



# **Faculty Handbook for Developing and Leading Study Abroad Programs**

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**Office of International Education  
Peralta Community College District**

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*Revised and updated by Drew Gephart (2017-2018)*

## INTRODUCTION

### A Note to Faculty

Thank you for choosing to commit your time and energy to providing a quality study abroad experience to PCCD students. One of the goals of the Office of International Education (OIE) is to advance student learning and success by expanding access to study abroad experiences. Students who may not otherwise have the opportunity to go abroad will be able to experience learning and living in an international setting through faculty-led programming. These opportunities would not be possible without your dedication and efforts as a faculty leader.

Your decision to lead a study abroad program will give you the opportunity to reach students in a new and different way. You will likely be spending much more time with your students, both in and out of class, and you will serve not only as their instructor, but also as an advisor, mentor, cultural liaison, disciplinarian, and number of other roles during your time abroad. The role of faculty leader requires a great deal of time and commitment, but the rewards are certainly worth the effort.

This handbook is designed to prepare you for this responsibility and provide you with the information you will need to develop and implement a successful program abroad. It is intended to guide both first-time and more experienced faculty directors through the process, from preparing your proposal to returning after the program. The OIE will be your partner throughout your time as a faculty leader, and this handbook will help you learn more about the resources available to you through our office.

All faculty program leaders, including those who have previous experience leading programs, should take this handbook abroad to use on site. The success of PCCD's faculty-led study abroad programs reflects the initiative and hard work of our faculty. We appreciate your commitment to continuing this tradition and look forward to working with you.

We wish you a safe and rewarding experience abroad with your students.

The Office of International Education  
Peralta Community College District

## Why Students Choose Faculty-led Programs

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When considering a proposal for a faculty-led program, it is helpful to keep in mind why some students choose this type of program. Students who decide to participate in a faculty-led program are likely to do so for one or more of the following reasons:

- The desire to go abroad with a PCCD faculty member. The faculty member may have a reputation or teaching style that attracts students. The student may feel more comfortable going abroad with someone they know and have a relationship with prior to departure and whom they view as a representative of the University abroad.
- Interest in a particular course. The assurance that credit for an exact course will be received abroad is a particularly attractive feature of PCCD faculty-led programs.
- The appeal of a PCCD-sponsored program. In uncertain times, some students prefer things that feel safe and familiar, like PCCD. Also, going on a PCCD program can be comforting for parents and students alike because they are assured the same quality teaching experience the student would have received at home and the support of the OIE throughout the program cycle.
- The appeal of a program that is pre-planned. Many students want the independence of being abroad but may find an independent immersion experience daunting. The current US student culture increasingly leads to student selection of highly structured programs.

## Proposing a Program

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A successful proposal starts long before the submission deadline. This handbook is intended to clarify the elements of a strong proposal as much as possible, but it cannot replace the valuable guidance provided by OIE staff. Faculty members are encouraged to contact the OIE staff for advice or feedback on their proposals, and to attend the OIE's annual international education workshop for faculty. Please read the following PCCD Administrative Procedure and Proposal Guidelines before preparing your program proposal.

### **ADMINISTRATIVE PROCEDURE 4026**

#### Philosophy and Criteria for Study Abroad Education

The Peralta Community College District (PCCD) creates opportunities for students to study abroad through faculty-led programs. Instructors interested in proposing a study abroad course should consult with their department chairperson, who will in turn ask permission from the division Dean. Upon approval of division Dean and Vice President of Instruction (VPI), a proposal must be submitted to the Office of International Education no less than twelve (12) months in advance of the projected departure date. All proposals submitted will be forwarded to the Vice Chancellor of Educational Services for approval as well. The proposal form can be retrieved at the Office of International Education. When a course for study abroad is approved, it is for students at all four of the colleges in the district. More information can be found on the PCCD Study Abroad website at [web.peralta.edu/international/study-abroad](http://web.peralta.edu/international/study-abroad).

## I. Philosophy

1. Study abroad education should encourage programs that support learning about other cultures, global issues, and the exchange of Californians and international students and scholars, such as providing opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development.

## II. Criteria for Program Development/Implementation

1. Courses to be offered on a study abroad program must be listed in the PCCD Schedule of Classes during the academic term for which the program is being offered. All courses must comply with all PCCD policies and regulations.
2. The faculty leader must provide mandatory pre-departure orientation sessions. These sessions will cover academic and cultural information, safety precautions, student code of conduct, and medical insurance information, so that students are well-informed and fully prepared to participate in the program.
3. The faculty leader must include relevant cultural activities to significantly enhance the educational experience where the program is offered.
4. The faculty leader must adhere to established planning timelines.
5. Any full-time or part-time faculty employed by PCCD may propose a study abroad program.
6. The suggested criteria for faculty assignment are as follows:
  - a. Subject matter expertise as required by the program of study;
  - b. The variety of courses a faculty member is able to teach (when appropriate);
  - c. Demonstrated ability to work in unfamiliar conditions and under often severe time constraints;
  - d. Adaptability, flexibility, and self-sufficiency;
  - e. Previous experience leading or participating in study abroad programs;
  - f. Level of familiarity with host country, including language and culture; and
  - g. Other criteria as deemed appropriate by division Dean or VPI

## III. Proposal for Establishing a Study Abroad Program

1. All faculty leaders must fill out a Proposal for Establishing a Study Abroad Program no less than twelve (12) months in advance of the projected departure date.

The proposal form can be retrieved at the Office of International Education.

2. The proposal must contain the following:
  - a. Faculty Profile;
  - b. Signature of division Dean and VPI;
  - c. Location (Country);
  - d. Semester offered (or summer study abroad);
  - e. Length of program;
  - f. Course offerings;
  - g. Minimum number of students needed and maximum number possible;
  - h. Requirements of acceptance (e.g. GPA, prerequisites, etc.);
  - i. Suggested instructors;
  - j. Relationship to PCCD curriculum;
  - k. Method for evaluation; and
  - l. Calendar (Travel dates, starting/ending dates)
3. Proposals must first be reviewed and approved in concept by the appropriate department chair.
4. Upon department approval, the proposal should be forwarded for approval to the division Dean and VPI.
5. All signed proposals need to be submitted to the PCCD Office of International Education.
6. Submitted proposals will be forwarded to the Vice Chancellor of Educational Services for approval.
7. After the proposal is approved, the faculty leader, third-party provider, Office of International Education, and/or college administration will discuss the following areas of concern:
  - a. Accommodations, such as transportation system, to be used to and from the USA to host country, as well as within the country;
  - b. Detailed information about housing and meal plan/s to be provided for students;
  - c. Insurance and liability;
  - d. Group activities/excursions;
  - e. Method and frequency of course evaluation;
  - f. Funding for instruction and student fee structure;
  - g. Timeline for course development for study abroad; and

- h. Other issues related to the development and marketing of the program

#### **IV. Student-Participation Program Requirements**

1. Students must be at least 18 years old to participate in the programs. Students under the age of 18 may be allowed to participate at the discretion of the division Dean and VPI. If approval is obtained, the minor student must have a parent or legal guardian also participate in the program as a student, and both must remain together at all times for the duration of the program.
2. Prerequisites for courses taught as part of a PCCD study abroad program will be enforced. (Catalog and schedule of classes contain prerequisite information.)
3. Prior to departure, students must submit the following documents to the faculty leader:
  - Waiver and Release Agreement for International Travel;
  - Assumption of Risk Form;
  - Emergency Contact Information;
  - Personal Health History;
  - Proof of Travel Insurance;
  - Other documents required by faculty leader and/or third-party provider
5. It is required that all students who participate in the program must be registered in the PCCD class/course associated with the program. Information about registration (and admission, if applicable) will be provided to students by the faculty leader.
6. Students interested in financial aid will be referred to the Financial Aid Office. A student's enrollment in a program of study abroad approved for credit by PCCD may be considered enrollment for the purpose of applying for assistance under Title IV. Title IV financial aid is federally funded aid such as Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan, Federal Subsidized and Unsubsidized Direct Loans.
7. The residence status of international students shall be the responsibility of the student and not the college.
8. Minors, except those enrolled in the program and accompanied by a parent or legal guardian also participating in the program, are not eligible to participate.

#### **V. Fiscal Policies**

## **A. Third-Party Providers**

1. All faculty leaders are encouraged to use third-party providers for provision of non-instructional services and activities.
2. Third-party providers may be responsible for the following:
  - a. Supervise, plan, process and otherwise assist with the program;
  - b. Ensure that participants' applications are processed and that participants are kept updated regarding logistics until the return date, including cancellation fees, other restrictions and additional costs;
  - c. Promptly respond to participant inquiries;
  - d. Ensure PCCD receives invoices and receipts related to the program that PCCD will need to reflect payment and other expenses associated with the program;
  - e. Prepare and send out all literature pertaining to the participants' arrangements to a PCCD representative;
  - f. Organize the travel (e.g. air and ground transportation and hotel accommodations) portion of the program in collaboration with on-the-ground contacts, as well as PCCD contacts, and monitor terrorism, severe weather and disease alerts, including as published by the United States Department of Homeland Security, the National Weather Service and the World Health Organization, respectively;
  - g. Organize and confirm the itinerary, including any subsequent changes needed to accommodate emergency and other last-minute needs; and
  - h. Arrange other accommodations as necessary
3. The third-party provider and PCCD each reserve the right to cancel the program prior to the departure date if the terminating party has a good faith belief that the participants' and/or the staff's safety and security are or may be in jeopardy;
4. The third-party provider and PCCD, at each party's cost and expense, shall each insure its own activities in connection with the program agreement and obtain, keep in force and maintain insurance as follows:
  - a. Professional Liability Insurance, with a limit of at least one million dollars per occurrence;
  - b. Comprehensive or Commercial Form General Liability Insurance, with a limit of at least one million per occurrence;
  - c. Certificates of Insurance - Upon request, each party shall furnish the other with certificates of insurance evidencing compliance with all requirements. In addition, upon execution of the program agreement, the third-party provider will provide a copy of the certificate of insurance reflecting the coverage required.
5. The faculty leader shall review and recommend the selection of a third-party

provider to the Office of International Education for review and approval.

6. After a final agreement with the third party provider has been “approved as to form” by the PCCD Office of General Counsel, it must be signed by the third-party provider, College President, Director of International Services and Student Support and the Chancellor.

**B. Establishment of Program Cost**

1. The faculty leader and third-party provider shall establish a per-student cost.
2. The program per-student cost shall be established at a level to include all third-party provider costs plus program operations, and indirect costs if applicable.

**C. Refund Policies**

1. These procedures shall include specification of all refund penalties and shall be distributed to students as part of the terms and conditions document to be signed by them.

**D. Collection of Funds**

1. All funds will be collected by the third-party provider or faculty leader. Receipts are to be returned for all payments.
2. Students will be required to pay state mandated enrollment fees through the PASSPORT system.

