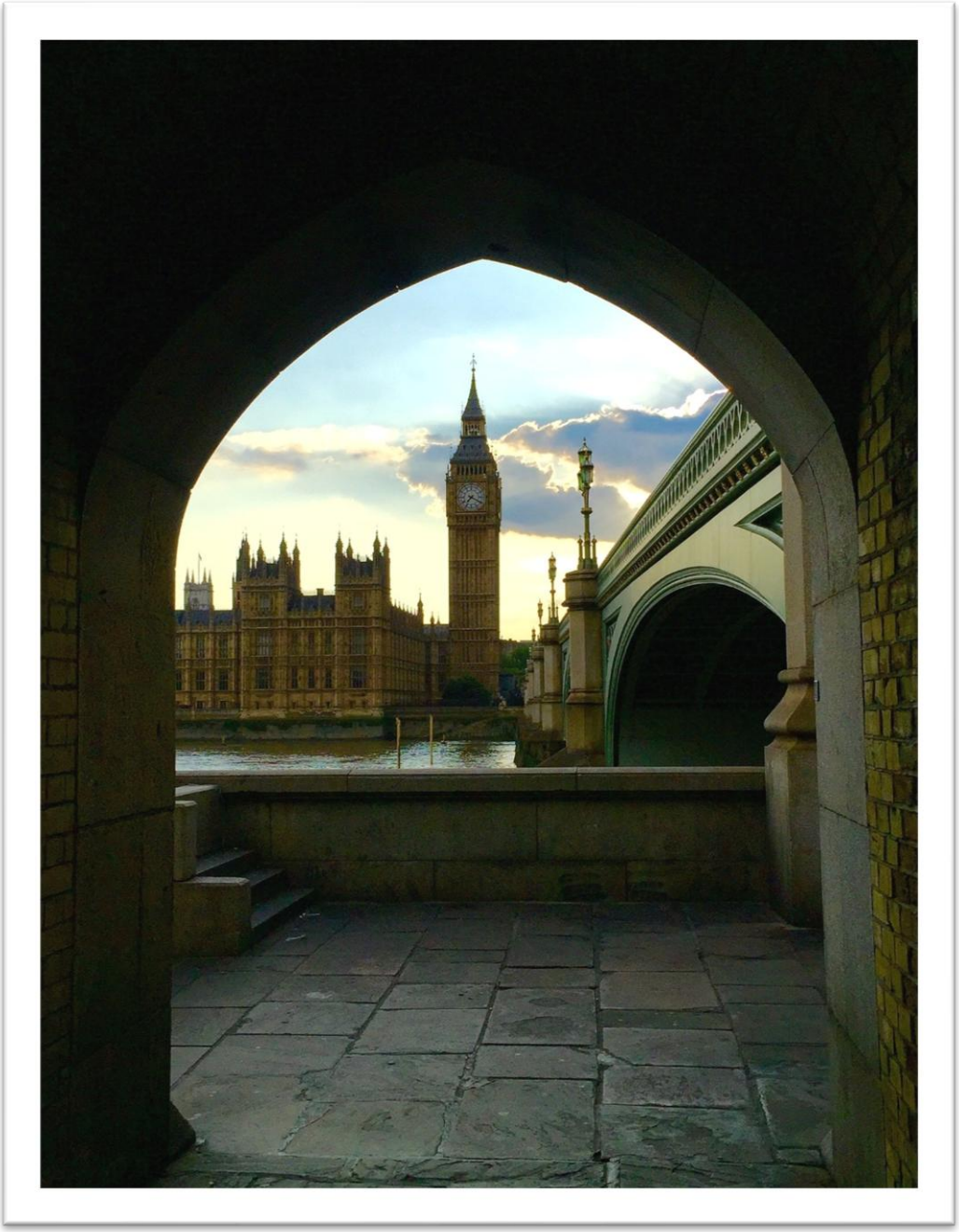


Course Proposal Guide

COOPERATIVE CENTER *for* STUDY ABROAD

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Welcome

Thank you for your interest in teaching with CCSA – The Cooperative Center for Study Abroad! The Cooperative Center for Study Abroad started with a simple idea; pool our resources to offer the highest quality academic programs in English-speaking regions. Decades later, CCSA continues with member institutions from around the United States with a shared commitment to broadening the horizons of our students and faculty by getting them out in the world.

This guide is separated into three parts. We suggest you review Part 1 to get a feel for CCSA, then speak to your CCSA campus representative about your institution's study abroad priorities. Part 2 should then be reviewed when you're ready to design your course. Part 3 focuses on the proposal process.

Bottom Line

We'll go ahead and share the bottom line – we *want you* to teach with CCSA. When your campus puts your name forward to teach with us, we acknowledge that they are entrusting us, together, with the very important task of carrying your institution's education abroad goals forward. The majority of course proposals are accepted, because our structure, mentoring, and processes enable us to support faculty, from those going abroad the very first time to those who have been teaching abroad for decades. Furthermore, our program structures allow us to expand and contract according to the number of faculty teaching with us in any given term.

Don't wait for an official approval to start recruiting – as soon as your idea takes shape, begin talking to students about it. They sometimes will get on board 2-3 years before going abroad, so it's never too early.

Why Teach Abroad?

