Since 1961.

OFFICE OF UNIVERSITY PROGRAMS
MASTER'S INTERNATIONAL PROGRAM

INVITATION TO PARTICIPATE

Eligibility: The Peace Corps invites partnership proposals from accredited American higher education institutions that grant graduate (master's and/or doctoral) degrees in one or more of the following <u>four sectors</u>: **agriculture**, **education, environment**, and **health.**

Proposal Deadlines *[Due by 11:59 p.m. (EST)]*	Anticipated Award Notification
November 15th	February 15th
March 15th	June 15th
July 15th	October 15th

Submission Instructions: Submit one electronic proposal in PDF format to the Peace Corps Office of University Programs via **MastersInternational@peacecorps.gov**

Partnership Length: Renewable five year term

I. BACKGROUND:

In 1987, the Peace Corps established the Master's International program to meet two needs: the increasing demand from overseas for Peace Corps volunteers with high levels of education and technical expertise and the desire of universities to provide substantive, internationally focused experiences for their students.

Master's International advances the three goals of the Peace Corps: 1) to help the people of interested countries in meeting their need for trained men and women; 2) to help promote a better understanding of Americans on the part of the peoples served; and 3) to help promote a better understanding of other peoples on the part of the Americans. Since its inception in 1961, Peace Corps has enjoyed productive and mutually beneficial relationships with institutions of higher education across the country.

II. HOW THE MASTER'S INTERNATIONAL PROGRAM WORKS

The Master's International program allows graduate students who are U.S. citizens the opportunity to combine their academic pursuits with a full Peace Corps tour of service. Typically, students complete most of their academic requirements on campus; serve in the Peace Corps for 27 months; then return to campus for a final term, a thesis, professional project, or other degree requirements. Participating graduate schools establish academic requirements and monitor their fulfillment. Each campus has at least one Master's International coordinator to oversee and direct the program, serving as the primary point of contact on campus.

The Peace Corps places students overseas in full-time, 27 month assignments as Peace Corps volunteers. We seek proposals from graduate programs able to place students as volunteers in one of <u>four sectors</u>: **agriculture**, **education, environment**, and **health**. The objective of the Master's International program is

that the students serving abroad use the emphasis of one of the projects to which they are assigned during Peace Corps service to inform their research. *(Note that Volunteers will likely find additional project sources as they engage in their communities of service.)* Upon completion of the degree program, Master's International graduates already have the credibility that two years of highly reputable professional experience brings in an increasingly competitive job market.

Peace Corps placement is dependent on several factors that include, but are not limited to, medical clearance, language ability, and skill level. Though the new Peace Corps application process allows applicants to indicate their country and programs choices, The Office of University Programs cannot guarantee that an assignment will directly align with a student's academic program.

III. PEACE CORPS SECTORS

The Peace Corps seeks graduate school partnerships in degree areas where students will benefit from applying their knowledge and skills to the following programming sectors:

Health Sector	
Project Areas	
HIV Mitigation	Environmental Health
Maternal, Neonatal, and Child Health	Life Skills for Health Behaviors
Volunteer Assignment Examples: Volunteers may teach public health in classrooms and model methodologies and subjects for primary and secondary school teachers. Projects may include undertaking "knowledge, attitude, and practice" surveys in communities, assisting clinics or government planning offices in identifying health education needs, devising educational programs to address local health conditions, assisting in marketing of messages aimed at improving local health practices, carrying out epidemiological studies and acting as backup professionals for other health volunteers. Volunteers may also work in local health clinics to develop health education and outreach programs.	

Agriculture Sector	
Project Areas	
Agriculture Production and Improved Cultivation Practices	Food Security
Productivity	Crop and Livestock Production and Preservation
Volunteer Assignment Examples: Volunteers' projects may include establishing and maintaining soil and water conservation structures and practices, fruit tree production, live fences, and other agriculture-related forestry practices, fish cultivation, raising trees in small nurseries, apiculture and honey production, livestock health, meat and wool production, range management, vegetable gardening and nutrition education.	

Environment Sector	
Project Areas	
Environmental Education and Awareness	Natural Resource Planning and Management
Economic Strengthening	Community-Based Conservation
Volunteer Assignment Examples: Volunteers may assist communities where environmental issues are in conflict with basic needs for farming and income generation. Their activities might include teaching in elementary and secondary schools, providing environmental education to youth groups and individuals outside of school settings, organizational development of	

environmental groups (often in newly emerging democracies), promoting sustainable use of forest or marine resources by communities, or development of income-generating activities for communities living near protected areas and management of sanitation in urban areas.