**VI. Tours Not Approved Through the College**

Faculty leading tours not approved through this process shall not use any college materials, staff, or equipment in the promotion or operation of the tour. Further, the name of the college shall not be used in any way. If the faculty member refers to him/herself as a Peralta College instructor, there must be a disclaimer stating that the Study Abroad Program has no affiliation with the college.

References:

Education Code Section 66015.7

Approved by the Chancellor: October 21, 2015

## **PROPOSAL FOR ESTABLISHING STUDY ABROAD APPROVAL PROCESS**

Instructors interested in proposing a study abroad course should plan to meet with the International Services Manager or attend Flex Day Activities to discuss proposal components and country of destination, course offering, travel dates, and possible logistics. Proposal should be discussed and recommended for approval by the Department Chair prior to sending to the Division Dean and Vice President of Instruction for approval. Once the proposal form is approved by the Chair, Dean and VPI, the instructor will work together with the District's International Services Manager to finalize the program details, logistics and budget. Once the program details are finalized, the International Services Manager will draft an "Agreement for Short-Term Study Abroad Program" contract between PCCD and the Program Provider, which will be reviewed by District Legal Counsel and the Program Provider. Once approved by Legal Counsel, Agreement is signed by Program Provider, College President, International Services Manager and the Chancellor.

Below is a step by step process:

- 1) Faculty creates proposal to establish a study abroad course which contains the following items:
  - a. Location (Country), Semester offered/Length of Program, Course Offerings, Min/Max number of students, Requirements for acceptance, suggested instructors, relationship to the PCCD curriculum, method of evaluation, calendar (travel dates)
- 2) Department Chair Recommends Approval (Yes or No)
- 3) Signature of Division Dean and Vice President of Instruction to approve the proposal and course offering
- 4) Program Development – After the proposal is approved, the International Services Manager along with the faculty will discuss the following areas:
  - a. Selection of Program Provider and/or travel agency to assist, Accommodations (Flight, Lodging, Meals), Insurance/Liability, Group Activities/Excursions, Budget/Payment Structure
- 5) Once the program details are finalized, the Office of International Education will draft Agreement for Short-Term Study Abroad Program contract between PCCD and the Program Provider
- 6) Agreement is reviewed by District Legal Counsel and Program Provider
- 7) Once approved, Agreement is signed by Program Provider, College President, Office of International Education and the Chancellor

## DEADLINES

For programs offered during the **Spring Intersession/ Summer Session (May – August)**

- August 1<sup>st</sup> proposal components for course approval
- September 1<sup>st</sup> program development for logistics & accommodations.

For programs offered during the **Winter Intersession (December – January)**

- January 1<sup>st</sup> proposal components for course approval
- February 1<sup>st</sup> program development for logistics & accommodations.

Pursuant to [Administrative Procedure 4026: Philosophy and Criteria for Study Abroad Education](#), the suggested criteria for faculty assignments are as follows:

- a. Subject matter expertise as required by the program of study;
- b. The variety of courses a faculty member is able to teach (when appropriate);
- c. Demonstrated ability to work in unfamiliar conditions and under often severe time constraints;
- d. Adaptability, flexibility, and self-sufficiency;
- e. Previous experience leading or participating in study abroad programs;
- f. Level of familiarity with host country, including language and culture; and
- g. Other criteria as deemed appropriate by division Dean or VPI

## PROPOSAL COMPONENTS

Please submit this proposal to the Office of International Education along with the following items:

1. Tentative itinerary
2. 1 paragraph Bio of Instructor
3. Course Description (100-200 words)
4. Syllabus

Name:

College:

Department:

Phone:

Email:

1. Location (Country)
  
2. Semester offered (or summer study abroad)
  
3. Length of program
  
4. Course offerings
  
5. Minimum number of students needed and maximum number possible
  
- 5b. Requirements for acceptance (e.g. GPA, prerequisites, etc.)
  
6. Suggested instructors
  
7. Relationship to Peralta Community College District (PCCD) curriculum
  
8. Method for evaluation
  
9. Calendar
  - a) Travel dates
  - b) Starting/ending dates

**SIGNATURES FOR APPROVAL**

**Chair Recommends Approval** Yes or No Signature: \_\_\_\_\_

**Signature of Division Dean and Vice President**

(Division Dean)

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

(Vice President)

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

**PROGRAM DEVELOPMENT**

*Once the proposal form is approved by the Chair, Dean and VPI, the instructor will work together with the District's International Services Manager to finalize the program details, logistics and budget.*

1. Accommodations

- a) housing
- b) meals

2. Insurance and liability

3. Group activities/excursions

4. Method and frequency of course evaluation

5. Funding for instruction and student fee structure

6. Timeline for course development for study abroad

7. Agency selected to assist with development and marketing of program

**Liability Contract/Conflict of Interest**

Once the program details are finalized, the International Services Manager will draft an “Agreement for Short-Term Study Abroad Program” contract between PCCD and the Program Provider, which will be reviewed by District Legal Counsel and the Program Provider. Once approved by Legal Counsel, Agreement is signed by Program Provider, College President, International Services Manager and the Chancellor.

Faculty approved for study abroad must also complete this CONFLICT OF INTEREST DISCLOSURE and submit it to the Office of International Education along with their approved proposal

ADMINISTRATIVE PROCEDURE 2710 CONFLICT OF INTEREST DISCLOSURE:

*In order to merit the respect and confidence of the public trust, the District is governed by the highest ideals of honesty and integrity in all public and personal relationships. Personal profit or any benefit obtained through misuse of public or personal relationships is dishonest and will not be tolerated. District faculty and staff should not accept directly or indirectly, any form of gift, meal, gratuity, honorarium, loan, favors or service, entertainment, prejudicial discounts, preferential treatment or other things of value or benefit in excess of \$50.00/year total value from any single person or entity, which might influence or appear to influence any business or operation of the District (California Government Code Section 87313). <http://web.peralta.edu/trustees/files/2011/04/AP-2710-Conflict-of-Interest-Disclosure1.pdf>*

I, \_\_\_\_\_, have read the statement written above and agree to remain free of any and all interests and activities which are, or could be, detrimental or in conflict with the best interests of the Peralta Community College District regarding the activity listed below:

(Travel Destination/Activity) \_\_\_\_\_  
from (Dates) \_\_\_\_\_ to \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **POTENTIAL PARTNER ORGANIZATIONS**

### **Third-Party Providers for Customized Programs:**

#### **Linden Travel**

Contact: Kiet Lam

Phone: (510) 763-7957

Email: [linden\\_travel@yahoo.com](mailto:linden_travel@yahoo.com)

#### **Worldstrides**

Contact: Julie Alexander

Phone: (877) 785-2675

Email: [juliea@worldstrides.org](mailto:juliea@worldstrides.org)

#### **Education First College Study Tours**

Contact: Kathryn Francis

Phone: (310) 561-3696

Email: [Kathryn.francis@ef.edu](mailto:Kathryn.francis@ef.edu)

#### **Global Education Facilitation**

Contact: Paul Bardwil

Phone: (916) 225-8207

Email: [pbardwil@aol.com](mailto:pbardwil@aol.com)

### **Study Abroad Travel Insurance Providers:**

iNext International Insurance

Contact: Maggie Robinson

Phone: (207) 553-7895

Email: [mrobinson@ciee.org](mailto:mrobinson@ciee.org)

## ELEMENTS OF A STRONG PROPOSAL

A number of factors go into the creation of a strong proposal, regardless of the student audience or type of program. The categories below provide a broad overview of the elements of strong proposals.

**Academic Integrity:** PCCD courses delivered overseas must adhere to the same high standards of content, delivery, and assessment as courses taught on campus. Courses abroad should take advantage of the program locale and enable students to connect with unique aspects of the foreign culture and society of the nation or region. Proposed excursions or field trips must have academic relevance to the course. Enhancing the academic experience of student participants is the primary purpose of these programs; therefore, faculty research should take place only in programs where students participate in and contribute to the research project. Faculty should also consider whether the proposed course can be cross-listed among more than one academic department.

**Fiscal and Budgetary Responsibility:** Cost is one of the top barriers to study abroad for PCCD students, along with obtaining academic credit that is directly applicable to their degree plan. Because faculty-led programs can address both of these barriers, they are uniquely positioned to increase student access to study abroad, as long as the program fee itself is not prohibitive for students.

**Prospective Students:** Faculty-led programs are intended to provide greater access to study abroad opportunities for PCCD students. Ideally, a broad offering of faculty-led programs will increase the mix of students studying abroad to the point that it reflects the diversity of the student body on campus, including racial/ethnic groups, specific socio-economic groups (e.g. first-generation college students) and departments or colleges that have historically been underrepresented in study abroad. Faculty-led programs provide a needed option for students in certain majors, with limited time or finances available for study abroad, or who feel most comfortable traveling with a PCCD faculty member. Faculty should consider partnering with Financial Aid, Disability Services, Veteran Affairs, Child Care centers, Foundation program, Calworks/EOPS, and so forth to engage underrepresented populations in study abroad.

**Likelihood of Success:** A successful proposal includes not only the elements above, but also several factors that make it likely for the program to attract sufficient student participants. Elements that contribute to the success of a program include: relevance of the academic topic; an adequate pool of students upon which to draw; previous demonstrated student interest in proposed course and/or region; faculty knowledge of contacts with the program site, host language and culture; reasonable cost to implement the program; and a clear vision of the program itself (how the location connects to course content and can best be utilized to maximize students' experiences abroad). Faculty should consider the amount of time that they will need to commit both at the home institution and abroad.

**Safety and Security:** The safety and security of students, faculty and staff is of primary importance in developing and administering programs abroad. PCCD is committed to the safety and well-being of its students, faculty and staff when they participate in international activities and realizes that some areas of the world present heightened health and safety risks. In particular, countries that have [US Department of State Travel Warnings](#) or [CDC Travel Health Notices](#) require special consideration. While information from these sites will be taken into consideration, it may not make the final determination based on the totality of the circumstances.

## **GUIDING QUERIES**

The following questions are central to the review process and will help you think through the creation of a strong program proposal:

### **A. Program Design:**

1. Can the program be implemented safely and successfully?
2. Can the program be implemented for a reasonable cost that is not prohibitive for students?
3. Is the program appropriate for students with any level of international experience, including first-time travelers?
4. Are the content and delivery of the course(s) enhanced by the international location?
5. Do proposed excursions or field trips have academic relevance to the course?
6. Is the program as proposed viable, or would it require significant revision to implement effectively?

### **B. Faculty Expertise:**

1. How familiar is the faculty member with the proposed international location? (e.g. professional connections, experience visiting/living/working there, language abilities, etc.)
2. Has the faculty member successfully taught the proposed course or a similar course at either PCCD or another location?
3. Is the faculty member available to recruit and orient students during key periods of the semesters preceding the program?
4. Is the syllabus complete and does it reflect a course that offers an academic experience that meets PCCD standards?