Global learning is one of the most powerful **high-impact educational practices** (HIP). The Association of American Colleges & Universities explains that an HIP enhances student learning and leads to improved educational outcomes, and Kuh further emphasizes that "when students do them, they benefit in unusually positive ways" (AAC&U, 2024; Kuh, 2017).

Programs intentionally designed to have a high impact on student outcomes have common elements (Truelove, 2023). Such elements often include:

- High levels of engagement among faculty and peers on important topics;
- Reflection that is intentional, structured, and performed regularly;
- Feedback that is given regularly and in real-time; and
- Opportunities to publicly demonstrate learning.

By teaching on study abroad programs, faculty not only enhance the student educational experience but also contribute to their own development.

- Personal and Professional Growth
- Improved Student-Faculty Relationships
- Cultural Immersion
- Contribution to Curriculum Internationalization

- Association of American Colleges & Universities. (2024, September 1). *Trending Topics: High-impact*.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.
- Truelove, V. (2023, February 8). *High-impact Practices Abroad: The Key to Enriching Study Away Programs.* Center for Engaged Learning.

PART 1: TEACHING WITH CCSA

1. Benefits

Faculty proposing courses build skills and connections that improve their ability to teach in an education abroad context while supported by a program leadership team and the CCSA staff. More tangible benefits include the following:

How does it work?

- Programs typically last two weeks in early summer or winter break.
- Faculty teach one course on a program with two to ten other courses. The faculty are a cohort of colleagues sharing best practices, joint activities, and other support.
- CCSA works with faculty to design and market the course.
- An onsite program director and assistant director collaborate with faculty to weave various educational experiences outside of the classroom into the learning experience.
- The onsite team handles logistics and finances and leads the health and safety response.
- CCSA handles most on-site arrangements, as well as applications, bills, insurance, and risk management
- CCSA's consortium of schools provides a much wider recruitment pool than just a faculty member's home campus.

What is included?

- A stipend of $100 per enrolled student up to $1,000 (provided minimum enrollment is met);
- A modest per diem and phone reimbursement;
- Airfare, lodging, most onsite transportation, and educational and cultural activities;
- A discounted rate for a companion.

2. Who is eligible to teach a CCSA course?



CCSA welcomes proposals from faculty from member institutions in all disciplines. Faculty must hold appropriate credentials for the discipline and level at which the course is being proposed and must provide documentation of academic approval of their course by the relevant administrator(s) on their campus. The following faculty are eligible.

- **Full-time, tenure track, or tenured faculty**;

Provided the request is endorsed by the Campus Representative and an appropriate dean (or designee), indicating that the faculty has a reasonable expectation of being employed during the time the program is being offered, the following may also participate:

- **Retired and emeritus faculty who continue to teach part-time**;
- **Full-time, non-tenure track faculty**; and
- **Part-time and adjunct faculty.**

There are some restrictions in place based on lessons learned on CCSA's 30+ year history.

- A faculty member may teach in only one program per calendar year unless the Campus Representative recommends otherwise (including non-CCSA programs). Many faculty need 18-24 months to build enrollment to teach again.
- Faculty must be teaching during the two semesters immediately prior to a CCSA program in order to build enrollment.
- Course evaluations from previous CCSA courses must be acceptable to the Board before teaching again.
- The Board may ask faculty to sit out for a year if the faculty was unsuccessful in recruiting efforts in the prior year.

3. What does it take to be an effective CCSA teacher?

CCSA seeks faculty who are enthusiastic about teaching abroad and have given serious thought to the special nature of such a course. Areas for consideration include:

A

•**Commitment to the experiential nature of such a course**, including the fact that access to and time in a traditional classroom space, with high tech facilities, will be extremely limited;

B

•**Recognition of the considerable time, enthusiasm, dedication, and determination required** of the prospective faculty member to recruit for the course. While CCSA provides marketing material and guidance, *the faculty member remains the number one recruiter,* abetted by an appealing course description, a subject matter which appeals to students, and a strong sense of why this subject is best studied in this a particular location; and

C

•**Acceptance of the special beyond-the-classroom responsibilities**, including the student mentoring responsibilities entailed in this unique teaching opportunity in which faculty and students live, eat, and travel side by side every day and often many evenings.

4. Who makes up the CCSA Team?

One of the most important features of the CCSA teaching experience: ***CCSA faculty are never in this alone*.** From the planning stages to the on-site portion of the program, to the post program grading period, there are multiple resources available.

- **Faculty** are the face of CCSA to their students and academic departments. Students respond to faculty at their home campus. They are the first-line recruiters for their courses, but also represent all CCSA programs. Faculty must reach for multiple goals: fill their own course, help fill the program hosting their course, and help fill other CCSA programs. Each person represents CCSA proudly and clearly.

- **Campus Representatives** are the face of CCSA at each member institution. They should know who you are, how to reach you, and see you on a regular basis. CCSA faculty receive recruitment support from their reps, who are often active members of the CCSA Board of Trustees. Most reps have either taught on a CCSA program, served as an administrator on a CCSA program, and/or have many years of experience as staff in International Education Offices.

- **The Academic Director** collaborates with the Curriculum Committee and the Executive Director to strategically assess course proposals and to ensure that programs meet the academic needs of CCSA's students. The Academic Director also works with faculty to ensure their learning objectives take advantage of the on-site location and are supported with appropriate activities and assignments.

