify) ☐

Language(s) of instruction ☐ English
☐ Other (specify) ☐
☐ Mixed (specify) ☐

Grades assigned by ☐ AU academic faculty member
☐ Other (specify) ☐

Grades assigned in ☐ AU grading system
☐ Other (specify) ☐

6. Admission Requirements for AU Students

Minimum semester standing required at time of participation:

☐ 2nd semester sophomore
☐ Junior/senior level
☐ Combination undergraduate and graduate
☐ No minimum

GPA ☐ 3.50
☐ 3.00
☐ 2.75
☐ 2.50

Specific prerequisite classes:

☐

Language proficiency requirements:

☐ Yes (specify) ☐
☐ No

Students selected by

☐ AU academic department or college liaison
☐ Other (specify) ☐

7. Program Support

NOTE: AU sponsors proposing programs are always responsible for academic design and ensuring program viability.

Academic oversight/quality control for the program will be provided by:

- ☐ AU academic department/college
- ☐ Other (specify)

Pre-departure orientation will be provided by: (e.g., information on cultural issues, health & safety, academics, etc.)?

- ☐ AU office of International Programs (required)
- ☐ Other (specify)

8. On-Site Conditions/Support

A. Housing

Type
- ☐ Home-stay
- ☐ Dormitory/student residence
- ☐ Apartment arranged by overseas program provider
- ☐ Independent
- ☐ Other (specify)

Arranged by
- ☐ Host institution office of international students
- ☐ Host institution housing office
- ☐ Housing agency
- ☐ Student

Amenities
- ☐ Private room
- ☐ Shared room
- ☐ Private bath
- ☐ Shared bath
- ☐ Laundry service
- ☐ Use of kitchen
- ☐ Other (specify)

Payment
- ☐ Included in program fee
- ☐ Other (specify)

B. Food

The source of food will be provided by:

Payment
- ☐ Included in program fe
- ☐ Other (specify)

9. On-site Coordination

Name and contact information for on-site coordinator(s):

The responsibilities of the on-site coordinator (e.g. accompanying faculty) will include on-site orientation, academic advising, crisis management, understanding the mandatory health insurance, familiarity with local emergency services, medical facilities and 24-hour availability to the students. In addition to these requirements, the On-Site Coordinator will be responsible for:

- ☐ Airport pick-up
- ☐ Assistance with immigration requirements
- ☐ Organizing educational travel (e.g., organized tours, field trips)
- ☐ Other (specify)

10. For Students with Disabilities

Host institution can accommodate students with learning disabilities ☐ Yes ☐ No

Host institution can accommodate students with limited mobility ☐ Yes ☐ No

Host institution can accommodate students with visual disabilities ☐ Yes ☐ No

Host institution can accommodate students with auditory disabilities ☐ Yes ☐ No

11. Student Welfare

NOTE: All students are required to enroll in the mandatory AU Health insurance plan The student welfare responsibilities of the sponsor (e.g. accompanying faculty) are to be available to the students on a 24-hour basis, and to give all risk factors due and unbiased consideration. All participants are enrolled in the AU sponsored International SOS insurance.

A. Health Concerns

Will students face any particular or unfamiliar health issues at this program site (e.g., need for water purification, need for inoculations?)

- ☐ No
- ☐ Yes (specify)

Describe the medical facilities available to program participants. Include information on facilities at each of the locations where students will spend a substantial amount of time.

B. Safety Concerns (NOTE: See the State Department's web page on travel warnings and consular information sheets at http://travel.state.gov/travel_warnings.html#c)
AU will not allow any travel to places with a Travel Warning, issues by the US Department of State

Non-violent crime (e.g., theft): ☐ Low ☐ Moderate ☐ High
Violent crime: ☐ Low ☐ Moderate ☐ High
Political instability: ☐ Low ☐ Moderate ☐ High
Natural disasters: ☐ No ☐ Yes (specify)

What procedures will be in place to respond to an emergency (single person incident, group evacuation, etc.)?

coverage

Your assessment of the risk of air service as provided in host country:
☐ Low ☐ Moderate ☐ High
Your assessment of the risk of rail service as provided in host country:
☐ Low ☐ Moderate ☐ High
Your assessment of the risk of watercraft service as provided in host country:
☐ Low ☐ Moderate ☐ High
Your assessment of the risk of bus service as provided in host country:
☐ Low ☐ Moderate ☐ High
Your assessment of the risk of other transportation services as provided in host country (specify):

☐ Low ☐ Moderate ☐ High

☐ Low ☐ Moderate ☐ High

D. Student evaluation surveys (NOTE: Indicate evaluation instruments) should be submitted to OIP with the end of program report.

