This report summarizes the opportunities and challenges of each off-campus programs semester for the 2012/2013 academic year. If you have questions, please address them to Don DeGraaf, Director of Off-Campus Programs.

General Off-Campus Programs:
- **STRATEGIC PLAN.** The Off-Campus Programs Office has worked on a strategic plan for the office. The plan has been reviewed by the Off-Campus Programs Committee but not formally approved. The plan can be found in appendix A.
- **STATISTICS.** A chart providing numbers of students participating in all Calvin and non-Calvin programs can be found in appendix B.
- **NON-CALVIN PROGRAMS.** The OCP office completed its first year with the new slot application process, whereby students had to apply for a “slot” to take 50% of their Calvin issued financial aid with them. This year, 20 slots were available for students and all 20 slots were awarded. Next year 2013/14 15 slots are available.
- **SUMMER PROGRAMS.** This summer (2013), Calvin will have ten students doing a service-learning experience in Hong Kong, China, and Indonesia. Each of these students will be enrolled in a one credit course (that can be used for CCE credit) for this experience.

**Britain:**
- **DIRECTOR.** Scott Vander Linde, Economics
- **PARTNERSHIP.** Calvin currently partners with York/St. John University. Overall, our partnership with York has gone very smoothly. This year we have signed a new memorandum of understanding for the next five years.
- **CURRICULUM.** The focus of this year’s semester was on economics and health care, comparing the British and American systems.
- **ENROLLMENT (n=26 – Three year average - 25).** The Britain semester continues to be our most popular off-campus program. Enrollment is usually between 25 and 30. Although the higher numbers do create more work for the program director, these numbers also help offset the higher cost of this semester.
- **STRATEGIC PLAN ASSESSMENT:** York offers a safe, scenic, and historic location to study abroad. Its value lies in the opportunities it offers to a wide range of majors. The challenge of keeping the program from simply becoming an opportunity for students to travel Europe is real and needs to continually be addressed. The overall cost of the semester will continue to be a long-term challenge as it relates to sustaining the program in the future.

**China:**
- **DIRECTOR.** Wayne Ten Harmsel, History
- **PARTNERSHIP.** Calvin currently partners with Capital Normal University.
- **CURRICULUM.** Curriculum has remained consistent this year. We did try to offer students the opportunity to take a business class (taught in English) at Capital Normal University but no students enrolled in this option.
- **ENROLLMENT (n=11 – Three year average 12).** Calvin is continuing to examine ways to expand the curriculum to provide opportunities for business students to take business classes at
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CNU. In addition, the OCP office is exploring a number of possibilities to increase enrollment, ideally we would like to have 16 to 18 students a semester. These efforts include:
  o Providing an opportunity to take business class while at CNU
  o Reaching out to other CCCU colleges and asking them to consider sending students on the program. At this point, although schools seem initially interested there have been no commitments to making this happen.
  o Moving the semester to an every other year format or a two out of three year format.

• STRATEGIC PLAN ASSESSMENT: The program has been a valuable offering for Calvin in an increasingly important part of the world. The emphasis on language may be the major challenge that is keeping overall numbers down. Strategies moving forward may include: (1) moving the program to an every-other-year cycle; (2) working to develop a broader based curriculum that would allow students to commit to only 3 credits of Chinese language study rather than the current 8 credits; and/or (3) looking to find a partner school (in the US) that has a Chinese major/minor that would consider sending 3 to 4 students to our program on an annual basis.

France: The program was not run in 2012/2013
• CHANGES: The program was moved to an every other year format staring in the fall of 2013. It is hoped that the every other year format will keep enrollment strong (20 to 25 students in the program.
• STRATEGIC PLAN ASSESSMENT: Currently the Semester in France goes every two out of three years. In the second year, enrollment usually drops. Due to this second year drop, Calvin should consider one of the following options moving forward: (1) Finding one or two partner institutions that would be willing to send their students on our program on a consistent basis; (2) Moving the program to an every other year schedule, structuring it to alternate with the Spain Core program in the fall.
  o The program will move to an every other year cycle starting in 2013/14 (F2013 program will run).

Ghana:
• DIRECTOR. Roland Hoksbergen, IDS
• PARTNERSHIP. Calvin currently partners with the University of Ghana and the Akrofi Christaller Institute.
• CURRICULUM. The service-learning component of the semester continues to grow. Future changes include moving the service-learning placements to the end of the semester to allow students a more intense experience and to use all of Ghana (not just Accra).
• ENROLLMENT (n=18 – three year average 17).
• PROGRAM REVIEW. The Director of Off-Campus Programs visited the program in the fall of 2012. The formal review can be found in Appendix C. There are some challenges related to the basis structure that the review documents that may have to be address in 2013 for the 2014 program.
• STRATEGIC PLAN ASSESSMENT: With the changes of the last two years (e.g. service-learning placements, host family option, home stays in the Ga District), this program has really been strengthened and is offering students a rich opportunity to connect with the people and culture of Ghana. In addition, the fact that this is Calvin’s only semester program in Africa makes it an extremely important offering in the overall scheme of Calvin’s off-campus programs office

Honduras (Development):
• DIRECTOR. Kurt Ver Beek, Sociology
• PARTNERSHIP. Calvin currently partners with the La Universidad Pedagogical Nacional to provide a location for the program in Tegucigalpa.
CURRICULUM. No changes in curriculum.

ENROLLMENT (n=11 – Three year average 15).

SAFETY. During the 2011/2012 academic year, Calvin made major changes in the Honduras program in response to safety concerns. These changes included: (1) moving students out of Tegucigalpa to stay with host families in Santa Lucia (a small community about 30 minutes outside of Tegucigalpa); (2) Creating additional policies about independent student travel; (3) adding a security consultant to assist with student orientation and to review our safety procedures. These changes have proven extremely successful, and we have had no safety issues in Honduras in the fall of 2011 or 2012. In December 2012, The U.S. State Department issued a Travel Warning for Honduras. The OCP office initiated an additional set of risk management procedures that included, informing students about the warning, having students sign an additional waiver and sharing with students what has been done to promote student safety on this semester. This material can be seen in Appendix D.

STRATEGIC PLAN ASSESSMENT: The Honduras Development program has been a very important program for Calvin over the last 15 years. Its focus on justice and development fit well with the mission of Calvin College. Kurt and Jo Ann Ver Beek have done an excellent job over the years. In addition, the role of this semester is very important for international development studies (IDS) majors who are required to do a semester abroad. The safety concerns are real, but Calvin has done a good job in addressing these concerns. Moving forward, Calvin will need to continue to be diligent in monitoring the overall safety situation while continuing to challenge students to think about the important issues this semester raises.

Honduras (Spanish):

DIRECTOR. Pablo Villalta, Spanish

PARTNERSHIP. Calvin currently partners with the La Universidad Pedagogical Nacional to provide a location for the program in Tegucigalpa.

CURRICULUM. No major changes this year.

ENROLLMENT (n=11 – Three year average 11).

SAFETY. See info above. Since the changes starting in the Fall of 2011 we have had no safety incidents take place this includes the Spanish semester in 2012 and 2013. In December 2012, The U.S. State Department issued a Travel Warning for Honduras. The OCP office initiated an additional set of risk management procedures that included, informing students about the warning, having students sign an additional waiver and sharing with students what has been done to promote student safety on this semester. This material can be seen in Appendix D.

STRATEGIC PLAN ASSESSMENT: Historically, the Spanish Semester in Honduras has been an excellent program for Calvin. However, the concerns over safety and the declining numbers cannot be ignored. If numbers continue to stay low and if safety concerns are still high, Calvin may want to think about moving this program to another location or combining the development and Spanish semesters into one program.

Hungary:

DIRECTOR. Cheryl Feenstra, Nursing

PARTNERSHIP. Calvin partners with both Karoli Gaspar Reformed University (KGRU) and Corvinus University of Budapest. KGRU continues to serve as our major partner for the program, offering housing, classes, and admin support. Corvinus continues to offer students opportunities to take additional classes in English.

CURRICULUM. We continued with Service-learning placement this year and these placements went well.

ENROLLMENT (n=19 – Three year average 17).
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- STRATEGIC PLAN ASSESSMENT: Hungary offers a safe, scenic, and historic location to study abroad. Its value lies in the opportunities it offers to a wide range of majors and its connection to KGRU and the Reformed Church in Hungary. One of the bigger challenges is keeping the program from simply becoming education tourism; our service-learning placements should be continued to encourage more of a sense of place with the people and culture of Hungary.

Netherlands:
- DIRECTOR. Doug Vander Griend.
- PARTNERSHIP. Our partnership with the Free University Amsterdam has gone relatively well. There have been some curricular challenges related to students classes they need.
- ENROLLMENT (n=16).
- PROGRAM REVIEW. After the program review last year, the decision was made to discontinue this program after the Spring, 2013 program.

New Mexico: This program was not offered in 2012/13
- CURRICULUM. EPC and Faculty Senate approved a major reorganization of the NM curriculum to begin in the Fall of 2013. This will be a three-year pilot program to offer first year, first semester students an opportunity to fulfill core credits off-campus. The actual curriculum offered can be found at: www.calvin.edu/academic/off-campus/programs/new-mexico/
- PARTNERSHIP. Our partnership with Rehoboth Christian Schools has traditionally gone very well.
- PROGRAM DIRECTOR in 2013: Becky Haney
- STRATEGIC PLAN ASSESSMENT: The New Mexico Bridge semester is a 3-year pilot program for the College. The purpose of the program is to offer potential Calvin students an alternative path to either enter college or continue in college. One of the benchmarks for success of the program is if the program attracts new students to Calvin. If this benchmark is met; the program would be a nice long-term addition to Calvin’s off-campus program offerings

Peru:
- DIRECTOR. Dianne Zandstra, Spanish
- PARTNERSHIP. Our partnership with the Universidad Católica San Pablo has gone well. We look forward to strengthening this relationship moving forward.
- CURRICULUM. This is the first year this program was offered; the curriculum is evolving and more details will be provided to EPC next year after the second year of the program. The direct enroll portion of the curriculum seemed to go well. Classes were challenging for students, but the opportunity to take these courses is seen as a real benefit for students.
- ENROLLMENT (n=19 – Two year average is 19).
- PROGRAM REVIEW. The Director of Off-Campus Programs visited the program in the fall of 2012. The formal review can be found in Appendix E.
- STRATEGIC PLAN ASSESSMENT: The Peru semester is a strong program offering a great experience in a safe city. Calvin has made some strong relationships here that could continue to grow. In addition, students are exposed to a rich history, a fascinating culture, and a city with a vibrant future. Students are also confronted with a number of issues related to poverty, development, and their place in the world.

Spain (core): Program Not offered in 2012/2013
- PARTNERSHIP. Our partnership with the University of Oviedo has gone well. We look forward to strengthening this relationship moving forward.
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- STRATEGIC PLAN ASSESSMENT: The Core Spain Semester is offered every other year in the Fall. It serves an important niche by offering students the opportunity to fulfill their language core through an off-campus program. Currently the every other year format seems to be appropriate.

Spain (advanced):
- DIRECTOR. Sandra Clevenger, Spanish.
- PARTNERSHIP. Our partnership with the University of Oviedo has gone well.
- CURRICULUM. This is the first year our program has been offered in Oviedo; the curriculum is evolving and more details will be provided to EPC next year after the second year of the program. The direct enrol portion of the curriculum seemed to go well. Classes were challenging for students but the opportunity to take these courses is seen as a real benefit for Calvin students.
- ENROLLMENT (n=25 – Three year average 24).
- STRATEGIC PLAN ASSESSMENT. The Advanced Spain Semester has long been a favorite of Calvin students. The current program in Oviedo is offering students great value. Although the weather is a bit colder and damper than Denia, the move has been a good one and has accomplished many of the goals set forth by the college and the Spanish Department.
- SPANISH DEPARTMENT ASSESSMENT can be found in Appendix F.

Washington D.C.:
- DIRECTOR. Mikael Pelz, Political Science.
- PARTNERSHIP. No major partnerships. We did move housing to Washington DC Intern Housing Network (WIHN) and our students are all housed in a large house near the convention center. This housing seems to have worked out well in 2013.
- CURRICULUM. No major changes this year. Next year we are making the 1 credit course taken in the fall into a half semester class (taken from late October thru December) in order to be able to recruit students on a schedule similar to recruiting for our other spring semester programs.
- ENROLLMENT (n=16 – Three year average is 15).
- PROGRAM REVIEW. The Director of Off-Campus Programs visited the program in the spring of 2013. The formal review can be found in Appendix G.
- STRATEGIC PLAN ASSESSMENT: The DC program fills a unique role in Calvin’s overall offerings, giving students the opportunity to have an internship in a wide range of fields in a world-class, international city. Over the last year or so, the OCP office has put greater emphasis in showing students the wide variety of opportunities that are available through this program. It is our hope to get the number of students up to at least 16 to 18 students each spring semester.
SUMMARY ASSESSMENT OF ALL CALVIN PARTNERED SEMESTER PROGRAMS:

- **Chicago Semester:** The Chicago Semester was started in 1974 by a consortium of Christian colleges in the reformed tradition that includes Trinity, Dordt, Northwestern, Central College, Hope and Calvin. The program challenges students to integrate their personal, professional and public lives through internship, academic seminars and urban experiences. The program is administered through Trinity and has offices in downtown Chicago. Over the years the program has served mainly business students (at Calvin). Enrollment from Calvin has dwindled over the last 4 to 5 years. Overall enrollment from all institutions is down substantially in 2012/2013. The program does compete in some ways with our DC program but has provided a close to home alternative for underserved majors in our off-campus programs. Although it is tempting to withdraw from this partnership altogether due to financial concerns, I believe this would be short sighted, especially given our relationship with our other partners. A more measured response may be to set a number of students who could participate in any one year. Financially the program has always been reasonable for the college while students pay the same tuition as if they were attending Calvin. In 2012/2013 the cost of the Chicago semester was $9,000/student whereas tuition at Calvin was $13,400.
  - The number of student going to the Chicago Semester is capped at 15 a year for 2013/14.