- **The Board of Trustees** sets the tone in approach to programs. Each trustee represents the member institution, but also represents CCSA to each member campus. CCSA is not just another study abroad provider. CCSA is a membership consortium, integral to each institution's study abroad portfolio, since the member institutions invest in CCSA through the time and effort of the CCSA Board member.

- **The CCSA Central Office** is based at CCSA's host institution, Western Kentucky University. CCSA has three full-time staff who manage the student application and payment process, work with faculty to design itineraries, make program arrangements, prepare travel materials, and are available to provide advice at every stage of the way. CCSA's Executive Director also has many years of experience building and overseeing study abroad programs. The Executive Director is responsible for the overall direction and supervision of CCSA programs and administers policy and program decisions made by the Board.

- **Program Directors** serve as facilitators before, during and after programs under the direction of the Executive Director. Program directors, or admins, guide participants in 360 degrees of learning. Their duties include recruiting for the program, supporting faculty in connecting with students before departure, and managing out-of-class learning along with program logistics, health, and safety while on site. By looking after student well-being and serving as a resource for all participants, they allow faculty to focus on teaching and student development.



5. What is distinctive about the CCSA academic setting?



Your location is your classroom, so the emphasis in all CCSA courses is on **experiential learning**. While some time can be set aside for lectures and class meetings, and it is assumed that students will have to budget time for reading and completing class assignments, the goal of the instructor is to design a course that will utilize the unique teaching and learning opportunities of on-site activities. Site visits, lectures by local experts, and self-directed student explorations are essential components of these courses.

Specially designed course assignments. To prepare students for in-country experiences, faculty normally provide students with pre-course reading and writing assignments. This is especially important for upper-division and graduate courses. Formal research, term papers, and test-taking are de-emphasized in favor of journal writing and group discussions as methods of processing course material and assessing performance. A final assignment is required following the program end. Planning these assignments and activities takes great deal of time and effort before leaving the States. Indeed, successful proposals to teach on a CCSA program will demonstrate a considerable amount of preliminary planning in this regard.

Teaching on-the-go. To borrow a phrase from Dr. Michael Klembara, former Executive Director of CCSA, much of the best work you will do as a CCSA faculty is "teaching in the seams"—that is, seizing the teachable moment wherever and whenever that might arise. On a CCSA program, it is not an exaggeration to say that the city itself is your students' and indeed your classroom. Consequently, faculty must give consideration to the special nature of the learning environment.

6. What are the additional responsibilities of a CCSA faculty member?

Teaching on a CCSA program is not the same as teaching a class on your campus. Your commitment does involve important additional responsibilities faculty don't usually have on their home campuses, or at least not to the extent required abroad. One of the great benefits of teaching on a study abroad program is that students and teachers get to know each other as individuals and in settings where they would not usually interact at home. However, this also poses special challenges which faculty should consider carefully before submitting a proposal to teach on a CCSA program.

Mandatory Training & Preparation (P&T)
Everyone selected to teach must participate in the CCSA program orientation, generally in October for winter programs and April for summer programs.

- **Student-teacher interaction.** Because students and faculty stay in the same facilities during the course of program, travel together both to/from and during the program, and interact daily over meals, there are simply more occasions for interaction, and not just with students in one's own course. This also means that it is important to consider in advance how to maintain appropriate student-teacher boundaries in settings which can make that more challenging. It also means you need to be prepared to have little down time while on site.

- **Providing student support and guidance**. Due to the sometimes-challenging experiences that can and usually do arise during travel in a foreign country, students frequently need more personal guidance from professors than is usually required. Additionally, the experiential nature of the courses can bring up issues that in the traditional classroom setting can be easy for them to

maintain at a distance. While this can result in the "ah ha" moments all teachers on study abroad programs hope for, it can also require more support and guidance from the teacher than usual, not least of all because students are also far from their usual support networks of family, friends, and school services.

Hence, CCSA seeks teachers with proven abilities in relating well to students both academically and personally. Students' travel stress, homesickness, culture shock, and loneliness impact course performance, and the faculty member should be comfortable with constant intermingling between students and faculty that occurs in these programs.

- **Participating in group activities**. CCSA faculty are required to participate in group activities that are not specific to their courses. Ideally, in constructing course syllabi, these activities will also be threaded into the learning experiences, requirements, and student reflections. Furthermore, faculty may be required during travel days, on fieldtrips, and throughout the program to support and assist when called upon by CCSA or program administrators. You'll learn what group activities are planned when you begin active course design with CCSA staff, as they change depending on season, location, and feedback.

- **Accompanying students on flights.** CCSA faculty are required to accompany students on flights to and from the program. Some limited exceptions may be available; speak with the Executive Director far in advance.

- **Cooperate with program administrator(s) and fellow program faculty** in a manner that is supportive, respectful, and professional, and behave at all times as an appropriate representative of CCSA and your home institution. This includes assisting the on-site program directors in matters pertaining to CCSA student travel, excursions, lodging, medical emergencies, and disciplinary action.

Some programs require faculty to serve on-call duty for a limited time during the program. The faculty member has a program administrator for backup for that day, but has primary responsibility for incidents that day.

7. Host Institution / Institution of Record

CCSA has an institution of record. This means the host institution must create a section of your course for which students will receive a transcript. Most CCSA students receive a host transcript for their course abroad (some institutions only require CCSA to send a grade report).