### **C. Contribution to International Education at PCCD:**

1. Will the course contribute to a balanced set of offerings, including opportunities for students in different fields of study, different undergraduate classifications, as well as a variety of geographic regions?
2. Will the course contribute to a study abroad population that reflects the diversity of the student body on campus, including racial/ethnic groups, socio-economic classifications (e.g. first-generation college students) as well as distribution of majors in the various academic departments or colleges?
3. Does the program fill a need that is not filled by other study abroad programs? (e.g. affiliates, exchanges, existing faculty-led programs)

## **AVAILABLE OIE SUPPORT**

- Meetings to discuss best practices in developing proposal and program
- Office of International Education may host orientations
- Assistance with marketing:
  - Website ([web.peralta.edu/international/study-abroad](http://web.peralta.edu/international/study-abroad))
  - Flyers
  - Class schedule
- Create a contract with a third-party provider:

- Responsibilities, liability insurance
- Approved to form by General Counsel Office
- Signed by the College President, Overseas Administrator/third party provider, Office of International Education, Chancellor
- Resolve enrollment/payment issues (passport): all students attending the trip must be enrolled as a PCCD student
- Collection of student data, including medical and emergency contact information

## Developing an Approved Program

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### Program Stages

Many steps go into the development and administration of a faculty-led program. The focus shifts with the stages of the program cycle, as described below.

#### Recruitment

In this period of the program cycle, faculty, staff and program alumni are working collectively to attract students to the upcoming program. A successful recruitment stage means that information about the program has reached a broad audience of students in a variety of venues across campus (classes, student organizations, the student union, etc.).

#### Acceptance

The acceptance stage begins with the students' completed application and concludes with the student's registration in the course. Faculty leaders, OIE staff, and academic advisors may guide the student through this stage. Faculty should continue to work with your Dean to know when the course will be available for students to begin enrollment.

#### Pre-departure and Retention

Students have many responsibilities during the pre-departure stage. It is important that the faculty and staff working on the program understand the requirements being placed on the students. All students have to submit university-required forms and may be required to attend pre-departure meetings or complete additional documents for program providers and on-site coordinators. Faculty leaders are encouraged to address and report misconduct during this period in order to prevent further incidents abroad. From the point of acceptance to the day the student gets on the airplane to go abroad, all parties involved must be concerned with retention, since students can withdraw from the program at any time. Focused efforts to keep the student interested and engaged in the program are key to a program's overall success.

Prior to departure, each student will need to complete the following:

1. Pre-Travel Study Abroad Information Form – <https://www.surveymonkey.com/r/peraltapretravel>
2. Assumption of Risk and Waiver Forms (collect from students and submit to OIE prior to departure) - <http://web.peralta.edu/international/wp-content/uploads/2014/07/Waiver-Release-AOR-2.doc> (See Appendix A and B)
3. Apply for a Passport (if they do not have one already)

4. Register with the US Department of State's Smart Traveler Enrollment Program (STEP) - <https://step.state.gov/step/>
5. Enroll into the course associated with the trip
6. Attend mandatory pre-departure orientations
7. Obtain proper immunizations as listed on the Centers for Disease Control and Prevention website - <https://www.cdc.gov/>
8. Review Financial Aid Checklist (See Below) for students interested in seeing if they are eligible for Peralta Financial Aid.

### **Financial Aid Checklist for Study Abroad**

1. Apply for a study abroad program and indicate on your application that you are interested in applying for financial aid grants or student loans.
2. Complete a FAFSA form for the appropriate academic year, if you have not done so already. The summer semester is part of the current academic year, not the following year, i.e. summer 2018 is part of the 2017-2018 academic year.
3. Talk to a representative in the Financial Aid Office. Let them know that you are planning to attend a study abroad program. If you been provided a sample budget for the study abroad course, bring that to the meeting with the Financial Aid representative. You may also be asked to complete additional forms in order for the financial aid office to determine eligibility.
4. The Financial Aid Office will contact you in regards to eligibility for federal funds and how much. If eligible, an offer letter will include any grants or loans you are eligible to receive. If you don't receive any notification, contact the Financial Aid Office to see if there is any additional information they need.
5. If you are receiving financial aid, funds will be used to pay off any tuition costs for the study abroad course. Any excess financial aid funds will be sent to your bank mobile account. You would be responsible in ensuring that any additional costs for the study abroad program are paid off.

### **Additional Comments**

1. Grades from study-abroad will count towards SAP and future eligibility of financial aid
2. Grant amounts are pro-rated based on enrollment status. You must be in at least six degree-applicable classes to receive a direct loan
3. Students must officially declare into an eligible FA academic program to receive federal grants or loans. Contact Admissions & Records for more questions.
4. Study-abroad classes must be applicable to your official program of study at Peralta. If the course is not toward your degree, financial aid cannot pay for the course.
5. Budget accordingly. Depending on expenses of the study abroad program you are taking, Federal grants and student loans received from the college may not cover all expenses!

Faculty should also distribute this Pre-Departure Handbook for students which has some important resources and tips: <http://web.peralta.edu/international/wp-content/uploads/2017/11/4-Student-Handbook-Pre-Departure.pdf>

### Abroad

The abroad stage spans the official dates of the program. Student development throughout this stage is ongoing, and the OIE can provide resources for faculty leaders to help them understand their students' needs throughout their time abroad.

### Re-entry

This stage can be especially challenging, as students and faculty may return from abroad at varying times. Everyone is eager to reestablish connections and prepare for the upcoming semester. However, this stage can be the most critical for the student because cultural readjustment may pose difficulties even after a short program and could affect a student's positive experience abroad. Faculty leaders may suggest students attend international events or volunteer opportunities to help students build on their newly acquired global perspective. Facilitated support that helps the students integrate their experience abroad into their current life and future goals is perhaps one of the most valuable components of a faculty-led program.

Please refer to the Student Handbook for Re-Entry here: <http://web.peralta.edu/international/wp-content/uploads/2017/12/Content-5-Student-Handbook -Re-entry.pdf>

## **Budgeting and Logistics**

### Students: The Financial Reality of Study Abroad

Part of the OIE's goal in supporting faculty-led programs is to provide access to study abroad opportunities for all students who are interested in and eligible to participate. Across the nation and at PCCD, one of the top barriers to student participation in study abroad is cost. For several reasons, faculty-led programs appeal to a population of students who otherwise might not consider studying abroad. In order to minimize the financial barriers for our students, we emphasize the importance of containing student costs in the development of program budgets. Below are some factors to consider when developing your program:

1. *Does the significance of the proposed program location justify the cost?*

When addressing this question, the most important factor to consider is the connection of the location to the course content. Other factors include student interest in the location, availability of support services, and cost and ease of transportation, housing, etc. Study Abroad program coordinators can advise you on the logistical aspects of particular locations.

2. *Do the proposed excursions further the academic goals of the program?*

"Tourist" excursions may be costly; if they are not strongly tied to your academic goals, consider eliminating these.

3. *Can the academic goals of the program be accomplished in one destination versus multiple locations?*

Some programs truly require multiple sites, whereas in others, one destination of significance will serve the academic purposes of the course. Each site adds new

transportation expenses and logistical arrangements, which can be very costly. The additional travel can also add to the potential safety risks associated with the program.

4. *Does the anticipated number of students, location, and/or logistics justify the number of faculty and/or T.A.s?*

A very low student to faculty ratio often creates an undue cost burden on student participants, who must pay their own expenses plus those of program leaders.

5. *Does PCCD or the faculty leader have a relationship with a university in the desired location?*

The ability to connect faculty-led programs to existing university partnerships (usually exchange agreements) has multiple benefits. If the institution can provide logistical support, classroom, and/or housing, it helps control cost and gives you potential access to local experts, and a population of students in the host country, thereby deepening the cultural experience of participants.

The OIE staff have a wealth of experience in finding creative ways to develop successful, cost effective programs and will be happy to discuss cost-effective approaches to program development.

The following items are not always included in the program fee paid by students, yet contribute substantially to the total cost of participation. When considering the overall cost of the program, it is important to keep in mind the items that students may have to pay directly:

- *International transportation:* Students could be responsible for securing their own transportation to and from the destination.
- *Passport and visa costs:* All students must have a passport, and many students are required to secure a visa for travel to their destination country. Visa requirements depend on each student's citizenship and the country to which he or she is traveling.
- *Physical exam, immunizations and/or medication:* Students are required to pay the costs of any physical exams to complete the mandatory health clearance process for study abroad, and any immunizations or medications they wish to receive before traveling.
- *Incidental expenses, some meals:* Students will need to have access to funds while abroad for incidentals not covered by the program. Specific expenses depend on the program, but may include phone calls, laundry, souvenirs, and entertainment. If the program does not provide three meals per day, they will also need to budget for this expense.

### Scholarships/Funding Opportunities for Students

Faculty are encouraged to recommend the following scholarships and funding opportunities to students interested in studying abroad:

- Peralta Colleges Foundation: <http://web.peralta.edu/foundation/scholarships-and-grants/available-scholarships>
- The Gilman Scholarship (open to U.S. citizen undergraduate students who are receiving Federal Pell Grant funding at a two-year or four-year college or university to participate in

study and intern abroad programs worldwide): <http://www.iie.org/programs/gilman-scholarship-program>

- GoFundMe Fundraising Platform: <https://www.gofundme.com/>
- StudyAbroad.com: <http://www.studyabroad.com/scholarships.aspx>
- California Colleges for International Education (CCIE): <http://ccieworld.org/grants.htm>
- Fund for Education Abroad (For programs 4 weeks or longer): <http://www.fundforeducationabroad.org/applicants>
- Go Overseas: Study + Intern Abroad Scholarship: <http://www.gooverseas.com/scholarships/study-abroad-application>
- Go Overseas: Volunteer Abroad Scholarship: <http://www.gooverseas.com/scholarships/volunteer-abroad-application>
- MoneyGeek.com: <http://www.moneygeek.com/education/college/resources/study-abroad>
- Study Abroad Scholarship Database: <http://scholarships.berkeley.edu/scholarships/type>

#### Faculty: Travel Arrangements

All faculty directors must have a valid passport. Some countries require that passports are valid for six months after the departure date and have up to four blank pages. Some countries also require a visa. Check the State Department's travel website under country-specific information to determine entry requirements <http://travel.state.gov/travel/>. In some cases, it may take up to three months to obtain a visa. Faculty leaders are responsible for obtaining their own visas, although the cost of the faculty visa may be incorporated into the program budget.