Education Sector	
Project Areas	
Teaching English as a Foreign Language	Childhood Literacy
Gender Empowerment	Math, Science, Information and Communications Technology
Volunteer Assignment Examples: Volunteers may teach or be paired with new or experienced English teachers; train student teachers at teacher education colleges; or provide in-service training to experienced teachers in current English-teaching methodologies, subject content and resource development, thus creating sustainable improvements in English teaching. Projects may include increasing local teachers' English language proficiency through formal trainings and extracurricular activities (forums, clubs, conversation groups, etc.) to meet teacher needs for Continuing Professional Development.	

IV. PROPOSAL AND SELECTION

The Master's International program proposal consists of a brief concept paper (no more than 10 pages), which serves as an institution's official request to establish a partnership. Proposals must follow the attached template and address all questions. Please ensure that responses are numbered to correspond with the template questions. **Submit a separate proposal for each proposed graduate program partnership.** Do not include supplementary materials unless specifically requested by the Office of University Programs to do so.

V. EVALUATION/SELECTION CRITERIA

Partners will be selected based on the following criteria:
- Ability of the academic program to prepare students to serve the targeted programmatic needs of the Peace Corps, exclusively in the fields of agriculture, environment, education, and health (please refer to the Peace Corps sectors highlighted above);
- Evidence of the university's potential to support recruitment of Peace Corps applicants in an inclusive manner;
- Evidence of sufficient institutional support and capacity for effective program implementation for the duration of the partnership;
- Evidence of the university's ability to award financial support and academic credit for Peace Corps service to Master's International students.

The Office of University Programs may conduct a follow-up phone call with the proposed program coordinator. This phone call will allow the Peace Corps to learn more about the proposed program and ensure that the expectations for implementation of the program are clear. The phone call should last no longer than 30 minutes.

Proposal reviewers will consider the following factors:

Factor	Maximum Points
General Information & Adherence to Required Proposal Format	5
Alignment of Proposed Program to Targeted Peace Corps Sectors	20
Description of Program Curriculum	15
Description of Proposed Student Orientation, Networking, and Professional Development Activities	15
Level of Student Financial Support	15
Level of Programmatic/Administrative Support	15
Recruitment/Program Promotion Plan	10
Appendix: • Letter of support from president, chancellor, or provost • Letter of support from the dean or department chair • Campus coordinator position description	5
Total	*100*

Factor 1: Required Format - University Information & Adherence to Required Proposal Format
• Does the proposal completely provide the required institutional information?
• Does it adhere to the required proposal format?
• Does it articulate a vision for why it seeks a partnership with Peace Corps?

Factor 2: Proposed Program - Alignment of Proposed Program to Targeted Peace Corps Sectors
• Does the proposed partnership align with current Peace Corps sectors of focus?
• How well does the proposal outline the connections between the proposed academic program and the Peace Corps Volunteer activities in each targeted programmatic sector?
• To what extent will the proposed program provide a clear professional pathway for students?

Factor 3: Proposed Curriculum - Description of Program Curriculum
• Does the proposal clearly articulate the courses and credits required for graduation?
• How well does the proposal outline how Peace Corps service will be integrated into the degree program and for how many credits it will count?
• Does the proposal outline supportive curricular contingency plans for students who are unable to complete Peace Corps service through no fault of their own or who terminate their service early?

Factor 4: Student Orientation - Description of Proposed Student Orientation, Networking, and Professional Development Activities
• How well does the university propose to orient Master's International students to the campus, their program of study, and other Master's International students on campus and in the field?
• Does the university articulate a plan to manage student expectations and provide supportive resources throughout the Peace Corps application process?
• Does the proposal outline mechanisms through which students will remain connected to campus during their Peace Corps service?

Factor 5: Financial Support - Level of Student Financial Support
- Does the university outline and categorize the full costs associated with attending the proposed graduate program?
- Does the university clearly communicate the level and sources of financial support to be provided to Master's International students?
- Does the proposal identify other financial support that may be available for Master's International students?

