

Portland Community College Faculty-Led Education Abroad Program Handbook Introduction & Basics



Education Abroad Office
www.pcc.edu/studyabroad

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INTRODUCTION

Thank you for engaging in the process of developing an education abroad experience for PCC students! While developing and leading a PCC program abroad is undoubtedly a positive experience for the faculty involved, it also unquestionably requires a significant commitment of time and energy beyond what is typically required to develop and teach a similar course on a PCC campus. At the same time, it provides an opportunity for your students to broaden their perspectives and expand their thinking in a way that very few other academic experiences may do – and of course, provides you with the opportunity to facilitate and engage with that experience as you lead your students abroad!

The goals of this handbook are to provide a basic overview of, and answer the most common questions about, leading an education abroad program at PCC, and to provide resources for PCC faculty interested in designing, proposing, and leading a credit-bearing experience abroad for PCC students.

This handbook is NOT intended to be the endpoint of your preparation to submit a proposal; the Education Abroad Office encourages faculty to engage in informal consultation and discussion with us after reading this handbook and **before** submitting a formal proposal.

We look forward to meeting and talking with you further!



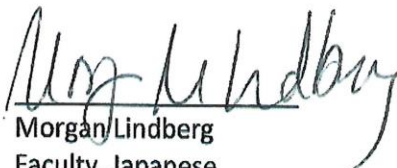
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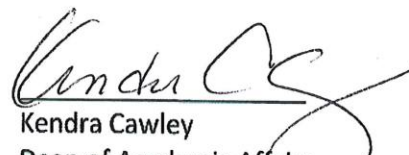
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BASIC STRUCTURE OF FACULTY-LED PROGRAMS AT PCC

Faculty-led education abroad programs at PCC are programs in which instruction for a PCC credit-bearing course is held in whole or in part outside the U.S.

Provider Organizations

All PCC faculty-led programs are required to collaborate with an approved and vetted **PCC Education Abroad Provider Organization**. Provider organizations specialize in providing academic, student service, logistical, and crisis management support to U.S. college and university education abroad programs. The following approved providers meet PCC's standards for academic quality, risk management, and quality of service.

- [AIFS](#)
- [API](#)
- [Barcelona SAE](#)
- [CIEE](#)
- [IFSA-Butler](#)
- [SIT](#)

Program Structure

The focus of PCC's faculty-led program model is on short programs (2-6 weeks long), as these are the most feasible logistically, financially, and academically for the largest number of PCC students. These include:

- Stand-alone: The entire course is taught abroad
- Hybrid: Portions of the course are taught both abroad and at PCC
- Capstone: A culminating project or experience that supports the learning outcomes of a term course taken at PCC. Students in the course can opt for the overseas component.

For more information about program types, see [Program Design – Considerations and Parameters](#).



FIRST STEPS IN DEVELOPING A PROGRAM

1) Determine If This is What You Want to Do!

Developing and leading an education abroad program requires a significant investment of time on the part of the faculty leader. While the Education Abroad Office (EAO) and provider organization have significant responsibility for supporting program development and operation, the faculty leader has the *primary* responsibility for recruiting students and must anticipate devoting a significant amount of time to working with the EAO and provider to refine the program design and details.

- Anticipate spending **at least** 100 hours on program development and recruitment activities in the 8-12 months prior to program departure to ensure the program is developed successfully and meets required enrollment minimums. Students are much more likely to enroll in a program based on personal connection with the faculty leader, so your investment at this critical phase is usually related to whether the program ultimately does or does not run.
- In-country responsibilities differ significantly from teaching responsibilities on campus. Most importantly, the faculty leader provides leadership to the students and models appropriate cultural behavior and engagement with the program, coordinates with provider staff regarding program logistics, and is the “face” of PCC on the ground. Students will often approach the faculty leader first with questions and concerns, even in situations where the provider will ultimately be the source of support the student needs. While the faculty leader should always call on the provider for help in managing student issues, the faculty leader is also in effect “on call” 24/7 during the program.
- Leading a program abroad means spending 6-8 hours a day or more in the company of the same group of students for up to several weeks, during what can be a very intense developmental experience. Finding that an enriching and rewarding (if exhausting!) experience can be critical to successful program leadership.