- **German (Central College, Vienna):** This program fulfills a need to provide German majors with an opportunity to study for a semester in a German speaking location. The program is well run and students have given it high marks. It is an expensive program (over $22,000/semester in 2012/2013). Central bills Calvin and we pass this expense on to the students along with an off-campus fee ($155.00) and a fee for travel insurance ($120.00). Moving forward it is important to continue to offer German students with this opportunity, one initiative that is being examined is if we could also create an exchange program with a German university that might allow us to lower the overall cost for some students studying in Germany.

- **Japan (JCMU):** This program fulfills a need to provide Japanese majors with an opportunity to study for a semester in Japan. The program is run through the Japan Center for Michigan Universities (housed at Michigan State University). The program is quite reasonable for the college while students pay the same tuition as if they were attending Calvin. In 2012/2013 the cost of the semester for Calvin was approximately $9,000 whereas tuition was $13,400. Moving forward it is important to continue to offer Japanese students with this opportunity while at the same time the college should look to develop an exchange program with a university in Japan, which would give students an option and would also allow Calvin to lower the overall cost for some students studying in Japan.

- **Thailand:** Calvin began its partnership with Mark Ritchie of the ISDSI program in the spring of 2007. The initial rationale for the program was that it was in a part of the world where we did not have a program (Southeast Asia); it’s emphasis on sustainability and development was current, yet unique; and we needed additional sites for our IDS majors. The program has worked well for students, the experiential nature of the courses have been well received and students have been very pleased with their overall experiences. The Director of the OCP has visited this program and was very impressed with the content, pedagogy, instructors, and the overall experience. In particular, the experiential nature of the courses and the emphasis on sustainability provide excellent opportunities for Calvin students. Enrollment was initially high for the program but has gone down the last 3 years. In 2013 we sent 3 students. The program is expensive for the college and this cost is passed on to the students. With the lessening need to have non-Calvin programs serve IDS students (IDS enrollment is down and there is excess capacity in Calvin’s Honduras semester) it may be necessary to move the Thailand program from a Calvin partnered program to a Calvin supported option. An alternative option would be to cap the number of students who could participate in the program (e.g. 2 to 3 students).
  - PROGRAM MOVED TO A CALVIN SUPPORTED OPTION IN APRIL 2013. In the 2013/2014 academic year Calvin will support 2 to 3 students at the 100% level. In 2013/2014 no student will receive more than 50% of their Calvin financial aid.
APPENDIX A
OFF-CAMPUS PROGRAMS STRATEGIC PLAN

Calvin’s Mission:
Through our learning we seek to be agents of renewal in the academy, church and society. We pledge fidelity to Jesus Christ, offering our hearts & lives to do God’s work in God’s world.

Off-Campus Programs Mission:
Empowered by faith, informed by our learning, we seek to encourage experiential education opportunities that promote learning and active engagement with the world (both locally and globally) for students and faculty throughout their lives.

Off-Campus Programs Tagline:
Local Roots, Global Reach

Core Values:

- **Rigorous**: The OCP office will work to assure the academic excellence of our programs by creating opportunities that build on the experiential nature of study abroad to enhance disciplinary knowledge and interdisciplinary connections in a variety of geographic locations throughout the world.

- **Relevant**: The OCP office will strive to create opportunities that encourage students and faculty to engage in the current issues of our world related to matters of justice, racial reconciliation, sustainability, and community building.

- **Rooted**: The OCP office will strive to connect students to people and places by: (1) creating opportunities for all students and faculty to build relationship with each other and with people around the world; and (2) building a culture of civic engagement on both the global and local level as students study off-campus and return to re-connect with the Calvin and West Michigan community.

- **Relational**: The OCP office will work to build interdisciplinary partnerships within the college, between the college and the community, and between our local community and the world. To facilitate this value, OCP office will work to cultivate and develop partnerships with communities (organizations) in this country and abroad (FEN goals). This includes creating, implementing and evaluating exchange programs with universities/colleges around the world. Emphasis will be placed on building relationships with other Christian Colleges and Universities around the world.

History:
Calvin has a long history of supporting off-campus experiences for students and is committed to preparing its students to become agents of renewal both at home and around the world. Calvin’s first off-campus interim took place in 1968 when the French department took a group of students to France. In 2013, 45 years later, Calvin is sending out over 800 students a year in both off-campus interims and semesters.

Calvin’s most recent strategic plan (2008 to 2013), How will this promote learning (HWTPL), had a number of goals that connected directly with Calvin’s Off-Campus Programs Office. These goals are presented at the end of this plan along with the specific outcomes related to these goals. In 2011, the off-campus programs committee identified the following common goals for all semester programs:

1. Disciplinary and/or Interdisciplinary Knowledge
2. Intercultural Competence
3. Social and Emotional Growth
4. Spiritual/Faith Development
Looking to the future, Calvin will continue to strengthen its existing off-campus programs as well as strategically expand these programs in ways that support the overall aim of Calvin College of offering an education that is both Christian and academically rigorous, as well as promoting first-rate scholarship and a sense of responsibility to serve others, personally and professionally, in local communities and around the globe.

Goals for the next five years:

1. Create and sustain opportunities for Calvin faculty and students to have off-campus experiences
   
   1.1 Increase the availability of financial aid, grants, and scholarships for students studying off campus.
   
   1.2 Work with strategic partners to offer off-campus experiences to underserved students and faculty.
       1.2.1 Encourage underserved populations to participate in off-campus programs. Current underserved populations include: males, minorities, business majors, natural science majors, students from professional programs, and athletes.

2. Serve as a clearinghouse of information and provide resources for student and faculty interested in studying and/or working off-campus
   
   2.1 Provide clear and detailed information about all aspects of Calvin’s off campus programs (e.g. application process, deadlines, and financial matters) through the OCP website and other means of reaching out to students and parents.
   
   2.2 Provide a clear and transparent application process for faculty to apply to direct an off-campus semester program.
   
   2.3 Continue to develop web resources for students to identify and prepare for the off-campus experience that is best for them.
   
   2.4 Continue to develop web resources for faculty to plan, direct and evaluate an off-campus experience (Calvin interim or semester).
       2.4.1 Develop a web page specifically for faculty related to international service learning on both interim and semester programs.
   
   2.5 Develop web resources for faculty related to short-term off-campus teaching and scholarship in Christian Colleges around the world.
   
   2.6 Continue to develop training opportunities for directors of off-campus semesters and instructors of off-campus interims.
   
   2.7 Work to establish a resource room (physical space) for students, faculty, and staff to explore off-campus opportunities.
       2.7.1 Develop a student management team approach to staff this resource room and to provide logistical aid to the Calvin community in terms of educational travel.

3. Develop and implement effective means of assessing the aggregate experience of students and faculty living and studying off-campus.
   
   3.1 Regularly evaluate all programs to establish their academic excellence, effectiveness and relevance.
       3.1.1 Assure each semester is visited and evaluated (in person) once every four years.
       3.1.2 Continue to refine an assessment tool to evaluate programs.
   
   3.2 Assess each program in terms of the learning outcome of students in relationship to the following goals:
       3.2.1 Disciplinary/Interdisciplinary Knowledge. Encourage and support
programs that offer curriculum that allows students to engage with academic themes that utilize multiple disciplinary approaches.

3.2.2 Inter-cultural Competence. Encourage and promote programs that use specific sites to enhance intercultural competence through language learning, home stays, and cross-cultural engagements;

3.2.3 Social/Emotional Growth. Create experiences for students to learn and grow holistically through their off-campus experience. An integral part of this goal is to assist students in developing the skills and attitudes needed to build relationships in an increasingly diverse world.

3.2.4 Spiritual/Faith Development. Develop all aspects of our programs in ways that help students grow spiritually as well as explore a Reformed Worldview in the context of international learning with the goal of connecting doing and believing in all aspect of our lives.

4 Develop a comprehensive strategy for offering off-campus semester programs at Calvin College that reflect Calvin’s mission and current trends in education.

4.1 Review the overall offerings of Calvin’s OCP programs for how they fit together into a comprehensive whole.

4.1.1 Develop a model that answers the question: How many semester programs can Calvin sustain (currently Calvin offers 12 semester programs).

4.1.1.1 Work to balance the number of programs offered in the fall and spring semester. Currently Calvin has 8 fall semester programs and 4 spring semester programs.

4.1.2 Assess each program’s impacts and outcomes in relationship to the following questions: (See Appendix F for an initial assessment).

4.1.2.1 Does the program fit with the mission of Calvin?
4.1.2.2 Does the program offer a unique location? Does it enhance the overall geographic diversity of Calvin’s offerings?
4.1.2.3 Does the overall set of offerings offer opportunities for a wide range of majors/minors? Does the program appeal to a variety of majors?
4.1.2.4 Does the program connect to the global church and Christian institutions?
4.1.2.5 Is the program cost effective?
4.1.2.6 Is the program sustainable: environmentally, economically, structurally, and academically?

4.2 Develop program components that connect students and faculty participating in off campus programs to local people and places that extend their comfort zones, enrich their learning, and foster a sense of place.

4.2.1 Establish long-term relations with communities and institutions that serve our students and faculty

4.2.2 Structure all semester programs to include a service-learning component for all students

4.3 Explore the possibility of staggering some program offerings (e.g. offering every other year) for those programs consistently showing low enrollments (programs that are under enrolled – less than 65% of capacity, 13 students – for three consecutive years).

4.4 Advocate for and support the development of new programs where appropriate.

4.4.1 Establish program in areas of the world that leverage Calvin’s FEN commitment and it existing relationships throughout the world.

4.4.2 Spearhead and support programs and initiatives that focus on justice, reconciliation, sustainability and community building
4.4.2.1 Introduce programs in the global south in places like South Africa and Indonesia where Calvin has established strong contacts and which will provide opportunities to study in a predominantly Muslim society and a post-apartheid society

4.4.3 Create an on-line service-learning course for post high school students completing a gap year program. This 3-credit, online course for GAP-year students will encourage students to reflect academically on their gap year experiences as well as be introduced to Calvin College as a possible option for college enrollment.

4.4.4 Explore and expand summer opportunities for potential Calvin students (current high school students), student athletes unable to participate in semester programs, and to expand service-learning placement and internships.

4.5 Explore potential global partnerships to welcome students from other colleges/universities into Calvin programs.

4.5.1 Expand the number of exchange programs to five, emphasis should be place on (1) establishing exchange programs where we are already sending students (e.g. faith based institution such as Universidad Catolica San Pablo (Peru) and Karoli Gaspar (Hungary); and (2) in countries where we do not have programs and with institutions that offer programs to our underserved majors and minors (e.g. McKenzie University (Brazil), or in faith based institutions in Germany, India, and/or Japan). In 2013, Calvin has three active exchange programs: NLA, Norway; Handong, Republic of South Korea, and Hoogeschool, The Netherlands.

4.5.2 Partner with the Student Life Division to develop a 3 to 4 credit Reformed worldview course for all exchange students (course would also be open to international students). Course would include helping students explore their own worldview, introduce them to the reformed worldview, and would also include some cultural components to assure exchange students experience specific parts of American culture (include possible fieldtrips to Traverse City, Chicago, and Washington DC).

5 Develop programs and resources to help students, faculty and staff reintegrate back into Calvin and their local communities.

5.1 Create a student-led management team for OCP to assist in programming and activities for student reintegration into the community

5.2 Expand opportunities for returning students to make public presentations of their experiences beyond the chapel offerings currently in place

5.3 Create 2 to 3 opportunities a year for returning students to connect with inter-national students studying at Calvin. (e.g. dinners, presentations, socials, etc).

5.4 Expand and regularize World Cafes

5.5 Develop a week-end retreat format for student to reflect on their off-campus experience and how it impacts their life story moving forward.

6 Streamline and make the OCP administrative structure more efficient

6.1 Work towards making the application process paperless (electronic)

6.2 Create a better process of advising students seeking OCP experiences

6.3 Work to establish a resource room (physical space) for students, faculty, and staff to explore off-campus opportunities

6.4 Implement a new travel advisory committee

6.5 Re-evaluate existing budget models and supplemental financial aid process

6.6 Explore the possibility of having an external review completed on the Off-Campus Programs office.
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6.7 Explore the possibility of offering 2 to 3 on-line Calvin courses that students studying off-campus could take as a part of their academic load while studying off-campus.

6.8 Create a student-led management team for OCP to assist in the administration of OCP.
   6.8.1 Partner with the Service Learning Center to share one student to maintain resources related to service-learning for students while off-campus and once they return.

7 Work to create a more strategic relationship between interim and semester off-campus offerings

7.1 Encourage interim programs to use semester program sites/resources/partnerships to develop deeper community relationships and academically rigorous programs

7.2 Work closely with the interim committee to create interims that
   7.2.1 Creatively offer educational opportunities that take advantage of contemporary global events
   7.2.2 Leverage partnerships already in place through semester programs to offer affordable and strategic programs that align with the College’s educational mission.

HWTPL (Strategic Plan for 2008-2013), How will this promote learning:

In the most recent Strategic Plan, for 2008 to 2013, several goals were included related to Calvin’s continuing commitment to providing off-campus experiences for students. These goals included:

1.B. We will tie key decisions, innovations, and evaluative standards to the central commitments of the college, as they are reflected in the Expanded Statement of Mission and From Every Nation (FEN). We will develop a set of benchmarks, based on these central commitments, to inform decision-making and ensure transparency throughout the college.

2.A.4. As a strategy for learning, we will build a campus culture marked by Global Connection and Local Responsibility. We will prepare students for engagement both in a global context and in their future local contexts.