Factor 6: Administrative Support - Level of Programmatic/Administrative Support
- Does the proposal identify (and provide contact information for) a staff person or faculty member who will be responsible for coordinating all aspects of the Master's International program on campus?
- Will responsibility for coordinating the campus Master's International program be formally included into a staff or faculty member's position description?
- Does the proposal articulate a reasonable contingency plan for continued program operation if the primary point of contact leaves the position?

Factor 7: Recruitment and Promotion - Recruitment/Program Promotion Plan
- Does the program articulate a reasonable plan for promoting the Master's International partnership to prospective students?
- Does the plan include an indication of how the program will maintain relationship(s) with a local Peace Corps Regional Recruitment Office or Field-Based Recruiter (through such activities as hosting student information sessions or meetings for local Returned Peace Corps Volunteer groups; conducting Peace Corps week events; or supporting the Peace Corps Prep or Paul D. Coverdell Fellows programs)?

Factor 8: Appendix
- Does the proposal contain:
    - A letter of support from an administrator with fiduciary responsibility for the university, typically the president, chancellor, or provost.
    - A letter of support from the school's dean or department chair
    - The proposed campus coordinator position description

VI. NEXT STEPS AFTER PROPOSAL ACCEPTANCE: PROGRAM IMPLEMENTATION
After the review and selection processes are complete, Peace Corps staff will prepare a Memorandum of Agreement (MOA) for each new school partner. The Peace Corps director will sign the agreements; then, they will be sent to the university for countersignature by the schools' chief executive. Full execution of each MOA by all parties establishes the new partnership. The fully executed MOA serves as the formal record of understanding between the Peace Corps and the partner school. An MOA form is available for review on the "Become a Partner School" page of the Master's International Program portion of the Peace Corps website (www.peacecorps.gov/volunteer/graduate/mastersint/), or may be requested from Master's International Program staff using the contact information below. ***Note:*** *As a federal agency, the Peace Corps has significantly limited ability to allow edits to the MOA template prior to execution and implementation. Interested parties should review the MOA template in advance to determine if the potential partner institution will be able to approve the MOA without edits.*

The Peace Corps requires that school partners perform certain functions in order to fully implement and administer the program. The Peace Corps reserves the right to remove any school partner from the program that does not satisfy these requirements.

Requirements the partner must complete within 30 days of the MOA's full execution:

- Provision of sufficient accurate information to the Peace Corps staff to enable them to create a complete web page on the official Peace Corps website for the new school and to incorporate the new partnership into Peace Corps' suite of marketing materials.
- Develop and upload a web page to be hosted on the school's official website with sufficient, accurate information such that any potential Master's International student will know what degrees, financial support, and internship placements the school offers through the Master's International Program, and whom to contact with questions. Content on this web page related to the Peace Corps and/or the Master's International program must be approved by the Peace Corps' Office of University Programs prior to publication.
- Develop and implement an admissions process to identify applicants who may be potential Master's International students.

Ongoing requirements:
- Send, in writing, any change in coordinator, contact information, degrees offered, financial support provided, or other details central to the functioning of the program and/or the partnership to the Peace Corps' Office of University Programs staff within 30 days of such change.
- Maintain active enrollment of Master's International students in each academic period.
- Provide credit for Peace Corps service for all Master's International students.
- Provide administrative support for the program.
- Respond to requests for program data.

CONTACT
Questions related to the submission of a proposal may be directed to the Office of University Programs staff:

> Office of University Programs
> Master's International Program
> Peace Corps
> 1111 20th Street NW, Washington, DC 20526
> Phone: 800.424.8580, ext. 1440 or 202.692.1440
> E-mail: mastersinternational@peacecorps.gov

VII. PROPOSAL FORMATTING REQUIREMENTS
All proposals:
- Must be limited to 10-pages (maximum), not including a table of contents or appendices as outlined below. Pages are defined as 8 ½ by 11 inches, with 12 point font and 1-inch margins.
- Must be based on the proposal template outlined on the following pages.
- Must be submitted electronically as one PDF document by **11:59 p.m.** on the proposal deadline date.
- Must include a cover page (not counted against page limit) that displays:
    1. College/university name
    2. School name
    3. Department name
    4. Submitter name, title, mailing address, telephone number, email address, and submission date
    5. Table of contents
- Appendices - Each proposal must contain (not counted against page limit):
    o A letter of support from an administrator with fiduciary responsibility for the university, typically the president, chancellor, or provost.
    o A letter of support from the school's dean or department chair
    o The proposed campus coordinator position description

Factor 1: University Information (Proposal Title Page)

PROPOSAL FOR A

MASTER'S INTERNATIONAL PROGRAM

IN

[department(s)]

[degree(s)]

at [NAME OF INSTITUTION]

Submitted by
Name, Title
Address
Telephone Number
E-mail
Date

General Information
1. Name of Institution (College/University)
2. Location (city, state and/or campus of larger institution)
3. Accreditation
4. Institution accreditation body and last year of accreditation
5. If different from institution, degree program accreditation body and last year of accreditation
6. Is your institution considered a Minority Serving Institution?
7. Why is your institution seeking this partnership with Peace Corps?