2) Develop Your Program Concept

The academic content and course outcomes should be the primary driver of your program design, as it would be on campus. In addition, consider how your course will benefit from and engage with the setting abroad, both from your own input (readings/projects you select, content of your lectures, etc.) and the enrichment the specific location can contribute (guided visits to cultural and historic sites, guest lectures, community-based learning, visits to and discussions with members of local organizations, companies, etc.).

The provider organization will have a rich network of local contacts and expertise. If you provide the conceptual outline of experiences, speakers, and visits you would like to include in your initial program proposal, the provider can help pinpoint and arrange the specifics in collaboration with you and the EAO.

3) Meet with the Education Abroad Staff

Once you have a general concept in mind, you are strongly encouraged to arrange a meeting with the Education Abroad Staff. The staff can go over your concept with you, make logistical or operational suggestions, and help you prepare to submit your formal Initial Proposal.

4) Prepare and Submit the Initial Proposal

The Initial Proposal form is online and can be found here: <https://edabroad.pcc.edu/> (click on “I have a user name and password” and log in using your “MyPCC” credentials).

- The Initial Proposal must be approved by your Faculty Department Chair, Division Dean, and Dean of Instruction. **You are strongly encouraged to discuss your proposal/concept with your FDC and Division Dean before submitting your Initial Proposal!**

The purpose of the FDC/Division Dean/DOI approval is to ensure that they, and you, have the opportunity to discuss your program concept, how your leadership of the program will fit into the departmental/division budget, and enrollment parameters.

5) Feasibility Review of the Initial Proposal and RFP

The EAO staff will review your Initial Proposal, work with you to refine any logistical or operational considerations that may affect the feasibility of your proposal, and finalize the concept based on those considerations and your assessment of the academic needs of the program. The EAO **does not** approve proposals.

After the feasibility review is complete, the EAO will submit an RFP to our approved providers. Once a provider has been identified, the provider, EAO, and faculty proposer will work together to expand the Initial Proposal and develop a detailed final program itinerary and budget, which will form the basis for the Final Proposal.

6) Final Proposal and Committee Review

The Education Abroad Review Committee (EARC) will review the Final Proposal. The EARC is a faculty committee charged with reviewing Final Proposals after the EAO vets them for operational feasibility and policy compliance. The committee will review all Final Proposals and make recommendations to the Vice President for Academic Affairs and the District President, who ultimately approve all programs. The committee may also have questions regarding program design, cost, or academic content, and may recommend revisions or ask for clarification of program aspects prior to making a final recommendation.

In the event that there are more proposals than can be run in a given year (based on budget, resources, or college priorities), the committee will determine which proposals to recommend for college approval.

• EARC Faculty-led proposal Interviews

The Education Abroad Review Committee interviews each faculty member who has proposed a program. Faculty members are required to attend this interview.

For proposals for 2019, the EARC will interview you on either:

Friday April 27, 2018

Friday May 11, 2018

EARC Membership, 2017-2018

9 voting members

- Cascade: 4
- Rock Creek: 2
- Southeast: 1
- Sylvania: 2

LDC/CTE

- LDC 5
- CTE 4

Disciplines Represented on the EARC

- Psychology, World Languages, Health, Biology, Business, Computer Applications Systems, Humanities/Religious studies, Physics & Astronomy, Management & Supervisory Development

Non-Voting Members

- Curriculum Director, (also provides admin support), Ed Abroad Director & office support, CBL advisor, Internationalization chair, Dean of Academic Affairs

PROGRAM DESIGN – CONSIDERATIONS AND PARAMETERS

Program Length

- Because so many PCC students have significant obligations outside the classroom, programs that are relatively short in length (2-6 weeks) are likely to be accessible to larger groups of students.
- PCC students are often strong candidates for national study abroad scholarships such as the Gilman and the Fund for Education Abroad. These scholarships (and others) are geared towards under-represented students, community college students, and students with high financial need. The minimum program length to be eligible for Gilman funding is 2 weeks (14 days); the minimum for FEA is 4 weeks (28 days). Ensuring that your program is at least this long will make it accessible to more students.

