

Spring 2018

The Earth Sciences Field Camp: A Short-Term Study Abroad Program Design

Catherine Tartaglia
SIT Graduate Institute

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Educational Methods Commons](#), [International and Comparative Education Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Tartaglia, Catherine, "The Earth Sciences Field Camp: A Short-Term Study Abroad Program Design" (2018). *Capstone Collection*. 3102.
<https://digitalcollections.sit.edu/capstones/3102>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

The Earth Sciences Field Camp: A Short-Term Study Abroad Program Design

Catherine Tartaglia

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

April 1st, 2018

Advisor: Peter Simpson

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my capstone by any third party who might access it on the Internet or otherwise.

Student Name: Catherine Tartaglia

Date: April 7, 2018

Table of Contents

Abstract	5
Introduction	6
Background and Rationale	8
Literature Review	9
Goals and Objectives	15
Program Goals and Objectives	16
Participant Goals and Objectives	17
Needs Assessment	18
Research Methodology	22
Program Description	22
Scope and Participants	22
Community Partners	23
Timetable	26
Curriculum	26
Theoretical Grounding	26
Structure	28
Student Deliverables	29
Staffing Plan	31
Marketing Plan	33
Recruitment and Admissions	35
Logistics	36
Transportation	36
Behavior/Student Conduct	36
Communication	37
Materials	37
Housing and Meals	37
Disability Services	38
Diversity Plan	38
Health, Safety, and Security Policies and Procedures	38
Crisis Management Plan	40

Evaluation	41
Budget	42
Design Process Review	43
References	45
List of Appendices	49
Appendix A: Letter of Address to the Umbra Institute Staff	51
Appendix B: Timetable for Delivery	52
Appendix C: Sample Earth Sciences Field Camp Schedule	53
Appendix D: ESGE 400: Geology Field Techniques Working Syllabus	55
Appendix E: CEIT 200: Intercultural Competence and Collaboration Working Syllabus	58
Appendix F: Student Self-Assessment for CEIT 200: Intercultural Competence and Collaboration	62
Appendix G: Possible Materials for Purchase	64
Appendix H: Potential Community Partner Contact Information	65
Appendix I: Behavioral Guidelines for Working in the Field	66
Appendix J: Earthquake Safety Tips Handout	67
Appendix K: Abbreviated Emergency Procedures and Services	68
Appendix L: Community Engagement Assessment Plan	69
Appendix M: Budget and Budget Notes	73

Abstract

For earth science students, a field camp is the culmination of years of dedicated study: an opportunity to apply the theoretical knowledge they have gleaned in the classroom, to develop personally and professionally, and to travel with intention. Although short-term, these programs are nevertheless impactful and academically demanding. They require students to synthesize and employ the entirety of their scientific knowledge as well as collaborate with a team to achieve their learning goals.

Their experiential nature makes field camps the perfect opportunity for earth sciences students - who may, due to the nature of their curricula, be excluded from an international experience - to study abroad. When completed outside the United States, a field camp can cultivate participants' intercultural capacity in addition to their scientific abilities, allowing them to better respond to the demands of an increasingly globalized world.

The following is a program design proposal for the Earth Sciences Field Camp at the Umbra Institute, a third-party study abroad provider in Perugia, Italy, for students at Ohio Wesleyan University's Department of Geology and Geography. The Earth Sciences Field Camp is a six-week, faculty-led program focused on developing students' comprehension of geology, volcanology, and oceanography in an environment where their cross-cultural sensitivity and self-awareness can thrive.

Introduction

The following is a proposal for a six-week summer faculty-led field camp in Italy, the Earth Sciences Field Camp at the Umbra Institute. The Umbra Institute is a private, for-profit third-party study abroad provider in Perugia, Italy, serving over 400 students annually. It offers courses in a wide range of disciplines, including Italian language and culture, psychology, international business and marketing, creative writing, history, political science, food studies, sustainability, and urban planning.

The Field Camp is designed for rising seniors and post-final on-campus semester students at Ohio Wesleyan's Geology and Geography Department, as well as advanced students enrolled in the Dipartimento di Fisica e Geologia (Department of Physics and Geology) at Umbra's partner school, the Università degli Studi di Perugia.

The program will utilize the resources - staff, community relationships, experience - of the Umbra Institute. The Field Camp will run from the end of May to the beginning of July, in accordance with the Institute's existing summer calendar. The Camp will earn participants six credits, and provide an opportunity for the practical application of geological mapping techniques and rock formation identification, as well as subtopics (such as tectonic plate analysis) chosen based on professor expertise and student interest.

The Field Camp targets STEM (science, technology, engineering, mathematics) students who may not have otherwise considered study abroad due to their workload, or who may not have thought study abroad could benefit them personally and/or professionally. There is no language requirement; however, students should have reached an advanced level of study of geology prior to embarking on the course. The Field Camp could potentially admit competent students (as demonstrated by transcripts and resumes which are then reviewed and approved by

the leading professor) from universities besides Ohio Wesleyan and the Università di Perugia, depending on the availability of spots in the program, which will be capped at 12.

The aim of this program is to prepare STEM graduates to become competent “glocal” (global and local) citizens. The Field Camp will help them develop a toolbox of knowledge pieces, skills, and attitudes that allows them to succeed on multicultural teams. It will also expose them to a different culture’s methods of analyzing and solving problems, and allow them to explore ways in which they can use their specialized knowledge of geology to improve their communities, whether they choose to work abroad or in their home country (the “local” component).

To that end, the program will feature community engagement prominently. Students will meet with local scientists and conservationists throughout their semester, and volunteer at the site of a devastating earthquake in the Umbrian town of Norcia. This work will invite students to think critically about the social impact of natural disasters and geological change processes. The community engagement component will also strive to foster a sense of civic duty in participants they can bring home and into their post-graduate careers.

Although students will necessarily interact with Italian culture, due to the abbreviated length of the field course and the target students’ interests, developing language skills or a nuanced understanding of Italian society are not the program’s main foci. Rather, the class is designed to give students their first sustained contact with a culture outside of the United States and help them develop a set of techniques for successful adaptation to a new environment. These skills - such as comfort with ambiguity and openness to change - can then be generalized to any number of challenges faced while working abroad or on a multicultural team within the United States. Based on current research regarding the demands placed on STEM students, their

growing interest in study abroad and particular curricular needs, and the trend for shorter-term programs, a field camp would both be within Umbra's capacity to deliver effectively and reach a new participant demographic. Furthermore, in keeping with the traditional placement of field camps in an earth science curriculum, the program will target slightly older students - rising seniors and post-seniors - who may have felt it was "too late" in their college careers to study abroad.

Background and Rationale

Charles Darwin traveled through the Galapagos Islands for only five weeks; the observations he made during that time inspired his theory of evolution. Since the Enlightenment, science has worked hand-in-hand with experiential learning - indeed, the scientific method *is* experiential learning, albeit carefully orchestrated through a series of controlled steps. In study abroad, as in science, one's understanding of complex ideas is advanced not through generalization, assumption, or unconditional acceptance of prior belief, but through observation, debate, critical thinking, and experimentation. These higher-order cognitive skills, fostered by practice "in the field," are essential not only to career success in STEM, but to advancing science as a whole (McLaughlin & Johnson, p. 65). Study abroad can offer not only such vital field research opportunities, but also personal development, increased intercultural competence, and a greater appreciation for the breadth of the international scientific community.

The Umbra Institute would like to increase its STEM offerings and has begun to do so by hiring two new professors for the Fall 2018 semester: one for physics and the other for math. However, developing a comprehensive STEM program remains a long-term project contingent on student interest: each semester Umbra welcomes only a handful of STEM majors

(typically from different disciplines with STEM), which makes it financially and logistically challenging to offer STEM classes. Classes need at least three participants to run, while the Umbra student body averages out to about 100 students per semester. Typically, at most three out of 100 students are STEM majors, and they study different fields within STEM. For example, last semester we hosted a biomedical engineering major; this semester there is one math student. Therefore, any STEM program is stuck in a vicious cycle: more students are required in order to justify offering new classes, yet these students are not drawn to the program because of the lack of existing courses. Alternatively, a faculty-led program has the potential to attract a group of students in the same STEM field, which would make offering a series of classes tailored to their major both logistically and economically viable.

Furthermore, while Italy remains one of the most popular study abroad locations for scholars of art history, classics, and the humanities in general, it does not enjoy the same reputation amongst STEM students. An additional challenge to advancing STEM at Umbra is a lack of access to resources, such as science laboratories and specimen collections. In contrast, an earth sciences field camp would allow the school to take advantage of assets it does have- Italy's incredible natural resources and ability to arrange meaningful community engagement experiences - while branching into a non-traditional field of study. A faculty-led field camp would allow Umbra to strengthen its existing collaborative relationship with OWU and take a stride towards reaching several of its own goals.

Literature Review

In the past, STEM majors were dissuaded from studying abroad by their strict schedules and lack of relevant courses of study (Lewis & Neisenbaum, 2005). There is still a persistent

desire amongst students who have been accepted to competitive STEM programs to take the classes most important to their degrees on their home campuses since they want to work with distinguished professors and have access to their school's resources. However, the increased flexibility of STEM programs, a proliferation of short-term study abroad options, and a wider awareness of the value of study abroad amongst students and advisors has led to a boom in science and technology-based sojourns (Oguntoyinbo, 2015). In 2015, the journal *Diverse: Issues in Higher Education*, published "STEM Student Leading Charge to Study Abroad." The report noted that,

For the first time, STEM majors outnumber study abroad students in other major fields.

According to the Institute of International Education, in 2012-13, STEM students accounted for 23 percent of study abroad students, followed by social science majors (22 percent) and business majors (20 percent) (Oguntoyinbo, p. 1).

According to the 2017 Open Doors Report on International Educational Exchange, the percentage of STEM student studying abroad has now risen to 25 percent.

Studying abroad helps STEM majors become more competitive in a global marketplace, both as candidates for employment and at top graduate programs (Oguntoyinbo, p. 1). A job in STEM may require working on a multicultural team, either in-person or, more recently, via the internet (Downey et al., 2006). Even if study abroad returnees choose not to live or work outside their home countries, career success may still depend partially on their level of intercultural competence (Mills et al., p. 1). The knowledge, skills, and attitudes fostered by a successful study abroad program better prepare participants for our increasingly globalized society.

As Downey, et al. write in the "The globally competent engineer: Working effectively with people who define problems differently":

...acquiring knowledge and experience with people from other countries, especially with individuals who are likely to be coworkers and/or affected by your work, offers one clear, reasonably reliable pathway toward the achievement of global competency (Downey, p. 4).

During an international sojourn, participants develop a unique set of social skills, become more adept at communicating complex ideas in their field to a lay audience, and make international connections across the global scientific community (Oguntoyinbo, p. 1).

Beyond increasing employment marketability, study abroad challenges participants' existing worldviews and introduces them to the diversity of human experience. As Downey, et al., argue,

...[I]t does make sense for engineering students to gain experiences with people who are participating in, responding to, and/or challenged by cultural perspectives that differ from their own, regardless of how these differences might map across or within countries. [...] [B]y learning to work effectively with people who define problems differently, engineering students are also working to make their education more complete by recognizing and learning to grapple with the human dimensions of engineering work, which stand alongside technical dimensions as essential core features (p. 4).