- Continue to embed the cross-cultural engagement goals of the core curriculum in core and major course offerings.
- Increase the cross-cultural competence of the campus through programs of faculty and staff development.
  - Developed a full day orientation for all faculty serving as directors
  - Developed a breakfast orientation for all off-campus interim instructors.
  - Developed the tag line local roots, global reach.
- Provide a greater proportion of students with an international learning experience.
  - Added the Netherlands Semester, 2009-2013.
  - Added the Peru Semester, 2011 until the present
  - Created additional summer opportunities in Asia
    - Hong Kong – 2009 (4), 2010 (6), 2011 (6)
    - Indonesia – 2009 (4), 2011 (1)
    - China – 2011 (4)
- Encourage campus-wide initiatives that address global and local issues.
  - Developed the World Café
  - Initiated welcome back dinners for all semester programs.
  - Initiated the Travel Well Award

2.A.5 As a strategy for learning, we will build a campus culture marked by interdisciplinary synergy. We will foster cross-divisional and interdisciplinary approaches to learning.

- Develop and support a variety of undergraduate learning communities
2.A.7. As a strategy for learning, we will build a campus culture marked by developmental mentoring. We will maintain a culture of academic support so that each student who joins this college receive appropriate challenge and support for learning and academic decision-making.

- Support programs that enhance faculty-student engagement.
  - Created mechanisms and financial resources for all faculty directors to host students for dinner in their homes during student’s time off-campus.

2.B.1 We will promote students’ early and eager engagement in the college experience.

- Initiated a revised semester program in Rehoboth NM for first year, first semester students.

2.B.2. A greater proportion of students will experience the links between classroom learning and the issues and questions of contemporary life through the following: internships, mentored research experiences, service-learning, direct engagement with local issues, and leadership opportunities throughout the campus and community.

- Bring offices involved in experiential learning together for mutual coordination and support.
  - Have worked with the Service-Learning Center to create service learning opportunities for students in China, Ghana, Honduras, Hungary, New Mexico, Peru, Spain, and Washington DC.

2.B.3. We will improve the learning-living experience for juniors and seniors.

4.A.4. We will continue to support centers and institutes as a primary strategy for institutionalizing collaborative, strategic scholarly work.

- Develop new centers and institutes that fit the mission of the college only as our calling and capacity in these areas becomes apparent. Some areas in which such leadership is possible include: a center of global engagement.

5.A.4. We will seek synergy between our international connections and the global presence of our supporting churches.

- Sustained connections with Karoli Gaspar Reformed University in Hungary,
- Sustained connection with Akrofi in Ghana,
- Partnered with CRCNA to share a staff member to direct our China semester,
- Partnered with AJS to share a staff member in Honduras to direct our International Development Semester.

5.C We will be a valued partner of other colleges and universities both in this country and around the world

- Initiated 2 new exchange programs with Handong University in Korea and NLA University in Norway.

5.C.1 We will continue strong partnerships with other Reformed colleges and universities.

- Maintain our involvement in the Chicago Semester

5.C.3. We will support faculty in their work with international partners.

- Administered the Kuyer’s International Fund
## APPENDIX B

### Total number of Students studying off-campus

<table>
<thead>
<tr>
<th>Fall Calvin Programs</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Total</th>
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<tbody>
<tr>
<td>Semester in Hungary</td>
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<td>Semester in Ghana</td>
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<td>Semester in Peru</td>
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<tr>
<td>Honduras Development</td>
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<tr>
<td>Semester in France</td>
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<td><strong>Total</strong></td>
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<td>Honduras - Spanish</td>
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<th>Endorsed &amp; Approved Programs</th>
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<td>Arcadia - Australia</td>
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<td>Chicago Semester</td>
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<td><strong>Total</strong></td>
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### 2013 Interim

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<tr>
<td>No. of courses</td>
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<tr>
<td>No. of students</td>
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<tr>
<td><strong>Total Off-Campus Students 12/13</strong></td>
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## Overall Calvin Enrollment

<table>
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<tr>
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<th>2012/13</th>
<th>2011/12</th>
<th>2010/11</th>
<th>2009/10</th>
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<tr>
<td>Total FTE (Day 10 numbers)</td>
<td>3,888</td>
<td>3,853</td>
<td>3,889</td>
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<td>Calvin Interims (January and May) (Off-Campus)</td>
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<td>Calvin Semester Programs (Off-Campus)</td>
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<td>Calvin Partnered Programs (Chicago Semester, Thailand, Vienna, Japan)</td>
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<td>27</td>
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<td>Calvin Supported Programs (15-20 slots to take 50% of Calvin aid)</td>
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<td>Calvin Exchange Programs (Handong, Hogeschool)</td>
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<tr>
<td>Non-Calvin Programs (No slot)</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>807</strong></td>
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## Summer Programs

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<td>China</td>
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<td>Indonesia</td>
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<tr>
<td>Hong Kong</td>
<td>4</td>
<td>4</td>
<td>6</td>
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</table>
Vision and Goals of the Program:

- What are the specific goals and focus of the program?
  The focus of the Ghana semester is to help students understand the emerging theological, historical, and social perspective within Ghana and sub-Saharan Africa. The semester is open to all majors and also fulfills the IDS requirement for spending a semester in a developing country. The program is located in the capital city of Accra and partners with both the University of Ghana and the Akrofi Christaller Institute in offering this program.

- How does the specific program fit with the overall program offerings of Calvin’s Off-Campus Program Opportunities? How does the curriculum at this location fit with Calvin’s overall’s curriculum (does the program offer major/minor support, CCE, etc.)?
  The Ghana program is Calvin’s only program in Africa, it offers students the opportunity to experience a unique part of the world as well as provides a variety of opportunities for personal growth and to engage Ghanaian students. The program also maintains a strong relationship with Akrofi Christaller Institute a Presbyterian seminary that is preparing leaders for the global church (especially in Africa).

Background on the program:

- When was the program started? How was the program started?
  o The Ghana program was started in 2001
  o See appendix A for an enrollment history of the program.

- Are there any historical links that need to be continued as we move forward with the program?
  o Akrofi Christaller Institute, a Presbyterian graduate school of theology outside of Accra in Akropong, was instrumental in helping Calvin set the program up with the University of Ghana. Currently, Calvin spends about two weeks at the institute for orientation and debriefing as well as a week for the Odwira festival in Akropong. This is an extremely important partner for Calvin as we continue the Ghana program. They provide logistical support but more importantly they also offer their insight and advice as issues present themselves.

  o University of Ghana. Our relationship with the University of Ghana is complex as we navigate a number of different departments. Our primary contact has been the Institute of African Studies (IAS). We have a dedicated office and classroom in the IAS building. The IAS also supplies professors for the following classes: African Literature, African Politics, Drumming and Dancing. In addition, the IAS provides guest speakers for Calvin’s Culture Class.

  In addition to the IAS Calvin has usually interacted with the International Programme Office for admission letters (needed for visas), orientation, registration, UG ID, and housing. In 2012, we asked to change this relationship as we thought we were paying double (to the IAS and the International Programme Office) for the same services. In 2012, we limited our relationship to a one-time fee of $2,000 to the International Programme Office and eliminating the $350/student fee for international programs fees and application fees. This has created some issues as discussed below in the challenges section.

  o A new partnership started in 2011 with the Ga district and the community of Adenkrebi has been a wonderful addition to the program. Students in groups of 6 spend one week in Adenkrebi with a host family. This program has gone well in 2011 and 2012 and should be continued. This week provides students an opportunity to get out of the city and experience life in rural Ghana. In a recent development to this relationship, the community of Adenkrebi has offered Calvin land to build dormitories for our students while they stay in Ghana. This is an extremely generous offer (especially within the cultural context of Ghana) and we need to respond appropriately at some point in the future.

- What past issues/challenges (if any) have been present?
  o Language: As with all non-language based study abroad programs, language study continues to be an issue for students and faculty. The biggest question that remains is without a strong commitment to learning the language, how much culture and building relationships with individuals within the culture can take place.
One issue within Ghana is the number of different dialects spoken. Although English is an official language of Ghana, not everyone speak and understands it. Students do take a class in the Twi language that is helpful but limited as this is not a focus of the semester. This class should be continued as it does equip students for basic interactions.

Overall support from the University of Ghana: this issue was more pronounced this year due to the decision to limit our involvement with the International Programmes Office. In 2012 we had difficulty gaining access to the residence halls and we were not allowed to house students in the international student hostel. In addition, during my meeting with the IAS director, she informed me that the International Programme Office is concerned with stand-alone programs such as Calvin’s that are set apart from the University of Ghana. The contents of this meeting are presented in Appendix B. This could have enormous impact on our program here if this happens; as a result several options for continuing the program are also included in Appendix B.

Calvin Car: In 2008, Calvin bought a new car (Mitsubishi, Lancer); the car is used for 4.5 months each year. Directors are averaging about 6,000 Kilometers (3,600 miles) a year and we store the car at Akrofi Christallar Institute for the 8 months we are not in country. The car is very fuel efficient with a small 4-cylinder engine. In 2011 as Calvin added a service-learning component to its program the car was used to do more off-road and dirt road driving, this has been hard on the car and last year’s director requested that we purchase a more heavy duty vehicle. This issue is explored in Appendix C and several possible solutions are presented.

- What has been the partnering Calvin Department?
  - In the past, the African Studies Group has been consulted in decisions related to director choice and curriculum issue. In the last several years this group has been less involved. Instead the OCP office has consulted past directors as well as the IDS program.

- What model has been used to staff the program (permanent in-country director, adjunct, etc.)?
  - As noted above, the Ghana Semester utilizes a rotating director. There has been limited interest in this program from faculty and the selection process has not been very competitive over the last few years. Fortunately we have had several faculty who have taken a strong interest in the program and have served as the director multiple years. In addition to the Calvin director (who teaches two classes), Calvin has hired several instructors through the IAS department at the University of Ghana.

- What has been the overall student reaction to the program in the past? What is the evaluation of the current group of students participating in the program? How has faculty evaluated the program in the past?
  - Historically the Ghana program has received good feedback from students. The overall experience seems to depend greatly on the director. In talking with this year’s students they are extremely pleased with their experience. The home stays in Adinkrebi and the service-learning placements have added to the overall student experience a great deal.
  - Recent faculty have been very supportive of this program. Recent directors have taken on a great deal of initiatives in expanding and improving the program.

Partners – Partnership opportunities:

- Who are Calvin’s partners (e.g. university, NGO, etc.) in providing this program?
  - As noted above, Calvin has a number of long-term partnerships; the opportunities and challenges of these partnerships have been noted above.

  - In 2011, Stephanie Sandberg served as the director of the program and worked hard to create a service-learning component to the program. These placements have continued in 2012, a list of service learning placements in the fall of 2012 can be found in Appendix D. Establishing these opportunities has been challenging but the off-campus programs office hopes that these opportunities can be continued and enhanced. Next year, in 2013, we are looking to change the format of the semester to create a 3-week service-learning placement at the end of the semester. Currently students are doing two days a week at their placements. It is hoped that the three-week option will allow us to place students throughout Ghana (in pairs) and also provide a more intense experience for students.

- What are the challenges and opportunities with working with these partners?
  - Developing service learning opportunities in Ghana will continue to be challenging due to language, time constraints, culture difference, etc. However, the additional work and effort adds volumes to the learning opportunities for students. As future directors work in Ghana, it is hoped that they can build on the work of
Stephanie and Roland and continue to build relationships with current service learning partners as well as develop new ones.

Specific Program Components:

- **Location:** Where is the program located within the country and/or city? What are the advantages and challenges of this location?
  - The program is based at the University of Ghana in the capital city of Accra on the Atlantic Ocean. The campus is quite large and well kept. The university has around 40,000 students with a large contingent of students living on-campus. In addition, there are a large number of International students (mostly African). The campus is alive with activity (clubs, performances, bible studies, sports opportunities, etc. Mass transit in Ghana is chaotic yet efficient, with Tro tros (mini vans seating 12 to 20 people) serving the city and the country. In Accra traffic is horrible and difficult to navigate. Students moving to and from their service-learning placements are required to use mass transit.

- **Worship:** Are there opportunities for students/faculty to worship in dynamic Christian communities at this location?
  - Students have a variety of options for worshipping (e.g. international fellowships, small groups, English speaking services in local churches). The number of churches and Bible studies on-campus is impressive. Students are often asked to attend church with Ghanaian students. In the fall of 2012, most students seem to be actively pursuing worship opportunities and this year’s group has organized a group Bible Study in which everyone is participating.

- **Health and Safety:** Are there any specific safety concerns or challenges associated with this location? If there are specific safety concerns what precautions have been made to deal with these concerns?
  - Students report feeling safe on campus and in the city. Calvin’s recent safety record in Ghana supports these feelings; beyond some petty crime, no major robberies or assaults have been reported in recent years. However, students need to be constantly reminded to make good decisions and be aware of their surroundings. At this point this year’s group seems to be doing a good job of taking care of each other.
  - The one area that is of some concern over the last few years has been student’s health. In recent years there have been many students who have been sick enough (with a variety of illness) to go to the local clinic. This year’s group has had limited sickness and we hope this will continue. The clinic the students use is about 5 kilometers away from the student’s dorm. It appears to be a clean and well-run facility. The one issue that we continue to run into is that students need to pay at the time of treatment. This can be difficult for students at times and directors often have to pay for students medical care and then we bill student’s miscellaneous accounts.

- **Instruction:**
  - What instructional facilities does the program make use of at this location?
    - Calvin has a dedicated office and classroom in the ISA. The office is adequate and serves as a place for students to print papers and also use the Internet. Calvin has a router that covers the office and the classroom. The classroom is a bit small for 18 students, inquiries for a bigger classroom have been denied. All classes (with the exception of drumming and dancing) are held in this classroom.
    - All students take the following classes:
      - STGH 100 – TWI Language Study (2 credits), pass/fail general elective at Calvin: An introductory course in the dominant local language, designed to help students communicate on a basic level as they interact with the people around them. Taught by a local instructor from the IAS.
      - STGH 101 – African Drumming and Dance: Practice and Context (1 credit) fulfill PE level II or III: This course provides instruction in several traditional dances of the ethnic groups of Ghana, instruction in some patterns of traditional drumming, and the social and religious meaning of African dance, including its use in Christian worship. This is a very physically demanding class that meets for 3 hours a week. The class is divided into a 1 hour/week drumming class and a 2 hours/week dancing, instructors from the IAS teach both sections of this course. Students seemed to enjoy these classes a great deal.
      - STGH 312 – Culture and People of Ghana and West Africa (3 credits) fulfills Cross-Cultural Engagement Core: A multi-disciplinary course aimed at an appreciation of the rich and diverse culture and history of the peoples of West Africa. Excursions to sites such as slave forts, the Fante homeland, and historic city of Kumasi, and the Museum of Ghana are included. The Calvin director organizes this class with the assistance of the IAS.
In addition, the director teaches on classes relating to their expertise: The last two years this class has been Culture and Ethnography in Ghana (3 credits), which has fulfilled the Rhetoric in Culture core. The classroom portion of this class has introduced students to qualitative research methods of analyzing everyday settings from an anthropological perspective. In addition, this course has included two days a week service-learning component in a variety of local organizations, see Appendix for a list of placements in 2012. Students are placed in groups of 2 and 3, I was able to attend a class and visit several placements and was very impressed with what students are learning.