In order to maintain appropriate academic oversight, you need to be listed as the instructor of record at the host institution. This requires documentation including a recent CV and an original transcript from the institution from which you received your highest degree. Have an original transcript sent to erika@CCSAStudyAbroad.org or CCSA, PO Box 50113, Indianapolis, IN 46250. CCSA will handle the logistics of getting you credentialed and getting your course set up at the host institution.

8. How many students must enroll for a class to go?

CCSA aims to enroll 12 students *per course.* With an average of 12, meaning some courses enroll more, we are able to run a few courses that under-enroll. In no cases will we run a course with fewer than four students.

***Team-taught classes*.** If a class is being proposed as a team-taught class, a minimum of 22 students is required for both faculty to be supported; consequently, in bringing a proposal to jointly teach a course, faculty must designate one person as the "lead" faculty who will go if the course does not recruit sufficient numbers to send both. The faculty can be in the same department or the course can be cross-listed; they can be from the same institution or different institutions. It's a great opportunity to co-teach with someone from another school.

9. Are faculty paid for teaching on a CCSA program?

CCSA faculty are employed by their home institution (not by CCSA), *therefore, faculty who teach on CCSA programs receive no compensation from CCSA*. Whether or not faculty are paid a salary for teaching on a CCSA program is at the discretion of (and paid by) that faculty member's institution, and policies and practice on this matter vary by institution.

Faculty do receive a stipend of $100 per enrolled student up to $1,000, as well as a modest per diem and phone reimbursement.

Costs for travel to and from the US airport are borne by the faculty. Many CCSA member institutions or home departments are able to cover those costs. Costs for travel to the P&T are covered by CCSA member institutions, as per the CCSA bylaws.

10. Do faculty sign a contract with CCSA?

Upon approval of the course proposal, faculty sign the CCSA Faculty Responsibilities Agreement.

11. Contacting the CCSA Office

If you have questions about the program and what you might be able to offer, please contact your home campus CCSA representative or the CCSA Central Office at erika@CCSAStudyAbroad.org. The staff is always available to discuss your question and concerns.

[End of Part 1]

PART 2: DESIGNING YOUR COURSE



Although you won't submit a syllabus until a few weeks after your initial Zoom "kick-off" sessions, and you won't give real shape to your itinerary until a few months before departure, you'll want to think through these ideas before you write your proposal.

This section is focused on designing the course that you plan to propose. It is more detailed and guides you deeper into the planning and development process. When you're ready to propose a course, Part 2 is designed to help you along the way.

1. What is the first step when thinking about a course?

Study abroad courses are not only experiential but also, by their very nature, interdisciplinary. They combine academic inquiry with cross-cultural learning. They are full of adventure, whether that's hiking to find fossils on the Jurassic Coast or learning to navigate the tube in London. They present to students new ways of living and new ways of learning.

When we think about what to teach abroad, we want to keep all of those factors in mind. When we create a title and description, we want to capture the wonder and excitement students feel at the prospect of participating – or even generate that wonder and excitement where it did not exist. Students have many options for how to spend their winter break and summer, and we want them to know this is the best of all the options.

As you develop your course idea, **run it by students** who might be your target audience. Test out a few sample course titles. Does it sound exciting? Could they see themselves participating? Does it meet an academic need for them? What suggestions do they have? Once you feel confident that you have the right idea, it's time to begin forming a proposal.

You may also want to run your idea by the CCSA Executive Director at erika@CCSAStudyAbroad.org to make sure the location and topic match, and that the same topic isn't already committed for the term you are targeting.

2. The Purpose of a Study Abroad Course

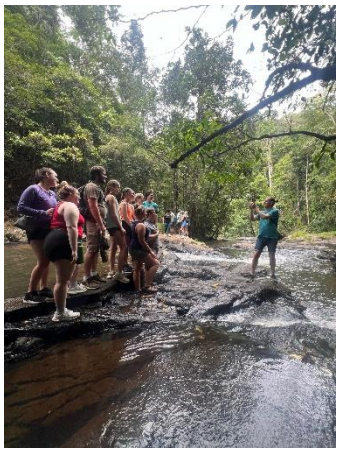
Study abroad courses must meet all the academic requirements of any other college-level course. Academics come first, and your course is expected to integrate the location into the syllabus. Your aim should be to infuse every lesson with culture, history, or the significance of your location.

Consider the following:

- How can the class be taught abroad differently than in a traditional classroom?
- How is the course connected to the location? If it is not, are you willing to modify the course or the location?
- How can study abroad enhance the goals of experiential education?

Experiential education infuses direct experience with learning; its aim is to increase knowledge, develop skills, clarify values, and develop students' capacity to contribute to their communities.

3. Benefits for Students



Students seek international learning opportunities for a variety of reasons that include, but are not limited to:

- Exposure to new places;
- Interest in taking a course outside of their major;
- Increase confidence with ambiguity and new experiences;
- Interest in interdisciplinary studies;
- Increase skills in intercultural communication;
- Greater understandings of social issues; and
- Having fun!

4. Guidance on Course Development

Remember…. Your location IS your classroom.

CCSA programs are built on a set of courses that may or may not have obvious connections. However, each syllabus requires students to participate in course-specific activities that may be stand-alone and separate from other courses OR may be conducted in coordination with several courses.