These encounters with new ideas and behaviors can benefit every student by encouraging creativity and inspiring unconventional responses to persistent problems. STEM students in particular gain experience devising "place-based solutions," as they grapple with the needs and capabilities of communities different from their own and apply their on-campus knowledge to meet these needs (Oguntoyinbo, p.1).

Additionally, study abroad allows one to learn about oneself in relation to an “other”: students have the opportunity to explore who they are not only in terms of personality traits, but also identities, such as “American.” Writes Downey,

[The] most important encounter in a study abroad experience is actually with oneself. That is, such experiences force students to confront and examine their understandings of themselves and the perspectives they have gained while being raised and educated in their home countries as they encounter people who likely understand those home countries in contrasting ways (Downey, p. 5).

Therefore, any college education can be enriched by a study abroad experience which engenders in participants a new way of interacting with the world: one that is more malleable, more introspective, more resilient, and more self-confident.

A short-term study abroad program (STSA), such as a field course, could supplement STEM students’ on-campus learning and still allow them to graduate on time. In fact, STSAs lasting less than eight weeks are now the most popular type of undergraduate study abroad in the United States because of their flexibility: they require much less of a time commitment and little or no prior language training, both characteristics which make them attractive to STEM majors. (Donnelly Smith, 2009). STSAs are also appealing because they are less expensive overall, and allow students to work for the entirety of the school year as well as during the summer before or after a program. In this way, STSAs contribute to the diversity of students studying abroad by making participation more feasible for non-traditional students: for example, those who have families or who are paying their own way through university, and scholars from a variety of disciplines (Mills et al., 2010).

Earth science in particular lends itself well to STSA, as experiential learning opportunities known as field camps have existed within the discipline for decades as part of the traditional course of study. Many geology undergraduate degree programs include a field course option specifically for advanced students who have completed at least three and usually four years of study. They have also been traditionally “faculty-led,” although without bearing the title. One or two professors with specialized knowledge of a region of the world or in a certain area, such as plate tectonics, accompany a group of students into the field for several weeks of intense research. In addition, these excursions have similar learning goals as STSA, although without the multicultural component: students are expected to travel to a new location, work in teams, and begin to bridge the gap in their careers from student to professional.

The brevity of an STSA requires even more precise planning, strategic design, and a maximization of every experience and moment students have together. Although increased length of time spent abroad correlates with more developed language skills and intercultural competency, “shorter programs, if well planned, can offer a more intensive and focused experience—and may be the only realistic alternative in terms of the demands of your degree studies and economic resources (as cited in Long, et al., 2007, p. 92)” (Deviney et al., p. 2). Study abroad practitioners have proposed several different methods for structuring a STSA to ensure a successful learning experience. The Earth Sciences Field Camp program design will be adapted from the Pennsylvania State University’s Field Course Experiential Learning Model, a “three-part sequential learning model” created to “move students beyond simple memorization of facts to higher-order domains of application and integration (The Pennsylvania State University, 2018). The three steps are: “1) pre-trip preparation, 2) trip experience, and 3) post-trip synthesis.

This model facilitates critical thinking and illustrates the scientific process—inquiry—in action” (McLaughlin & Johnson, 2006).

The Field Course Experiential Learning Model is based on constructivist learning theory. A constructivist learning experience is one that is “active, hands-on, lab-rich, curricularly lean, connected to contexts, and enmeshed in a community of learners (Wubbels and Girgus, 1997)” (McLaughlin & Johnson, p. 66). Constructivism places an intellectual premium not on rote memorization, but on the *interpretation* of data - the construction of personal meaning that gives the theory its name (McLaughlin & Johnson, p. 65). It is the turning of a critical eye to what one sees, hears, and experiences first-hand that promotes the “higher-order cognitive abilities necessary for the development of scientific literacy” (McLaughlin & Johnson, p. 65). The field, rather than the classroom, is the “ideal environment” in which students can practice both observation and developing their own conclusions based on evidence.

McLaughlin and Johnson further specify a list of activities they include as part of their annual two-week conservation-based field courses, which take place in a different country every year. McLaughlin and Johnson list eight “key components” of a successful field course: “field research, citizen science projects, service learning activities, scientific data collection, structured field journaling, group reflections and discussion forums, and cultural exchanges and understandings” (McLaughlin & Johnson, p. 65).

In “Short-term study abroad programs: A diversity of options,” Mills, Deviney, and Ball offer the following suggestions for a successful program design, delivery, and assessment: defined learning objectives and a course syllabus that acts as an “academic anchor;” pre-departure team-building activities and academic preparation; strategic trip planning to maximize

historical, political, and cultural exploration; re-entry preparation and a post-trip meeting; and an assessment of the program's efficacy (p. 3).

Lewis and Neisenbaum have developed their own four strategies for increasing the efficacy of STSA: making links to campus coursework; conducting community-based research; participating in community service learning; and emphasizing research skills and interdisciplinary connections (p. 251). An assessment of the STSA program they designed showed that the experience "resulted in altered course of study, subsequent travel or study abroad, increased interest in interdisciplinary studies, and influenced perceptions regarding globalization" (Lewis & Neisenbaum, p. 251).

Drawing on these best practices, the design of the Field Camp will, therefore, include at least one mandatory pre-departure meeting; field research and journaling; excursions to historically, academically, or culturally important sites; community engagement opportunities; and a post-trip reflection assignment and meeting.

Goals and Objectives

The program goals and objectives below are intended to guide the program design as well as clearly define the knowledge pieces, skills, and attitudes the Field Camp would like to imbue in participants. They have been developed with the character and institutional missions of both the Umbra Institute and Ohio Wesleyan University in mind. The program goals will be achieved through the implementation of a design that includes pre-departure and post-program coursework and an academically rigorous curriculum that includes independent and group work as well as community engagement. While the program goals outline the Field Camp's "big ideas," the

program objectives list the steps that will be taken to increase the likelihood of achieving these goals.

The participant goals and objectives are necessarily speculative, based on an understanding of the average STEM student who participates in a study abroad program, and may vary from student to student. The participant goals articulate what students hope to achieve by the completion of the program, while the participant objectives indicate markers of success along the paths to achieving these goals. Participants will be supported on their development journey by the leading professor as well as the Umbra Institute's experienced staff.

Program Goals and Objectives

Program Goal 1: To meaningfully connect Field Camp participants with their host country.

- *Program Objective 1a:* Field camp participants will visit culturally and historically significant sites throughout Italy.
- *Program Objective 1b:* Students will interview, collaborate with, and learn from professionals in the field of geology through community engagement opportunities.
- *Program Objective 1c:* Students will be introduced to a critical incident in Italy's recent history that relates to geology through a mandatory pre-departure reading.
- *Program Objective 1d:* Students will work cross-culturally, as the Field Camp team will be composed of participants from both the United States' Ohio Wesleyan University and Italy's Università degli Studi di Perugia.

Program Goal 2: To allow students to apply the theoretical knowledge they learned during on-campus study outside the classroom.

- *Program Objective 2a:* Students will be required to keep a field journal under the guidance of the leading professor throughout the program, which will then be submitted for grading.
- *Program Objective 2b:* Students will practice geological mapping and rock formation analysis in the field.
- *Program Objective 3b:* Students will be required to propose a viable solution to a real-life problem faced by a community partner.

Participant Goals and Objectives

Participant Goal 1: To develop the knowledge and skills necessary to solve complex local and global geological challenges.

- *Participant Objective 1a:* Students will be able to identify a challenge posed by Italy's geological landscape in collaboration with a community partner.
- *Participant Objective 1b:* Through guided reflection post-Field Camp, students will be able to conceptualize, evaluate, and adapt a proposed solution to one of these challenges.
- *Participant Objective 1c:* Students will be able to better recognize the challenges faced by intercultural teams, and how to leverage a diversity of viewpoints into a workplace advantage.

Participant Goal 2: To increase intercultural capacity.

- *Participant Objective 2a:* Students will demonstrate improved intercultural communication and self-reflection skills from the beginning of the program to the end as evidenced by their daily interactions with the host culture.

- *Participant Objective 2b*: Students will complete a series of self-reflective journal entries.

Participant Goal 3: To develop professional competence.

- *Participant Objective 3a*: Students will demonstrate professionalism by working successfully with community partners, with the leading professor, and with one another.
- *Participant Objective 3b*: Students will be able to leverage their experience from the course into burgeoning professional networks, stronger resumes, and more compelling interview anecdotes.

Needs Assessment

The following needs assessment details the Earth Sciences Field Camp's ability to both diversify Umbra's programming and to meet the needs of many different stakeholders, including students, parents, Ohio Wesleyan University, and the Umbra Institute itself. The Field Camp will forward Umbra's institution goal of making the "real Italy" accessible to as broad a range of students as possible - regardless of their level of language study, major, or previous international experience. Umbra's mission statement further indicates its desire to "afford every Umbra student a safe and rewarding academic program deeply integrated with co-curricular and experiential learning and community engagement opportunities" as well as to offer a "diverse curriculum" (Umbra Institute, 2018). Additionally, Ohio Wesleyan University's institutional mission declares "its ultimate purpose of equipping students with knowledge, competence, and character for leadership, service, and continued learning in a complex and increasingly global society" (Ohio Wesleyan University, 2018). Therefore, both universities have a demonstrated commitment to fostering personal growth in a manner that equips students for success in an ever-more interconnected world.

The Field Camp will be designed to meet their needs as well as those of the following stakeholders: students, professors, study abroad and academic advisors at Penn State, parents, and the Perugian, Umbrian, and Italian communities.

Each group of stakeholders will understandably have reservations about the program. Prospective students will first be concerned with the program's academic rigor. Because a field camp is considered the culmination of years of formal study, participants will be searching for one that allows them to: apply skills learned on-campus and practice new techniques; work with dedicated faculty at an accredited institution; and interact with a compelling natural landscape in a respectful manner. Additionally, they will be seeking a program that can help them find employment after graduation.

Students may also wonder if they will be supported should they face personal challenges while abroad, such as roommate disagreements, physical or mental health concerns, or social isolation. They will also want some free time enjoy Italy or even travel outside of the country.

Parents will share many of these same concerns, especially regarding health and safety. They will want assurances that the staff is capable of handling emergencies, from the more common sprained ankle to the unlikely but possible earthquake or terrorist attack. What crisis management plan is in place if a natural disaster occurs while students are on-site? Will their students be supported mentally and emotionally if they struggle to adapt to life abroad, and what response protocol exists if their child feels unsafe because of a fellow participant? They will also, to a lesser extent, be concerned about the value of the program, especially if they are paying for their student's tuition.

Regarding Ohio Wesleyan University staff members, the Field Camp will allow both students and professors of the Geology and Geography Department to study and work

abroad. Study abroad and academic advisors will be able to provide a greater number of students, specifically those in the underserved STEM field, with an international experience. These groups will be largely concerned with the camp's academic merit.