#### **Promotion and Recruitment**

Promotion and recruitment are an essential part of any study abroad program. Active involvement in the recruitment process by the faculty can make all the difference in a program's success or failure. The OIE staff collaborates with faculty leaders on promotional materials and strategies, but flyers and emails are no substitute for one-on-one faculty-to-student contact. Faculty leaders should plan to give presentations about their programs in a variety of venues during the promotional period. When planning promotion and recruitment strategies, please keep in mind the aforementioned Student Participation Program Requirements in PCCD AP 4026.

1. Inform students of the course, requirements, and academic content of the program. Articulate connections between destination country and course content.
2. Talk about the cultural experiences you will incorporate into the itinerary, including a tentative program schedule.
3. Explain how grading works.
4. Explain criteria for acceptance into course and/or program (course prerequisites, language level, writing experience, lab research, etc.).
5. Encourage diversity among program participants.

6. Share your enthusiasm for the program with prospective participants. This may include showing photos and describing the importance/relevance of the location and coursework.
7. Describe in-country logistics (housing, food, transportation).
8. Provide information on health and safety abroad and pre-departure preparation. Give instructions on how to apply for the program and register for courses. Advise on using financial aid and applying for scholarships.
9. Promote program to a diverse range of students.

OIE staff and faculty may collaborate to recruit students through the following promotional outlets:

- Create a Promotional Flyer for distribution to counseling offices, library and other available locations on campus.
- Promote the program in classrooms.
- Connect with various student groups on campus (student clubs, student government, student ambassadors).
- Attend campus and committee meetings to disseminate information.
- Send an invitation letter to other colleges with flyer
- Update on PCCD Study Abroad website
- Send to California Colleges for International Education (ccieworld.org) – Rabyrl@aol.com
- Update Program on Abroad101.com website
- Send to SECUSS Listserv
- Facebook page update (public)
- Facebook Group (private)
- Email to PCCD announcements
- Email to study abroad newsletter subscribers
- Study abroad fair: the OIE sponsors a study abroad fair each year. All PCCD study abroad programs are invited to attend, present their materials and speak with students.
- Info sessions/tabling on campus
- Community outreach (identify potential partners/sponsors related to field of study or destination)
- Public communication - PCCD marketing, East Bay Times, District Facebook.

### FERPA and Privacy

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to educational records. Educational records are all records that contain information directly related to a student and are maintained by an educational agency or institution, or by a party acting on its behalf. PCCD student records include educational records maintained by the district except for directory information. Student records include official academic and personal records relating to scholastic, disciplinary, and fiscal matters, as well as records maintained by district offices and agencies providing services sought voluntarily by individual students.

According to FERPA, non-directory information may not be released without prior written consent from the student. Exceptions may include access by appropriate university administrators, faculty members, or staff members who require access to educational records in order to perform their legitimate educational duties; officials of other schools in which the student seeks or intends to enroll; and in connection with a student's application for, or receipt of, financial aid.

Faculty leaders are encouraged to communicate with parents of prospective participants, and can share any general information about the program, including dates, costs, addresses, itinerary, packing lists, academic expectations, etc. It is important to make information and promotional materials about the program available to parents. However, in order for faculty to share non-directory information about a specific student's behavior, progress, financial aid (including stipend amounts), contact information abroad, or progress, students must sign a FERPA release form. Under federal law, faculty cannot discuss an individual student's participation unless the student signs this form. <http://web.peralta.edu/admissions/files/2017/10/Authorization-for-Release-of-Student-Records-10-30-17.pdf>

## Application and Admissions Process

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Although some applicants may meet all of the established eligibility criteria, certain “red flags” in their application materials and/or behavior may require special consideration. These “red flags” do not necessarily preclude a student's acceptance into the program, but they are often indicators that further discussion with the student or other involved parties is necessary in order to make the decision. Some examples of these indicators include, but are not limited to, the following:

- Student's application indicates that their primary motivation to study abroad is questionable (e.g. desire to escape a situation or person, focus on travel or extended vacation, for others to visit or accompany them abroad, etc.).
- Student's past academic history shows recent drastic decline in academic performance, breaks in attendance, multiple absence/failing reports, or repeated no-shows.
- Student demonstrates erratic or inappropriate behavior in his or her interactions with faculty or OIE staff (before or after acceptance into the program).

Faculty leaders who identify “red flags” in a student's application materials or in their interactions with a student are encouraged to notify the OIE so they can work together to determine the appropriate course of action, which may include a student interview, following up with other faculty/advisors, or decide upon a referral for behavior concerns.

### Late Applicants

In most cases, late applicants are not reliable program participants; therefore, the OIE does not recommend allowing late applications or deadline extensions. Throughout the recruitment phase it is important to keep in mind the target enrollment number and final application deadline.

### **Statement on Equal Education Opportunity**

The Peralta Community College District is committed to providing a workplace free of unlawful discriminatory harassment or discrimination. In keeping with this commitment, the District expressly prohibits discrimination and discriminatory harassment in its programs, activities, work and educational environments, on the basis of certain personal characteristics including ethnic group identification, race, color, creed, national origin, sex (including pregnancy, childbirth or related medical conditions, and a strict prohibition against sexual harassment), religion, age, physical or mental disability, marital status, sexual orientation, transgender status at any stage, status as a special disabled or Vietnam-era veteran, medical conditions (cancer related or HIV

positive, including AIDS/ARC), ancestry, citizenship, political affiliation, family care status, or any other characteristics prohibited by law.  
PCCD Board Policy, (2012).

### Students with Disabilities

Students with disabilities can and do study abroad. Under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, study abroad faculty leaders cannot inquire about an applicant's disability prior to having accepted the person into the program. Applicants with disabilities should be evaluated based on the same qualifications as any other potential participant, and faculty leaders should not make any assumptions about an applicant's abilities or intelligence based on knowledge of a disability. Once a participant has been accepted, the faculty leader may inquire about a disability in order to facilitate program adaptations.

Sharing in the philosophy that all students should be assured equal access and opportunity, the OIE will work with Disabled Students Program and Services (DSPS) and appropriate overseas personnel to identify and obtain reasonable accommodations and to assist a student with a documented disability in planning for a successful international experience. Many foreign countries do not have the same accessibility laws as in the United States, and accommodations and accessibility may be much different. If special accommodations for a physical disability or learning disability are needed, it is very important to investigate these accommodations in a timely manner, as it may take a considerable amount of time to arrange. Faculty leaders with concerns related to students with disabilities may wish to contact the following offices or organizations.

### Mobility International USA (MIUSA)

<http://www.miusa.org/>

Mobility International USA is a national nonprofit organization dedicated to promoting equal opportunities for persons with disabilities in international educational exchange, leadership development, disability-rights training, travel and community service. In addition to conducting international exchange programs, MIUSA consults with other organizations to help them include persons with disabilities in their exchange and leadership programs. MIUSA is also a good resource for locating services abroad such as mental health professionals.

### Access Abroad

<http://umabroad.umn.edu/professionals/accessabroad/>

The Access Abroad site is devoted to making existing study abroad opportunities accessible to college students with disabilities, in accordance with ADA regulations and was developed by the University of Minnesota.

### Transitions Abroad

[www.transitionsabroad.com/listings/travel/disability/index.shtml](http://www.transitionsabroad.com/listings/travel/disability/index.shtml)

TransitionsAbroad.com has been developed to reflect the depth and quality of the best resources, programs and links gathered and updated over the past 35+ years. TransitionsAbroad.com is committed to expand upon its pioneering publications and remain the most comprehensive Web portal and webzine for work, study, travel, living, and volunteering abroad.

## Pre-departure Responsibilities

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### Orientations

Students need to be oriented on cultural and logistical aspects of the program before departure and upon arrival. Orientations should be coordinated in conjunction with the OIE and/or on-site partners. The Forum on Education Abroad defines pre-departure orientation as “programming intended to prepare students for a meaningful, successful, and educational experience abroad and impart “information needed to avoid conduct that could have a negative impact on themselves, the host country, or the image of their home country” (2014, p.9).

The initial pre-departure orientation session should take place after students are notified of their acceptance and before the program deposit is due, allowing students to understand the program in greater detail before paying any non-refundable deposits. NAFSA’s Guide to Education Abroad also recommends that pre-departure orientations should occur early in the preparation cycle to ensure that students have sufficient time to make arrangements such as securing an adequate supply of medications, and allow time for guest speakers from campus student services offices to present expert knowledge (p. 154).

All programs should also hold an on-site orientation. Attendance at all pre-departure and on-site orientations should be made mandatory. Students must plan their arrival in the host country to ensure participation in the on-site orientation. Special attention should be given to differences in world time zones when booking flights to ensure on-time arrival. Sample outlines of pre-departure and on-site orientations are provided in Appendix C as well as a packing list which is included in Appendix D. The “Establishing Expectations” section in the “Working with Students Abroad” chapter of this handbook also contains useful suggestions for orientation content.

Pre-Departure planning should also include the following items:

1. Country and region specific health and environmental information
2. Local Customs/Laws
3. Required, recommended and routine specific vaccinations - [CDC Travel Health Notices](#)
4. General advice on nutrition and dietary deficiencies
5. Cautions about alcohol and drug use
6. General instructions for emergency medical situations
7. Illness and accident insurance policies and emergency assistance coverage information, including medical and evacuation insurance
8. Expectations of students, faculty and guests.
9. Current travel warnings for country of travel - <http://travel.state.gov/travel/>
10. Food and water safety
11. Laws and Codes of Conduct
12. Emergency Contacts and Preparedness
13. Sexual Harassment and Sexual Violence
14. Transportation Safety
15. Alcohol and Drugs

## **Passports and Visas**

All students must obtain a passport, and some program locations may require a visa. Visa requirements vary depending on each student's citizenship and the country to which he or she is traveling. OIE staff can guide students on visa requirements at key points during the pre-departure advising process; however, obtaining a valid passport and securing the correct visa is ultimately the responsibility of the student.

## **Non-program Participants Accompanying Students Abroad**

On occasion, students may inquire about a spouse, partner, parent, child, or friend accompanying him/her abroad. The OIE strongly encourages students to participate in the program independently and plan their personal travel outside the program dates. PCCD study abroad programs are academically and physically demanding. Participants typically spend many more hours per day in classes and participating in mandatory program activities than they do studying on campus at home. Accordingly, time for friends and family while the program is in session is limited. Any requests for accompanying, non-enrolled family, partners, or friends should be discussed fully with the faculty leader. The OIE or third-party provider cannot assist with housing, childcare, healthcare, travel arrangements, or any other necessary support for spouses, children, partners, parents or friends that accompany program participants. Non-participants may not participate in program excursions, housing or other program-specific activities. Likewise, PCCD is not responsible for the injury, illness, loss, or death of spouses, children, partners, parents, or friends accompanying participants in study abroad programs.