Depending on which CCSA program you have been approved to teach on, there may be a great deal of group activities already built into the program schedule. This is true particularly for the Belize, Australia, and Ireland programs, since CCSA has to settle on costs of these activities before being able to set the program prices posted in our promotional materials. By contrast, CCSA's London- and Edinburgh-based programs typically have fewer structured group activities, which gives instructors in those programs more latitude for developing individualized itineraries.

Students report wanting to learn more about culture *before* the start of the course.

- Include photos in your materials you send to students before your program departs.
- Talk about the country and culture in your class discussions using local vocabulary whenever possible.
- Provide required reading that will familiarize students with the program destination(s) in advance; travel guides, blogs, forums, and academic readings.

5. Designing a Course

- **Term of Course.** A summer or winter course normally carries 3 credit hours and is conducted between May and June or December to January. For CCSA's winter programs, some member schools reward the credit for spring semester class, while a few do offer a winter term option (ex. WKU conducts a three-week Winter Term in January). Check with your campus rep to learn how your campus awards credit.

- **Adapting an Existing Course.** Do not expect to recycle an existing course on another continent. You must redesign the course with the international location in mind. Consider the hands-on activities that relate to your content and how you expand upon those with the resources available in your location.

The following are options for approaching this:
    - Alter or add to current course objectives to reflect the location.
    - Make sure your objectives clearly address the international nature of the course.
    - Ensure your course is connected so intricately with the location that the course and location could not be extricated from each other.

- **Designing a New Course.** Consider designing a new course for your international location. This enables you to differentiate your course from other options, which in turn improves recruiting potential. These courses can be fully focused on the location. When designing a new course, your class assignments will likely differ from those expected in on-campus courses.

Make sure to follow your institution's process for course approval to ensure your students may earn the credit you intend.

- **Course Level.** An important consideration is the course level. The options are undergraduate – lower division, undergraduate – upper division, or graduate level. Another designation may be an Honors section within the undergraduate level. If you plan to teach multiple levels, you'll need to clearly differentiate each level in the syllabus.

You will normally work with your department or study abroad office to determine the course numbers at your institution. When setting the section(s) up at WKU, the corresponding WKU department will determine what level the course would be at WKU and assign an appropriate course number. This may or may not align with your intention and the level set up at your institution. Some WKU departments only offer one study abroad course number, regardless of the level, or they may evaluate your syllabus differently than your campus does. This typically does not create problems for students, as they talk with their own academic advisors to determine how the credit is applied toward their degree.

6. Unique Aspects of a Study Abroad Course

Experiential learning is a study abroad format that requires different activities and planning than any other course you would teach on campus.



Key Factors that promote successful short-term, study abroad courses include (1) academic rigor, (2) multiple teaching methods, and (2) facilitated reflection. According to Lori Gardinier and Dawn Colquitt-Anderson, "There is no formula for the percentage of time that should be spent in formal class time, seeing cultural/historical sites and events, doing field work, or engaging in peer-to-peer cultural exchange. Regardless of the mix, students should arrive at the destination with a grounding in both the academic and cultural context through a combination of pre-departure lectures, guided research, online discussions, readings, and cultural events relevant to the trip" (Gardinier, Lori, and Dawn Colquitt-Anderson. "Learning Abroad." in New Directions for Teaching and Learning. no. 124, Winter 2010).

Note that although some sites allow for classroom time, in most programs, classrooms are very expensive. Technology also tends to be limited. Therefore, we aim to minimize traditional classroom activities.

Field trips to sites appropriate to your course content are the heart of a typical CCSA class, and we encourage you to find the most meaningful and impressive kinds of field trip activities to engage and challenge your students. It will be this aspect of your class that students will remember longest and which will likely provide the deepest learning experience.

CCSA's Faculty Advisor Group is available to help you think through your course plans. Find their information after logging in to the faculty area of our website. Don't hesitate to take advantage of the accumulated expertise of the group – they love talking about study abroad!

First-time study abroad teachers are often are overly ambitious in their field trip plans, trying to pack too many activities in; alternatively, first-timers may be too cautious and schedule too little. Getting the balance just right comes with experience, so we recommend that you seek out the advice of colleagues who have taught abroad before. CCSA's staff will also provide guidance during your initial Zoom sessions after the courses have been announced.

To paraphrase former CCSA Executive Director Mike Klembara: "Tell them what they are going to see, tell them what they're seeing, and get them to tell you what they just saw!"

Successful instructors almost always piggy-back mini-lectures and spontaneous discussions onto field trips, by taking advantage of time spent on public transportation or in CCSA coaches. This enables student to vocalize what was observed or learned at its freshest.

The time students spend on **course-related and self-directed activities** is essential. Light reading, writing journal entries, perhaps doing research on their own for your class must be included while not burdening students during the on-site portion of your course. Obviously, in a short program when students are going to be investing time in sightseeing on their own, sampling the local culture, etc., you cannot require them to do the amount of "homework" that you would back on your home campus. Expecting students to read a long novel by Dickens or a thick tome on international economics while on site is not realistic, especially for CCSA's shorter programs.



7. Designing Assignments around Program Activities

Look through the syllabus archive on our website to see how previous courses successfully integrated activities and assignments.