Because students will be interacting with their country's landscape, the Perugian, Umbrian, and Italian communities will be concerned with the protection of Italy's natural resources. The relevant environmental and historical preservation societies would like assurances that participants will conduct themselves professionally and with respect for the terrain. To that end, the Umbra Institute may want to sign an accord with an environmental authority or authorities ensuring that the program's activities will not cause environmental damage.

Prior to and during the pilot semester of a program, stakeholder concerns are more salient because they cannot be completely sure what to expect. Regarding academics, we do not have an alumni group with whom we can put prospective students into contact or student reviews attesting to the program's quality. Furthermore, Umbra's in-country staff will have had minimal contact with the leading professor prior to the program date. Some of these fears may be assuaged, however, as Umbra regularly welcomes Ohio Wesleyan students, and so it has a pre-existing reputation for delivering safe, fulfilling, and challenging programs.

With respect to health and safety, Umbra has both risk management and contingency plans in place. However, the fact that the group will be based in Norcia, rather than Perugia, and that they will be traversing somewhat treacherous terrain, represent complications to established protocol that will be addressed in the Crisis Management Plan section of this paper.

To foster social integration, the field camp program will follow Umbra's summer semester calendar. Field camp participants will attend all orientation activities and Intensive

Italian Week lessons with the rest of the student body. This will allow them to better acclimate themselves to the Italian language and culture, as well as make new friends at the beginning of the semester. Following this welcome week, participants will feel more empowered to take control of their study abroad experience: they will be equipped with a greater understanding of Umbra's academic standards and behavioral guidelines, student services offerings, and what to do in case of an emergency.

A competitor analysis reveals three comparable field camps: George Mason University (GMU) in collaboration with the University of Camerino, Boise State University (BSU) in Sardinia, and the Pennsylvania State University in Coldigioco. Limited information is available on the latter, except that the program may be taken in fulfillment of course requirements for the Geoscience, Geobiology, and Earth Science majors. Although well-equipped (the camp has access to a complete field station and its equipment), it is located in an extremely tiny town that may not offer many spontaneous intercultural experiences. Both George Mason University and Boise State University's programs are open to non-GMU or BSU students, which would place them in competition with an Umbra field camp for Ohio Wesleyan students.

However, OWU students may be more likely to choose a program tailored for them and led by a faculty member from their home institution. The added intercultural component to Umbra's field camp curriculum (a one-credit course called Intercultural Competence and Collaboration, to be expanded on in the "Curriculum" section of this proposal) further distinguishes Umbra's field camp from existing offerings.

Research Methodology

To inform the program design, the author has completed a literature review of learning theories, short-term study abroad structures, and comparable earth sciences field camps. Additionally, the author conducted a document analysis, especially of Umbra's own website and internal field course guidelines, health and safety procedures, and existing syllabi, as well as the student feedback forms that are collected each semester.

Program Description

Scope and Participants

Program participants are undergraduate students at Ohio Wesleyan University's Geology and Geography Department and the Università degli Studi di Perugia's Dipartimento di Fisica e Geologia. Traditionally, a field camp caps a geology student's four-year course of study. Therefore, participants will be either advanced rising seniors or those who have completed their on-campus study, and be approximately 20 to 22 years of age. Up to 12 participants will be welcomed to the camp on the basis of their academic standing. Because Italian is a lesser-studied language in the United States and because of their field of study, I do not anticipate those students coming from United States universities to know much, if any, Italian. Since the language of instruction is English, Italian applicants will undergo the standard language assessment given to all non-native English speakers at Umbra. Italian students in particular may want to use this program as a springboard for acceptance into a United States-based graduation institution.

Although they will share a foundational knowledge of geology, American and Italian participants will be accustomed to very different teaching pedagogies. Those who are enrolled in

United States universities may be more accustomed to experiential learning than their Italian counterparts and may be more willing to debate with professors or challenge an accepted status quo. Alternatively, Italian universities operate on a high power-distance and favor the traditional lecture model. Therefore, participants from the Università di Perugia may need more time adapting academically to the field-based model of the course. They will likely have an advantage when it comes to collaborating with community partners and working in teams. They will have an insider's understanding of the cultural context and proficiency in the Italian language. Additionally, Italians are imbued with the belief that learning is communal from a very young age: they may be more equipped with the skills and attitudes necessary to perform successfully as a group (C. Ragni, personal communication, October 22, 2017).

Regardless of whether they are enrolled in American or Italian universities, students may have taken a variety of courses thus far in their undergraduate careers, and therefore will have varying degrees of comfort and familiarity with the course material. It will be up to the leading professor to foster an environment of collaboration and shared learning rather than one of competition, ideally with respect to the aforementioned Italian belief in shared knowledge.

As with any study abroad program, some attendees will have had more travel experience and exposure to different cultures than have others (this applies to both Italy- and United States-based students). Both the leading professor and Umbra Institute staff should anticipate that a minority of students will struggle to adapt and be prepared to respond appropriately.

Community Partners

The following is a list of potential community partners whose work can enhance the student learning experience. They provide students with examples of the practical application of their

specialized knowledge of geology, create designated space and time for mandatory intercultural interactions (another form of experiential learning), and provide material for self-reflective journal entries. The extent to which students collaborate with each partner will be determined by the Umbra Institute's Community Engagement Staff in collaboration with the leading professor.

Location: Norcia

- *Topic:* Post-Disaster Recovery
- *Learning Objectives:* Students will gain a better understanding of how a natural disaster affects a community and the perception of natural disasters in the minds of Italians; analyze relief efforts and volunteer coordination; work with European college-aged peers to provide earthquake relief; and respect the ideal of reciprocity by giving back to one's host city.
- *Partner 1:* The Comune di Norcia, the local municipal government, continues to lead earthquake relief efforts.
- *Partner 2:* Associazione Kora is a volunteer organization for young people 18-30 years of age and is currently seeking volunteers in Norcia. Their goal is to document the earthquake's effects on locals through interviews, videography, and social media. Because Associazione Kora recruits volunteers from across Europe via the European Solidarity Corps, their working language is English. This would make it easier for American students to meaningfully interact with fellow volunteers and contribute significantly to relief efforts.

Location: Vesuvio, Pompei, and Ercolano

- *Topic:* Ethics

- *Learning Objectives:* Students will visit Vesuvio, Pompei, and Ercolano to gain a better understanding of the place the eruption of Vesuvio holds in the collective Italian consciousness. Students will also have the opportunity to understand how the local government works with its community to prepare for another eruption in the shadow of the world's most dangerous active volcano (as determined by the number of people who live in the surrounding area and would be put at risk by an eruption). Prior to the trip, there will be a discussion of potential human rights abuses and accusations that the local government has not adequately prepared for an eruption. Ethical dilemmas - such as a government's level of responsibility to its citizens, which was originally brought up in the pre-departure reading - will once again be grappled with.
- *Partner 1:* Parco Archeologico di Pompei is the government-sponsored archaeological research team currently active in Pompeii.
- *Partner 2:* Giampiero Bevagna is an Umbra professor of archaeology and art history. He regularly accompanies groups of students to Pompei and Ercolano for the weekend. Professor Bevagna will provide a tour and historical context for Pompei and Ercolano, while the leading professor would discuss with students the geology of Vesuvio.

Location: Venezia

- *Topic:* Conservation
- *Learning Objectives:* Students will visit Venice to see how tourism affects and is affected by its usual landscape. They will learn about periodic flooding and rising water levels, analyze the damage caused by past floods, and learn about preventative measures the city is taking to protect its rich cultural heritage.

- *Partner: We Are Here Venice* organizes a number of ongoing campaigns to ensure the city has a bright future, including campaigning against large cruise ships entering the lagoon system and the rise of mass tourism. In 2018, they published the Tide Booklet, an informative document for residents, tourists, and scientists that forecasts potential variations in water levels.

For contact information for each of these potential collaborators, see Appendix H.

Timetable

The design and implementation of the GCP will take a total of 12 months. This timetable for delivery assumes that the inaugural program will take place in summer 2019 (see Appendix B). If the course is successful, it will continue as an annual summer program.

Curriculum

Theoretical Grounding

As 20 to 22-year-olds, participants are continuing to evolve, learn, and grow on their paths to adulthood. During this period, they develop internal convictions, question previously-held beliefs about themselves and others, and explore their identities in new contexts. Therefore, this curriculum has been developed with Arnett's (2007) Emerging Adulthood Theory in mind. Kolb's experiential learning theory compliments the inherent experiential nature of a field camp and guides the course structure.

With his "emerging adulthood," Arnett argues that college students no longer commit to a lifelong career upon graduation. Rather, they continue to travel, change jobs or even fields of employment, and are slow to settle down, preferring instead to continuously experiment and try

on new “hats.” Therefore, the Field Camp will allow students to develop a generalized set of skills that can be applied across many different careers. While working as a field research team, participants are asked to think critically, design creatively, listen to each other, have confidence in themselves, and work respectfully across cultures. They will be required to self-reflect on challenges, experiences, and milestones throughout their time abroad, with the goal of learning more about themselves and how they relate to the world. These skills will translate to many different occupations and locations and provide a psychological scaffolding for students’ continued journey into adulthood.

Kolb’s experiential learning cycle - experience, reflection, and implementation - also underpins the curriculum. Budding scientists are familiar and comfortable with experiential learning - they likely encountered the scientific method for the first time in middle school and will have participated in lab courses throughout their college careers. However, they are unlikely to have encountered Kolb’s learning theory specifically. To prepare students to compose their self-reflective field journal (explained further in “Student Deliverables”), they will be assigned a pre-departure reading, Kolb’s “Experiential Learning Theory: Previous Research and New Directions” (1999). They will use Kolb’s learning theory to make sense of their study abroad experience, as well as to maximize its benefits and self-mitigate psychological distress.

Writing with Passarelli in *Using Experiential Learning Theory to Promote Student Learning and Development in Programs of Education Abroad*, Kolb emphasizes the importance of intentionality in study abroad. The pair argues for a “learning experience that helps students fully absorb and integrate their experiences at increasing levels of complexity” as well as a “model of shared responsibility for learning” between teacher and student (p. 3). To create an environment which embraces self-reflection, intrinsic motivation, and critical thought, students

will work with an Umbra Institute staff member trained in international education administration for the duration of the program.

Additionally, in *Intercultural Development Theory: A New Frontier in Assessment and Intercultural Competence*, Mitchell R. Hammer challenges the “immersion assumption,” arguing,

For many students, being immersed in a foreign culture does not necessarily demonstrate that they are learning how to shift cultural perspective or adapt behavior; even those enrolling in programs of longer, rather than shorter, duration are on average showing only marginal gains in intercultural development when left to their own devices” (p. 126).

The curriculum is therefore designed to include a course unique amongst Umbra’s existing offerings, in order to purposefully guide students to greater intercultural competence. As Hammer adds, “While being in a foreign country is the platform in which learning may take place, students also need guided reflection on their ‘experiences’ in another culture in order to learn and develop interculturally” (p. 129).