## **Academic Matters**

Because faculty-led study abroad programs are extensions of the larger PCCD academic community, academic policy for study abroad programs is governed by the rules already set forth in district policies whenever applicable. Per PCCD policy, each instructor must provide a syllabus to students on the first meeting day of the class. Please follow any standardized course syllabus templates that exist at your college when creating your syllabus. However, it is strongly recommended that faculty leaders provide syllabi for their courses abroad, as well as a program schedule, to their students well before departure. Syllabi for courses abroad are required to include the same elements as syllabi for courses that take place on campus. It may also be appropriate to include a calendar, itinerary, and/or map.

## **Working with Students Abroad**

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### **Supervision of the Group**

The role of a faculty leader on a study abroad program encompasses the traditional faculty responsibility for academic content and instruction as well as the responsibility to serve as PCCD's representative abroad in other matters affecting participants and the program. Programs abroad entail more than just the classes; therefore the role of the faculty director must also extend beyond the strictly academic. In essence, faculty leaders become field representatives for a variety of offices on the PCCD campus, including the OIE and Student Services, and must be prepared to assume these additional duties for the duration of the program, including on evenings and weekends.

Faculty leaders are required to ensure that the program has a designated “on duty” contact at all times. Normally this role is filled by the faculty leader him or herself, who remains with the group for the duration of the program, including attendance at orientation, excursions, and program activities. Faculty leaders should not leave the city to attend a conference or have a weekend away during the official program dates unless there is a second individual approved to serve as the program contact during that time period who will be in the city where the program is located. An approved emergency contact could be a second faculty member co-leading the program, a graduate assistant employed by the program, or an on-site employee of an affiliate program provider or partner institution. If you anticipate the need for such an arrangement, discuss this with OIE staff, as the designated contact will need information and training in order to fill this role. In order to adequately supervise students, it is recommended that a faculty leader does not travel with more than 25 students without another faculty member or assistant on the trip. This number of students may be flexible depending on the faculty leader’s experience leading study abroad programs.

## **Student Attendance Policies**

### Orientations

As a condition of participation, students should agree to attend all mandatory pre-departure, on-site, and re-entry orientations.

### Classes

Regular attendance at all class meetings is expected. Instructors are responsible for implementing their attendance policy and must notify students of any special attendance requirements. Each course’s attendance policy should be included in the course syllabus. The attendance policy for courses taught abroad should be at least as rigorous as would be expected on campus.

### Excursions

Excursions are an integral part of the academic experience abroad. Students are required to participate on all excursions unless they obtain prior approval from the faculty leader. The faculty leader is encouraged to maintain contact with the OIE regarding attendance issues. If a student does not attend an excursion, whether the absence is approved or not, the cost of the excursion will not be refunded.

### Early Program Departure

By enrolling in a study abroad program, students agree to attend the program until its conclusion. Students may not depart the program until after the last scheduled class day and all program activities have concluded.

## **Student Behavior**

### Establishing Expectations

Experienced study abroad program leaders often report that their biggest challenges abroad are not emergency situations, public transportation strikes, fluctuating currencies or language barriers, but student behavioral problems. Those who have successfully traveled with students for many

years advocate discussing appropriate student conduct and behavior-related problems in the pre-departure orientation as well as upon arrival.

To begin, reinforce the message that study abroad is an academic experience, and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the occasional notion that study abroad is a vacation for credit. Also, refrain from referring to the experience as a “trip,” but instead use the word “program” as it denotes a difference between study abroad and a vacation. Reinforce the concept of students as “cultural ambassadors” and emphasize that their conduct will be seen as representative of the United States, as well as the state of California and PCCD. Students need to be reminded that while the consequences of poor behavior while on campus or at home reflect solely on themselves, misconduct abroad may be attributed to the entire group. In addition, be honest with your students about how poor behavior may reflect poorly on you, the program leader, and to your local colleagues. Refer to the items referenced in the “Guidelines for Student Behavior Abroad” section below, and to your own expectations of your students, to establish a common understanding before departure. Some veteran faculty leaders have found that having students sign a behavioral agreement before departure helps set expectations for the trip and minimizes risks associated with student choices and behavior. Sample behavior agreements are included in Appendix E.

Furthermore, address your concerns regarding alcohol misuse and abuse. In addition to posing a health and safety risk, alcohol abuse is the primary source of behavioral problems and personality conflicts between group members. By addressing this issue in advance, you not only inform students of your concerns, but also alert them to possible past problems that have had a negative effect on programs. Many study abroad program leaders have commented that this proactive approach has been successful in reducing the number of alcohol-related problems. Brainstorm with the students on their perception of alcohol use in the host culture, comparing and/or contrasting with alcohol use in the United States. Share your knowledge of alcohol use in the host culture and remind students of the difference between alcohol use and alcohol misuse/abuse. Lastly, review this conversation after arrival and throughout the program. Be alert to group dynamics and address any concerns you may perceive.

#### Guidelines for Student Behavior Abroad

All PCCD students, including students abroad, are bound by the Code of Student Conduct. Regulations and procedures regarding student discipline and conduct are set forth in Administrative Procedure 5500: Student Standards of Conduct, Discipline Procedures and Due Process. These rules are intended to facilitate the educational process and to promote a safe, fair, and successful experience for students. In addition, all participants in PCCD faculty-led study abroad programs are subject to the laws and regulations of their host country, community, institution, and other on-site partners (third party providers, residence halls, etc.).

It is important that the faculty leader is familiar with the aforementioned guidelines governing student behavior abroad. The faculty leader may establish additional conduct requirements for the program, which should be clearly communicated to the students in writing. It is very important that

each faculty leader articulate his or her expectations during pre-departure activities, in the syllabus, upon arrival in country, and as often as necessary while conducting the program.

All students must agree to adhere to the student Standards of Conduct by clicking they have read and understood the rules on the Pre-Travel Study Abroad Information form -

<https://www.surveymonkey.com/r/peraltapretravel>

### Misconduct Resolution Process

Many behavior issues can be resolved by communicating directly with the student(s) in question. A frank discussion of expectations and consequences is often the most effective approach to managing student behavior. If more than one PCCD faculty member or staff is accompanying the program, all should be involved in meeting with the student to resolve problems and ensure fair treatment. The aforementioned guidelines for student behavior abroad should be emphasized to the student, as well as the consequences for repeat violations of these rules, which can include expulsion from the program.

Whether the behavioral problems are minor or significant, we urge you to make a written record of all of your observations and discussions with the student and to brief the OIE staff on such conversations. Notifying the OIE allows us to begin a written record of events and provides documentation of early warnings, should the behavior persist or worsen. The OIE will also coordinate the involvement of PCCD authorities, as appropriate. It is not uncommon for study abroad students to call home to report any unusual behavior and for parents to then contact the OIE with their concerns. Notifying the OIE as soon as possible allows a more efficient and effective response.

### Alcohol Use Abroad

Many study abroad programs take place in locations where the cultural norms and/or laws regarding alcohol are different from those of the United States. Both before departure and while abroad, students should be encouraged to make responsible decisions regarding alcohol and reminded of the potential consequences of alcohol misuse. Participants in PCCD study abroad programs are responsible for following local laws, rules, and regulations regarding the consumption, misuse, and/or abuse of drugs and alcohol. Students also agree to comply with the alcohol and drug policies set forth by Administrative Procedure 3550 (Preserving a Drug free environment for Students). Violation of these regulations may result in penalties or disciplinary action. If students choose to consume alcohol while abroad, responsible behavior and moderation is expected. Students are responsible for their behavior and any misconduct that is related to the consumption of alcohol while abroad.

As a faculty leader, if you suspect that a student is in violation of an alcohol policy, please contact the OIE immediately and maintain written documentation of every incident. The OIE will assist you in developing a response plan in coordination with local and/or PCCD resources as necessary. It is important that faculty directors consider the implications of their personal alcohol consumption during the program. The role of faculty leader is a position of authority and responsibility, and you must be capable of addressing an emergency should it arise. As a result, it is strongly advised that your alcohol consumption is minimal, both at formal program functions and any informal gatherings. Participation in and/or accompanying students to social events that involve excessive consumption of alcohol can imply that drunkenness is acceptable and may send a contradictory

message regarding responsible drinking. Program funds should not be used to purchase alcohol for students or faculty.

## Crisis Preparation and Protocols

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### Crises Abroad

PCCD and the OIE place the utmost importance on the safety, security, and well-being of study abroad program participants. Moreover, the OIE staff, faculty leader and on-site partners follow prudent measures to verify that transportation, lodging, and medical facilities are safe and of reasonable quality, and that communication plans and crisis responses are in place to provide a safe environment for program participants. While the OIE is firmly committed to providing this support, we emphasize to students who program participants must also take responsibility for their own safety, security, and well-being. This fact should be highlighted during pre-departure preparations, on-site orientations, and throughout the program.

What Could Go Wrong? ([Study Abroad Risk Management, Madison Area Technical College](#))

- [People To People Leaders Allegedly Drank Beer While Student Was Dying \(Consumer Affairs, August 2009\)](#)
- [Professor Dismissed for Talking Sex With Students Abroad \(Inside Higher Ed, June 2013\)](#)
- [A Rape Response Gone Wrong \(Inside Higher Ed, Feb 2014\)](#)
- [4 Stories Of Study Abroad Gone Wrong \(USA Today, May 2013\)](#)
- [Student Drowning in Costa Rica Prompts US Legislative Proposal \(Costa Rica News, Sept 2015\)](#)
- [Boston University mourns the loss of three students in New Zealand crash \(Boston.com\)](#)

While on a PCCD faculty-led program, the OIE expects all participants to take the same precautions anyone would follow in their home communities in the United States and to make smart decisions. We caution students to use common sense, be alert and aware of their surroundings at all times, travel with a buddy, and to never put themselves in compromising positions with the use of drugs or alcohol. PCCD cannot guarantee or assure the absolute safety of participants or eliminate all risks from the study abroad environment. Nor can we monitor students' choices and behaviors at all times, or prevent them from engaging in dangerous, unwise, or illegal activity. Nonetheless, we must do our best to run a safe program, and the faculty leaders comprise our front line. Please plan ahead and prepare accordingly.

### Defining a Crisis

In the context of faculty-led study abroad programs, a crisis is defined as any event that harms or jeopardizes the health, safety, or security of PCCD students, faculty and/or staff in a foreign country, necessitating immediate involvement and/or action by the district. The term crisis may refer to a

range of incidents, from those with widespread impact on PCCD (e.g. the death of a student abroad) to less critical incidents (e.g. a common street mugging).

Crises can be real or perceived. All cases should be handled with sensitivity and good judgment, reflecting the university's promise to care for the well-being of all its travelers abroad. Although this crisis management strategy is designed with real crises in mind, it is important to note that perceived crises should not be ignored or deemed less important than real crises. Perceived crises may arise from actual events (e.g. a natural disaster or civil unrest), therefore, it is important to assess all available data thoroughly before responding. Real crises are those that impact the health, safety, and security of PCCD travelers. It is unlikely, although not impossible, that an outbreak of war, a coup d'état, terrorist activity, or political instability will occur at a site where PCCD is conducting a faculty-led program. It is more likely that a medical emergency or a natural disaster would occur. Assessment of the situation reveals that immediate attention from the district is needed, oftentimes requiring the involvement of various offices to formulate an appropriate response.