Time of Year

- Summer is often the most logistically feasible term in which to offer a standalone program, for both faculty and students. On the other hand, summer is correspondingly often the busiest time of year for provider organizations (thus there may be capacity issues for certain locations or program size), costs (for airfare, housing, cultural activities) tend to be higher, and summer tourist volume (particularly in high-profile destinations) may diminish opportunities for cultural learning.
- Programs can be scheduled between terms, which can provide significant cost savings as well as greater opportunities for cultural immersion compared to the summer. However, timing constraints typically restrict program length (2 weeks or less), which may not be suited to some program goals.

Stand-alone, Hybrid or Capstone Course Proposal

- **Standalone programs** are those in which instruction for the course takes place entirely abroad. An example might include:
 - A three-week field biology course taught entirely in Costa Rica utilizing the site to access a variety of life zones on both the Atlantic and Pacific slopes and highlight ecological differences between the two.

Considerations for this model include:

- Courses taught abroad must meet the curriculum standards for both contact hours *and* out-of-class student engagement hours, for a total of at least 30 hours of in- and out-of-class work for each credit. Minimum requirements are:
 - **Lecture:** each credit of lecture must include **10 contact hours** of lecture **and an additional 20 hours** of individual student study
 - **Lecture-Lab:** each credit of lecture-lab must include **20 contact hours** of lecture **and an additional 10 hours** of individual student study
 - **Lab:** each credit of lab must include **30 contact hours** of supervised lab time, and assumes that all learning takes place within the structured contact time.
- **Hybrid Programs** are those in which a portion of the course is taught both at PCC and overseas. An example might include:
 - A public health course where one week of the course is spent at PCC, three weeks are on-site in Cuba and the last two weeks are spent back at PCC working on a final project or paper.

Considerations for this model include:

- Can allow for setting context and alleviating class hours while in-country allowing for greater reflective and processing time.
 - Can reduce the amount of in-country time which may allow for some students to participate who otherwise might not be able to do so.
 - Course work can incorporate both some pre-departure and re-entry discussion and reflection.
- **Capstone programs** are those in which the component abroad is an integral part of (and supports the learning outcomes of) a preceding course on campus.

An example might include:

- An anthropology course taught on-line during the summer with a two-week Capstone that includes a culminating project in Ireland. Students who take the course and remain in Portland would also have a culminating project to complete.

Considerations for this model include:

- The on-campus component can provide a significant opportunity for cross-cultural learning and preparation, which can greatly enhance the impact of even a relatively short time abroad.
- This model can be accessible to students who have little or no travel experience and/or have extensive obligations outside the classroom.
- This model may be particularly appropriate for CTE programs that have a very structured and/or cohort-model design, in which a longer or standalone course abroad may not be feasible due to academic constraints.
- The instructor/leader will need to review student work and assign final grades after the completion of the component abroad, i.e. during the first week of the subsequent term.

Education Abroad Program Course Design and Approval

Education Abroad Program courses are:

- PCC credit-bearing courses that follow normal processes and policies for curricular approval, grading, etc.
- Unique academic and co-curricular experiences and have policy and process requirements that are unique to Education Abroad.

Creating an Education Abroad Course

- Courses in the PCC Catalog can be taught as an Education Abroad program course; no additional approvals are required for the course.
- A course that is not in the catalog that you would like to create must go through the SAC and be approved by the PCC Curriculum Committee process. (Approval takes approximately 4 months).

For courses being taught abroad that are currently approved as PCC courses, no additional curriculum approval is needed in order to teach the course (or part of the course) abroad. Faculty are responsible for ensuring that the course as taught abroad meets the existing CCOG standards.