Structure

The Field Camp will be composed of two mandatory courses that complement one another to create an interdisciplinary, innovative field experience reflective of an increasingly globalized world. The first will be the four-credit ESGE 400: Geology Field Techniques (Appendix C). This course will meet daily from Monday through Friday for the duration of the program, barring travel days, and cover essential, discipline-specific topics such as basic field mapping skills, field observation techniques, orienteering, field journaling, and writing geologic reports.

The second required class, CEIT 200: Intercultural Competence and Collaboration (Appendix D), will create a dedicated space and time for students to reflect on their interactions with the host culture and their teammates. They will also be prompted to write about challenges to adjustment and techniques for adaptation, as well as how they can actively improve their own study abroad experience. The class will meet weekly and will be developed and facilitated remotely by an Umbra Institute staff member or members either in person or via Skype. Because a wide array of responsibilities may make it impossible for a staff member to travel to Norcia once per week (approximately a half hour by train from Perugia), the weekly meeting of CEIT 200 may be facilitated via Skype.

Student Deliverables

The required student deliverables are designed to evaluate students' development on two fronts: first, to assess their comprehension and application of essential earth sciences concepts and skills; and second, to monitor their advancement to a more interculturally conscious worldview. Participants will be asked to demonstrate their knowledge of stratigraphic mapping and field journaling and their ability to write geologic reports, necessary elements of a complete earth sciences education. Projects take advantage of Italy's richly varied natural landscape, giving students the opportunity to learn from and in the field.

In order to maximize their intercultural development, participants will also be required to submit self-reflection journal entries throughout the duration of the program. These self-reflection journals are meant to mirror a traditional field journal: students are encouraged to apply the same critical eye they use in their scientific endeavors to their own emotions, behaviors, attitudes, and beliefs. For more information, see working syllabi for both courses in Appendices D and E.

Pre-Departure

- Read “The Story of Vaiont Told by the Geologist Who Discovered the Landslide” and attend discussion meeting with leading professor either in-person or via Skype/Google Hangout
- Read “Experiential Learning Theory: Previous Research and New Directions” and attend discussion meeting with Umbra Institute staff member via Skype/Google Hangout
- Submit journal entry 1 detailing one’s goals for study abroad to an Umbra Institute staff member via the Umbra App.

During Program

- Stratigraphic maps to scale with accurate locations, contacts, and map symbols
 - Number of maps required and due dates determined by professor
- Geologic reports describing observations and interpreting the historical significance of the study area
 - Number of reports required and due dates determined by professor
- Field journal
 - Due at the end of the semester
 - Topics chosen by professor
 - Graded by professor
- Final community project
 - Due at the end of the semester
 - Graded by professor with input from community partner
- Self-reflective journal entries
 - Due weekly

- Not graded
- Serve as a means of preparing for weekly group discussions and processing learning
- Submitted to Umbra Institute staff advisor privately via Umbra App
- Students receive one final grade for the course on a pass/fail basis

Post-program

- Final self-reflective journal entry
 - Due one month after arrival home
 - Graded by Umbra Institute staff member

Staffing Plan

The Field Camp requires a leading professor, an Umbra Institute staff member to facilitate CEIT 200: Intercultural Competence and Collaboration, and a contact at the Università di Perugia's Dipartimento di Fisica e Geologia who would be willing to share his or her contacts in the Italian geology community and promote the program to Italian students. A graduate student teaching assistant from either the Università di Perugia or OWU may also enhance the student experience. The Field Camp also calls for a community partner or partners, one located in the program site of Norcia and, if possible, others at the field trip locations of Venezia and Pompei, Vesuvio, and Ercolano.

The leading faculty member will be drawn from Ohio Wesleyan's Geology and Geography Department. Ideally, this professor will have had previous experience living and/or working abroad. If the professor does not possess previous knowledge of Italy's geography in particular, they will be expected to review relevant literature prior to the start of the

program. For this reason, the ideal candidate will be intrepid, innovative, and interested in learning about Italy. They must also be adaptable, adept at managing group dynamics, and be willing to be available full-time to students for the program's duration. Professors will be invited to apply by sending their resumes to Umbra's Academic Director, Francesco Burzacca.

Because Umbra offers a Geology of Italy course during the regular academic year, it has recently established an informal relationship with Università degli Studi di Perugia's Dipartimento di Fisica e Geologia. The Field Camp would benefit greatly from strengthening this relationship by signing a formal agreement stating that students from the department are welcome at the Field Camp. Additionally, local professors can put Umbra staff members in contact with potential community partners, inform them of upcoming exhibits and talks related to geology, and in general provide an additional link to the city of Perugia.

A teaching assistant from either the Università di Perugia or OWU may provide valuable help to the leading professor, depending on the number of students enrolled. They would be able to provide students with additional feedback on their work, help the professor with grading, and provide a valuable addition to participants' professional network.

The Umbra staff member assigned to CEIT 200: Intercultural Competence and Collaboration will ideally be trained in international education administration, teaching, or have experience with experiential education. The staff member will be responsible for reading and responding to each student's weekly self-reflection journal entry and for administering weekly CEIT 200 discussion groups either in-person when possible or via Google Hangout or Skype. They will also be responsible for reviewing students' final journal entries and submitting a final grade of either pass or fail for CEIT 200.

Marketing Plan

Marketing for the Field Camp will rely heavily on social media. Based on experience interning at Umbra during the Fall 2017 and Spring 2018 semesters, the author believes college students today respond to what they perceive as more “authentic” marketing campaigns via unconventional platforms such as Instagram and Snapchat. The answers collected in response to a survey regarding social media usage amongst our students underscore the trend that they are abandoning Facebook in droves, as they perceive it to be out-of-date. Previous Umbra marketing has relied heavily on Facebook advertisements; the author contends that Umbra’s time and money are better spent communicating via Instagram to our followers there, especially using the Stories feature. Hashtags and location stickers added to Stories allow our content to reach a broader audience beyond our existing followers: by tagging Stories with “Perugia,” “Italy,” “#studyabroad,” “#italyrocks,” etc. Umbra’s account appears in the feeds of people who have been searching these locations and hashtags. Additionally, the program will be given its own hashtag, such as #EarthSciencesinItaly. This hashtag could serve as a component of pre-program marketing and be used by students to share their personal photos during the field camp.

This non-traditional approach could be complimented by study abroad fair visits by Umbra’s United States University Relations staff, as well as a dedicated page on the school’s website, umbra.org. Study abroad fairs attract students who are already demonstrating their interest in an international experience, while academic advisors may prefer the text- and information-heavy format of a website to “short and sweet” social media.

The leading faculty member is also encouraged to advocate for the field course among students while on campus, with the assistance of the Umbra Institute’s United States University Relations staff. As with existing faculty-led summer programs, Umbra will provide posters and

flyers for the faculty member to print and post around OWU. Additionally, a professor will introduce the course in their classes and encourage interested students to apply. If students have more specific questions regarding the receipt of credit, visas, academic eligibility, and so on, they will be directed towards the United States University Relations Staff and the OWU Study Abroad and Off-Campus Programs office. Should the program have staying power and budget and time permit, Umbra may hire a videographer or assign a staff member to create a marketing video that highlights the course's location, community engagement components, and field trips.

A challenge to marketing the program is that there is no staff member dedicated to communication or publicity in Italy. Although we maintain the previously mentioned United States University Relations staff, it is difficult to generate the timely, personal content that resonates on social media when not on-site. For example, competitor schools have had success posting "behind the scenes" Instagram Stories featuring staff members, current students, and locations around their host cities. This would require the assistance of an in-country staff member.

Additionally, study abroad fairs may only happen once or twice per semester. However, students interact with their professors on weekly or sometimes daily bases. Spreading word about the Field Camp on-campus therefore relies heavily on professor buy-in and their personal motivation to see it come to fruition.

Marketing towards Italian students will also include posters and flyers, as well as social media campaigns that take advantage of Umbra's existing connections to the Perugian university community. For example, the Erasmus Student Network (ESN) of Perugia is extremely active both on social media and in "real life." A one-day take-over of ESN'S Instagram page would generate interest in the program through in-the-moment, engaging glimpses into life at Umbra.

Recruitment and Admissions

The application process will begin with students filling out Umbra's standard online application form. Students who indicate they would like to participate in the Field Camp will be contacted by the Umbra Institute's Academic Director, Francesco Burzacca, and the leading faculty member at Ohio Wesleyan. The author anticipates that OWU students will already have communicated with the Field Camp professor, either having taken one of the professor's classes or contacted them expressing interest in participating.

Italian students currently enrolled at the Università degli Studi di Perugia will undergo their own admissions process, which includes an English language assessment and an interview with the leading professor over Skype. The English language assessment will be conducted by the staff of the Umbra Institute according to the school's typical protocol, which includes a review of English class transcripts and an in-person verbal fluency assessment. Any Italian university students must demonstrate a high proficiency in English and the capability and willingness to embrace the field course's experiential structure and curriculum. The leading professor will review the applicant's transcript and establish during the interview that he or she possesses the knowledge of earth sciences necessary to succeed in the course. Both American and Italian university students will be invited to participate; however, due to the expense of the program, the author anticipates that there will be many fewer, if any, Italian participants. In order to encourage enrollment amongst Università degli Studi di Perugia students and in reciprocation to the Perugian community, a discount or scholarship may be made available. This is not unprecedented: all Italian semester students attend class free of charge.

Logistics

Transportation

Students and the leading professor will be based in the Umbrian town of Norcia, a short train ride from Perugia and the site of a devastating earthquake in January 2017. Camp participants will be met at the Rome Fiumicino Airport by Umbra Institute staff members. They will then be transferred by private bus to the Hotel Gio' in Perugia, where they will receive orientation packs and important information, have the opportunity to buy a cell phone, and meet classmates as well as students in Umbra's other programs over dinner at the hotel. The following morning, they will be taken by taxi to their apartments in Norcia. An Umbra staff member will be waiting in Norcia and assist students with move-in. In the afternoon, they will take the local train to Perugia for an Academic and Safety Orientation, accompanied by the staff member. Field Camp participants will be required to attend all orientation meetings as well as Intensive Italian Week classes and will use the local train to travel between cities. Students will travel to field trip sites via private bus.

Behavior/Student Conduct

Participants will be representing the Umbra Institute and Ohio Wesleyan at all times for the duration of the program. They are therefore expected to behave in a manner respectful to one another, community partners, and Italy's natural resources and cultural heritage. They will be expected to follow Umbra's Academic Policies and Conduct Guidelines as outlined in Appendix J.

Communication

Official communication prior to the start of the program will be conducted via phone, email, and Skype. During the field camp, students will be encouraged to use the Umbra App, a smart phone application with a built-in messaging system, document- and photo-sharing capabilities, and important emergency numbers already installed. The Umbra App allows users to create chat groups, download syllabi and assignments, upload homework, and share photos to a semester album. Students are also welcome to contact staff members via messaging service such as WhatsApp or by phone call.