- Students take at least one of the following classes (many students take both classes):
  - STGH 217 – West African Literature and Drama (3 credits), fulfills the literature core requirement. An introduction to African oral literature and drama. Study of dramatic themes and trends will focus on those related to colonial rule and the post-independence period. An instructor from the IAS is teaching this course.
  - STGH 279 – Politics and Government in Africa (3 credits), serves as a general elective at Calvin. An historical as well as analytical and comparative study of government and politics in selected African countries, with particular attention to the trends and problems of government and politics in Africa. An instructor from the IAS is teaching this class.

Does the program use local instructors to teach specific classes? Challenges/Opportunities in using local instructors to teach specific classes:
- As previously noted, Calvin is fortunate to have uniquely qualified local instructors through the IAS at the University of Ghana. I was able to attend every class taught by local instructors (with the exception of the language class) and found them all well organized and informative. Student feedback for all classes was also very good and they felt their instructors were very effective. This is a real strength of this program and should be maintained.

What evidence is present of the integration of faith and learning:
- I found the integration of faith and life in Ghana to be quite interesting. On one hand, Christianity is wrapped into every aspect of Ghanaian life. Businesses are named using Christian sayings (e.g., God the King catering services) and there are churches everywhere. This is also a strong outreach ministry visible everywhere in the areas I visited (especially on campus). How this gets translated in a deep integration of faith in business and other aspects of society I am less clear. From my visit I think the ethnography class provides a unique opportunity for students to explore the way faith and life is integrated in Ghana. I think that the current director (Roland Hoksbergen) has also done a good job of integrating a faith perspective in his classes and group events.

Student Housing: How are students housed? Other options? What is the condition of the housing?
- Over the years students have been housed in a variety of student halls (dorms) on the campus of the University of Ghana. For the past several years, students have lived in the International Student Hostel (ISH); however, due to our distancing ourselves from the International Programmes Office we were not given space in the ISH this year. Instead we are in the general dorms of the university. The dorm students stayed in was very nice, it was a 4 story mega dorm with a wonderful courtyard in the middle, complete with basketball court, soccer area, restaurant, etc. The Calvin students were the only international students staying in this dorm complex. The rooms are spacious accommodating 2 people and have their own private bathroom. We had hoped to have our students living with Ghanaian roommates; yet this continues to be a challenge as this year only 2 students were given a Ghanaian roommate the rest of our students roomed with other Calvin students. The major drawback to all dorms this year was the lack of running water for showers and toilets in all rooms. This has been quite bothersome for our students but they have handled it well.

This fall we are exploring the possibility of using host families in the future. In many ways this would create more opportunities to experience normal everyday life in Ghana. It would also provide more gateways into experiencing the Ghanaian culture. I think if this change were made students would miss out on some things related to living in the dorms on campus but since we have had troubles with providing Ghanaian roommate, host families would strengthen the overall cultural exchange aspects of the program. There are a number of challenges related to host families that need to be explored before an actual change is made. These challenges include:
  - Making sure there is an adequate supply of host families that would meet a number of important criteria (e.g., have a dedicated space for students, are within a reasonable distance from campus, can provide meals, are middle class households, live in safe neighborhoods, etc.).
For me the biggest variables are whether we can find safe areas for students to live within a reasonable distance of campus (30 minutes by mass transit – Tro Tro). As one student said when asked about host families, it is a good idea but everything takes longer in Ghana and would we be able to fit more requirements into our lives. I think this is an important question to answer.

To answer many of these questions, we have hired a local woman to explore if there are enough host families that could meet the criteria that we are developing to make this a viable option. We hope this report will be completed by mid-November, giving us ample time to make a decision about next year. The expectations for this project are presented in Appendix E.

- **Faculty Housing**
  - What are the housing opportunities for faculty directing the program? Rate this housing in terms of location, overall condition, safety, etc.
  - Over the last four years we have rented a two-bedroom apartment connected to one of the resident halls on campus. This apartment is nice by Ghanaian standards, offers enough room to host all Calvin students for weekly dinners and is located close to the Calvin office and classroom. Calvin has purchased a number of upgrades for this apartment over the last few years and each year we store these items (e.g. dishes, pots and pans, refrigerator) for future years.

  Since the break-in that occurred in 2006, we have hired 24/7 security guards for the apartment. I am not sure this is still needed, on the other hand the expense is relatively small and if directors feel more comfortable with having the security presence I can certainly understand it.

  The monthly charge for the house increased greatly this year (a 25% increase) yet the cost is still reasonable for a short-term rental ($1,200/month) and I think we should continue to use this apartment as long as we can.

- **Opportunities for interaction with local people and culture:**
  - How are students encouraged to interact with the local culture?
    - As previously noted, the service-learning placements helped students a great deal with connecting with the local culture. If at all possible, these placements should be continued in future years.
    - Students are living in the Halls with Ghanaians, which has provided some good interactions; we should continue to push for Ghanaian roommates if at all possible. In addition, if host families can be found this would provide many more opportunities for interaction.
    - Last year (2011), we also initiated a one-week home stay in a rural area outside of Accra. This experience has proven to be a real highlight for students. Six students at a time live with one family and participate in a variety of activities of the community. This has been an excellent addition to the program and was continued again this year and it is my hope that it will continue in future years as well.
    - Lastly, excursions have encouraged students to further connect with the history and culture of Ghana.

- **Opportunities for short or long-term exchanges with college students or to promote Calvin to HS students?**
  - What potential (if any) exists for encouraging short-term exchanges (i.e. getting students from our partnering institutions to come to Calvin for a interim course)?
    - I think this would prove difficult for a variety of reasons and should not be pursued in this situation.
  - What potential (if any) exists for long term (semester exchanges) with students from our partnering institutions? What opportunities exist for partnering with Calvin Admissions to promote Calvin to HS students in area international schools?
    - The cost differential between the tuition of Calvin and the University of Ghana makes semester exchanges difficult. However, admissions has done an excellent job of creating relationships with a number of churches and international schools and a number of Ghanaian students are already enrolled at Calvin.
    - Directors have worked with admissions and visited some international schools during the semester, often taking Calvin students with him or her.

**Finances:**

- How does the price of the semester compare to Calvin tuition and room and board?
The cost of the semester for student in 2012 was $18,500 compare to the cost of tuition, room and board on campus of $17,795.00.

The program in 2011 was well over-budget. The reason for this overage can attributed to two things. First, the airfare for students in 2012 was inadvertently charged to the 2011 budget. This accounts for over $28,000 of the total overage of $37,250. The remaining overage can be attributed to higher than expected bills from the University of Ghana. The amount billed from the IAS was over $5,000 more than was budgeted. In addition, we had to purchase several big item for the programs that were unexpected including a refrigerator, printer, and router.

With good numbers 16 to 18 students this program is a good deal for students.

- What are some of the elements of the program that add to substantially to the program? Are any of these elements of particular concern to the long-term health of the program? Are there any cost saving measures we should pursue for this program in the future?
  - There were a number of cost increases that were applied last year (2011) which made the budget process more difficult. One of the purposes of my trip was to discuss the need for changes to be communicated to me prior to making the budget. I think that having met the major players face to face that this issue should be much improved moving forward.
  - As we continue to develop the service-learning portion of the semester, I think there may be some additional expenses but I think the benefits to students justify these added expenses. The goal of the OCP office is to keep the cost of this semester within $1,000 of Calvin tuition and room and board. As long as there are good numbers for the program I think this is achievable.
  - One other item that should be noted here is we need to find a better financial model related to expenses for the car. This issue is explored in greater detail in the Appendix C.

- How much are students spending beyond the program cost of the semester?
  - I did not get a real sense of this from students, although they did voice that Accra is an affordable city and that the food allowance is adequate (I think we will want to increase the food allowance next year). Calvin covers all transportation expenses for the service-learning placement so there are few places where students have to spend money. They do have a week of free travel coming up and in conversations with students they felt they would be spending about $150 to $200 of their own money here. This year 2012 we did significantly overcharge them for food and so we are giving them an extra $200 for their free week. This should greatly reduce financial pressure for students this year (2012).

Overall Assessment:

- After the visit what is the overall assessment of the health of this program? Should the program continue in its current configuration or do significant changes need to be made or does the program need to be terminated?
  - I was deeply impressed with the Ghana programs, especially given some of the recent changes that have been made in the program (service-learning placements, home stays, etc.). I understand that for some students it could be a difficult semester in terms of food, social issues in Ghana, health issues, etc. but I think for many of these reasons students stretch and grow in amazing ways.
  - There are some strategic issues that we will have to deal with in the coming years, these issues are described in the appendices and include:
    - Possible changes that the University of Ghana might or might not impose on us after next year (2013), see appendix B.
    - Possible changes related to director transportation (car), see appendix C;
    - Possible changes related to housing (host families), see appendix E;
    - Possible schedule change related to moving the service-learning placement to the end of the semester, offering students a greater range of organizations and places to do this placement.
    - How to respond to the community of Adinkrebi’s offer to give us land to build a dormitory for our students. Due to the cultural context of this offer, we need to respond to this offer in a culturally appropriate way.
  - The excursions seem to always be powerful experiences for students and should be continued.
  - We have good partners in Ghana:
    - Our relationship with Akrofi Christallar Institute is very important to maintain and nurtured;
    - Our developing relationship with the community of Adinkrebe has been a great addition to the program and we should continue to develop;
    - Our developing relationships with organizations offering our students service-learning placements needs to be expanded and nurtured;
Our relationship with the IAS (which is a part of the University of Ghana) has been good. It has had some ups and downs but overall we have benefited tremendously. The future is a bit unclear depending on what happens related relationship with the University through the International Programmes Office. This relationship must be monitored and evaluated on a consistent basis.

What specific challenges or issues need to be addressed to maintain the long-term viability of the program?
- As stated above our relationship with the University of Ghana through the International Programmes Office.

Are there any other intangibles (or other important aspects of the program) that should be noted?
- Not at this time.

I think there is one last comment that is important to make: I would like to thank David Hoekema (2010), Stephanie Sandberg (2011) and Roland Hoksbergen (2012) for their dedication to this semester. They all have put in countless hours to find ways to improve the semester. I greatly appreciate their passion and their willingness to direct this semester.

### ENROLLMENT HISTORY OF THE GHANA PROGRAM

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2001 R. Jelks</td>
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<tr>
<td>2002 R. Hoksbergen</td>
<td>15</td>
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<td>2003 B. DeVries</td>
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<td>2004 D. Hoekema</td>
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<td>2006 R. Grouhout</td>
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<td>2008 A. Patterson</td>
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<td>2009 B. Hugen</td>
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<td>2010 D. Hoekema</td>
<td>16</td>
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<tr>
<td>2011 S. Sandberg</td>
<td>18</td>
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<tr>
<td>2012 R. Hoksbergen</td>
<td>18</td>
</tr>
</tbody>
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### RELATIONSHIP WITH THE UNIVERSITY OF GHANA, THROUGH THE IAS, AND THE INTERNATIONAL PROGRAMMES OFFICE

#### MEETING WITH THE INSTITUTE OF AFRICAN STUDIES

Attended: Adosua Adomako Ampofo, Director Institute of African Studies  
Dr. Gordan Adjet, IAS Coordinator for the Calvin Program  
Don DeGraaf, Calvin, Director of Off-Campus Programs  
Roland Hoksbergen, Calvin, Program Director of the Ghana semester, 2012

Context of the meeting:
- ISSUE WITH STAND ALONE PROGRAMS SUCH AS CALVIN. International Office at the University of Ghana is having conversations about requiring their stand alone programs to integrate more into the classes at the University of Ghana. Nothing set in stone yet and it may not happen but there is a chance that in the 2014/2015 academic year Calvin may be pushed into doing more direct enrolled classes.
- CALVIN’S CURRENT RELATIONSHIP WITH THE INTERNATIONAL PROGRAMMES OFFICE. Calvin has little contact with the International Office this year. Last year we negotiated that we would work with IAS for all important matters and we pulled back from the international office as we felt there was too much duplication that we were paying for to both parties (IAS and the International Office). This pull back has brought some unanticipated
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issues for our program this semester (2012) including more difficulty with getting housing and other logistical support. This current issue may also be a part of a backlash for our actions last year.

- **CALVIN’S PROGRAM.** Calvin is a stand alone program where our students do not take classes with Ghanaian students and instead take the following:
  - Drumming and Dancing (1 credit) – Calvin hires a Ghanaian instructor through IAS.
  - Culture in Ghana (3 credits) – organized by the Calvin professor and includes the students’ academic trips during the semester. Also includes numerous guest speakers from the IAS.
  - Special topics class (3 credits) taught by the Calvin professor.
  - Student can then take at least one of the following (can take both classes):
    - African Literature (3 credits) – Calvin hires a Ghanaian instructor through IAS.
    - African Politics (3 credits) – Calvin hires a Ghanaian instructor through IAS.

The reason that Calvin’s program has been a stand alone is that it makes it easier to accommodate the group’s travel schedule – Students spend a week at the Odwira festival, spend a week in a rural home stay and also take a 10 day Northern Trip. In addition, service-learning placements have been developed on Thursday & Friday of each week. Lastly, in the past it has been difficult to work with the University on how to negotiate such a long exam period.