The OIE considers a crisis (real or perceived) to be any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well-being of program participants. Crises include, though are not confined to, the following types of events and incidents:

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

### Emergency Response Plan

Prior to departure, faculty leaders, in conjunction with the OIE, should create and submit an Emergency Response Plan (ERP) for their program. The purpose of the ERP is twofold:

1. To compile crisis management materials including contact information for on-site program partners, PCCD or US-based emergency support, the nearest hospital, and more.
2. To mitigate risk ERPs should be tailored specifically to the culture, customs, and current state of affairs of the program site. They should also plan for numerous issues, such as student misconduct, lost travel documents, student injury or sickness, and designating an

alternate faculty leader should the primary director become incapacitated during the program.

### **Equipping Students for a Crisis**

It is not sufficient to compile ERPs and file them away in a wallet or folder. Meaningful practice, in the form of regular review of the plans, verbal rehearsal of emergency drills, and participation in problem-solving exercises, empowers program leaders, on-site program partners and students to confidently respond to a crisis at a moment's notice. During pre-departure orientations and on-site orientation, the faculty leader and OIE staff should prepare students for crisis prevention. This includes introducing students to resources like overseas insurance and the US State Department's Smart Traveler Enrollment Program (STEP).

For students, this task of engaging in meaningful practice can be rather challenging. Many students who have not previously traveled abroad cannot imagine themselves in a foreign country, let alone how they might react to a troubling situation abroad. The OIE recommends including scenario-based activities in pre-departure orientations that allow students to think through "what would you do" questions. It is important to help students understand that safety cues in other countries may be different than what they are used to in the US, and that they should exercise common sense and good judgment. It is helpful to give them ideas about what kinds of questions they may want to ask of on-site coordinators or homestay families to help them evaluate what is safe or unsafe in the new environment.

#### Tips for Crisis Prevention and Response Planning

The faculty leader should follow the steps below before departure and while abroad to adequately prepare for the unexpected.

1. Acquaint yourself with region-specific health and safety concerns.
2. Prepare all program participants for a safe program, both physically and emotionally, by urging participants to consult with all of their health care providers prior to departure.
3. Conduct pre-departure orientations covering region-specific health and safety precautions and procedures.
4. Distribute emergency contact information to all participants.
5. Conduct an on-site orientation that acquaints participants with in-country medical procedures/ facilities, reinforces emergency protocols, and revisits the code of conduct and behavior expectations.
6. Be available 24/7 to respond to the needs of the program participants.
7. Carry emergency information, a student contact list, and a cell phone at all times and be prepared to communicate via phone or e-mail with the OIE in the event of an emergency.

#### Overseas Health Insurance

All students, faculty, and staff on study abroad programs are required to be enrolled in international health insurance. It is important that faculty leaders are aware of both their own coverage and that of their students, including contact information and policy number. Students

traveling abroad or participating in approved study abroad programs are required to have appropriate health insurance coverage for the duration of their time abroad.

PCCD has access to two different levels of Comprehensive insurance through iNext, the Comprehensive Upgrade or the Comprehensive Ultimate, for trips that do not already have travel insurance built into the program. When creating each trip only one policy may be picked based on the coverage needed. Each student will be able to add on coverage when they sign up through the unique link created by OIE.

The following is the pricing for these policies:

**iNext Comprehensive Upgrade Plan, \$500,000 Medical / \$500,000 Accident:**

- *Please note the minimum enrollment is 10 (ten) days.*
- **\$1.55 per day for Comprehensive Daily for 13-59 year olds** (available only to Partner)
- **\$4.95 per day for Comprehensive Daily for those over 60** years of age (available only to Partner)
- **\$43.00 per month for Comprehensive Monthly for 13-59 year olds** (available only to Partner)

**iNext Comprehensive Ultimate Plan, \$500,000 Medical / \$500,000 Accident:**

- *Please note the minimum enrollment is 10 (ten) days.*
- **\$1.65 per day for Comprehensive Daily for 13-59 year olds** (available only to Partner)
- **\$5.10 per day for Comprehensive Daily for those over 60** years of age (available only to Partner)
- **\$46.00 per month for Comprehensive Monthly for 13-59 year olds** (available only to Partner)
- **\$175.00 per month for Comprehensive Monthly for those over 60** years of age (available only to Partner)

**iNext Comprehensive Plan Add-Ons:**

- **\$11.70 per person per month for Natural Disaster and Political Evacuation Add-on** (available only to Partner as an add-on to the Comprehensive Base Plan)
- **\$69.00 for \$1,500 Trip Cancellation and Interruption Add-on Per Person Per Trip** (discounted from \$75.00 retail, as an add-on to the Comprehensive Base Plans)
- **\$99.00 for \$3,000 Trip Cancellation and Interruption Add-on Per Person Per Trip** (discounted from \$105.00 retail, as an add-on to the Comprehensive Base Plans)
- **\$109.00 for \$5,000 Trip Cancellation and Interruption Add-on Per Person Per Trip** (discounted from \$120.00 retail, as an add-on to the Comprehensive Base Plans)

- **\$149.00 for \$7,000 Trip Cancellation and Interruption Add-on Per Person Per Trip** (discounted from \$160.00 retail, as an add-on to the Comprehensive Base Plans)

## Responding to a Crisis

If an emergency should occur during your program, it is important to remember that you are not alone. The OIE works closely with offices across campus to coordinate the management of crises affecting participants in PCCD-sponsored study abroad programs. Assuring the safety and well-being of students, faculty and staff who are participating in PCCD programs abroad is of the highest importance, and all reasonable actions will be taken to accomplish this. A variety of resources exist to assist and respond in a time of crisis, and the OIE will help coordinate the use of these resources.

☞ Faculty leaders should follow these steps if an emergency occurs:

### ***Step 1: Secure safety of program participants***

Do not panic. In a crisis your first responsibility is to preserve the safety and well-being of program participants. Do whatever is necessary to assure this, according to the situation: obtain prompt and appropriate medical attention, police protection or intervention, and/or US embassy involvement. *In a medical emergency, never leave an injured or sick student on his or her own.*

### ***Step 2: Account for the group***

When applicable, locate and contact all program participants as quickly as possible to ascertain their well-being, and to coordinate an immediate response plan. Depending on the situation, the faculty leader may or may not gather the participants together in a group. Advise participants to inform their parents, guardians, or emergency contacts of their safety and whereabouts as soon as possible.

### ***Step 3: Call international partners***

When you have done all that you can reasonably do to assure the well-being of participants and to get a sense of the danger, immediately contact your on-site partner and give them a detailed briefing on the situation so that they may initiate their emergency response plans. When appropriate, the international health insurance provider should also be contacted to assist in coordinating necessary care.

### ***Step 4: Contact the PCCD Office of International Education***

Call the OIE and brief the emergency contact. Together we will coordinate our fact-finding, communication, and response plan. Depending on the severity of the situation, the OIE will make all US contacts as appropriate: the participants' emergency contacts, PCCD offices and authorities, etc.

### ***Step 5: Continue to monitor the situation***

Take immediate steps to gather more information about the problem and assess the situation utilizing all in-country resources available. Consult with on-site partners, hospital administration and doctors, local authorities, other US enterprises in the area, and so on. If appropriate, contact the local US embassy or consulate regarding general, non-medical crises and follow whatever procedures they may require. Ask the embassy or consular officer to

advise you on a regular basis about the evolution of the emergency and about how you should direct PCCD's on-site response.

***Step 6: Maintain communication with the OIE***

In an ongoing crisis, continue to keep the OIE informed on a regular basis through telephone or e-mail. This is essential, as we will be working closely with you throughout the emergency to develop a situation-specific response plan. It will be the OIE's responsibility to consult with all appropriate PCCD offices in the development of that plan.

***Step 7: Submit an incident report to the OIE***

It is important that after all emergencies (small or large) an Incident Report Form (sample found in Appendix F) is completed and submitted to the OIE.

Emergency Contacts and Resources

Prior to departure, all faculty leaders should prepare wallet-sized emergency information cards that include local contact numbers. This card should be carried by the faculty leader and all participants at all times while abroad in case of an emergency.

☛ Faculty leaders must provide students with a list of names/addresses and phone numbers for:

1. 24-hour emergency contacts
2. The nearest U.S. Embassy
3. Law enforcement/police department
4. The nearest hospital/emergency facility and English-speaking doctors and/or health care providers

In order to obtain effective assistance in an emergency, it is essential that relevant information regarding the emergency be clearly conveyed. When contacting these resources, it is important that you identify yourself as a PCCD faculty program leader, give the city and country where you are currently located, give your name and contact information, and describe the emergency.

In general, faculty leaders should follow these guidelines when communicating with students during an emergency situation:

- Share information: Give students as much, and as accurate, information as possible when appropriate.
- Document the situation and communicate with the OIE on an ongoing basis.
- Assess the situation: How long will it last? Is it an inconvenience or a more serious threat?
- Keep calm, and keep others calm: do not panic. Discourage students from gossiping and thus escalating the situation.
- Give participants choices: In an emergency, allow students when possible to make their own informed decisions about whether to leave the program or to stay. Remember that this option is only ethical when students have enough information to make a reasonable choice.

## Assessment Tools for International Learning

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Assessment is more important in study abroad than ever before. Institutional administrators demand evidence of return on their investment when making budget decisions, and accreditors require tangible evidence that students are able to demonstrate certain knowledge, skills and abilities. Parents and students need more than stories of transformation experiences to validate their decision to seek an education abroad. All stakeholders call for assessment to go beyond numbers of participants and satisfaction surveys, instead providing concrete proof of student achievement. However, there is no one-size-fits-all tool in study abroad program assessment. According to Dr. Darla Deardorff, a leader in international education assessment, “the best tools and methods to use are the ones that most closely align with stated goals and learning objectives (2015, p.111). Therefore, it is vital that faculty leaders select the right assessment tools for their programs.

### **Program Assessment: The VALUE Rubrics**

Faculty leaders have a responsibility to ensure that the study abroad programs they propose incorporate effective program development practices. Identifying clear learning outcomes when designing study abroad programs is an approach that has proven most effective for student development (Berg, Paige, Lou, 2012, p. 414). Program and learning objectives should be concrete, measurable, and based on the overall mission of the department and institution. Once established, these objectives allow for assessments to be conducted that can help determine whether program and learning goals are being met (Schuh, 2009). A valuable tool for creating quality learning outcomes are the sixteen VALUE rubrics formulated by the Association of American Colleges and Universities (AAC&U). They are widely referenced and utilized on campuses across the United States and internationally (AAC&U, 2015). Using these rubrics as a framework of expectations can help faculty and the OIE evaluate, understand, and ensure student success while on PCCD’s faculty-led programs.