Factor 2: Proposed Program
8. School/Department Name
9. Complete name of degree(s) to be offered through the proposed Master's International program
10. Number of semesters/years it will take a full-time student to complete this program (including 27 months of Peace Corps service)
11. Characteristics an applicant must possess to be successful in this program
12. Peace Corps sector:
    a. Sector in which you anticipate your students will qualify for Peace Corps service (agriculture, education, environment, or health)
    b. Knowledge and skills your students will bring to their Peace Corps service
    c. Ways in which your students' Peace Corps Service will support their academic experience
13. Estimated number of Master's International students your program will recruit each year
14. Percentage of students in the last three graduating classes who found employment in their field within six months of graduation
15. Peace Corps experience:
    a. Listing of Returned Peace Corps Volunteers among your department's staff or faculty
    b. Listing of Peace Corps countries in which faculty are currently conducting research or administering programs

Factor 3: Proposed Curriculum
16. Number of credits required for proposed degree(s)
17. Provide a hyperlink to the curriculum description for the proposed degree(s)
18. Outline how the required 27 months of Peace Corps service will fulfill degree program requirements
19. Number of credits students will receive for their Peace Corps service (6-12 credits is typical)
20. In rare instances, Peace Corps Volunteers are unable to complete Peace Corps service due to circumstances beyond their control. What is your contingency plan for students in good standing unable to complete their term of service? How will you address students who choose to terminate their service early?

Factor 4: Student Orientation
21. Will you offer Master's International students an orientation session to introduce them to the requirements and expectations for their degree(s)? If not, how do you plan to orient new Master's International students?
22. Will Master's International students participate in a seminar, course or mandatory speakers' series to prepare them for Peace Corps service and manage their expectations through the application process? If not, how do you intend to assist these students as they prepare for service?

Factor 5: Financial Support

23. Outline the cost of attendance for a Master's International student
   a. Tuition per semester (without discounts or other financial aid)
   b. Program and other mandatory fees (per semester)
   c. Estimated cost of living (e.g. room and board, transportation, etc.)
   d. Total cost per year
   e. Total estimated cost of degree (Cost per year x Number of years)

24. Outline the financial support to be provided for Master's International students
   a. Type of support to be provided (e.g. tuition discount, scholarship, application fee waiver, federal work study, graduate assistantship, health insurance, book stipend, etc.)
   b. Dollar amount/value of support (per semester)
   c. What additional sources of financial support will be available?

25. Will Master's International students be registered at the university/college during their Peace Corps service? If so, will they be required to pay a fee each semester to maintain enrollment? Explain how this information will be communicated to students and factored into cost estimates for their degree.

Factor 6: Administrative Support

26. In which school/department will the Master's International program be housed?

27. Master's International Coordinator (faculty/staff who will act as liaison to Peace Corps and work directly with students):
   a. Name and title
   b. Contact information (mailing address, telephone number, and email address)

28. Will the coordination responsibility be written into the coordinator's position description? Include the position description in the appendix.

29. In the event that the named coordinator transitions from this position, what is the contingency plan for continuing program operations?

30. How (and how frequently) will the coordinator communicate with Master's International students while on campus?

31. How (and how frequently) will the coordinator communicate with Master's International students during their service?

Factor 7: Recruitment and Promotion

32. How will your program promote the Master's International program to prospective students?

33. What students do you anticipate targeting?

34. Describe your proposed program's continuing relationship with your local Peace Corps Recruitment presence.

35. How will you engage with your local Peace Corps recruiter or Regional Recruitment Office to support your outreach activities?

Appendix:

36. Letter of support from an administrator with fiduciary responsibility for the university (typically the president, chancellor, or provost)

37. Letter of support from the school's dean or department chair

38. Proposed campus coordinator position description