We do recognize the benefit of taking classes with Ghanaian students if we could accommodate some of these other components of our program. An additional obstacle is the current exam schedule in fall semesters. The exam period is almost a month long and it would be difficult for our students to wait around and to take one or two exams (see schedule below). However, we would be willing to explore a new model if we could address these challenges in an appropriate way. 2012/2013 Schedule:

<table>
<thead>
<tr>
<th>Classes Start</th>
<th>August 6th</th>
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<tbody>
<tr>
<td>Classes End</td>
<td>November 9th</td>
</tr>
<tr>
<td>Reading Week</td>
<td>November 10 to 15</td>
</tr>
<tr>
<td>Exams Period</td>
<td>November 17 to December 19</td>
</tr>
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</table>

- **NEW MODEL:** If we would move to a new model, there are still several issues that would need to be worked out, including:
  - Registration process. The University would need to help our students register and reserve some spots for our students to registrar.
  - Four-week exam week.
  - Service Learning projects. If we go to a 3 week placement at the end of the semester, students could still take classes and the service learning placement would be after November 10.

- **Possible Options:**
  - **Option one:** We have students take one direct enrolled class (Introduction to African Studies) offered through the IAS. This class could replace the culture class or the drumming and dancing class. Class is divided into three sections: Session 1 Intro to African Studies; Session 2 Gender in Africa; Session 3 students pick from a variety of activity courses include drumming, dancing, art, etc.
  - **Option Two:** Work with the University of Ghana to identify 4 to 6 courses our students could take and the university could then reserve a few seats for our students to register. These classes could meet on specific days thereby opening up the weekends for travel.
  - **Option Three:** Move the program to Akrofi Christallar Institute and hire instructors directly from the IAS; students could live with host families and take classes at Akrofi. Travel schedules, service learning placements, etc. could be continued. This would require Akrofi approval and at this point this has not been discussed with them.
OPTIONS FOR DEALING WITH THE CALVIN CAR IN GHANA

Current Transportation Situation:

In 2008, Calvin bought a new car (Mitsubishi, Lancer) for $21,500 at this point I don’t know the current value of the vehicle. The car is used for 4.5 months each year. Directors are averaging about 6,000 Kilometers (3,600 miles) a year and we store the car at Akrofi Christar Institute for the 8 months we are not in country. The car is very fuel efficient with a small 4-cylinder engine. The car seats 5 (including the driver).

In 2011 as Calvin added a service-learning component to its program the car was used to do more off-road and dirt road driving, this has been hard on the car and last year’s director (Stephanie Sandberg) requested that we purchase a more heavy duty vehicle.

In assessing the overall situation, I believe that some sort of car is necessary for this program. The director is responsible for many details and the car assists a great deal in completing tasks. These tasks include: buying groceries for group meals, serving as the emergency vehicle to get students to the clinic when needed (day or night), visiting service learning placement sites, etc.

Concern for keeping a car in Ghana:

- Maintenance and upkeep. With multiple directors it is hard to know who has done what in terms of maintenance. One thing that we must start is a car log that documents problems, includes a maintenance log (including routine maintenance like oil changes), explains how to assure that our insurance is up to date, and the car is being well taken care of throughout the year.
- Insurance and making sure the insurance premiums have been paid.
- Storage and use when a Calvin rep is not in country.
- How do we bill the true cost of the car to each group (including depreciation).
- Is the current car the right car for how we are using the vehicle?

Options:

- Option 1: Maintain the current vehicle and start a vehicle log. One other recommendation would be to use taxis for trips on really rough roads.
- Option 2: Trade or sell the current car and buy something a little more rugged for off-road travel. The vehicle should have a higher clearance and perhaps be a four-wheel drive. I think the vehicle still needs to be small and fuel-efficient. There is no reason for the vehicle to seat more than five.
- Option 3: Sell the vehicle and try to rent something each year. This could prove complicated and expensive.
- Option 4: Give the vehicle or sell it for a reasonable price to Akrofi Christallar Institute, in exchange for a five to ten year agreement where we could rent one of their cars for a favorable rate (to be negotiated). Akrofi would be in charge of maintenance and insurance and Calvin would pay a per kilometer fee and gas. This option has not been discussed with Akrofi but they do seem interested in the car.

Recommendations:

I think our first action to explore option 4 with Akrofi. This would provide many advantages including assuring the car get appropriate maintenance and insurance and putting the full cost of transportation onto the group of students who benefit from it use. The downside of this option is that I think it would increase the cost of the semester by $200 to $300 per student. As I reflect on whether we should sell or give away the car, I would encourage us to give the car to Akrofi and in return ask for five years of reduced cost for use of a vehicle. Perhaps the cost could go up incrementally and at year five would be full market value. I think Calvin would also need to assure Akrofi that we would take responsibility for any accidents to the vehicle.

If this option is not available to us or if Akrofi is not interested, I think we should consider Option one and continue with the use of this vehicle. This would require a couple of requirements. First, a vehicle log should be started immediately and second we should increase the budget allocation for the car (perhaps a depreciation line) and start saving for the next purchase of a vehicle in 5 to 8 years. I would also recommend that the director use mass transit and taxis on especially difficult roads.
LIST OF SERVICE LEARNING PLACEMENTS 2012

ABAN (A Ban Against Neglect)

New Horizons Special School

Challenging Heights: Works with children rescued from slavery

Hopeline Institute: Works with supporting small businesses

Community Hospital

Global Mamas: Develops markets for sustainable handicrafts

Adenkrebi Community: Students working in the elementary school

Safewater
HOST FAMILY FEASIBILITY STUDY FOR CALVIN COLLEGE-GHANA PROGRAM

Calvin College is in the 12th year of a relationship with the University of Ghana Legon. Since the program began in 2001, students have stayed in the university halls along with other students, Ghanaian and international. While there are many positive aspects to this arrangement, students largely miss out on experiencing family life in Ghana.

While it is not certain that lodging with families in the general neighborhood of the university is feasible, there is good reason to think it might be possible.

To conduct a feasibility study, Calvin College hereby contracts with Esi Budu Ayensah to conduct this study under the following parameters:

The goal is to find, if possible, 6-10 families by November 15 that would have potential for serving as host families for our students. During the last two weeks of November, Calvin College directors could then visit the families and determine whether we should go to a second phase of actually planning for homestays for the fall semester. If such families are not available, a written report on search methods and results that explains the situation of contacted families and why they are not suitable would be appreciated.

Esi would be free to develop her own discovery strategies. These might include consulting with pastors and networking with her own family and friends and any other search strategies that would seem helpful.

In the process of identifying potential host families, Esi would assess the qualities of the family and home according to the criteria below, and she would also explain the Calvin College program to the families.

Upon identifying potential host families, Esi would make a visit to the home, and work toward making a determination on whether the family and home would meet the minimum standards for acceptance into the program.

While standards may need to be adjusted as we learn more about local families, initial expectations are as follows:

1. Family should be modest income (not a large, elegant home of the elite)
2. There should be reasonable space for the student (or pair of students). This might mean a room of her (their) own, or possibly a shared room with an appropriate family member (e.g. a female student with a sister in the home)
3. An active family (people are around when students are around)
4. Family treats students as family, not as boarders
5. A loving and caring host mother
6. People in the home of good moral character
7. The home should be no more than a half hour trotro ride from the university. Transportation should be reasonably accessible
8. The neighborhood should be reasonably safe and secure. Walking to and from the home in the dark should be common for others in the neighborhood and safe for the student
9. Families provide breakfast and supper, and perhaps a lunch or two on the weekends. Family also does the student’s laundry.
10. There is reasonable access to clean water in the home
11. Ideally, there should be several students in the same general neighborhood

By November 15, Esi would provide a final report on her activities and success in finding potential host families for Calvin College students. Periodic progress reports are expected as well. These can be communicated by phone or in person.

If there are families to be visited by the directors, Esi would schedule visits in the latter part of November and accompany Calvin’s directors on these visits.

For these services, Esi would be reimbursed for all relevant expenses, especially those related to necessary transportation (e.g. trotro and/or taxi) and communication with families (e.g. cell phone charges).

In addition, Esi would be compensated in the amount of ________, half to be paid November 1, and half to be paid December 1.
APPENDIX D
RESPONDING TO THE TRAVEL WARNING IN HONDURAS

Dear Honduras Student:

Thank you for your interest in our Honduras Semester program. We are excited that you have been selected to participate in this program in the Fall of 2013. As you make your final decision about committing to this program, the off-campus programs office wants to make sure you have all the information about this program. As a result we have put together this handout in response to the recent U.S. Department’s travel warning for Honduras (issued in November, 2012). This warning is attached in Appendix A and can also be found at: 
http://travel.state.gov/travel/cis_pa_tw/tw/tw_5816.html

We are continually monitoring safety concerns in all our programs around the world. Given these efforts, we continue to be confident that our program in Honduras offers students a safe environment to live and learn. However, we do recognize the importance of keeping open lines of communication with students and parents concerning the semester as we help each student make decisions that work for him or her. As a result the Off-Campus Programs Office has created this handout as a means to inform you of all that is being put into place to monitor the safety of the program as well as provide you with practical, realistic, and helpful security information for living in Honduras.

Ultimately, it is not ourselves who provide protection, but our God who watches over us daily. It is with God’s guidance and care that we move with confidence in world, conducting the tasks that have been laid before us. Yet we must also be prepared to do our part, and in creating this handout, we acknowledge the responsibility God has entrusted to us to make informed, careful decisions regarding our security in Honduras.

Monitoring the Security Situation in Honduras

Over the last three years we have been actively engaged in monitoring the security situation in Honduras. Some of the concerns voiced in the U.S. State Department’s Travel Warning (11/21/12) lead us to initiate a safety audit of the program in spring of 2011. This audit indicated that there has been an increase in violent crime over the last few years, citing a 2010 UN report indicating that Honduras along with its neighboring countries of El Salvador and Guatemala are experiencing some of the highest murder rates in the world. A second finding of the security audit was that Calvin’s program had good safety protocols in place, and that the program was relatively safe. The primary safety risk for Calvin students was the risk of armed robbery while walking around the capital city, Tegucigalpa.

In response to these findings, Calvin made several major changes in the program beginning in the fall of 2011. These changes included moving student housing to Santa Lucia, a small town outside of Tegucigalpa, and providing students vetted options for transportation to and from the university. In addition, Calvin has expanded its safety orientations to facilitate student safety while in Honduras.

These special considerations for the Honduras programs build on the multi-faceted approach that Calvin already has in place to promote student safety in all off-campus programs. These practices include the following: monitoring world events, sending experienced faculty leadership, training students on personal safety, providing additional travel insurance, registering all American students with the U.S. Embassy, partnering with local organizations, assuring contingency plans are in place when needed, and providing students with a variety of support services.

As of now, we are pleased to report that all the changes made have been highly effective in keeping students safe. Students in the last four semesters (Fall 2011, Spring 2012, and Fall 2012 and to this point Spring 2013) have reported that they have enjoyed the tranquility and freedom of living in Santa Lucia and equally importantly, not one of the 50+ students has been a victim of any crime while in Honduras.
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As a follow-up to the successful completion of the Spring 2012 semesters, Calvin sent a team of Calvin faculty and staff to re-assess the health of both programs. The team assessed the overall student experience in Santa Lucia as well as reviewed the general safety situation in Honduras. Their report indicated that the overall health of both semesters was very good and that the move to Santa Lucia was a good one. They encouraged the continuation of the both programs as well as encouraged Calvin to continue to monitor the overall safety situation moving forward.

Responding to the U.S. State Departments Travel Warning of November 21, 2012

In responding to the most recent travel warning for Honduras, Calvin has responded in the following ways:

- Reached out to the U.S. Consulate in Honduras who responded with the following message about the most recent travel warning:
  
  *The travel warning has been in the works for months due to the general level of violence in the country. The purpose of the advisory is to ensure that travelers are aware of the risks they face when visiting a country. The specific reasons for the Honduras advisory are found in the advisory itself. There is not a single event that triggered this advisory as in cases when war breaks out; this advisory is purely based on crime and a sustained high level of it. Calvin is much more aware of the dangers that exist in Honduras and the necessary precautions that should be observed than the average U.S. vacationer or missionary group. Advisories are intended to inform those who may not be as well informed.*

- Reached out to our security consultant in Honduras whose response can be found at the end of this document. We will continue to maintain our relationship with this consultant, who will continue to help with our security briefings moving forward.

- Continued to be transparent with students about the challenges faced in Honduras and work with them to make good decisions related to studying in Honduras, as evidenced by this correspondence.

- Continued to evaluate and update our protocols for students studying in Honduras. This includes updating our protocols for independent travel, transportation and general student behavior. These updated protocols and paperwork can be found at the end of this document and include: a travel waiver, various student protocols for studying in Honduras, as well as a list of general safety guidelines for students.

Student Options moving forward for Fall 2013 Honduras Program

Risk is an inherent part of our lives and work in Honduras. Knowing the risks you face personally and corporately is a necessary first step to make good decisions related to your participation in the program. Within this handout, Calvin has tried to provide you as much information as possible to make a good decision for you related to the Honduras program. As you consider making this decision to study off-campus, you might question why Calvin chooses to offer programs in countries like Honduras. The answer would be that as Christians we are called to serve a broken world. Programs like the Honduras semester provide unique opportunities for students to learn first-hand with thoughtful and experienced faculty not only about God’s beautiful world but also about its brokenness.

Our experience working in Honduras has been rich and we have seen God working through this program in so many ways. We will continue to be diligent in monitoring the safety situation in Honduras and making the best decisions we can. From your perspective you need to make a prayerful decision about what seems right for you. We hope you will continue to partner with us this coming semester by committing to the various protocols put into place to make the program as safe as possible. If after reading through this material and you want to study in Honduras next fall, please sign and return the attached waiver to the Off-Campus Programs Office by April 19.