### Method

This tool was vetted based on a number of criteria recommended by assessment expert Dr. Deardorff in her book, *Demystifying Outcomes Assessment for International Educators*. The following terms used in this analysis are defined below (Deardorff, 2015, p.7-9):

- Assessment type:
  - Direct: Qualitative evidence of study learning (i.e. coursework, projects, tests & observations)
  - Indirect: Qualitative or quantitative data of what students think they have learned as a result of participation (i.e. self-report surveys, interviews, focus groups)
- Reliability: Indicator of consistency; tool/method is reliable if it yields similar results each time it is administered
- Validity: Indicator of being “on target”; tool/method is valid if it measures and aligns with intended use of results

### Background

The Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics are a free commercial assessment tool intended for institutional-level use in evaluating and discussing student learning. The sixteen rubrics were created for multiple purposes, including direct formative

and summative assessment for program achievement and progress within individual disciplines and across education programs (Rhodes; Finley, 2013, p.6). This makes them easily applicable to faculty-led study abroad programs regardless of their academic content. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment (AAC&U, 2015).

The VALUE rubrics are based on AAC&U's Liberal Education and America's Promise (LEAP) Essential Learning Outcomes, which represent a consensus among educators and employers about the kinds of learning students need as preparation for successful participation in civic life and the global economy (Rhodes; Finley, 2013, p.V). They are also supported by the research of George Kuh (2008), Director of the National Institute for Learning Outcomes Assessment, on student engagement and high impact educational practices. The rubrics have both face and content validity. They hold high face validity due to their development process, which was conducted by national teams of faculty and education experts, and the use of the rubrics on more than three thousand campuses since the fall of 2010 (Rhodes; Finley, 2013, p.7). The rubrics also have content validity as demonstrated by high levels of agreement among evaluators in campus-level calibration analyses and in national reliability studies (Rhodes; Finley, 2013, p.15).

### Implementation

These rubrics offer students, faculty, and OIE staff common language to articulate what levels of learning are expected, what they should look like for each of the outcome areas, and reference points to compare performance. Specifically, the Global Learning, Integrative Learning, and Intercultural Knowledge and Competence rubrics would be most relevant to international education programs. The rubrics provide the following definitions for these outcomes:

- *Global learning* is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.
- *Integrative learning* is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- *Intercultural Knowledge and Competence* is a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

The first step in using each rubric is for faculty to identify an assignment or method that best demonstrates student competency or mastery of the chosen learning outcome. Next, match up the parts of the assignment that align with each component of the rubric and utilize it to score student performance. Student performance is scored on a four-point scale, beginning from 1 (Benchmark), to 2 and 3 (Milestone), to the highest level of 4 (Capstone). Community colleges often use "2" and "3" as expected levels of achievement for associate-level degrees and for transfer, although in practice students often exhibit higher levels of achievement in various rubric areas (Rhodes; Finley, 2013, p.6).

### Benefits & Challenges

The VALUE rubrics allow faculty to identify and incorporate instructional strategies and learning experiences into their study abroad program curriculums that will bring students to desired competency levels. If the program is regularly occurring, faculty can use the rubrics to assess and revise the learning objectives of their programs before they are conducted again. Once a cohort of students' progress toward learning objectives is determined, the findings should be shared with the OIE so that the effectiveness of all faculty-led programs can be measured, tracked, and used as evidence to guide continual programmatic improvement. This data may also be included in reports for PCCD administrators and stakeholders to demonstrate return on investment and the impact of study abroad on student learning and development.

Although very useful for programmatic improvement, there are some considerations and potential challenges associated with implementing this assessment tool:

- These rubrics are not intended for grading assignments, although they can be adapted for that purpose
- The rubrics do not provide results intended for students to understand their own progress, rather they are focused on providing useful data for pedagogical and program design purposes
- Conducting this kind of assessment will require a significant time commitment from faculty and willingness to adopt the criteria used in the rubrics
- Implementation of these rubrics may require approval by a provost or other decision-making body such as a faculty or academic committee

### **Intercultural Competency Assessment: The BEVI, GPI, and IDI**

One of the most valuable skills students can gain from participating in study abroad is intercultural competence. Intercultural competence is the ability to relate and communicate effectively when individuals involved in the interaction do not share the same culture, ethnicity, language, or other common experiences (Forum Glossary, 2014). The work of Engle and Engle (2003) identifies key programmatic components that have the most significant impact in increasing intercultural competence development during study abroad. These frameworks can be used to guide program design toward greater learning and immersion in the host culture via intentional intervention such as cultural mentoring. When faculty make use of these tools, they can substantially increase students' capability to adapt to diverse cultural values and practices (Berg, Paige, Lou, 2012, p. 129).

Gains in intercultural competency can be measured with assessment instruments such as the Beliefs, Events, and Values Inventory (BEVI), Global Perspectives Inventory (GPI), and Intercultural Development Inventory (IDI). The GPI is useful to assess institutional and program effectiveness, while the BEVI can be used at the programmatic or individual level. The IDI specifically focuses on how students have engaged cultural differences and commonalities during their study abroad experience on an individual or group level. These assessment tools have been rigorously tested and have cross-cultural generalizability both internationally and with domestic diversity (Berg, Paige, Lou, 2012, p. 117-118). However, some of these assessments require specialized training or fees to administer, so faculty are advised to contact the OIE if they are interested in utilizing them.

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## Appendix

### A. Waiver and Release Agreement for International Travel

*PCCD Office of International Affairs*  
**WAIVER AND RELEASE AGREEMENT FOR INTERNATIONAL TRAVEL**

I, \_\_\_\_\_, have agreed to participate in the Peralta Community College District's study/travel abroad program in (Destination) \_\_\_\_\_ from (Dates) \_\_\_\_\_ to \_\_\_\_\_.

In consideration for being permitted to participate in the Program, I hereby agree and represent that:

1. I have or will secure health insurance to provide adequate coverage for any injuries or illnesses that I may sustain or experience while participating in the Program. By my signature below, I certify that I have confirmed that my health care coverage will adequately cover me while outside the United States, and hereby release the Peralta Community College District and its employees and agents from any responsibility or liability for expenses incurred by me for injuries or illnesses, including death, that I may incur because of those injuries or illnesses.
2. I understand that, although the Peralta Community College District will attempt to maintain the Program as described in its publications and brochures, it reserves to the right to change the Program, including the itinerary, travel arrangements, or accommodations, at any time and for any reason, with or without notice, and that neither the Peralta Community College District nor its employees and agents shall be responsible or liable for any expenses or losses that I may sustain because of these changes.
3. I understand that the Peralta Community College District reserves the right to decline to retain me in the Program at any time should my actions or general behavior, in the sole discretion of the Peralta Community College District, be determined to impede or obstruct the progress of the Program in any way.
4. I understand that, although the Peralta Community College District has made every reasonable effort to assure my safety while participating in the Program, that there are unavoidable risks in travel overseas, and I hereby release and promise not to sue the Peralta Community College District or its employees and agents for any damages or injury, including death, caused by, deriving from, or associated with my participation in the Program, except for such damages or injury as may be caused by the gross negligence or willful misconduct of the employees or agents of the Peralta Community College District.
5. I agree that, should any provision or aspect of this agreement be found to be unenforceable, that all remaining provisions of the agreement will remain in full force and effect.
6. I represent that my agreement to the provisions herein is wholly voluntary, and further understand that, prior to signing this agreement; I have the right to consult with the adviser, counselor or attorney of my choice.

7. I agree that, should there be any dispute concerning my participation in the Program that would require adjudication in a court of law, such adjudication will occur in the courts of, and be determined by the laws of the state of California.

8. This agreement represents my complete understanding with the Peralta Community College District concerning the District's responsibility and liability for my participation in the program, supersedes any previous or contemporaneous understandings I may have had with the District on this subject, whether written or oral, and cannot be changed or amended in any way without my written concurrence.

9. I represent that I am at least eighteen years of age or, if not, that I have secured below the signature of my parent or guardian as well as my own.

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Participant's signature

Date

---

Parent or Legal Guardian's signature

Date

**B. Assumption of Risk Form**

*PCCD Office of International Affairs*  
**ASSUMPTION OF RISK FORM**

I agree that as a participant in the Study Abroad Program at the Peralta Community College District I am responsible for my own behavior and well-being. I accept this condition of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to organized events.

I understand that in the event of accident or injury, personal judgment may be required by the Program Leader or Peralta Community College District personnel regarding what actions should be taken on my behalf. Nevertheless, I acknowledge that the District and/or Program Leader may not legally owe me a duty to take any action on my behalf. I also understand that it is my responsibility to secure personal health insurance in advance, if desired, and to take into account my personal health and physical condition.

I further agree to abide by any and all specific requests by the Peralta Community College District and Program Leader for my safety or the safety of others, as well as any and all of the District's and International Program's rules and policies applicable to all activities related to this program. I understand that the Peralta Community College District reserves the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety and welfare of others. In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury, damage to or loss of, my property which may occur as a result of my participation or arising out of my participation in this program, unless any such personal injury, damage to or loss of my property is directly due to the negligence of the Peralta Community College District and/or Program Leader. I understand that this Assumption of Risk form will remain in effect during any of my subsequent visits and program related activities, unless a specific revocation of this document is filed in writing with the Office of International Education, at which time my visits to or participation in the program will cease. I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.

I represent that I am 18 years of age or older and legally capable of entering into this agreement.

---

Participant's signature

Date

If participant is less than 18 years of age, the following section must be completed:

My child/ward is under 18 years of age and I am hereby providing permission for him/her to participate in this program, and agree to be responsible for his/her behavior during this event.

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Child's name

---

Parent or Legal Guardian's signature

Date

### **C. Sample Pre-Departure Orientation Content**

Pre-departure orientations should be facilitated by the faculty leader and OIE staff for each program. The sample content provided may be divided into three sessions of one to one and a half hours long. A suggested order, including important topics to include, is listed below. To ensure that all topics are included, the faculty leader and OIE coordinator should discuss the topics in advance and decide who will cover each one. We recommend inviting guest speakers from other student services offices to provide more detailed information on certain topics.