If a faculty proposer wishes to teach a course abroad that has not been previously offered at PCC, the course must be approved via the regular curriculum process.

- A new course may be taught on an experimental basis (as a 199 or 299). See the curriculum office website (pcc.edu/curriculum) for the limitations and restrictions on experimental courses.

- A new course may be created as a permanent course. CTE courses must be included in an approved degree or certificate (which requires a degree/certificate revision). See the curriculum office website (pcc.edu/curriculum) for details regarding new course approval.

Minimum/Maximum Number of Participants

Programs must meet any minimum course enrollment parameters set by the offering department and deans. Discuss this aspect of your program with your faculty department chair and division dean prior to submitting your Initial Proposal.

In addition, program budget considerations will be an important part of determining minimum enrollments. If the number of students enrolled is too low, it may not be possible to offer a program within the advertised fee. Determining these budget parameters will be an important part of the work that the faculty proposer, EAO, and provider engage in as part of developing the Final Proposal.

Finally, it is important to consider maximum limits on enrollment. There may be parameters set by the provider based on capacity. The additional demands on faculty time and energy and the importance of group dynamics are factors that should also be considered when determining a maximum enrollment. Setting maximum enrollment levels should be a collaborative decision of the faculty proposer, provider, and EAO.

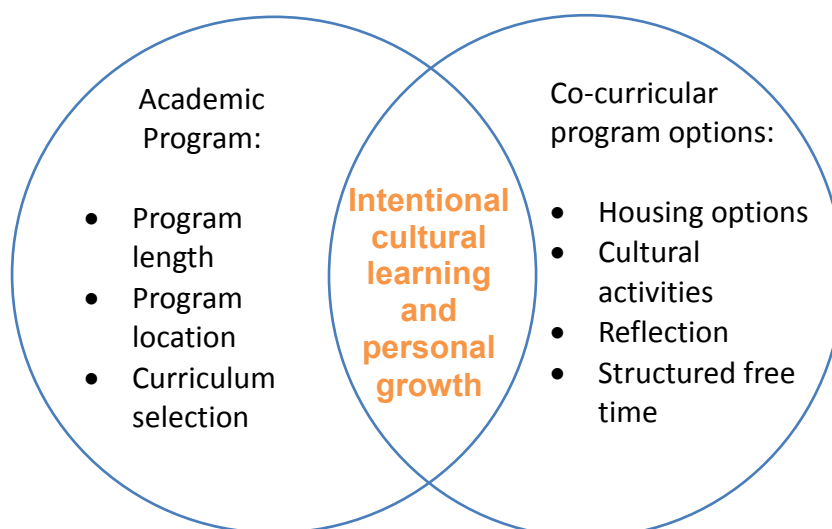


CONSIDERATIONS ON LOCATION, LEARNING OUTCOMES AND PACE

- 1) Where will your course be located? What is the correlation between the location(s) and the course objectives or outcomes?
- 2) Do you have contacts and connections to the local community to supplement lectures or local interactions? (If not, what types of support, guidance, and recommendations would you like from the provider for local experts?)
- 3) Which activities that are relevant to course goals and learning outcomes will you incorporate into the program? Why?
- 4) How will you incorporate time for reflection? (Both your own as well as the students?) Will it be an individual endeavor or incorporated into a group setting?
- 5) How will you incorporate meaningful intercultural interaction and learning into the course and/or experience?

Although you do not need to be an expert in intercultural communication or intercultural competence, you will want to make sure the course content utilizes the environment and culture you choose. Consider how you can incorporate the local culture into the experience, allowing students the opportunity to understand how their own values shape their perspectives and the different ways in which personal and cultural values shape the perspectives of others. This is where the study abroad providers excel so feel free to use their expertise.

The following diagram illustrates how the cultural experience is truly the intersection of academic learning and co-curricular learning in a new location.