Materials

Depending on the nature of the terrain and the materials the Comune di Norcia/Associazione Kora already own, the program may require the rental or purchase of equipment such as hard hats, headlamps, compasses, etc. A comprehensive list of supplies can be found in Appendix G. It is unlikely the Field Camp will require all of these items; therefore, a definitive list will be devised in collaboration with the leading professor.

Housing and Meals

Students will be housed in apartments in the center of town equipped with kitchens so that they may cook on their own. The Umbra Institute will not provide meals or a stipend for food or independent travel.

Disability Services

Unfortunately, Italy is not a very disability-equipped country. Many buildings do not have elevators; streets and steps are old and uneven; and walking is the most common form of transportation. Students with disabilities will be encouraged to contact the Umbra Institute's Student Services Director, Anna Girolimetti, to explain their situations in detail and decide if Italy is the right study abroad location for them.

Umbra is prepared to meet all requests for academic accommodations provided students submit a doctor's note explaining the necessary adjustments.

Diversity Plan

Students of all races, ethnicities, and gender orientations are encouraged to apply to the Field Camp. Admissions decisions will be made without regard to students' identities, on a merit and rolling basis (all academically qualified students will be accepted on a rolling basis until the maximum of 12 participants has been reached). As per the Umbra intake form, gender-non-conforming participants' housing requests will be accommodated.

Health, Safety, and Security Policies and Procedures

Prior to arrival, students will be required to purchase health insurance that is accepted by the Italian government, such as HTH, and that covers medical evacuation. The Umbra staff will compose a list of the nearest hospitals to the program base in Norcia, as well as contact information for trusted medical professionals, including general practitioners, dentists, gynecologists, etc., especially those who speak English.

Upon arrival, students must attend two mandatory health and safety orientation meetings which are conducted at the beginning of every semester: one led by a member of the Italian police force, the other a smaller presentation facilitated by Umbra staff and faculty. Upon their arrival in Perugia, students will receive a card with emergency contact information including the ambulance, police, and Umbra emergency phone and staff phone numbers. Additionally, all Umbra students are required to have a cellphone that can make and receive calls in Italy without Wi-Fi.

During the admissions process, students will have been asked to self-identify any medical issues they have, chronic or otherwise. This will alert staff to students who may be facing additional challenges, whether mental or physical. During orientation, students will meet and receive the contact information for Trudi Cowers, Umbra's study abroad coach and counselor, who is available to them free of charge.

Because of recent seismic activity throughout the country, students also receive as part of their orientation packets a handout explaining earthquake best practices. The leading professor will be required to review and discuss this handout prior to the class entering the field. See Appendix I for additional information.

A trusted driver skilled in navigating treacherous terrain may also be required periodically throughout the term, depending on the remoteness of the practice site. The leading professor may be equipped with a satellite phone if the group is planning on working in an area without dependable service.

Crisis Management Plan

In the event of an emergency, students, staff, and faculty will follow Umbra's existing crisis management plan (Appendix K). This program poses a particular challenge to students' health and safety, as they will be working out in the field. Due to the nature of the terrain, heatstroke, sprained and/or broken limbs, and falls are more likely. Should such an incident occur, students will be encouraged to contact an Umbra staff member via App, email, or phone so that arrangements can be made for the student to see a doctor.

During crises affecting the wider student body, such as natural disasters or terrorist attacks, the Umbra Institute will use the App to communicate with students via the Health and Safety Notification feature. The feature sends a push notification to all students, to which they are prompted to respond either "I'm Safe" or "Request Assistance." The App also sends students' locations to Umbra staff, so that appropriate steps can be taken in response to their answers. Students and the leading professor in Norcia will be asked to identify a safe location in which to meet in case of an emergency.

If they do not have one already, the leading professor will be required to complete a Wilderness First Aid certification and be expected to act as a first responder while the group is working in the field. Because the leading professor will likely not be proficient in Italian, they will be required to call the Umbra emergency phone after first aid has been administered. An Umbra staff member will then organize further medical care if necessary, and be responsible for creating an incident log describing the event.

Evaluation

The program will utilize a variety of direct and indirect evaluation methods to identify whether, and to what degree, students have reached the participant and program goals and objectives.

Direct methods of evaluation of student learning include a review of deliverables including topographic maps, field and self-reflection journals, a final project for a community partner, and a student self-assessment. Prior to the start of the program, participants will rate their intercultural competence along several one-to-five scales. Dimensions may include items such as, “I am comfortable working with team members from other cultures.” At the end of the semester, they will complete the same form again and compare their answers to see if and how they have grown.

Field and self-reflection journals will be rated by the professor and Umbra staff member dedicated to CEIT 200: Intercultural Competence and Collaboration. The evaluation process is inspired by McLaughlin and Johnson’s “Assessing the Field Course Experiential Learning Model: Transforming Collegiate Short-Term Study Abroad Experiences into Rich Learning Environments.” The authors recommend evaluating “learning by allowing students to demonstrate how they can apply and integrate knowledge” (McLaughlin & Johnson, p. 68).

To that end, student entries in both their field journals and self-reflection journals will serve as evaluation tools. McLaughlin and Johnson write of such journals:

“These journal activities are similar to field journals used by scientists to organize and document field observations. The process meets criteria for authentic assessment as it replicates an activity in which scientists engage. Additionally, the journal activity gave

students the opportunity to construct knowledge in a way that both encouraged and provided evidence of higher-order thinking” (p. 68).

Because these students are both advanced in their college careers and training for careers in science, the holistic evaluation of field journal entries compliments the more direct assessment of geology-based work projects such as maps and geologic reports. This is where students have the opportunity to demonstrate more complex critical thinking skills and the ability to integrate and contextualize disparate knowledge pieces.

All students will also be required to complete the end-of-semester survey distributed to all Umbra students. This allows the school to review its own performance throughout the semester and make any necessary changes based on student feedback. For more information regarding Umbra’s community engagement-specific evaluation process, see Appendix L.

Budget

The budget (Appendix M) is designed to make the greatest use of the Umbra Institute’s existing resources while minimizing the additional cost of beginning a new program. It is necessarily speculative, as the author is not a member of the Institute’s staff or faculty and therefore does not have access to its financial information. Student tuition fees and professor salary will be held at the third-party study abroad provider industry standard, and funding for the course will be drawn from this tuition. Housing costs will also be paid for out of a portion of the tuition funds. Course fees will subsidize travel to the field trip sites of Venezia and Pompei, Vesuvio, and Ercolano, as well as pay for train tickets from Norcia to Perugia during orientation. Students will be responsible for purchasing their own airline tickets; Umbra will pay for the professor’s flight and apartment as per existing policy.

Classes will be held outdoors in the field, negating the need to rent a space for regular use. However, should a group event need to be held indoors, a portion of the budget will be dedicated to renting an event space from the Comune di Norcia.

Additional expenses unique to the Field Camp include basic geology equipment and a wilderness first aid certification course for the leading professor.

Design Process Review

Limitations to this program design include the availability of human resources, cost to the student, and the amount of time the program can run. Because Umbra delivers myriad academic programs throughout the semester, the staff must divide their attention amongst them.

Additionally, one staff member is assigned to the Archaeology Field School full-time. Although it would be beneficial to the Geology Field Camp to also have a dedicated staff member, this is not currently possible given the total number of Umbra employees and the number of students and professors they must assist.

Furthermore, although Italy's rich natural landscape provides the perfect backdrop for many different archaeological endeavors, both the number of different trips and the amount of time students spend on the program are limited by staff availability and the costs they would incur for the students. For example, Umbra normally offers to organize one overnight field trip per summer session to each faculty-led program. Any trips beyond this must be arranged by the professor and the sending institution, as Umbra does not have the staff necessary to organize and chaperone more than one weekend excursion per program. The author is proposing additional trips for the Field Camp, however, due to the importance of place to the subject matter. Added travel, as well as more time spent abroad, mean a greater tuition cost to students. In an effort to

maintain an accessible price, the program could either be shortened to four or five weeks or the trip to Venice removed.

References

- Berdan, Stacie Nevadomski. (2017). Study Abroad Numbers Up Again—But What About Foreign Language as Part of the Experience?. *The Huffington Post*. Retrieved from: https://www.huffingtonpost.com/entry/study-abroad-numbers-up-againbut-what-about-foreign_us_5a0cb662e4b023a796fed38f.
- Downey, G. L., Lucena, J. C., Moskal, B. M., Parkhurst, R., Bigley, T., Hays, C., ... & Lehr, J. L. (2006). The globally competent engineer: Working effectively with people who define problems differently. *Journal of Engineering Education*, 95(2), 107-122.
- Engle, L., & Engle, J. (2003). Study abroad levels: Toward a classification of program types. *Frontiers: The interdisciplinary journal of study abroad*, 9(1), 1-20.
- Guzzetti, F., & Lollino, G. (2011). Book Review of “The Story of Vaiont Told by the Geologist Who Discovered the Landslide”. *Natural Hazards and Earth Systems Sciences*. Retrieved from: <https://www.nat-hazards-earth-syst-sci.net/11/485/2011/nhess-11-485-2011.pdf>
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International journal of intercultural relations*, 27(4), 421-443.
- Hein, G. (1991). Constructivist learning theory. *Institute for Inquiry*. Retrieved from:

//http://www.exploratorium.edu/ifi/resources/constructivistlearning.htmlS.

Jonassen, D. H. (1999). Designing constructivist learning environments. *Instructional design theories and models: A new paradigm of instructional theory*, 2, 215-239.

Kolb, A. Y., & Kolb, D. A. (2012). Experiential learning theory. In *Encyclopedia of the Sciences of Learning* (pp. 1215-1219). Springer US.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.

Lewis, T. L., & Niesenbaum, R. A. (2005). Extending the stay: Using community-based research and service learning to enhance short-term study abroad. *Journal of Studies in International Education*, 9(3), 251-264.

McLaughlin, J. S., & Johnson, D. K. (2006). Assessing the Field Course Experiential Learning Model: Transforming Collegiate Short-Term Study Abroad Experiences into Rich Learning Environments. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 13, 65-85.

Mills, L. H., Deviney, D., & Ball, B. (2010). Short-term study abroad programs: A diversity of options. *The Journal of Human Resource and Adult Learning*, 6(2), 1.

Oguntoyinbo, Lekan. (2015). STEM students leading charge to study abroad. *Diverse: Issues in*

Higher Education. Retrieved from: <http://diverseeducation.com/article/73887/>

Ohio Wesleyan University (2018). Mission and aims. Retrieved from:

<https://www.owu.edu/about/mission-aims/>.

Pennsylvania State University (2018). The CHANCE field course experiential learning model

for embedded study abroad learning. Retrieved from: <http://chance.psu.edu/exp-learning-model.html>.

Salisbury, M. H., Umbach, P. D., Paulsen, M. B., & Pascarella, E. T. (2009). Going global:

Understanding the choice process of the intent to study abroad. *Research in higher education*, 50(2), 119-143.

Savery, J. R., & Duffy, T. M. (1995). Problem based learning: An instructional model and its

constructivist framework. *Educational technology*, 35(5), 31-38.

Stanitski, D., & Fuellhart, K. (2003). Tools for developing short-term study abroad classes for

geography studies. *Journal of Geography*, 102(5), 202-215.