We are sharing all this information with you as the student participating in the semester; however, we would encourage you to discuss this decision with you family. If you or any one in your family has any questions or wants to talk about anything presented in this handout please feel free to contact Don DeGraaf, Director of Off-Campus Programs at Calvin (616-558-7245, ddegraaf@calvin.edu).
HONDURAS TRAVEL WARNING – November 21, 2012

The Department of State has issued this Travel Warning to inform U.S. citizens about the security situation in Honduras.

Tens of thousands of U.S. citizens safely visit Honduras each year for study, tourism, business, and volunteer work. However, crime and violence are serious problems throughout the country. Honduras has the highest murder rate in the world. San Pedro Sula is considered to be the world’s most violent city, with 159 murders for every 100,000 residents in 2011. These threats have increased substantially over the past several years, and incidents can occur anywhere. In January 2012, the Peace Corps withdrew its volunteers from the country to conduct an administrative review of the security situation.

U.S. citizens do not appear to be targeted based on their nationality. Resort areas and tourist destinations generally have lower levels of crime and violence than other areas of the country. Moreover, tourists traveling with group tours only rarely report criminal incidents. In June 2012, the government agreed to increase police presence in areas frequented by tourists, such as the Copan Mayan ruins and Roatan. The government also established special tourist police forces in Copan and Roatan and is evaluating this option in other locations. Additionally, major hotels and other tourist installations have increased security, including with the help of police, in response to the crime epidemic.

A majority of serious crimes are never solved; of the 24 murders committed against U.S. citizens since January 2010, police have closed none. Members of the Honduran National Police have been known to engage in criminal activity, such as murder and car theft. The Government of Honduras lacks sufficient resources to properly investigate and prosecute cases, and to deter violent crime. The Honduran government is in the early stages of substantial reforms to its criminal justice institutions.

Transnational criminal organizations conduct narcotics trafficking and other unlawful activities throughout the country and use violence to control drug trafficking routes and carry out other criminal activity. Other criminals, acting both individually and in gangs in Tegucigalpa and San Pedro Sula, commit crimes such as murder, kidnapping, carjacking, armed robbery, rapes, and other aggravated assaults.

Kidnappings and disappearances are a concern throughout the country. Kidnapping affects both the local and expatriate communities, with victims sometimes paying large ransoms for the prospect of release. Kidnapping is believed to be underreported.

U.S. citizens should be vigilant of their surroundings at all times, especially when entering or exiting their homes or hotels, cars, garages, schools, and workplaces. Whenever possible, travel in groups of two or more persons. Avoid wearing jewelry and do not carry large sums of money or display cash, ATM/credit cards, or other valuables. Avoid walking at night in most areas of Honduras, and do not walk alone on beaches, historic ruins, or trails. Incidents of crime along roads, including carjacking and kidnapping, are common in Honduras. Motorists should avoid traveling at night and always drive with their doors locked to deter potential robberies at traffic lights and on congested downtown streets.

The location and timing of criminal activity is unpredictable. We recommend that all travelers exercise caution when traveling anywhere in Honduras. However, certain areas of the country demonstrate higher levels of criminal activity than others. Honduran “departments” (a geographic designation similar to U.S. states) with crime rates higher than the national average include:

Atlantida (where La Ceiba is located)  Colon  Copan (where the Mayan ruins are located)  Cortes (where San Pedro Sula is located)  Francisco Morazan (where Tegucigalpa is located)  Ocotopeque  Yoro.  Certain areas of Olancho, particularly the municipalities of Catacamas, Juticalpa, San Francisco de la Paz, and Santa Maria de Real, also report a significantly high crime rate.

For more detailed information regarding personal security, please see the State Department’s Country Specific Information for Honduras. For the latest security information, U.S. citizens traveling abroad should regularly monitor the Bureau of Consular Affairs’ Web site, where the Worldwide Caution, Travel Warnings, and Travel Alerts can be found. U.S. citizens living or traveling in Honduras are strongly encouraged to sign up for the State Department’s Smart Traveler Enrollment Program to obtain updated information on travel and security within Honduras.
ASSESSMENT OF CALVIN’S SECURITY CONSULTANT

Nothing has really changed (positively or negatively) since the security evaluation team left Honduras earlier this year.

The Honduran Program is taking significant precautions already to minimize the risk. For example it’s very important to ensure students are complying with transportation guidelines, as it would be during this time that students would be more exposed.

Transportation companies such as: Hedman Alas, Saenz Premier Class, Transportes Viana, Transportes San Miguel, and Transportes Cristina

All these companies cover much of the favorite tourist destinations, and main cities around the country; taking these companies would minimize the risk of being involved in a bus assault (timing is important as well, as things will always worsen at night)

Then it’s key that students adhere to the basic safety guidelines that are given to them:

- Be aware of their surroundings.
- Inform of their whereabouts at all times.
- Don’t walk alone at night (anywhere)
- Responsible behavior: this would include moderate alcohol consumption; avoid disputes or sterile arguments or confrontations with locals; and any other guideline as described in training.

Jo Ann and Alan, put together a very particular system for students to move around Tegucigalpa: basically they have designated taxi drivers that students can call any time to move around Tegucigalpa. Then there are also places such as major malls where it’s safe to take taxis that work for these places.

Victims of serious crimes continue to be for the most part:

- Individuals normally participating in illegal activities, narco traffickers, gang members and other criminals;
- Individuals associated with land disputes, which is not the case for our students;
- Other people fallen victims of serious crime, are normally associated by the type of work they perform: lawyers, journalist, security guards, law enforcement, etc.; and
- Random habitants living in rough neighborhoods in major urban centers such as Tegucigalpa, San Pedro Sula and surroundings urban areas; and also included in this list Tela and La Ceiba in the north coast. These areas are not visited by our students (and we no longer have students living there); we should continue emphasizing the importance of adhering to these guidelines.

Americans and tourist in general are NOT specifically targeted for their nationality, but rather because they were inattentive or clearly putting themselves at great risk i.e. inebriated and walking alone in the middle of the night; drawing attention to themselves, (backpacker looking); staying in cheap places (which translates to be in poor and high crime areas)

Tourist spots continue to be safe areas in Honduras where the students, with basic precautions, can spend time off; there are many transportation options to safely get there and move around as listed above.

The kidnapping industry should not be of concern as of to date there has been no tourist or development worker fallen victim of such crime; those Americans that become victims or kidnapping have been dual nationals or Americans that own prosperous established businesses in Honduras. Our students don’t fit this profile.

I hope this helps. Let me know if you required further information.  Best Regards!
Calvin’s Off-Campus Programs (OCP) Office takes its responsibility seriously to do its utmost to provide a secure environment in which our students can live and learn. Although no one can guarantee or assure the safety of participants or eliminate all risks from a off-campus study experience, our goal is to minimize risks and keep students and parents aware of special situations as they make decisions about studying off-campus.

Our recent experiences in Honduras and careful analysis of our programs in that country, have led to the realization that we need to have additional expectations for students studying in Honduras to highlight the role they must play in keeping themselves safe. This document outlines these expectations as well as highlights the basic underlying assumptions.

**BASIC ASSUMPTIONS:**

- **Partnership:** While the OCP office and the program director will do everything possible to assure students’ safety while studying abroad, students must also recognize their responsibility for their security while studying off-campus. This document outlines the specific commitments that Calvin asks students to make prior to their departure.

- **Diligence:** Experience tells us that students who make themselves a “hard” target rather than an “easy” mark are much more likely to be safe while studying abroad. This means that students need to be constantly aware of their surroundings and make good decisions related to their behaviors. In addition, students need to be diligent in avoiding people or events that distract or divert their attention from being aware of what is going on around them.

- **Behavior:** Students’ behaviors are an important component of the overall safety of a program. For example, students should be especially aware of the impact of alcohol has on their decision-making process. Although the drinking age in Honduras is 18 years old, think twice before you drink. Alcohol can contribute greatly to the possibility of students being a victim of crime.

- **Flexibility:** Realize the expectations listed here may change as the situation demands. Keep good lines of communication open with fellow students and the program director. The more students can work as a team related to safety, the safer the overall experience will be for everyone.

The specific expectations to which students must commit are listed on reverse side of this page. Please contact the Off-Campus Programs office is you have questions or concerns.
Read the following waiver:

I am fully aware of, have reviewed the text of, and understand the “travel warning” issued for travel to, in, and from Honduras by the United States Department of State and currently in force as of this date.

Despite the Travel Warning, I have nonetheless decided to travel to engage in study. I acknowledge that this particular semester or interim off-campus is not required by Calvin College, although the College will grant credit for it upon its successful completion.

Since my pursuit of this semester study is of my own volition and not required by Calvin College, I agree, for myself and on behalf of my family, heirs, and personal representative(s), to assume all risks and responsibilities surrounding my participation in the project. In consideration of being made aware of these risks, and for other good consideration, I, for myself and my family, heirs, and personal representative(s), do hereby further forever release and discharge Calvin College, its officers, trustees, faculty, staff, contractors, and successors and assigns, from and against any and all causes of action or liability, including for personal injury or other loss, which arise as a result of my travel and/or my participation in the semester study, and I further agree to indemnify and hold Calvin College harmless from and against any such causes of action or liability.

I affirm that Calvin College has provided me with a copy of the Travel Warning and that I am signing this waiver and release voluntarily (see signature below).

Commit to the following behavioral expectations:

As a Calvin student, you are responsible for abiding by Calvin College’s student conduct code while studying off-campus (found at www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf - 2010-10-05). Please read the additional expectations below and sign if you agree to comply with these expectations.

While studying in Honduras I commit to the following behaviors:

- **INDEPENDENT TRAVEL**: During weekends and breaks, I will: (a) communicate travel plans to the directors at least two days prior to travel and obtain approval; (b) travel with at least one companion; and (c) avoid traveling at night (especially by bus).

- **TEGUCIGALPA AFTER DARK**: I will be on a bus to Santa Lucia by 7:00 pm each night unless special arrangements are made with my host family or the program director.

- **GENERAL SAFETY PRECAUTIONS**: I will adhere to the following policies:
  - Understand the general safety protocols of the program (these will be covered during in-country orientation).
  - Know where the following resources are: hospital, police station, U.S. embassy, as well as how to contact the program director in an emergency;
  - Avoid known high crime areas, don’t use short cuts, narrow alleys, or poorly lit streets;
  - Walk on well-lit streets and heavily travelled streets;
  - Avoid participating and observing public demonstrations;
  - Beware of pick pockets and disturbances that would facilitate petty thieves;
  - Use only approved taxis and vans (a list of preferred taxi providers and phone numbers will be given to students upon arrival);
  - Carry the cell phone (given to me in Honduras) at all times, with enough minutes to receive or make emergency calls; and
  - Carry small amounts of cash with me at all times. In case of a robbery, give the assailants what they ask for, most importantly, don’t resist.

- **FOLLOW-UP**: Whenever an incident happens (no matter how small) during an off-campus semester I will report it to the Calvin instructor/director as well as the off-campus programs office. Reporting forms are found on the OCP website.

By signing this document below, I acknowledge my personal responsibility to maintaining my safety. I will follow the guidelines outlined in this document. Failure to follow these guidelines may result in me being sent home at my own expense.

<table>
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<tr>
<th>Printed Name</th>
<th>Signature</th>
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APPENDIX E
PERU PROGRAM REVIEW

Person Completing the Evaluation: Don DeGraaf
Program Visited: Peru
Date of Visit: November, 2012

Vision and Goals of the Program:

- What are the specific goals and focus of the program?
  The focus of the Peru semester is Advanced Spanish language and Peruvian culture. The program is located in Arequipa, Peru in partnership with Universidad Catolica San Pablo (UCSP).

- How does the specific program fit with the overall program offerings of Calvin’s Off-Campus Program Opportunities? How does the curriculum at this location fit with Calvin’s overall’s curriculum (does the program offer major/minor support, CCE, etc.)?
  The Peru program is Calvin’s only program in South America and is only one of four programs in the global south, it offers students the opportunity to experience a unique part of the world as well as provides a variety of opportunities for language acquisition, personal growth, and opportunities to engage Peruvian students. The Peru semester is also one of four Spanish language semesters offered by Calvin; these programs offer students opportunities in Spain as well as Central and South America.

Background on the program:

- When was the program started? How was the program started?
  The Peru program was started in the fall of 2011; after an extensive review of possible locations to open a program in South America. This is the second year of the program. In the initial two years of the program, there have been a total of 37 students (18 in 2011 and 19 in 2012). Diane Zandstra has served as the program director in both 2011 and 2012.

- Are there any historical links that need to be continued as we move forward with the program?
  Developing our new program in Arequipa, Peru was based on contacts made in 2009. No historical links were present at the time. The partnership with UCSP has gotten off to a great start and this relationship is critical to the success of the program now and moving forward.

- What past issues/challenges (if any) have been present?
  No real past issues/challenges as this is a new program.

- What has been the partnering Calvin Department?
  The Spanish Department has been a driving force behind this semester. Currently the OCP office and the Spanish Department are working cooperatively to assure the long term success of the program.

- What model has been used to staff the program (permanent in-country director, adjunct, etc.)?
  Directors have come from the Spanish Department; the department has put in place a process whereby all professors within the department can apply if interested. Typically, directors serve for two or three years.

- What has been the overall student reaction to the program in the past? What is the evaluation of the current group of students participating in the program? How has faculty evaluated the program in the past?
  Student reaction to the program has been very good. Last year’s evaluations were very good and the current group of students have nothing but good things to say about the program. As one student recently expressed in her blog: It is really crazy to think that two months from now I will be in the States again. It will be nice to be back with my family and friends there. I miss you all!!! But one thing that has really hit me this week is that Arequipa feels like home. Yes, I still have a lot to learn, but I no longer feel like I don’t know what I’m doing every time I try to print something off at the university or cross the street or step into a grocery store. I feel at home with the Calvin group, with mi familia, and with the new friends that I’m making at the university. I am so blessed and thankful!!!
Partners – Partnership opportunities:

- Who are Calvin’s partners (e.g. university, NGO, etc.) in providing this program? What are the challenges and opportunities with working with these partners?
  - As noted above, the primary partner for this program is the UCSP. The university is eager to expand our partnership and a number of possibilities were discussed during my visit. The Rector (President) spent over 4 hours with me during my visit. We explored a number of possibilities for collaboration. The officials list that I sent back to them can be found in Appendix A.
  - The UCSP has also helped place our students in their ethnographic placements. In 2012, over half the students registered for this class and as a result Calvin is expanding the number of agencies and organizations in Arequipa that we are using for these placements.