PROGRAM DEVELOPMENT TIMELINE

Date	Action
PCC Faculty-led Workshop – Friday October 6, 2017	This is <u>very strongly recommended</u> if you would like to submit a proposal for Spring 2019-Winter 2020.
October 2017	Initial Proposal form available for following year cycle (programs running Spring 2019– Winter 2020). The proposal application can be found here: https://edabroad.pcc.edu/
December 15, 2017	Initial Proposal due to EAO for following year cycle.
Mid-December 2017 – Late-January 2018	EAO works with faculty proposer to refine operational and logistical details, send out RFP to providers.
February 2018	EAO works with faculty and solicited providers to clarify any questions, and (if multiple providers propose supporting the program), the faculty and EAO make a final provider selection.
March 2018	Second Phase questions are sent to faculty and submitted to the Education Abroad Review Committee (EARC)
April 2018 Friday April 27, 2018	EARC faculty interviews for all faculty proposing for 2019
May 2018 Friday May 11, 2018	EARC faculty interviews for all faculty proposing 2019
Late May-June 2018	Final decisions announced regarding programs approved for Spring 2019 – Winter 2020
June 2018 – September 2018	EAO works with faculty leader and provider to finalize operational details, budget, contract, and marketing materials.
September 2018	Program slate announced to students and recruitment for programs in 2019 begins

IMPORTANT DATE NOTE: Overseas courses MUST align with PCC course start dates. For 2019 this would mean a **summer courses should begin no sooner than June 24, 2018.**

ROLES AND RESPONSIBILITIES FOR FACULTY-LED PROGRAMS

1) Faculty Proposer/Leader

Phase	Roles & Responsibilities
Proposal/Review/Approval Process	<ul style="list-style-type: none"> Propose initial program, in consultation with Education Abroad Office (EAO) staff. Work with EAO staff and provider organization, once selected, to refine and finalize proposal details for committee review. Attend EARC committee interview as part of final review and recommendation process.
Post-Approval, Pre-Departure	<ul style="list-style-type: none"> Participate in EAO Faculty-Led Program Leader Orientations. Collaborate with EAO and provider organization to finalize program details and coordinate program information delivery to and from students. Recruit students for the program – contact students, work with colleagues to promote programs through classroom visits and emails, conduct information sessions, attend fall education abroad fair, etc. Collaborate with EAO to develop and deliver a pre-departure orientation for program participants. Submit all required paperwork and ensure that program administrative processes as communicated by EAO are completed in a timely manner. Meet with interested students to begin to develop a cohort who can support each other prior to departure, while on-site and upon your return.
During Program	<ul style="list-style-type: none"> Provide instruction and academic oversight for duration of the program. Work collaboratively with EAO and provider to design and deliver in-country orientation. Work collaboratively with EAO and provider to facilitate cross-cultural development for students. Work collaboratively with EAO and provider to resolve student conduct issues and program logistical issues that may arise. Ensure that program administrative processes as communicated by the EAO and provider are completed in a timely manner.
Post-Program	<ul style="list-style-type: none"> Submit student grades according to schedule. Submit all receipts for program expenses, as applicable, within 30 days of program end. Submit faculty leader's final report and evaluation of the program within 30 days of program end. Participate in program evaluation process with EAO and provider.

2) Faculty Proposer's FDC, Division Dean, and DOI

Phase	Roles & Responsibilities
Proposal/Review/Approval Process	<ul style="list-style-type: none"> Review initial proposal and ensure that any tentative parameters for approval (minimum enrollment, etc.) and workload/compensation are communicated to faculty proposer Review final proposal and ensure that any final parameters and workload/compensation are communicated to the faculty proposer, review committee, and college leadership

3) Review Committee

Phase	Roles & Responsibilities
Proposal/Review/Approval Process	<ul style="list-style-type: none"> Interview all faculty members who propose a faculty led program Review final proposals and recommend the selection of the final slate of programs in that cycle to the college leadership for final approval. Make recommendations to faculty leaders in order to create programs that are meeting the CCOG's and taking in consideration of lessons learned on pace, number of co-curricular activities and the like.