- Pre-Departure
  - Assign students to research specific sites/activities that they present in-class or on-site, and
  - Guide students regarding the connections you hope they will draw.
- On-Site
  - Take a few minutes before each activity to remind students of why the activity matters,
  - Debrief at a site after an activity while it is still fresh in students' minds, and
  - Encourage written or photo-journaling so students can organize their thoughts more effectively after leaving a site.
- Post Program
  - The course need not end upon return. The final assignments may be better if you give your students a few weeks to complete them.

Grades are due four weeks after the program.

8. **Counting Program Activities in Your Course Assessment**

Graded activities might include, but are not limited to:

- Writing
  - Research about what students will see
  - Reflections on what students saw
  - Comparative studies
- Presentations
- Journaling and Reflection
- Final project
- Explore Time - Consider assigning students to turn in a top 10 list of what they'll do in their explore time as an un-graded, or bonus, assignment. It will encourage them to think about how they will spend their time in your location.

Reflection writing is one of the single-most important learning techniques in a study abroad course. It is more effective when guided (i.e. through faculty-directed questions) and embedded in course expectations.

A study abroad course offer 24/7 learning opportunities, therefore "free time" downplays the academic focus of all activities. Not every minute needs to be crammed with official course activities, but effective courses build in the expectation that student will apply their learning to everything they do while in country.

9. Beginning to Think About an Itinerary

- Research the sites you will visit and decide how they will be integrated into your syllabus. Don't add locations or activities without considering how they will support your student learning objectives.
- Communicate with the Faculty Advisory Group for discipline and location expertise.
- Search for study abroad programs in your field, and see what others are doing with their courses abroad.
  - Request itineraries, location information, related texts, or assignments.
  - Ask for things and places to avoid.
  - Your colleagues may also help recruit from their students.
- Infuse traditional tourist sites with academic content.
- How do your chosen texts relate to specific sites?
- What assignments will you create based on site visits?
- How can you make a traditional site connect to your course? **Example:** The Tower Bridge is relevant to…
  - ***History* –** Effect on integration of classes
  - ***Economics* –** Effect on trade and finance for regions previously separated
  - ***Health* –** Through trade, diseases were transported more easily with the bridge
  - ***Occupational Safety* –** Conditions through the building of the bridge

    - ***Engineering –*** Decisions around the design and how those change over time
    - ***Accounting –*** Usage of trade and finance as reasoning for build, tracking of funding throughout build, ethical use of funds
- Make sure to include activities students can't access alone or as tourists. Some unique examples include:
    - A guest speaker who is a professional in your field (not a tour guide);
    - A behind-the-scenes tour of a local business (not one on the tourist trail);
    - A not-well-known kind of walking tour;
    - A London-based think tank;
    - A food truck fair in a Bangladeshi neighborhood;
    - A chat with a local theater company regarding the economic context and how they approach fundraising;
    - A senior center where they have residents or staff from different cultures;
    - A chat with someone who drives a horse-drawn carriage about their business or about intercultural communication - not about the sites they see on their ride;
    - A visit to an English class aimed at Korean students visiting London - get a behind-the-scenes look into how it's run, and then students pair up with Korean students to do a scavenger hunt;
    - View an episode of Call the Midwife before departure, and then visit a site that is relevant to that episode.



As you develop your ideas for class activities for CCSA programs in Ireland, Australia, and Belize, you may request some alterations to the itinerary as it was initially constructed by CCSA. It may be possible to fine-tune the group itinerary to accommodate your desire to visit specific sites not yet included in the initial itinerary (which was put together before CCSA knew which classes would be offered). In other words, the itineraries for those programs are works-in-progress until the instructors for the courses have worked out with CCSA what the best itinerary is to accommodate as much as possible the various requests that have been made.

Remember, the more expense you pack into your specific class, the more your students pay. Just as students pay different amounts for more books for campus classes, CCSA students pay different amounts for different classes. Theatre courses require tickets to see shows. Other classes may need to pay for admission to costly sites. Think about low-cost or no-cost alternatives that support your learning objectives in order to keep courses affordable.

10. Lessons Learned

Here are some suggestions for study abroad learning experiences that veteran CCSA instructors have used to good effect:

- The organized activities for all classes that are included in your program are mainly orientation expeditions. You can get your class to be thinking about how it fits into your class. Ahead of the group activity, identify some themes from your class that might be relevant and ask your students to keep those themes in mind.

- Think about organizing small-group activities that get students out on research projects and provide class time for them to report back on their findings. Think of non-library, non-internet-based research that involves personal experiential research, such as interviewing locals, observation, architecture, cultural events, etc. – **research that can only be done on-site**.

- Use guidebooks and the web to find off-the-beaten-track institutions, museums, historic sites, public events, etc. Also, if you are a member of a professional organization related to your class content, you may be able to connect with local experts in your field who could provide advice or perhaps a guest lecture or visit to a relevant site that you couldn't access as a member of the general public.

- Getting your students involved in the selection of field trip sites forces them to learn ahead of time. In the pre-departure phase, provide them with a list of possible sites to visit and ask them to select one or two that seem especially attractive or relevant to their interests and then have them write a defense of why the class should go there as opposed to the other sites.

Insofar as any activities that you have in mind require administrative support from the CCSA staff, you need to be in touch with the CCSA Program Manager to discuss what you have in mind. For instance, if your class needs to make an extended field trip requiring unusual transportation arrangements or if you are planning to include a local expert as a guest lecturer for your class, discuss how to manage these details.