#### **SESSION ONE**

##### Academic Guidelines

- Syllabus
- Textbooks
- Technology requirements (laptops, programs, etc.)
- Course materials

##### Schedule

- Typical daily activities
- Excursion calendar

##### Money Matters

- Financial Responsibilities Policy
- Financial aid and scholarships disbursements
- Financial aid budget and estimated expenses
- Emergency funds

##### Health and Safety

- Health clearance
- Immunizations
- Medications (prescription and non-prescription)

##### Pre-departure Materials

- Required documents
- Deadlines
- Passport and visas (if applicable)
- Instructions for purchasing flights
  - Encourage students to discuss travel plans after session

#### **SESSION TWO**

##### Cultural Orientation

- Language and culture
- History, geography, and local/national government
- Food, dress, culturally appropriate behavior
- Local issues, such as racism, sexual orientation, gender roles
- Cultural transition/adaptation

##### Behavior Expectations

- Code of Conduct
- Responsibilities of Participation

- Faculty guidelines for behavior
- Drug and alcohol policies

#### Student Housing

- What to expect (kitchen and laundry facilities, space, etc.)
- Cultural considerations

### **SESSION THREE**

#### Health and Safety

- Resources (International health insurance, International Student Identity Card-ISIC)
- Emergency contact information, including local emergency numbers
- Staying safe abroad (alcohol, travel safety, awareness of surroundings, location specific concerns, etc.)
- US State Department guidelines

#### International Travel

- Passport and visa (if applicable)
- On-site arrival instructions (airport pick-up or directions for travel to housing or designated meeting place)

#### Communication

- Cell phones
- International calling
- Internet access
- Overseas contact information

#### Packing

- Climate and appropriate clothing
- Electrical appliances, adapters, and/or converters
- Medications
- Photocopies of passport, credit cards, prescriptions, contact information
- Special course materials

#### Money Matters

- Currency exchange
- Accessing money abroad (ATMs, credit cards, etc.)
- Estimated cost of living in host country

## **ON-SITE ORIENTATION**

The on-site orientation is generally facilitated by the faculty leader and on-site program partners. A thorough review of applicable pre-departure topics should be included, as well as the following:

- Guided city tour
- Local transportation and maps
- Currency exchange
- Post offices, banks, and telephone services
- Pharmacies, hospitals, and clinics
- Local points of interest
- Health and safety
- Emergency contact information
- Cultural adjustment

## D. Student Packing List

<p><b>Clothing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underwear</li> <li><input type="checkbox"/> Socks</li> <li><input type="checkbox"/> Thermal underwear</li> <li><input type="checkbox"/> Long &amp; short sleeve shirts</li> <li><input type="checkbox"/> Sweatshirt or Sweater</li> <li><input type="checkbox"/> Jeans</li> <li><input type="checkbox"/> Shorts</li> <li><input type="checkbox"/> Belt</li> <li><input type="checkbox"/> Skirts</li> <li><input type="checkbox"/> Pajamas</li> <li><input type="checkbox"/> Swimsuit</li> <li><input type="checkbox"/> Warm Coat/Jacket</li> <li><input type="checkbox"/> Formal outfit</li> <li><input type="checkbox"/> Work shoes, sneakers, flip flops</li> <li><input type="checkbox"/> Country Specific Weather clothes</li> </ul>	<p><b>Toiletries</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> TSA Compliant Toiletry Kit (100ml maximum size for bottles)</li> <li><input type="checkbox"/> Shampoo &amp; Conditioner</li> <li><input type="checkbox"/> Toothbrush &amp; Toothpaste, Floss</li> <li><input type="checkbox"/> Soap</li> <li><input type="checkbox"/> Deodorant</li> <li><input type="checkbox"/> Feminine products</li> <li><input type="checkbox"/> Shaving gear</li> <li><input type="checkbox"/> Contact lenses &amp; Solution</li> <li><input type="checkbox"/> Glasses</li> <li><input type="checkbox"/> Nail clippers</li> <li><input type="checkbox"/> Makeup</li> <li><input type="checkbox"/> Over-the-counter medicines</li> <li><input type="checkbox"/> Toilet Paper</li> <li><input type="checkbox"/> Contraception</li> <li><input type="checkbox"/> Medications (More details below)</li> </ul>
<p><b>Extras</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the voltage of the country where you will be living/traveling</li> <li><input type="checkbox"/> Purchase voltage converters or kits, if needed</li> <li><input type="checkbox"/> Travel Purse or Wallet (with zipper to protect against pickpockets)</li> <li><input type="checkbox"/> Passport</li> <li><input type="checkbox"/> Photo Identification (Driver's License, Student ID, etc.)</li> <li><input type="checkbox"/> Itinerary (Plane Tickets and other travel information)</li> <li><input type="checkbox"/> Outlet adapter</li> <li><input type="checkbox"/> Sunglasses</li> <li><input type="checkbox"/> Cell phone for use in foreign country</li> <li><input type="checkbox"/> Camera</li> <li><input type="checkbox"/> Headphones</li> <li><input type="checkbox"/> Watch</li> <li><input type="checkbox"/> Travel towel</li> <li><input type="checkbox"/> Sleeping bag (If necessary)</li> <li><input type="checkbox"/> Journal or diary</li> <li><input type="checkbox"/> Backpack for daily use</li> <li><input type="checkbox"/> Water bottle</li> <li><input type="checkbox"/> Gift for host family</li> </ul>	<p><b>Specific Medications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medicines</li> <li><input type="checkbox"/> Extra Syringes (diabetics)</li> <li><input type="checkbox"/> Extra eyeglasses/lenses</li> <li><input type="checkbox"/> Small first aid kit/supplies</li> <li><input type="checkbox"/> Sun block</li> <li><input type="checkbox"/> Anti-diarrhea</li> <li><input type="checkbox"/> Anti-motion sickness meds</li> <li><input type="checkbox"/> Water purification tablets</li> <li><input type="checkbox"/> Allergy medicine(s)</li> <li><input type="checkbox"/> Insect repellent</li> <li><input type="checkbox"/> Moisturizer</li> <li><input type="checkbox"/> Condiments of choice</li> <li><input type="checkbox"/> Antibiotic ointment</li> <li><input type="checkbox"/> Hand sanitizer</li> <li><input type="checkbox"/> Aspirin/painkillers</li> <li><input type="checkbox"/> Feminine hygiene products</li> </ul>

**Make sure to have in carry-on**

- Passport
- Plane tickets or e-ticket confirmation
- Travel-size toiletries
- Medication with written copy of prescriptions
- ATM card, credit cards, traveler's checks and cash.
- Something to read and listen to
- Change of clothes
- Spare glasses or contact lenses and solution.
- Water
- Snacks

**Important Paperwork**

- Contact information of physician
- Contact information of college advisor
- Insurance information
- Documentation of disabilities

**Do Not Bring**

- Expensive jewelry or items of sentimental value
- Too much cash
- Illegal drugs or drug paraphernalia
- Too much luggage

## E. Sample Behavior Agreements

Prior to going abroad students will sign a contract stating the following:

### EXAMPLE 1

#### Costa Rica Study Abroad Protection Contract

I \_\_\_\_\_ hereby recognize and understand that the study abroad trip to Costa Rica is an educational based program and not a vacation. I will make every attempt to speak Spanish in all situations, with the director, other students, faculty and staff of IPEE, and local individuals. I will respect and obey the laws of Costa Rica and will not commit any illegal acts. I will make sure that I follow instructions given by the director and by the school to make sure that I do not put myself in a situation of danger or obstruction of Costa Rican law. I understand that although I will be given free time to enjoy the culture that my decisions must be made carefully. In that regard, I will make my director aware of any excursions that I wish to go on whether night or day. I will not only inform the director of my destination but also will tell the director the time I intend to leave the house of my host family and the time I intend to return. I understand that violating any of these rules makes me subject to expulsion from the program and that I will be sent home WITHOUT any monetary refund.

Student: \_\_\_\_\_

Faculty Leader: \_\_\_\_\_

### EXAMPLE 2

As a PCCD student selected to participate in the Cuban Culture and History through Dance study abroad program in Cuba, I understand that I am representing Laney College and as such, pledge the following:

1. I will follow the rules and regulations of PCCD as they pertain to the program, its schedule, activities and responsibilities.
2. I will be respectful at all times to the professors, students and staff, and I will fully participate in all the activities arranged by the program.
3. I will be responsible for my behavior, and understand that any misconduct on my part will result in my summary dismissal from the program and loss of credit for the course.
4. I will follow and adhere to the Peralta Community College District Code of Student Conduct.

Student: \_\_\_\_\_

**EXAMPLE 3**

**Ghana  
Student Responsibilities**

1. These responsibilities are in addition to the PCCD Code of Student Conduct.
2. It is your responsibility to not put yourself or anyone else in harms way.
3. You will respect and comply with directions of the leader and instructors.
4. You will respect Ghanaian culture and customs.
5. It is your responsibility to refrain from all use of drugs, alcohol and tobacco.
6. It is your responsibility to read and abide by the rules and advice set forth in the PCCD Code of Student Conduct and pre-departure materials.
7. There is a curfew at 11 pm on nights that precede a clinic. It is your responsibility to be inside your room by 11 pm. PCCD staff will check to ensure all students are safely in their rooms at 11 pm.
8. It is your responsibility to be at breakfast and on the bus on time. Please arrange wake-up calls among yourselves, if necessary.
9. It is your responsibility to be in pairs at all times. When venturing out, do so with a buddy, let someone else know where you are going and when to expect you back. This includes clinics, daytrips, free time and in Capecoast.

I understand my responsibilities as outlined above and agree to them.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*\* Conduct and attendance are part of the grade for the course. Students whose conduct or attendance is unsatisfactory can expect one disciplinary warning, followed by a grade of FW for the course. Further infractions will lead to university disciplinary action upon return to campus.*

**F. Sample Study Abroad Accident/Incident Report Form**

**STUDY ABROAD ACCIDENT/INCIDENT REPORT FORM**

Student Name:		Location of incident:	
Date of incident:		Email:	
Time of incident:		Phone #(s):	
Program name/code:			
Type of Incident: (Please circle)	Physical Health    Mental Health    Victim of Crime Sexual Harassment    Conduct    Financial Other (specify):		

**Initial Report**

Means reported:	<i>(ex: phone, email, text, in person, etc.)</i>
By whom reported:	<i>(ex: student, staff, parent, ISOS, etc.)</i>
To whom reported:	

**Other Individuals Involved in Incident**

Others involved:	
Contact details:	

**PCCD Incident Manager (e.g. Faculty Leader)**

Name:		Title/Office:	
Cell phone:		Email:	

**3rd Party Incident Manager (e.g. AIFS)**

Name:		Affiliation:	
Cell phone:		Email:	

**Compliance**

Is this a "significant event" (i.e. hospitalization, aggravated assault, sexual assault, death, serious injury, arrest, evacuation, or other newsworthy event)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
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If yes, incident managers should notify the <a href="#">District Director of Risk Management</a> and/or Title IX coordinator as appropriate. Insert date/time of reporting here:	
--	--

<b>Details of Incident (Chronological Account)</b>
--

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<b>Actions Needed/Taken, and by Whom</b>
--

--

<b>Incident Updates (Chronological Updates)</b>
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*Send to the OIE upon creation and immediately following any update.*