4) Education Abroad Office

Phase	Roles & Responsibilities
Proposal/Review/Approval Process	<ul style="list-style-type: none"> Provide information and support to faculty interested in submitting a proposal. Review initial proposal; prepare RFP for provider(s). Work with faculty leader/proposer and provider to prepare final proposal and ensure proposal is "committee ready".
Post-Approval, Pre-Departure	<ul style="list-style-type: none"> Provide Faculty-Led Program Leader Orientation. Collaborate with faculty leader and provider to finalize program details and coordinate program information delivery to and from students. Provide support for faculty recruitment, including development of program flyers and materials, inclusion of program in general outreach materials and activities. Collaborate with faculty leader to develop and deliver a pre-departure orientation for program participants. Coordinate with faculty leader and provider to support program logistics, including faculty airfare purchase.
During Program	<ul style="list-style-type: none"> Provide support to faculty leader and students in collaboration with provider. Coordinate emergency support and response with faculty leader and provider.
Post-Program	<ul style="list-style-type: none"> Administer program evaluation to students and compile results for faculty leader, committee, and provider.

5) Program Provider

Phase	Roles & Responsibilities
Proposal/Review/Approval Process	<ul style="list-style-type: none"> • Provide initial program outline and budget based on RFP.
Post-Approval, Pre-Departure	<ul style="list-style-type: none"> • Collaborate with EAO and faculty leader to develop final program itinerary and details (including academic and co-curricular activities, excursions, housing, classroom space, in-country transportation, and on-site orientation) based on academic program design, budget needs, and logistical considerations. • Support faculty recruitment efforts with information and materials.
During Program	<ul style="list-style-type: none"> • Provide logistical, cross-cultural, and academic support for program. • Deliver an in-country orientation covering cultural, logistical, and program issues, in collaboration with faculty leader. • Provide 24/7 emergency and crisis management support in the case of health or safety issues arising for faculty or students. • Work collaboratively with EAO and faculty leader to resolve student conduct issues and program logistical issues that may arise.
Post-Program	<ul style="list-style-type: none"> • Provide final program report and budgetary reconciliation to EAO



MARKETING THE PROGRAM

Students will want to participate on a PCC faculty-led program because they want to take a course with you! Painting a picture of what the course will look like and why it is important and relevant for them to participate will be an important part of the outreach. The EAO does as much outreach as we can but there is no replacing a faculty who can tell a student that study abroad, this course and this opportunity is for them!

Responsibilities

Education Abroad Office	<ul style="list-style-type: none">• Education Abroad Fair• Host Information Sessions• Advising students directly• Updating & maintaining Ed Abroad website listings• Promote faculty-led programs on social media• Outreach to student groups (ASPPC, QRC, Career Exploration Center, etc.)
Faculty Member	<ul style="list-style-type: none">• Classroom visits (your own and other's)• Ask colleagues and other faculty to promote your program• Collecting student information and passing it along to the EAO• Creation and distribution of program flyers among classes and interested students. (see faculty template)• Individual Information Sessions specific to your program• Email blasts to interested students• Blogs, videos, photo galleries, posters• Outreach to related student groups• Departmental channels for communicating with students (i.e. newsletters, blogs, Facebook, etc.)

The Education Abroad Office currently conducts general marketing and recruiting year-round. We do this through a variety of events and outlets, including Education Abroad Fairs (held each October), Information Sessions (November – February, April – June), and regular advising appointments with students. Once your program is approved, the EAO will create a listing on our website (pcc.edu/studyabroad) based on your final proposal and the program template. We will also use the EAO Facebook and Instagram accounts to spread the word about Faculty-led programs.

Your responsibilities will include classroom visits, distribution of promotional flyers, email blasts, blogs, videos, photo galleries and information sessions. Any content you create can be incorporated into the EAO web site and social media outlets.