Passarelli, A. M., & Kolb, D. A. (2012). Using experiential learning theory to promote student

learning and development in programs of education abroad. *Student learning abroad: What our students are learning, what they're not, and what we can do about it*, 137-161.

Umbra Institute (2018). Academic calendar. Retrieved from:

<http://www.umbra.org/academics/academic-calendar/>.

Umbra Institute (2018). Vision and mission statement. Retrieved from:

<http://www.umbra.org/about/our-mission/>.

University of Wyoming (2018). Syllabus GEOL 4717: summer field camp. Retrieved from:

https://www.uwyo.edu/geolgeophys/_files/docs/ugsyllabi/geol%204717%20syllabus%20for%20website.pdf

We Are Here Venice (2018). Homepage. Retrieved from: <http://weareherevenice.org>.

We Are Here Venice (2018). The 2018 tide booklet produced by centro previsioni e

segnalazioni maree. Retrieved from: <http://weareherevenice.org/2018-tide-booklet-produced-centro-previsioni-e-segnalazioni-maree/>.

LIST OF APPENDICES

Appendix A: Letter of Address to the Umbra Institute Staff

A program introduction and invitation to speak in person about a potential Earth Sciences Field Camp to full-time employees of the Umbra Institute.

Appendix B: Timetable for Delivery

A tentative timetable for delivery, including deadlines for both in-country and United States-based staff, as well as prospective students and the leading professor.

Appendix C: Sample Earth Sciences Field Camp Schedule

A sample schedule for the pilot summer semester, including field trip and volunteering dates.

Appendix D: ESGE 400: Geology Field Techniques Working Syllabus

A general working syllabus able to be customized at the discretion of the leading professor. The leading professor is encouraged to include a unit or units on their area of expertise.

Appendix E: CEIT 200: Intercultural Competence and Collaboration Working Syllabus

A working syllabus to be elaborated on by the Umbra Institute in-country staff, including the Academic Director and Community Engagement staff.

Appendix F: Student Self-Assessment for CEIT 200: Intercultural Competence and Collaboration

A self-assessment to be administered to students prior to the start of the program and after the program's completion. Can be substituted with the Intercultural Development Inventory (IDI) for a more comprehensive evaluation of student growth; however, the IDI must be purchased at a cost of \$2000.

Appendix G: Possible Materials for Purchase

A comprehensive list of all the equipment at a professional geological observatory. A more concise list of only the necessary instruments can be compiled in collaboration with the leading professor and community partners.

Appendix H: Potential Community Partner Contact Information

Phone and fax numbers, email addresses, and mailing addresses for the potential community partners suggested in this proposal.

Appendix I: Behavioral Guidelines for Working in the Field

Earth Sciences Field Camp-specific guidelines participants must abide by when working in the field, at the risk of disciplinary action.

Appendix J: Earthquake Safety Tips Handout

A document outlining earthquake safety best practices, to be reviewed with the group by the leading professor. The leading professor is invited to amend the document as they see fit.

Appendix K: Abbreviated Emergency Procedures and Services

A shortened version of the Umbra Institute's internal health and safety and emergency plan to be shared with students.

Appendix L: Community Engagement Assessment Plan

A pre-existing plan that has been in place at the Umbra Institute for approximately two years, which can also be applied to the Field Camp.

APPENDIX A: LETTER OF ADDRESS TO THE UMBRA INSTITUTE STAFF

The Umbra Institute
Piazza IV Novembre, 23, PG
Perugia, Italia 06123

Dear Umbra Institute Staff:

I am writing to propose an addition to our summer faculty-led program offerings: a six-week, six-credit earth sciences field camp in collaboration with Ohio Wesleyan University's Geology and Geography Department. I have developed the following curriculum design to fulfill the Umbra Institute's goal of increasing its STEM offerings. In order to be competitive in the field of study abroad programs based in Italy, the program takes advantage of the country's natural resources and Umbra's existing staffing, experience, and infrastructure.

Using traditional field research methods, including observation, experimentation, and journaling, participants will take a comparative, interdisciplinary approach to the study of Italy's landscape and its processes. In keeping with Umbra's commitment to community engagement, students will collaborate with scientists and activists who are working to help communities affected by natural disasters, as well as learn about prevention and preservation techniques.

I am formally requesting that the Umbra Institute consider implementing this project as part of its mission to make the culture, history, and language of Italy accessible to the greatest number of students possible.

I would greatly appreciate an opportunity to meet with you and discuss the project further.

Thank you for your consideration.

Sincerely,

Catherine Tartaglia

APPENDIX B: TIMETABLE FOR DELIVERY

Date	Objectives
May-June 2018	<ul style="list-style-type: none"> • Umbra in-country staff reviews and edits program design • Umbra U.S. University Relations staff sends initial email inquiry to Ohio Wesleyan University staff, requesting an in-person meeting in which to discuss the program and meet potential leading faculty
July 2018	<p>Umbra in-country staff approaches faculty at Università degli Studi di Perugia for their collaboration in recruiting students and to confirm that students can receive credit for the Field Camp</p> <ul style="list-style-type: none"> • Umbra U.S. University Relations staff requests a Skype meeting between potential leading faculty member(s) and Umbra Institute Academic Director
September 2018	<ul style="list-style-type: none"> • Umbra in-country staff sends initial email inquiries to potential community partners • Contract is signed between Umbra Institute and leading faculty member • Program added to Umbra Institute application • Marketing materials are released: <ul style="list-style-type: none"> ○ Webpage on Umbra website ○ Instagram Stories campaign ○ Printable flyers sent to leading faculty member to post around school ○ Printable flyers in Italian posted at Università degli Studi di Perugia by Umbra's in-country University Relations staff member
January 2019	<ul style="list-style-type: none"> • Umbra in-country staff meets potential community partners in person, either on-site or at the Umbra Institute • If necessary, geological equipment is ordered (decision made with input from leading faculty member) • Umbra U.S. University Relations staff meets with Ohio Wesleyan advisors to brief them on the program • Umbra Housing Staff begins searching for student apartments in Norcia
February 2019	<ul style="list-style-type: none"> • Deadline for applications
May 2019	<ul style="list-style-type: none"> • Program begins

APPENDIX C: SAMPLE EARTH SCIENCES FIELD CAMP SCHEDULE

FEBRUARY 2019	Application Deadline
MARCH 2019	Response <ul style="list-style-type: none"> • Acceptance or rejection emails sent out
MARCH 2019	Pre-Departure Meeting 1: 1 hour and 45 minutes <ul style="list-style-type: none"> • Students discuss reading assignments and meet professor • Students are welcome to ask questions
APRIL/MAY 2019	Pre-Departure Meeting 2: 1 hour and 45 minutes <ul style="list-style-type: none"> • Students Skype or Google Hangout with Umbra staff member • Objectives of Pre-Departure Meeting 2: <ul style="list-style-type: none"> ○ Review pre-departure materials from Umbra via email ○ Receive guidelines for reflective journal entry 1 about goal setting for study abroad ○ Receive tips from Umbra staff member regarding culture shock, setting realistic expectations, techniques for strengthening cognitive resilience, how to prepare logistically, academically, emotionally, etc.
MAY 24, FRIDAY	Departure from the U.S. <ul style="list-style-type: none"> • Students must have submitted reflective journal entry 1 via the Umbra App prior to departure
MAY 25, SATURDAY	Arrivals <ul style="list-style-type: none"> • Students are met by Umbra staff at Rome-Fiumicino Airport • Transfer to Perugia by private bus • Welcome dinner and first night's stay at the Hotel Gio
MAY 26, SUNDAY	Housing and Orientation Day <ul style="list-style-type: none"> • Students housed in their apartments in Norcia by taxi, accompanied by an Umbra staff member • Return to Perugia via train with Umbra staff member for afternoon orientation
MAY 27, MONDAY	Classes Begin <ul style="list-style-type: none"> • First day of Field Camp
JUNE 14-16, FRIDAY - SUNDAY	Trip to Pompei, Vesuvio, and Ercolano <ul style="list-style-type: none"> • Friday: Travel to Pompei; tour of Pompei and Ercolano • Saturday: Climb to top of Vesuvius, meet with Parco Archeologico di Pompei • Sunday: Return to Norcia

JUNE 28-30, FRIDAY - SUNDAY	Trip to Venezia <ul style="list-style-type: none">• Thursday: Travel to Venezia• Friday: Visit with We Are Here Venice• Saturday: Free time in Venice• Sunday: Return to Norcia
JULY 5, FRIDAY	Last Day of Classes <ul style="list-style-type: none">• Travel to Perugia for Farewell Festa with other Umbra students
JULY 6, SATURDAY	Departure for U.S. <ul style="list-style-type: none">• Early morning bus departs for Rome-Fiumicino Airport

APPENDIX D: ESGE 400: GEOLOGY FIELD TECHNIQUES WORKING SYLLABUSWEEK 0: Pre-Departure Meeting

- Discuss pre-departure reading, “The Story of Vaiont Told by the Geologist Who Discovered the Landslide”
- Professor answers student questions

WEEK 1: Introductory Assignments

- Monday: Introductory Assignment 1: Individual stratigraphic map of area in Norcia designated by leading professor. Map must include key, title block, units, contacts, attitude, and structure.
 - *Assignment due:* Field map and field journal collected and reviewed by leading professor at the end of the day.
- Tuesday: Introductory Assignment 2: Individual stratigraphic map of an area of Norcia designated by the leading professor. Map must include key, title block, units, contacts, attitude, and structure.
 - *Assignment due:* Field map, field journal, and stereonet analysis collected and reviewed by leading professor at the end of the day.
- Wednesday - Thursday: Introductory Assignment 3: Stratigraphic column and rock descriptions of area in Norcia designated by leading professor.
 - *Assignment due:* Field journal, stratigraphic column, and rock descriptions collected and reviewed by leading professor Thursday evening.
- Friday: First day volunteering with Associazione Kora.

WEEK 2: Project 1

- Monday-Thursday: Students work on Project 1, the first multi-day project. Working in pairs, students map rocks in an area designated by the professor, create a geologic map, and write a report detailing their own observations and interpreting these observations into a geologic history of the area.
- Friday: Second day of volunteering with Associazione Kora
 - *Assignments due Friday evening:* Scale map of field area, cross section, stereographic projection analysis of orientation data, geologic report. Cross section must include key, title block, thickness, and topography.

WEEK 3: Project 2

- Monday-Thursday: Students work in pairs to map an area designated by the professor.
- Friday-Sunday: Trip to Pompei, Vesuvio, and Ercolano
 - *Assignments due Friday evening:* Individual reports describing observations and interpreting geologic history of the study area; scale map of field area; stereographic projection analysis of orientation data; geologic report.

WEEK 4: Project 3

- Monday-Thursday: Students work in mapping teams (3-4 people) to map an area designated by the professor.
- Friday: Third day of volunteering with Associazione Kora
 - *Assignments due Friday evening:* group report describing observations and observing geologic history of the field area; scale map of field area; cross

section(s) as applicable to the terrain; stereographic projection analysis of orientation data; geologic report.