Specific Program Components:

- Location: Where is the program located within the country and/or city? What are the advantages and challenges of this location?
  - The program is based in Arequipa, Peru’s second largest city (after Lima). Arequipa is the capital city of the Arequipa Region in Southern Peru; it lies in the Andes mountains, at an altitude of 7,660 feet above sea level. The city is surrounded by mountains, including El Misti a 20,000 foot volcano that overlooks the city. The historic center of Arequipa was named a UNESCO World Heritage Site in 2000 in recognition of its architecture and historic integrity.
  - Within Arequipa, the program is housed at UCSP, which has a new campus along the River Chili. The facilities at the University are new and very nice, offering students a great learning environment.

- Worship: Are there opportunities for students/faculty to worship in dynamic Christian communities at this location?
  - Students have a variety of options for worshipping (both protestant and catholic, e.g. international fellowships, small groups, Bible studies at the university). In the fall of 2012, most students seem to be actively pursuing worship opportunities and this year’s group has organized a group Bible Study in which most everyone is participating.

- Health and Safety: Are there any specific safety concerns or challenges associated with this location? If there are specific safety concerns what precautions have been made to deal with these concerns?
  - Students report feeling safe on campus and in the city. This year there have been a few incidents pickpocketing or stealing money or electronics when the Calvin students have not been around. However, students have yet to experience any type of assault (with a weapon).
  - Students appeared to be healthy. Several students have been slowed by intestine infection but overall students seem to be managing their illnesses very well. There are a number of hospitals and clinics within the city. During my visit I visited the Hogar Clinica San Juan de Dios. This is the clinic that is the most highly recommended by UCSP. I found the clinic to be very clean and professional. I was also impressed with their vision and passion for serving everyone in the region (regardless of their ability to pay). Little did I know that a week after my visit one of our students would be having an emergency appendectomy. It was nice to be able to call the parents and offer assurance about the hospital after my visit. Five days after surgery, the student seems to be doing very well.

- Instruction:
  - What instructional facilities does the program make use of at this location?
    - Calvin has a dedicated office at UCSP and is assigned classroom space as needed. The office is adequate and serves as a place for students to print papers and also use the Internet. Calvin has a router that covers the office. In addition, the office is equipped with a computer, a printer, and office supplies. Students have a budget to print their class papers at the university’s photocopy center. Although host families are required to have internet available for the students, there are also computers available at the university. Classrooms seem more than adequate and good technology resources available.
    - Students are taking the following classes:
      - Calvin courses:
        - STPE 302 (Advanced Spanish): 5 students
        - STPE 308-309 (Hispanic World I and II): 14 students
        - STPE 317 (Contemporary Peru): all 19 students
        - STPE 340 (Phonetics and Phonology): 9 students
        - STPE 370 (Analysis of Peruvian Reality): 5 students
        - STPE 393 (Ethnographic Study): 10 students
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• Regular offerings of the UCSP (currently listed as STPE 390):
  o Algebra Lineal y Geometría Analítica: 1 student
  o Artes Plásticas: 5 students
  o Didáctica de las Matemáticas: 1 student
  o Etica: 1 student
  o Historia de la Psicología: 1 student
  o Psicología Educativa Infantil: 2 students
  o Psicología General: 1 student
  o Taller de Creatividad I: Música: 5 students
  o Taller de Creatividad II: Dibujo y Pintura: 1 student
  o Teología I: 8 students
  o Teología II: 1 student

  o Does the program use local instructors to teach specific classes? Challenges/Opportunities in using local instructors to teach specific classes:
    ▪ As previously noted, Calvin is fortunate to have uniquely qualified local instructors through UCSP. I was able to attend several classes taught by local instructors and found them all well organized and informative. Student feedback for all classes was good and they felt their instructors were very effective. This is a real strength of this program and should be maintained.
    ▪ What evidence is present of the integration of faith and learning?
      ▪ This was a bit difficult to assess with my limited Spanish. I was impressed with the overall faith commitment of the university. There are a number of service-learning and leadership opportunities that our students can (and sometimes do) take advantage. In the future, Calvin is exploring how to make some of these opportunities (like the leadership training) a more feasible option.
      ▪ The current Calvin director (Dianne Zandstra) has done a good job integrating a faith perspective in her classes and group events.

  • Student Housing: How are students housed? Other options? What is the condition of the housing?
    o Students are housed with host families throughout the city of Arequipa. I was able to visit 4 host families during my visit and also interacted with students about their living situations. For the most part, students seem to love their host family placement. UCSP and the Calvin director do a good job monitoring these placements and have moved two students this year for different reasons. The housing situation varies as some students are living in quite modest homes while other are living in quite fancy places. All placements offer the student a room with a locking door that offers privacy when needed.

    o Initially students are often quite apprehensive about living in host families but our experience in other places (e.g. Spain, Honduras) tells us that this often becomes the highlight of the semester for many students.

  • Faculty Housing
    o What are the housing opportunities for faculty directing the program? Rate this housing in terms of location, overall condition, safety, etc.
      ▪ The last two year, Calvin’s director has been able to get housing within a 3 minute walk from the University. This housing has been very adequate and has offered the director the opportunity to entertain the group on regular intervals. UCSP has been very helpful in finding this housing for our directors. Although there is no guarantee that we will continue to get such convenient housing, it does seem like there is adequate rental opportunities for the director. The cost of this housing seems appropriately priced, as we continue to return to Arequipa I expect that we will continue to acquire adequate household items for the apartment (e.g. dishes, pots and pans, refrigerator) for future years.

  • Opportunities for interaction with local people and culture:
    o How are students encouraged to interact with the local culture?
      ▪ As previously noted, host families provide an important bridge into the host culture and are a critical overall part of the semester.
      ▪ Students are encouraged to audit activity classes at UCSP on Saturday mornings. These classes include: volleyball, choir, soccer, tae kwon do etc. When questioned, students indicated that they appreciated these opportunities.
      ▪ Students are also paired with students at UCSP as conversation partners.
      ▪ Students are also getting involved in local churches and making friends through worship and Bible studies.
Many students are taking the ethnographic study class which encourages students to become involved in a local organization (similar to service-learning). Lastly, excursions have encouraged students to further connect with the history and culture of Peru.

Opportunities for short or long-term exchanges with college students or to promote Calvin to HS students? What opportunities exist for partnering with Calvin Admissions to promote Calvin to HS students in area international schools?
  o Financial disparities makes this option difficult and there are few international schools operating in Arequipa.
  o The cost differential between the tuition of Calvin and the UCSP makes semester exchanges difficult. However a number of other possibilities are being explored (see appendix A).

Finances:

How does the price of the semester compare to Calvin tuition and room and board?
  o The cost of the semester for students in 2012 was $17,950 compared to the cost of tuition, room and board on campus of $17,795.00. Actual budgeted cost per student was $17,276.00, which means the price of the semester was calculated by taking the cost of on-campus tuition, room and board (17,795) and adding the $150.00 off-campus fee. The budgeted cost of 17,276 is slightly higher than projected when the Peru program was proposed in 2010 but the Peru economy is developing rapidly and prices are increasing. In the coming years, some increased costs in Peru should be expected; however, even with these increases the program should remain competitively priced with the ultimate cost mirroring the cost of room and board on campus.

  o For example, in negotiating with the UCSP we can expect an increase of about $400/student next year. This increase is a result of the UCSP figuring an accurate cost of having Calvin students on campus. After next year, I think we will see much smaller increases moving forward. Likewise, this year we paid $400/month to host families. I see this figure increasing to approximately $450/month next year.

  o Given the success of the program, I also foresee an increase in the number of students who want to do the program. As we move forward the Spanish Department will need to decide what is the optimal number of students. I expect this number will be in the 20 to 24 range. With good numbers, 18 to 22 students this program will continue to be a good deal for students.

  o The program in 2011 (with 18 students) was well under-budget.

What are some of the elements of the program that add to substantially to the program? Are any of these elements of particular concern to the long-term health of the program? Are there any cost saving measures we should pursue for this program in the future?
  o As the program is currently run, I think it is being run in a stewardly way. I don’t foresee any major cost saving measures with the program.
  o There may be some cost savings as we explore a number of student exchange possibilities (presented in Appendix A).

How much are students spending beyond the program cost of the semester?
  o I did not get a real sense of this from students, although they did voice that Arequipa is an affordable city. Calvin does offer a small transportation allowance to students based on the distance they are from the university so there are few places where students have to spend money (although daily ice cream treats seem to be an important piece of the most students’ budgets. Students do have a free week during the semester to allow for travel on their own. This year (2012) it appeared everyone did do some additional independent travel.

Overall Assessment:

After the visit what is the overall assessment of the health of this program? Should the program continue in its current configuration or do significant changes need to be made or does the program need to be terminated?
  o I was deeply impressed with the Peru program; it offers a great experience in a seemingly safe city. Students are exposed to a rich history, a fascinating culture, and a city with a vibrant future. Students are also confronted with a number of issues related to poverty, development, and their place in the world. One of the goals of all off-campus programs is to grapple with real world issues and I think this program does that for students on so many different levels.
  o The excursions seem to always be powerful experiences for students and should be continued.
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- We have good partners in Peru:
  - Our relationship with UCSP is very important to maintain and nurture. We should continue to look for ways to expand our partnership and create ways to welcome UCSP students to Calvin;
  - We are slowly developing a network of host families that I think will serve us well moving forward; and
  - Our developing relationships with organizations offering our students service-learning placements needs to be expanded and nurtured.

- Are there any other intangibles (or other important aspects of the program) that should be noted?
  - Not at this time.

I think there is one last comment that is important to make: I would like to thank the Spanish Department as a whole and especially Marilyn Bierling and Dianne Zandstra for all the work they have done in bringing this program on-line. They have done a tremendous job and the result is a strong program that I think represents Calvin well and gives students a great experience in South America.

POSSIBLE PARTNERSHIP OPPORTUNITIES WITH UCSP

Email sent to German Chavez Contreras, Rector, Universidad Católica San Pablo on 11/15/12

Greetings from Calvin College! Thank you so much for the time you spent with us on Monday (October 29). It was a delightful time to learn more about the UCSP story and to think creatively about how our two institutions could further our partnership in the future. Thanks, too, for all the support UCSP has given our students over the last two years. Students and faculty have appreciated this support and look forward to building on our initial success.

As per our discussion last week, here are some additional resources you might find useful as well as some possible scenarios on how we can create additional connections between our two institutions. After reviewing this list, please contact me with your thoughts and/or questions.

1. Information on the International Association for the Promotion of Christian Higher Education (IAPCHE) conference
   - [http://www.iapche.org](http://www.iapche.org)
   - We would love to welcome a representative from UCSP to attend the conference. If someone decides to attend the conference, we would gladly find a host family or provide lodging to cut down on the overall cost of the trip.

2. Visiting Scholars Program at Calvin College
   - [http://www.calvin.edu/admin/provost/vsp/](http://www.calvin.edu/admin/provost/vsp/)
   - If UCSP has a candidate interested in being a visiting scholar, please coordinate with either the Spanish Department (through the Calvin program director in Peru) or through Don DeGraaf (Off-campus programs office).

3. Summer Seminars at Calvin – (offered in June, July, and August)
   - Specific seminar information and applications to participate can be found on-line ([http://www.calvin.edu/scs/seminars.html](http://www.calvin.edu/scs/seminars.html)). Because seminars are grant-funded, there is little cost to participate – mostly travel to Calvin College and some food while participants are here. The grants cover the cost of housing, books and materials as well as some meals and a few social events.

4. Information on Calvin’s Philosophy program
   - [http://www.calvin.edu/academic/philosophy/](http://www.calvin.edu/academic/philosophy/)
   - As we discussed, our Philosophy department is very well respected. On the website listed above you will find the following article by Nicholas Wolterstorff on *How Calvin Fathered a Renaissance in Christian Philosophy*.

5. Kuyers Institute for Christian Teaching and Learning
The Kuyers Institute sponsors a range of resources, events, and projects that seek to stimulate and sustain quality conversation about the relationship between faith, teaching, and learning. A variety of resources can be found on its website: [http://www.calvin.edu/kuyers/](http://www.calvin.edu/kuyers/)

### 6. January Series
- [http://www.calvin.edu/january/](http://www.calvin.edu/january/)
- I have contacted the director of the January Series to explore this possibility. She wrote back giving the technical requirements for making this happen (see info at the end of this document). She also wrote: *If UCSP is interested in trying it out this year I would put them in touch with Jeff Greenfield who handle’s the technical side of the January Series feed. I know that he has a test feed planned for Dec. 13-18, so perhaps they could try it out and see if they successfully receive the feed. We would not advertise them as an official site but we might be able to do a trial run this year and see if it is feasible for the future.*

### 7. Ideas for Student exchange
- Calvin would welcome further dialogue on how we could develop more exchanges. Currently we have approximately 20 Calvin students studying at UCSP. In the future, we would like to explore various models to welcome UCSP students at Calvin. Several possibilities include:
  - **Traditional semester exchange program.** This type of exchange would allow students at Calvin to study at UCSP and UCSP students to study at Calvin on a 1 to 1 exchange. Given that we already have students at UCSP, this type of exchange would be easy to expand. From my perspective, this would mean:
    - Students who come to Calvin would pay UCSP tuition and be allowed to study at Calvin for no additional tuition costs. Students would be responsible for room and board costs during their semester stay. In exchange, Calvin students would pay Calvin tuition and be able to study at UCSP for no additional tuition charge. Given that Calvin is already sending students to UCSP, if any UCSP students were to come to Calvin, UCSP would not charge for one of the Calvin students attending UCSP. This exchange would function on a 1 to 1 basis – 1 Calvin student for one UCSP student.
  - **Interim exchange program.** As we discussed, Calvin’s January or Interim term might offer a unique opportunity for UCSP students to attend Calvin for one three-week term, taking one three-credit class. In this type of exchange, students would receive a tuition waiver but again be expected to pay the cost of room and board while attending a class at Calvin as well as their travel costs. The tuition waiver would be granted based on UCSP charging Calvin for one less student who is attending UCSP for the semester. The following ratio is suggested for this exchange. For every Calvin student that is not billed UCSP tuition (in billing Calvin), two UCSP students could attend the January term, tuition free.
    - I will be sending a package to Katia that will include the list of classes for our upcoming 2013 January term.
  - **Information on the Calvin College’s native Spanish language assistant program.** This would be similar to the traditional semester exchange program. Calvin is looking to host one student a year from UCSP. Student would pay UCSP tuition and be able to take classes at Calvin tuition free. Student would be responsible for his/her living costs; however, opportunities would be available to work up to 10 hours a week in the Spanish department as a native language tutor. Due to the fact that the student would be here for two semesters the exchange would function on a two to one ratio. Two Calvin students would be able to attend UCSP for a semester in exchange for one UCSP student attending Calvin for a full year.