FACULTY COMPENSATION AND EXPENSES

Compensation for Instructional Time

Faculty teaching abroad will be compensated according to the usual contractual and campus guidelines.

For an “embedded” proposal, the course will be taught during a regular term and the “field trip” abroad is simply part of the instructional work the faculty member does for that course; no additional salary will be paid for the instructional time abroad.

For a “standalone” or “hybrid” proposal, the faculty member will be compensated according to normal procedures for that instructional time – depending on the instructor’s contract status, time of year the program is offered, and the department’s and campus’ needs. Compensation may be factored as:

- Part of the instructor’s normal workload (i.e. teaching the course abroad will replace teaching a course on campus),
- An overload, or
- An additional teaching assignment.

This is an important issue for the faculty leader to discuss with his or her faculty department chair and division dean **prior** to submitting an Initial Proposal.

Expenses

Expenses associated with the program travel are included in the program expenses, which are ultimately **covered by the fees paid by participating students**.

The following expenses are covered for the faculty leader:

- Round-trip airfare between Portland and the program destination
Airfare is covered on a “least cost, reasonable economy fare” basis, in accordance with the [PCC Travel Policy](#). Faculty wishing to make additional arrangements will be responsible for paying any difference between the least-cost airfare based on program dates and location and the airfare associated with their additional arrangements.
- Housing
The program provider arranges faculty housing based on the program design, available options, and consultation with the faculty leader. In general, housing is in close proximity to and of similar quality to housing provided for students in the program, although faculty will in all cases have private bedrooms not shared with students.
- In-country transportation
All transportation on-site related to the program (including transportation to/from the arrival/departure airport and all transportation related to program activities) will be covered for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by PCC upon return.
- Program activities
Costs for participation in program-required activities (for example, museum entry fees, cultural activity fees, etc.) will be covered for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by PCC upon return.

- Insurance
Comprehensive international insurance (including medevac and repatriation coverage) is included for all students and the faculty leader as part of the provider services.
- Meals
Meals are covered during the program dates and required travel to/from the program location. Where possible, meals will be included through the provider arrangements but where this is not possible, a reasonable allowance for meal costs will be calculated during the Final Proposal process and built into the program budget.

The Faculty-Led Budget Model

- “Break even” model
 - Student pays a program fee and PCC tuition for the course
 - The program fee paid covers the costs of:
 - Student and faculty accommodations, faculty meals, faculty airfare, all co-curricular activities related to the course in-country including transportation, on-site orientation, 24/7 emergency support
 - The fee that is paid goes into the general fund NOT to the Education Abroad Budget.
 - Provider services are paid from those fees and faculty costs are covered by those fees.
 - No funds are being kept by PCC.

Student paid program fees are collected by PCC on a “pass through” basis. The program fee collected is based on the provider services and the faculty associated travel costs. Costs are then paid from the fees collected.



FACULTY DEPENDENTS

While bringing dependents on a faculty-led program is not prohibited, it requires careful consideration of the challenges and limitations involved, particularly in the case of relatively short programs.

General considerations regarding dependents

- All program-related expenses for the faculty leader are ultimately paid for from student fees. Therefore, any costs directly attributable to a faculty leaders' dependents (such as airfare) as well as indirectly attributable (for example, a difference in housing cost between the accommodation that would be provided for an individual faculty leader, and accommodation requested for a faculty leader and his/her dependent(s)) must be paid for by the faculty leader.
- The intensive nature of program leadership and the 24/7 "on call" nature of the faculty leader role must be the first priority of any program faculty leader.

Additional considerations regarding minor dependents

- Depending on the location and provider, some providers may not be able to accommodate minor dependents.
- Childcare for minor dependents is the sole responsibility of the faculty leader
- PCC policy does not allow for enrollment of minors in education abroad programs; minor dependents of faculty leaders may not enroll in program courses and may not be able to participate in co-curricular/extra-curricular activities.

Within the proposal we ask if you are considering having dependents accompany you on the program. This should be discussed with the EOA prior to the submission of the RFP to the study abroad providers.