WEEK 5: Project 4

- Monday-Thursday: Students map an area assigned to them by the professor. Each student will work individually to map their own area. The report should integrate observations from previous reports.
- Friday-Sunday: Trip to Venezia
 - *Assignments due Friday evening*: scale map of field area; cross section; geologic report.

WEEK 6: Project 5

- Monday-Thursday: Volunteering with Associazione Kora in the morning and working on final project in the evening.
- Friday: Farewell Festa

**APPENDIX E: CEIT 200: INTERCULTURAL COMPETENCE AND
COLLABORATION WORKING SYLLABUS**

SCHEDULE OF DISCUSSION TOPICS AND ASSIGNMENTS

WEEK 0: Pre-Departure Meeting

- Review pre-departure materials from Umbra via email.
- Receive guidelines for reflective journal entry 1 about goal setting for study abroad.
- Receive tips from Umbra staff member regarding culture shock, setting realistic expectations, techniques for strengthening cognitive resilience, how to prepare logistically, academically, emotionally, etc.
- Staff member answers student questions.
 - *Assignments due prior to arrival: Journal Entry #1 and student self-assessment must be submitted prior to student arrival.*

WEEK 1: Discussion Topic: Impactful Volunteering

- Friday: Debrief first day volunteering with Associazione Kora. Discuss concept of reciprocity.
 - *Assignment due Monday evening: Journal Entry #2*

WEEK 2: Discussion Topic: Linguistic Challenges

- Friday: Group shares linguistic challenges, mistakes, and embarrassing moments, as well as triumphs. What are some cultural differences in communication between the United States and Italy?
 - *Assignment due Monday evening: Journal Entry #3*

WEEK 3: Discussion Topic: Challenging Stereotypes

- Friday: Students share preconceived notions they had about Italians and Italian or Americans and American culture and how these beliefs have changed and evolved.
 - *Assignment due Monday evening: Journal Entry #4*

WEEK 4: Discussion Topic: Workplace Differences

- Friday: Students discuss previous experiences in intercultural workplaces and what differences they have noticed in work culture between Italy and the United States. What are some challenges faced by multicultural teams? What are their advantages?
 - *Assignment due Monday evening: Journal Entry #5*

WEEK 5: Discussion Topic: Adaptation Techniques

- Friday: Students share the adaptation techniques and coping skills they have developed to navigate life abroad.
 - *Assignment due Monday evening: Journal Entry #6*

WEEK 6: Discussion Topic: Lessons Learned

- Students participate in a free-form discussion about what they learned while abroad. They may describe a critical incident in which they learned more about themselves and/or the world around them, something surprising (positive or negative), etc. Staff member conducts Umbra's Intercultural Experience Workshop.
 - *Assignment due Monday evening: Journal Entry #7*

POST-PROGRAM

- Umbra staff member will be available to answer questions, assist in readjustment, provide letters of recommendation, etc.

- *Assignment due one month post-program: Journal Entry #8; student self-assessment.*

SELF-REFLECTIVE JOURNAL ENTRY TOPICS

Minimum of 700 words. Must be submitted to the CEIT 200 course folder via the Umbra App.

Journal Entry 1 - Pre-departure: What are your goals for the Field Camp? With consideration to the pre-departure handouts you received from Umbra, what steps can you foresee taking to meet these goals? What challenges to achieving these goals may arise, and how might you overcome them?

Journal Entry 2 - Week 1: Having met your Field Camp classmates, what knowledge, skills, and attitudes do you think you can bring to the group in order to improve the shared learning experience?

Journal Entry 3 - Week 2: Make a conscious effort to increase your interactions with those of other cultural groups and reflect on one of these interactions. Examples include: everyday encounters with people (where you shop, in your social networks and at your workplace); professional development (join diversity, multicultural, international networks within regional and local organizations); academic and cultural presentations (attend formal presentations where you can gain in-depth knowledge about patterns of cultural difference and engage in dialogue with others who have similar interests and questions). Adapted from:

<https://idiinventory.com/wp-content/themes/evolution/pdfs/IDP-Exemplar-Jose.pdf>.

Journal Entry 4 - Week 3: When did you first become aware of cultural groups that were different from your own? What kinds of experiences have you had with people from different cultural communities? What has been challenging and what has been rewarding in interacting with people from different cultures? From: <https://idiinventory.com/wp-content/themes/evolution/pdfs/IDP-Exemplar-Jose.pdf>.

Journal Entry 5 - Week 4: With regard to your interactions with the Field Camp's community partners, have you noticed any different approaches to problem-solving between U.S. and Italian culture? Are there any similarities?

Journal Entry 6 - Week 5: Provide an account of a specific situation or critical incident you have encountered abroad and explain what cultural differences shaped or influenced the event and/or your perception of it. What strategies, if any, did you use to gain a better understanding of these differences?

Journal Entry 7 - Week 6: How will you apply the lessons you learned during the Field Camp to your future endeavors, personal and/or professional?

Journal Entry 8 - Due one month post-program: Upon reflection, how do you feel your Field Camp has influenced you personally and/or professionally, if it has influenced you? For U.S. students, have you experienced any difficulties re-adjusting to life in the United States?

Complete the student self-assessment and submit via the Umbra App.

**APPENDIX F: STUDENT SELF-ASSESSMENT FOR CEIT 200: INTERCULTURAL
COMPETENCE AND COLLABORATION**

This assessment can also be replaced with the more complex Intercultural Development Index:

<https://idiinventory.com/wp-content/themes/evolution/pdfs/IDP-Exemplar-Jose.pdf>.

1. I understand and can describe within-group differences.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I feel comfortable sharing my culture with others.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I am aware of the stereotypes and assumptions I hold regarding people of other cultures.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I am aware of the stereotypes and assumptions people of other cultures may hold regarding people of my culture.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. I am aware of how my behavior and communication style are influenced by my culture.

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. I accept that complete understanding in a cross-cultural situation may take more time or may not be realistic to achieve.

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. I am familiar with the concept of culture shock, its causes, and the effects it may have on my behavior, judgment, and mood.

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. I have a set of strategies for adapting to unfamiliar situations.

Strongly Disagree 1 2 3 4 5 Strongly Agree

9. I am prepared to interact meaningfully with people of another culture.

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. I feel confident acting as a mediator between two or more cultural groups that are experiencing conflict.

Strongly Disagree 1 2 3 4 5 Strongly Agree

11. I try to gain as much information as possible when interacting with people of different cultures.

Strongly Disagree 1 2 3 4 5 Strongly Agree

APPENDIX G: POSSIBLE MATERIALS FOR PURCHASE

Adapted from: <http://www3.geosc.psu.edu/~dmb53/OGC/GeoscienceFacilities.html>

- Hard hats
- Rock hammers
- Camping gear
- First aid kits
- Paleomag and sampling drills
- Digital camera
- Thin section preparation equipment
- Rock saws
- Calcimetry equipment
- Digital balance
- Sieve sets
- Petrographic and stereo microscopes
- Light table
- Topographic and geologic maps
- Hach portable spectrophotometer
- Field pH/Eh/conductivity/T/ISE meter with probes
- YSI 600XLM datalogging sonde
- Microfuge
- Digital pipettors
- Zeiss optical microscope (maximum 1200x)
- Gel electrophoresis equipment
- Transilluminator

APPENDIX H: POTENTIAL COMMUNITY PARTNER CONTACT INFORMATION**NORCIA: Comune di Norcia**

Website: <http://www.comune.norcia.pg.it/>

Email: info@comune.norcia.pg.it

Address: C.O.C. Viale XX Settembre – 06046 Norcia (PG)

Telephone Number: 0743.828711

Fax: 0743.824021

NORCIA: Associazione di Promozione Sociale Kora

Websites:

www.associazionekora.it

<https://www.associazionekora.it/2018/01/24/call-for-8-month-evs-in-italy-in-post-earthquake-recovery/>

Email: info@associazionekora.it

Telephone Numbers: +39 347 19 44 231; +39 334 36 48 634

Contact Form: <http://www.apskora.it/contatti>

VENEZIA: We Are Here Venice

Website: WeAreHereVenice.org

Email: info@weareherevenice.org

Address: *Studio*: Cannaregio 6154 – 30121 Venezia – Italy

Legal office: San Polo 1866 – 30125 Venezia – Italy

Work relevant to the course: <http://weareherevenice.org/actions/water-levels/>

Example of how to collaborate with community partner: <http://weareherevenice.org/exploring-venice-architecture-graduate-students-iowa/>

Students can take a “walking lesson” led by a We Are Venice employee with a focus on its natural landscape and the city’s efforts to preserve its cultural heritage.

POMPEI, VESUVIO, ERCOLANO: Parco Archeologico di Pompei

Website: <http://www.pompeisites.org>

Email: gpp@beniculturali.it

Address: Direzione e Uffici Amministrativi - Via Plinio n. 4

Uffici amministrativi - via Villa dei Misteri n. 2

80045 Pompei (Napoli)

Telephone Number: +39 081 8575259

Contact Form: <http://www.beniculturali.it/mibac/opencms/MiBAC/sito-MiBAC/MenuServizio/Contatti/index.html>

Fax: +39 081 8575270

APPENDIX I: BEHAVIORAL GUIDELINES FOR WORKING IN THE FIELD

Adapted from:

https://www.uwyo.edu/geolgeophys/_files/docs/ugsyllabi/geol%204717%20syllabus%20for%20website.pdf

- Be mindful of the possibility of dehydration and drink plenty of water. Bring at least 2 liters of water with you into the field daily.
- To prevent heat illness, wear sunscreen daily and wear a shirt at all times (hats are also recommended).
- No alcohol or drugs allowed in university-owned or -rented vehicles en route to or from the field. Any student under the influence of alcohol and/or drugs will be removed from the field and subject to disciplinary action.
- Do not harass wildlife or livestock.
- Do not deliberately damage the natural landscape (i.e. graffiti, damaging or removing plant life).
- Do not litter in the field.
- Do not engage in activities that endanger yourself or your peers, including but not limited to rock climbing, bouldering, and boulder rolling.

In addition to these behavioral guidelines, Field Camp participants are expected to comply with the Umbra Institute's Academic Policies and Conduct Guidelines at all times. Failure to do so may result in disciplinary and/or legal action, including expulsion from the program.

APPENDIX J: EARTHQUAKE SAFETY TIPS HANDOUT

If you are indoors:

1. Drop, cover, and hold on. Get under a table or bench, and hold on to one of the legs.
2. If there is no table or desk, sit against a wall away from items that might fall on you and away from windows, glass, and heavy or tall furniture.
3. Wait in your safe spot until the tremors stop. Make sure you are not hurt, then check others around you. Move carefully and look out for any fallen items.
4. There may be aftershocks (smaller earthquakes soon after), so be prepared to return to your safe spot. Leave the building carefully after the shaking stops, NEVER taking an elevator.

If you are outside: STAY outside and move away from buildings, trees, lights, and power lines. Crouch down and cover your head.

Make sure you have your Italian phone charged and with you at all times in case anyone is hurt and so Umbra staff can check up on you!