### 8. Ideas for faculty exchange
- Additional talks for faculty exchange should start with the Spanish Department. If there is a UCSP faculty member who would like to spend a semester or year at Calvin this is certainly possible. Depending on English level and discipline, a professor from UCSP could teach a class or two and/or be a part of the visiting scholar program. In either case, the process would need to start on the department level, with the Spanish Department at Calvin being the most appropriate department to initiate this exchange and make connection with other departments. For Calvin faculty who would teach at UCSP it would have to be determined what classes he or she could teach.

### 9. Visit by Katia Zegarra
- We would love to host Katia sometime in 2013. She is welcome at any time this spring or summer, although it might make the most sense to have her visit during our spring semester (January 28 to May 1), so she could interact more with students and get a better feel for life on campus during each academic year.
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- She could visit with the following departments (or others, according to interest) as well as spend time on campus and visit with students:
  - Off Campus Programs Office -- [http://www.calvin.edu/academic/off-campus/](http://www.calvin.edu/academic/off-campus/)
  - International Student Development Office -- [http://www.calvin.edu/isdo/](http://www.calvin.edu/isdo/)
  - Service-Learning Center -- [http://www.calvin.edu/slc/](http://www.calvin.edu/slc/)
  - Development Office -- [http://www.calvin.edu/admin/development/](http://www.calvin.edu/admin/development/)

- Please coordinate with Don DeGraaf (Off-campus director) and the Spanish Department (start with Dianne Zandstra). We can provide housing (either on-campus or with a host family) and offer general support while she is visiting.

10. Visit by the Vice Rector (Dr. Jose Corrales-Nieves Lazarte)

- We would love to host Dr Corrales-Nieves Lazarte or others from the University in 2013. He is welcome at any time but he might consider joining us for the IAPCHE conference this spring. In addition, we could try to set up some professional development opportunities connected to both English and computer classes.
- Please coordinate with Don DeGraaf (Off-campus director) and the Spanish Department (start with Dianne Zandstra). We can provide housing (either on-campus or with a host family) and offer general support while he is visiting.
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APPENDIX F
SPANISH DEPARTMENT CURRICULAR UPDATE
Vision and Goals of the Program:

- What are the specific goals and focus of the program?
  Focus of the semester program is to remain an internship based program that takes advantage of the political and policy development environment of Washington DC. The program is open to all majors with a wide range of internships available. Special emphasis is placed on exploring the intersection of faith and the public square (especially as it relates to public policy).

- How does the specific program fit with the overall program offerings of Calvin’s Off-Campus Program Opportunities? How does the curriculum at this location fit with Calvin’s overall’s curriculum (does the program offer major/minor support, CCE, etc.)?
  The Semester in Washington DC is named in honor of Paul B. Henry, a leader of Christian vision and action. Henry taught political science at Calvin College from 1970 to 1978. While at Calvin, he served on the Michigan Board of Education. In 1978, Henry left to pursue public service full-time. He was elected to the Michigan State House, and later, to the State Senate. Henry was elected to the U.S. House of Representatives in 1984 and served there until his untimely death in 1993. Henry's political and academic careers were characterized by strong Christian principles, as set forth in his book, Politics for Evangelicals.

Calvin College is a Christian college. It seeks, in all its courses and programs, to integrate faith commitment with academic study. This program allows students to live, work, and study in the United States' capital under the guidance of the Calvin professor in residence. Students will have the opportunity to interact with persons from a multitude of professions, nationalities, and backgrounds. Calvin College sees this program as important not only in the professional and academic training it provides for students' future careers, but also as preparation for living as Christian citizens in an increasingly pluralistic society. The semester program, in conjunction with the Henry Institute, is dedicated to creating a new generation of scholars and public servants who are engaged, active, and aware of the importance of the interplay between their faith and public life

The Washington DC program is one of two off-campus programs located in the United States and is Calvin's only internship based program.

Background on the program:

- When was the program started? How was the program started?
  o The Washington DC program was started in the spring of 2000. Initially it was administered through the Political Science Department (in conjunction with the Henry Institute). Over the last five years we have seen more students from other departments (e.g. social work) participate in the DC semester. In addition, several directors from outside the political science department have been chosen. In part this shift has been necessary as the Political Science Department has had less professors willing to lead the semester; however, it also reflects a broadening vision of examining the role of faith in all aspects of the public square (not just politics). In recent years the type of internships that students have participated in have expanded.

- Are there any historical links that need to be continued as we move forward with the program?
  o Within the broadening vision described above, it is also important for the semester to maintain it connections with the Henry Institute at Calvin. The Henry Institute fosters the study of Christianity and politics by providing resources for scholarship, structuring opportunities to disseminate scholarly work, seeking avenues to communicate and promote such efforts to the larger public, and motivating and training future scholars to engage in such study. The Institute is particularly dedicated to creating a new generation of scholars and public servants who are engaged, active and aware of the importance of the interplay between these two fields of inquiry.
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- What past issues/challenges (if any) have been present?
  - Maintaining the numbers of the semester between 16 and 20 has been a challenge in recent years. This is one reason for expanding the internship opportunities available for students.
  - Housing has been an issue for the program, after the 2011/12 academic year Calvin was asked to leave the Heritage Foundation which had been housing our students. The reason for this request is that some Calvin students were interning at liberal organizations. In 2012/13 we moved to WIHN (discussed later).

- What has been the partnering Calvin Department?
  - The Political Science Department has been the driving force behind this semester. The Social Work Department has also sent a large number of students over the last few years. Currently the OCP office and the Political Science Department are working cooperatively to assure the long term success of the program. For example, the advisory committee for the semester is made up of the following:
    - Last two program directors
    - Director of off-campus programs
    - Director of the Henry Institute
    - Chair of the Political Science Department
    - Representative from the Social Work Department
    - Representative from Academic Services.

- What model has been used to staff the program (permanent in-country director, adjunct, etc.)?
  - In recent years, directors have come from the Political Science Department (2), Sociology Department (1), History Department (1), and CAS/Art Departments (1 set of co-directors).

- What has been the overall student reaction to the program in the past? What is the evaluation of the current group of students participating in the program? How has faculty evaluated the program in the past?
  - Student reaction to the program has been very good. In recent interviews with students, all spoke of the great experiences they were receiving in their internships. They all seemed to appreciate the opportunity to live, study and work in DC and to have housing and other needs taken care of by Calvin.

Partners – Partnership opportunities:

- Who are Calvin’s partners (e.g. university, NGO, etc.) in providing this program? What are the challenges and opportunities with working with these partners?
  - No formal partners are a part of this semester.

Specific Program Components:

- Location: Where is the program located within the country and/or city? What are the advantages and challenges of this location?
  - The program is based in Washington DC.

- Worship: Are there opportunities for students/faculty to worship in dynamic Christian communities at this location?
  - Students have a variety of options for worship. A list of some of the churches students have attended in the past is included in the student handbook. In the spring of 2013, most students seem to be actively pursuing worship opportunities.

- Health and Safety: Are there any specific safety concerns or challenges associated with this location? If there are specific safety concerns what precautions have been made to deal with these concerns?
  - Students report feeling safe in the city and in the neighborhood around our current housing.
  - Health issues are less of an issue for students when living in the United States.

- Instruction:
  - Calvin has scrambled to find a place to hold classes. This year the group meet in the WIHN House. This was less than ideal and may be something we need to consider next year. We may need to find a location where we can hold class. This could be an additional cost the semester has to include in its budget.
Students are taking the following classes:

**General Students**

- **STDC 342: Special Topics in Public Life – Urban America** – The course will examine public problems found in urban politics, policies and issues, particularly in the areas of education, health care and economic opportunity. Students will study these problems both theoretically and experientially by interacting with various policymakers within the District of Columbia. (3 credits)

- **STDC 343: Integrating Faith and Public Policy** – This course will focus on the role of religion in the public life of Washington DC and the nation. It will examine how religious individuals and institutions of many faith traditions seek to affect the climate and content of policy making. The course will stress site visits to organizations that influence, study, and/or implement public policies in a variety of areas such as health, social services, security, economic development, and trade. Students will be challenged to compare and contrast the organization where they complete an internship with the institutions visited in this course, particularly in terms of organizational objectives and the role of religion in the mission of the various organizations. (3 semester hours)

- **STDC 344: Internship in Washington DC** – The student’s internship experience will normally consist of a four-day work week in a professional setting in his/her major field of concentration or primary area of career interest. The internship experience can be tailored to offer a wide variety of learning opportunities. Credit toward a major is granted at the discretion of the department concerned. (8 semester hours)

**Social Work Students**

- **SOWK 380: Social Work Field Work Program in Washington DC** – The Social Work Department allows a limited number of students to complete their field work through the Washington DC program. (10 semester hours)

- **STDC 343: Integrating Faith and Public Policy** – This course will focus on the role of religion in the public life of Washington DC and the nation. It will examine how religious individuals and institutions of many faith traditions seek to affect the climate and content of policy making. The course will stress site visits to organizations that influence, study, and/or implement public policies in a variety of areas such as health, social services, security, economic development, and trade. Students will be challenged to compare and contrast the organization where they complete an internship with the institutions visited in this course, particularly in terms of organizational objectives and the role of religion in the mission of the various organizations. (3 semester hours)

- Does the program use local instructors to teach specific classes? Challenges/Opportunities in using local instructors to teach specific classes:
  - The Social Work Department hires a internship coordinator who coordinates the social work internships.

- What evidence is present of the integration of faith and learning?
  - This is a major subject of the STDC 343 class, which included visits to a number of different organizations. The week I was there I joined the class in two site visits. I was impressed with both visits and the discussions that emerged around the issue of integration of faith and public life. If these visits were any indication of the other visits I think this is a real strength of this program.

**Student Housing:** How are students housed? Other options? What is the condition of the housing?

- This year students were housed with the Washington Intern Housing Network in the Greystone House (1243 New Jersey Ave NW, Washington DC, 20001).

- Greystone House is an old mansion that was originally built at the turn of the century as a secretarial school; it was later converted to a magnificent home, with wood floors, 9 foot ceilings, and extensive natural light. WIHN purchased the property in 2010 and remodeled it to accommodate intern housing. The house has ten bedrooms (which will be assigned with two students in each room), eight full baths, and shared dining, kitchen and living room space. The kitchen has been fully renovated with modern appliances, including three refrigerators, stove and oven, microwave and two dishwashers, as well as pots, pans, dishes and silverware. In terms of furnishings, each bedroom contains two single beds, two desks, two dressers and a closet. Laundry facilities are located in the basement, and there is no charge for the washer or dryer. Utilities, high speed internet access and cable television are included in the rooming costs.

- Students reported that they liked the house but they were skeptical on whether more than 15 students could live in the house comfortably. It is our hope that the program will expand to 18 students and we will have to
see if all 18 could live comfortably in the house. My sense is with a little more organization that another 3 to 4 students could live in the house. The only major concern about the house I had is that there isn’t one room where the whole group could gather for a meeting or for dinner.

- **Faculty Housing**
  - What are the housing opportunities for faculty directing the program? Rate this housing in terms of location, overall condition, safety, etc.
    - WIHN also has apartments available for our faculty and they gave Calvin a great deal on a two bedroom apartment right in back Union Station. The apartment was very nice and is also within walking distance of the Greystone house. Calvin should continue to make use of this arrangement.

**Finances:**

- How does the price of the semester compare to Calvin tuition and room and board?
  - The cost of the semester for students in 2013 was $18,000 compared to the cost of tuition, room and board on campus of $17,795.00. This included a $400 transportation stipend for getting to and from DC. As long as we have 15 to 18 students the cost of the semester for students should be close to tuition, room and board. Students did tell me the food and transportation allowances were okay. It was enough if they really budgeted well. As a result, these allowances may need to be increased next year.

- What are some of the elements of the program that add to substantially to the program? Are any of these elements of particular concern to the long-term health of the program? Are there any cost saving measures we should pursue for this program in the future?
  - As the program is currently run, I think it is being run in a stewardly way. I don’t foresee any major cost saving measures with the program.

- How much are students spending beyond the program cost of the semester?
  - I did not get a real sense of this from students, although they did voice that Washington DC is an expensive city. Students are given a cultural budget that they can use to do some activities in and around DC that they would not do if they did not have additional money. All students made good use of this additional money.

**Overall Assessment:**

- After the visit what is the overall assessment of the health of this program? Should the program continue in its current configuration or do significant changes need to be made or does the program need to be terminated?
  - I was deeply impressed with the students in the program this year. They have done a good job of embracing the challenges (and joys) of living in Washington DC. Students also did a great job in their internships as evidenced in the great evaluation received from their internship placements.
  - The excursions (which included the cultural funds) are important to students and could be continued.
  - Overall the semester offers students a great opportunity to explore an amazing international city.

- Are there any other intangibles (or other important aspects of the program) that should be noted?
  - Not at this time.