16. For Grant-Supported Programs Only

NOTE: If the program is supported by a grant, be aware of the following:

- AU does not have a mechanism that allows for tuition waivers for incoming exchange students
- As the proposer of a grant-funded program, you will be working closely with AU University Relations
- If your grant requires an exchange component or tuition waiver for incoming students, be sure to read the special section below on exchange proposals

Type of grant

Duration of grant

Has the grant proposal been submitted and/or approved?

☐ Yes, date submitted:
☐ No, date due:
☐ Approved, date:

17. ATTACHMENTS: If Applicable

☐ Grade and/or credit conversion table
☐ Study-tour itinerary

18. Budget /Payment Schedule and Cancellation policy

☐ Letter of support from the host institution

Budget – attach the link to the excel sheet here.

Payment schedule
Cancellation policy

19. End of Program Report

An End of Program Report must be completed and returned to OIP within one month of the completion of the program

APPENDIX M

The Water Project
Alfred University Budget Notes
as of July 7, 2011

The budget for the Water Project is divided into five sections: program management costs, pre-departure costs, on-site costs, re-entry costs and additional costs.

I. Program Management costs

A. Labor

The faculty facilitator and project engineer will receive a $3000 stipend (each) for their time spent working abroad for the program. Any hours of work done by the OIP staff and the OIP intern will be covered under the OIP budget and not reflected in the Water Project budget.

B. Marketing and Promotion

All marketing work done by the OIP intern will not be included in the Water Project budget, this includes: promotions done online (AU website, Facebook, and emails), representation during fairs and campus events, classroom visits and informational meetings. The materials needed for the poster/flyer/brochure campaign, will be covered in the Water Project budget.

II. Pre-departure costs

a. Site visit

The site visit will occur a year before the departure of the Water Project. Both the faculty facilitator and the Project Engineer will attend the visit. All their costs will be covered by the Water Project budget, these costs are broken into six sections: flight, accommodations, meals, ground transportation, and a SIM card for the OIP's international mobile phone.

b. Orientation

The pre-departure orientation will be mandatory for all students and faculty members going abroad. They will be supplied with an informational packet and refreshments at the cost of the Water Project Budget.

c. Visa

The group will apply for the required travel visa together, the cost covered in the Water Project Budget.

d. Flight

The international flight from JFK to Ouagadougou for the faculty facilitator, project engineer, and students will be accounted for in the Water Project budget. However, travel to and from JFK will be the individual's responsibility. The cost of the flight is based in 2011 pricing and is subject to change.

e. Faculty expenses

Additional faculty expenses will be covered by the Water Project budget, these include travel visas, a SIM card for the OIP's international mobile phone, and a first aid kit for the faculty facilitator to travel with for minor incidents.

III. On-site costs

a. The Water Project

The costs covered under this category are as follows: 100 CWP filters and the salaries for the in-country guide and the community liaison. The cost of the CWP filters is based on information from the Potter for Peace website.

b. Accommodations

There will be two types of accommodations for the program. The first three and last nights of the group's stay will be in a hotel, the rest of the group's 13 nights will be in home-stays within the community. The cost of both types of accommodations will be accounted for within the budget, for both the students and faculty members. The Hotel cost is based on 2011 pricing for an average hotel in the capital of Ouagadougou, the price is subject to change. Home-stays will not only provide a place to sleep but also all their meals while the student is in the community.

c. Bus rental and driver

Ground transportation for the first four days and the last day in country will be accounted for in the budget, as well as the driver's tip.

IV. Re-entry session costs

The materials for the informational packets and refreshments needed for the re-entry session will be covered by the Water Project budget.

V. Additional costs

Any additional costs will not be covered by the Water Project budget. These include the cost of a passport, meals not provided by the program, vaccinations and medications required for travel to Burkina Faso and any other personal purchases.