APPENDIX K: ABBREVIATED EMERGENCY PROCEDURES AND SERVICES

24/7 Emergency Phone Number

The number is +39 334-102-6732. You should program this number into your cell phone and carry the Umbra ID card with you at all times. If you need to speak with an Umbra staff member during open hours for non-life threatening issues, you should come to the Umbra Institute or call directly at +39 334-102-6732.

National or International Emergency

In the event of a national or international emergency, you should come directly to the Umbra Institute where we will congregate and discuss what further actions to take. The Umbra Institute will forward any U.S. State Department warnings to Americans abroad via email.

International News

You are ultimately responsible for remaining informed about world events. In order to do so, there are many online news sources; English language newspapers at the various newsstands in the center of Perugia including USA Today, International Herald Tribune, and the London Times; and the Student Lounge is equipped with a television with international channels in English.

Travel Forms

It is imperative that you fill out, either individually or as a group, the Umbra Independent Travel Form either online, on paper, or via the Umbra App. Forms can be found throughout the school or in the Student Services Office and turned into the same office. In case of emergency here or abroad, we are able to know where you are and how to contact you.

Italian Cell Phone

You must have an Italian cell phone (or make sure your USA phone can receive international calls) during your semester in Perugia. Many American phones do not allow incoming and/or outgoing phone calls, which greatly limits your ability to reach out in case of an emergency or for Umbra staff to reach out to you. Please see the document in the orientation packet for more information about possible options.

Umbra App

Location services must be activated on the Umbra App at all times. In case of an emergency, you will receive a push notification prompting you to respond either “I’m Safe” or “Request Assistance.” Once you respond, Umbra Institute staff will receive your location and be able to attend to your needs appropriately.

APPENDIX L: COMMUNITY ENGAGEMENT ASSESSMENT PLAN**Community Engagement Assessment Plan****Purpose of Assessment Plan:**

- 1) To assess and identify the impact of community engagement on Umbra Institute students and community partners with whom the Umbra courses collaborate.
- 2) To elaborate on existing Umbra Institute educational assessment methods and to implement new qualitative and quantitative measurement methods that encompass the variety of community engagement at the Umbra Institute.
- 3) To monitor and archive both the data collection and the analysis process, which serves to inform community engagement development and improvement.

Considerations and Limitations:

Consider feasibility in:

- collaborating with each professor in deciding and implementing appropriate assessment methods (i.e., coursework, discussions, assignments, evaluations), data collection, analysis, and implementation of changes.
- measuring professors' and community partners' roles in assessing each course (ie., level of commitment, past experience with community engagement, personality, course structure, contact time).
- factoring in inevitable changes in community partners, projects, professors, and students which effect short- and long-term assessment.
- measuring the larger-scale impact community engagement has on community partners and the people and/or places they represent and/or serve.
- selecting a sampling pool that represents the Umbra student body.

Current Outcome Assessment Methods as of Spring 2017**Impact on Students**

- Mid-term (when applicable) and final evaluation
- Program evaluation
- Seminars and practica – learning log, journal, discussions, and other reflection exercises managed by professors
- Verbal check-ins with students, professors, and community partners
- Student-prepared materials based on course and community partner needs (ie., photographs, presentations, reports, creative writing pieces, printed promotional materials, blogs, articles, lesson plans)
- End of semester final reflection exercises during Special Academic Events Week (ie., Community Engagement Presentations, Guided tours of museum partners, Creative Writing Readings, Placemaking Community Event, Art Show)
- In-class student peer- and/or self-evaluations
- In-class student presentation peer- and/or self- evaluations

Impact on Community Partner

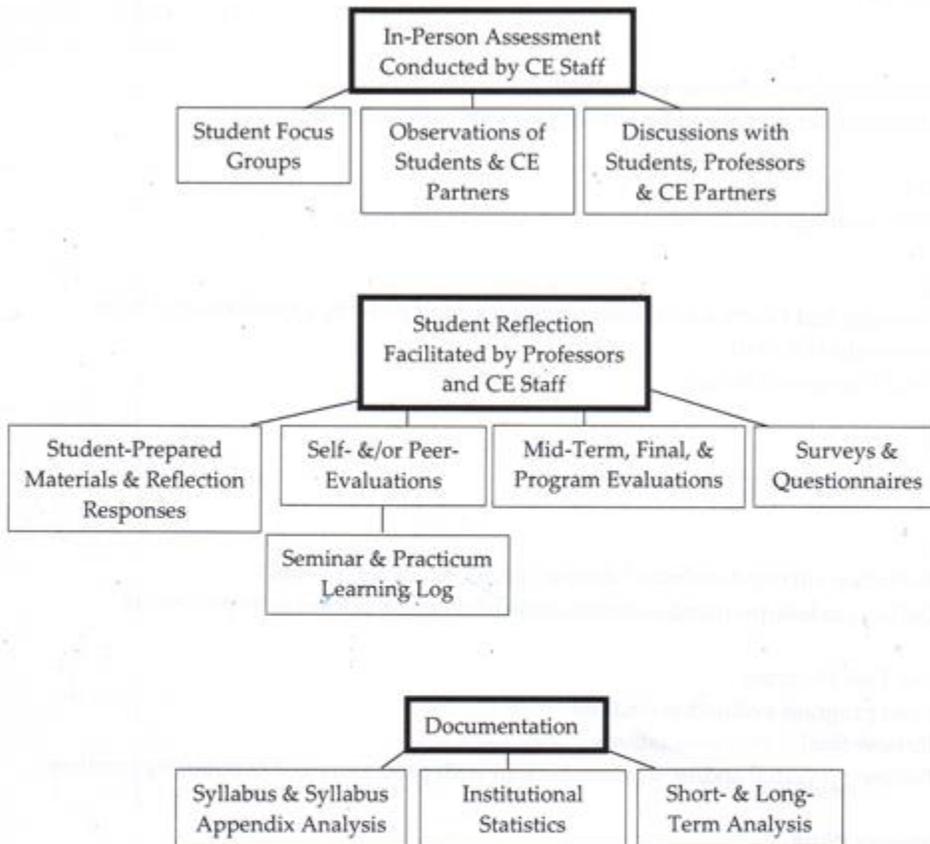
- Initial discussion with community partner about needs and expectations
- Mid-semester check-in
- Presence at final presentation to hear student work and ask questions, when applicable
- Seminars and practica – ask site supervisor for written or oral feedback on student performance for grading purposes, when applicable
- Implemented improvements, changes, growth, additions, etc. related to community engagement work

Potential Areas of Impact on Students:

Social and Emotional Growth	Leadership and Professionalism	Academic/Disciplinary Knowledge	Global Perspectives
Independence	Working in multicultural setting	Knowledge of professional field related to discipline	Intercultural communication
Problem solving	Oral communication	Observation and reflection	Resourcefulness
Resilience	Ability to navigate ambiguity	Foreign language skills	Understanding of host culture and community
Adaptability	Teamwork	Research skills	
Open-mindedness	Time management	Organization	
Self-confidence	Initiative		
Creativity	Negotiating conflict		
Empathy			
Emotion regulation			
Critical thinking			
Flexibility			

Potential Areas of Impact on Community Partners:

Social Growth	Disciplinary Knowledge	Global Perspectives
Adaptability	Increased awareness of related discipline	Intercultural communication
Problem solving	Opportunities for learning and sharing knowledge and ideas	Working in multicultural setting
Open-mindedness		Foreign language skills
Creativity		Awareness of other cultures
Empathy		
Flexibility		
Oral communication		
Resourcefulness		

Umbra Assessment Methods Diagram:**Community Engagement Impact Assessment Timeline (varies by course):****Week 0**

- Initial intentions and expectations survey collected at Community Engagement and Student Services Information Session

Week 1-13

- Student-prepared materials developed with professors
- Observations and verbal check-ins with students, professors, and community partners
- Self- and/or peer-evaluations

Week 2

- Initial focus group meeting

Week 7

- Mid-term course evaluations

Week 8

- Review mid-term course evaluations
- Mid-semester verbal and/or written check-in with professors

Week 9-13

- Final meetings and presentations with community partners

Week 12

- Seminars and Practica and select service learning projects: Questionnaires to be returned to CE staff
- Final course evaluations

Week 13

- Follow-up focus group meeting

Week 14

- Reflection survey distributed during Special Academic Events
- Collect student-prepared materials and reflection responses from professors

One-Week Post Program

- Final program evaluation emailed
- Review final course evaluations
- Follow-up verbal and/or written check-in with professors and community partners

Post-Semester Work

- Data analysis and set action plan
- Archive documents

APPENDIX M: BUDGET AND BUDGET NOTES

The Earth Sciences Field Camp at Umbra Speculative Budget

Fixed Costs

Salaries	Cost	Units	Total
Leading Professor Salary	\$10,000.00	1	\$10,000.00
Leading Professor Rent	\$1,500.00	1	\$1,500.00
Leading Professor Airplane Tickets	\$1,500.00	1	\$1,500.00
Field Camp Equipment	\$2,000.00	1	\$2,000.00

Marketing

Airplane ticket for 1 U.S. University Relations staff member to visit Ohio Wesleyan University	\$1,000.00	1	\$1,000.00
Total Fixed/Direct Costs			\$16,000.00

Variable Costs

Field Trips to Pompei, Vesuvio, and Ercolano and Venice	\$500.00	26	\$13,000.00
Student Housing	\$800.00	12	\$9,600.00
Total Variable Costs			\$22,600.00

Total Direct Costs **\$38,600**

Indirect Costs

Facilities and Administrative Fees		25%	\$5,650.00
Total Indirect Costs			\$5,650.00

Total Costs **\$44,250.00**

Income/Revenue

Lab Fee	\$300.00	12	\$3,600.00
Student Tuition	\$6,000.00	12	\$72,000.00
Total Revenue			\$75,600.00

Grand Total **\$31,350.00**

Budget Notes

Leading Professor Salary: Salary for one six-week summer program calculated at the U.S. university nationwide average.

Leading Professor Rent: Rent for the leading professor in the center of program site Norcia, Italy.

Leading Professor Airplane Tickets: Roundtrip tickets from the U.S. to Italy.

Field Camp Equipment: A fund for materials necessary for the delivery of the Field Camp.

Airplane Ticket for 1 U.S. University Relations staff member to visit Ohio Wesleyan University and pitch the Field Camp to administration.

Field Trips: Cost calculated per student per field trip based on the average price of train tickets to and from each location as well as the cost of two nights in a three-star hotel, plus an added surcharge for entrance tickets and site visit fees.

Student Housing: Calculated per student based on the average price of a student apartment at the program site.

Facilities and Administrative Fees: Calculated as a percentage of total cost to subsidize the work of Umbra in-country staff at the Umbra Institute's main location in Perugia, Italy in support of the Field Camp.

Lab Fee: Lab fee to subsidize the cost of geological equipment calculated based on the lab fee for Umbra's comparable program, the Archaeology Field Camp.

Student Tuition: Calculated based on the cost of Umbra's comparable program, the Archaeology Field Camp.