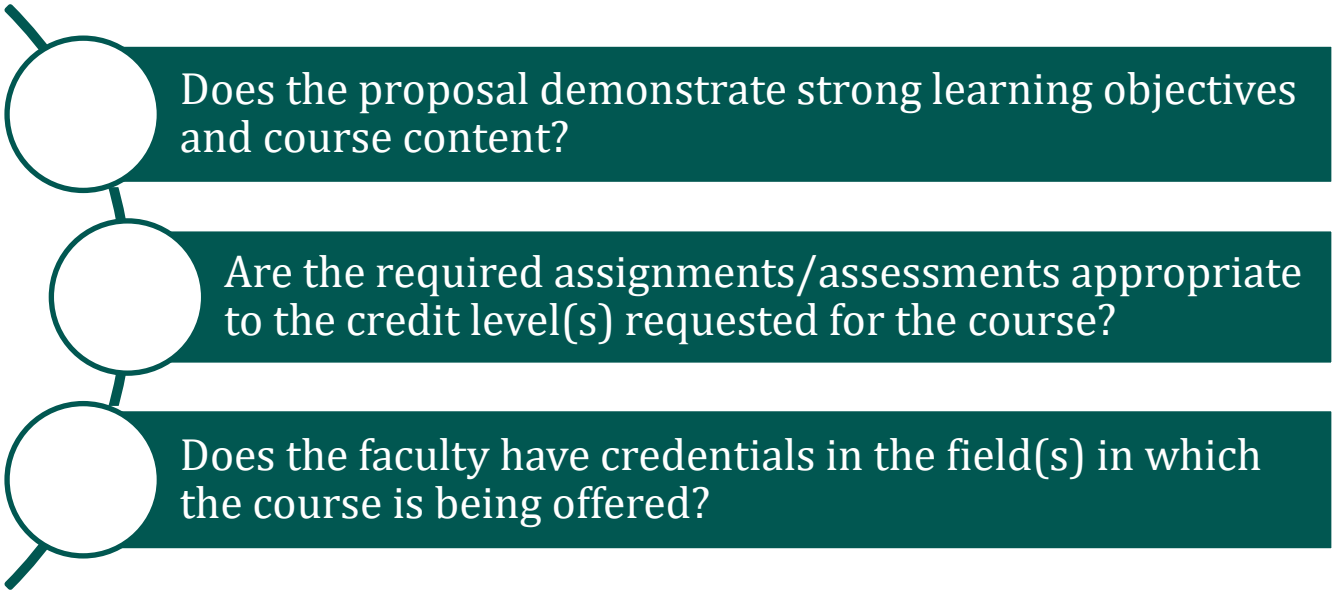
[END OF PART 2]

PART 3: CREATING YOUR COURSE PROPOSAL

1. Key Factors of Successful Proposals

Successful recruiting and teaching on a CCSA program start with a strong proposal. The CCSA Board Curriculum Committee uses the following rubric to assess the proposal, so using the rubric from the start enables faculty to address essential elements needed to select courses.

- **The proposal must give evidence of academic rigor with special considerations of experiential learning** and needs to show the faculty has given thought to the following questions.



- **The proposal must make clear that the faculty is aware of the special learning environment characteristic of short-term study abroad programs,** and has found ways to take advantage of this unique setting in conveying the academic content. Issues the Curriculum Committee will often raise about proposals is whether or not it is possible for the faculty member to do what is being proposed. For example, given that there is no computer lab, and sometimes even limited WiFi, would students be able to do projects that have been proposed?

  Similarly, if group projects are required, has the faculty given thought to the issue of the students coming from different institutions?

  On two-week programs, if a course as proposed is particularly content-heavy, will there be sufficient dedicated class time and space to do what is being proposed?

  Most importantly, however, how is the content going to be linked to the place?

- **The course must be location-specific** and offer a sound pedagogical reasoning for the course to be taught in this location. Such specificity should begin with the title and description, and it should continue into assignments, field trips, and activities. Even faculty without personal experience of a location should be able to envision and specify such connections.



- **Evidence must show that care and thought went into the preparation of the proposal.** Not all the details of the course need to be ironed out, but enough specifics should be provided to reassure the Curriculum Committee that the proposal is well-conceived. It is not necessary to provide a day-by-day itinerary, as this will be developed together with CCSA staff.

- **The course title and description must be appealing and convey the focus of the course.** For a CCSA program, the title and description not only set the direction and tone of the academic aspect of the course, but they are key factors in marketing your course. After each proposal is accepted, the Executive Director will work with you and a student marketing panel to refine your title. The Academic Director will work with you to refine your description.

- **The faculty member has given thought to a recruitment plan.** Recruitment takes a lot of time and effort. It's the rare course that "recruits itself."

2. Proposal Process

- **Campus Representative approval:** CCSA courses must be approved ***in advance*** by the home institution; therefore, it is recommended that faculty speak with their CCSA rep and review their campus requirements before writing. ***The importance of starting the approval process early cannot be stressed enough since planning is a cornerstone of CCSA programs.*** The goal of the approval process is to assist faculty in creating an affordable program with the highest academic standards that supports your institution's international education goals.

- **Departmental approval**: For each discipline in which a course is being offered, the faculty member must obtain discipline-specific approvals by the appropriate person on his/her campus. For example, if a faculty member teaches in the History Department and a course is being proposed for credit in Political Science as well, then approval is needed in both areas. If History and Political Science are in the same department, it should be noted by the chair that the course has been approved for credit in both fields.

- **Write the Proposal**: Download the Course Proposal Worksheet from the faculty section on www.ccsastudyabroad.org and fill it out. You may also have received this worksheet via e-mail. Note that information from your course proposal is also used to create marketing materials, such as catalogs and flyers.

- **Repeat First Steps:** You may need to go back-and-forth between writing the proposal and getting signatures from A and B. It is a good idea to speak with your campus rep and department chair before writing, and then they'll want to see your written proposal before they sign with their approval.

- **Email your Proposal Worksheet** to erika@CCSAStudyAbroad.org. Include a recent copy of your CV as well as any photos you believe would strengthen marketing of your course. If your approval signatures aren't ready but you know they are coming, you may submit the worksheet and supporting materials and let CCSA know the approvals are forthcoming.

- **Have your official transcripts sent** directly to erika@CCSAStudyAbroad.org or CCSA, PO Box 50113, Indianapolis, IN 46250. These should be from your highest degree of the discipline you'll teach in this course.

3. Review Process

Courses for CCSA programs are submitted, reviewed and approved according to a process designed to ensure from the outset that courses have academic validity and are being taught by faculty with appropriate credentials.

Courses and non-credit programs outside the normal CCSA program structure ("custom") follow a similar pattern, but are customized to the member institution's processes. Speak with the CCSA Executive Director for information.

- Proposed courses need clear student learning objectives that incorporate the particular destination.

- Course proposal and approval for general CCSA programs begins on the member campuses. Before any proposal can be submitted, it must be reviewed and approved by the relevant department chair(s) and CCSA Campus Representative.

- The Curriculum Committee carefully considers all aspects of the proposal, but particular attention is paid to faculty qualifications and academic content. The rubric plays in important role in guiding the review process.

- The Curriculum Committee provides a written assessment to the Academic Director. The Committee may (1) recommend for approval, (2) approve with changes (to be arranged by the Academic Director), or (3) not approve.

- The Executive Director, in coordination with the Academic Director, selects courses to be included in the catalog. They will contact faculty whose proposal needs adjustments.

  In the case of non-approval, the Executive Director contacts the campus representative to discuss under what circumstances, if any, a course might be reconsidered. Grounds for rejection include, but are not limited to, the faculty member lacking necessary credentials to teach the subject area or level or unworkable logistical requirements.

On occasion, too many proposals in a single discipline or two proposals that are extremely similar in focus are submitted in a single application round. When this happens, the Executive Director may request that one or more proposals be tabled for a later term. If this occurs, those proposals will generally not need to be resubmitted the following term and may be given priority for approval the next year.

4. Review Rubric

The Curriculum Committee will employ the following rubric when reviewing your proposal.

1	The proposed course has clearly stated learning outcomes that align with the academic activities and are appropriate for a study abroad learning experience.
2	The proposal includes a marketable, engaging, and accurate course title with an appealing description that includes specific sites and experiences.
3	The proposal includes an explanation of appropriate assessments through which students' mastery of the learning outcomes will be assessed (including specific information about the evaluation tools, such as a rubric of required, graded assignments, tests, journal-writing, etc.).
4	The assessment methods clearly distinguish expectations and requirements for level of course (lower division, upper division, and/or graduate).
5	The course prerequisites are appropriate for the level (lower division, upper division and/or graduate) and are not so campus-specific to restrict selection.
6	The proposal includes course requirements normally expected in a study abroad course (i.e. reflective journal, appropriate level of class participation).
7	The course appropriately combines face-to-face classroom time with field experiences/excursions.
8	The proposed course takes full advantage of specific aspects of the program location which lend themselves to field trips appropriate to the goals of the course.
9	Since some courses require an additional fee for students, the added costs are reasonable and justifiable (i.e. theatre classes require additional fee for show tickets).
10	The instructor has appropriate experience in the location to effectively teach and lead the class; or if lacking such experience, the instructor has mapped out how he/she proposes to develop the appropriate expertise to do this.
11	The course demonstrates appeal to students from different CCSA member schools.
12	The proposed course does not require technology, equipment, or other resources which may be beyond the capacity of CCSA or the class site to provide (i.e. science lab facilities).

5. **Resubmission of proposals from the preceding year's offerings**

- **In the event a program is cancelled**, for any reason, the course can be included in a subsequent offering of the program. The faculty member must resubmit the proposal and approval signatures.

- In the event a program does go but **a course has not recruited sufficient students** to be included, there are two options:

    1. *Faculty who have recruited successfully in prior years* may resubmit the course. Resubmitting faculty should be apprised of the precedent that new (or at least "not recent") faculty proposals take priority. If the course does not recruit successfully for the second time, that proposal cannot be resubmitted the following year.

    2. *Faculty who have **not** recruited successfully in prior years* cannot resubmit the course *unless* there are extenuating circumstances that affected either the ability of the faculty to recruit or school participation/recruitment, e.g., a family or personal illness, loss of a campus rep, etc. After having sat out one year, the faculty may resubmit a course proposal.

[END OF PART 3]