VISITING FACULTY PACKET

WELCOME

Thank you for your interest in teaching with the Cooperative Center for Study Abroad (CCSA)! CCSA started with a simple idea: pooling our resources to offer high-quality, faculty-led programs. Decades later, CCSA continues to work as a non-profit consortium with institutions across the United States that share a commitment to broadening the horizons of our students and faculty by getting them out into the world.

Questions or ready to propose a course?

- Contact the CCSA Executive Director at Erika@CCSAStudyAbroad.org
- Learn more: Visiting Faculty Information

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HOW CCSA WORKS

CCSA takes a professor, their course abroad, and the students recruited for that course, and groups them together into one "program." Programs typically offer between five and ten courses. In this way, each program combines faculty from multiple institutions and disciplines into one learning community, benefiting from diverse academic perspectives and collaborative experiences. CCSA provides the operational infrastructure that allows faculty to focus on teaching. Although most faculty are employed at member institutions, CCSA welcomes "visiting" faculty and their students to join our London programs.

This is a Commitment with No Financial Risk
There is no fee required to offer a course with CCSA. No fees are ever charged to the home institution or faculty for running the course. If the course does not meet minimum enrollments and is cancelled, there is no fee.

Students do pay a non-refundable deposit to participate, and subsequently pay the full program fee. If a student cancels, refunds are handled according to our withdrawal policy. If the course is cancelled, all recoverable student fees are returned.

Program Dates
Winter: December 26 – January 7
Summer: Two weeks between May 15 and June 15

Who Does What – At a Glance

Who	*Visiting Faculty*	*Home Institution*	*CCSA*
The Course	Propose, develop, and teach an academically rigorous course designed for the international setting.	Approve course and faculty's participation. Determine academic credit and course requirements.	Establish program dates and coordinate program operations.
Itineraries	Identify activities that support the course's learning objectives.	Oversee faculty employment, credentials, and performance.	Arrange housing, transportation, orientations, and shared excursions. Support course and itinerary development and coordinate activity bookings and payments.
Recruitment	Recruit students for their course.	Support course recruitment.	Offer guidance and materials for recruiting. Coordinate student

			enrollment and fees.
Orientation	Participate in program orientations and scheduled activities.	Ensure students are familiar with home institution policies.	Deliver student orientation before departure and onsite.
Faculty Training	Complete required preparation, training, and post-program evaluation.	Ensure faculty are familiar with home institution policies.	Provide pre-departure sessions aimed at program design, "place as text" pedagogy, recruiting, health and safety, and logistics.
Student Well-Being	Monitor student attendance and well-being, report concerns promptly, and follow CCSA health and safety procedures.	Maintain applicable faculty liability and workers' compensation coverage and provide emergency contacts.	Provide international health insurance, safety preparation, emergency infrastructure, and on-site program duty of care.

What Faculty Should Know

- **Academic approach**: Experiential learning is central. Faculty integrate the city's cultural, historical, professional, and social environments into their courses through site visits, guest speakers, field trips, discussions, and reflection. Time in classroom is minimal.
- **Academic credit**: The home institution retains responsibility for approving the course and providing credit to enrolled students.
- **Student recruitment**: Faculty are responsible for recruiting students for their own courses. CCSA provides recruiting resources and guidance.
- **Enrollment**: CCSA aims for approximately 10–12 students per course, but there is flexibility for as few as six. Team-taught courses have separate requirements.
- **Preparation**: Faculty participate in CCSA's required preparation and training session. Additional course-design and recruiting guidance is available.
- **Travel**: CCSA coordinates group flights, which are optional for students. Faculty are asked to travel with students.
- **Compensation and expenses**: CCSA does not pay faculty salaries. Students pay a fee for participation. The student fee covers the faculty's international airfare, lodging, in-country transportation, breakfast and a modest meal per diem, a modest phone stipend, approved course-related activities, required visa or ETA costs, and international health insurance. U.S.-based travel expenses, personal expenses, and unapproved activities are not covered.

Getting Started

1. Consult your institution's education abroad office and confirm requirements.
2. Develop a course idea that takes meaningful advantage of the international setting. Ensure your department is supportive and the idea resonates with students.
3. Complete and submit the Visiting Faculty Course Proposal Worksheet.

CCSA RESPONSIBILITIES

CCSA is responsible for the logistical, operational, and on-site infrastructure necessary for successful program delivery.

A. Program Development

- Set program location and dates
- Assign and train two on-site Program Directors to oversee the program
- Recruit faculty from multiple disciplines and several universities to each teach their own course in the program
- Design and deliver non-academic components of the program as described herein
- Consult with faculty during course development, as desired
- Assist in identifying academic visits, guest speakers, and field trips
- Coordinate classroom space (when applicable)
- Support the academic component of the course

B. Logistics & Operations

- Research, vet, and contract with lodging for students and faculty
- Research, vet, and coordinate in-country transportation
- Arrange and supervise one program-wide day trip outside of London
- Arrange and monitor group flight (optional)
- Advise students regarding passport, visa, or ETA requirements

C. Student Administration

- Process student applications (optional)
- Collect payment directly from students (optional; otherwise, invoice home institution)
- Communicate with students before departure as needed
- Collect required forms (conduct agreements, copy of passport, etc.)
- Collect post-program evaluations and distribute them to faculty

D. Risk Management & Emergency Infrastructure

- Provide required pre-departure and on-site orientations for students and faculty, including logistics, neighborhood tour, using public transportation, and health and safety
- Cover students and faculty with mandatory CISI international health insurance coverage
- Train faculty and program directors on emergency protocols and incident reporting procedures
- Support students when a health or safety incident arises
- Lead crisis response as necessary
- Enroll students in the U.S. State Department STEP program
- Monitor U.S. State Department guidance and local conditions

- Provide 24/7 access to onsite program directors and the U.S.-based Executive Director for the duration of the program for all participants
- Maintain appropriate international liability coverage
- CCSA operations do not cover independent travel outside scheduled programming

E. Financial Coverage for Faculty

- International airfare
- Onsite transportation
- Lodging
- Breakfast and a modest per diem for other meals
- Modest phone stipend
- Reimbursement of ETA or other visa costs
- All approved course- and program-related activities
- CISI international health insurance
- *Not included: costs in the U.S. such as mileage or parking; activities or transportation not listed in the approved itinerary; salary; personal expenses*

F. Mentoring, Preparation, and Training

- Design and deliver a series of pre-departure Zoom sessions addressing recruiting students, designing a course abroad, experiential teaching, managing a group abroad, logistics, health, and safety
- Provide written resources for marketing and course design
- Provide written guidance and policies regarding health and safety, and conduct a safety drill pre-departure
- Introduce faculty to each other and facilitate cross-disciplinary conversation, collaboration, and mentoring, as desired

VISITING FACULTY RESPONSIBILITIES

The primary responsibility of every CCSA faculty member is to teach the students in their course. A secondary responsibility is to assist in the overall delivery of the program. After a faculty course proposal receives official approval from the CCSA Executive Director, faculty are expected to meet the following commitments:

A. Pre-Departure Phase

- **Commit to teaching the course as approved**, which may mean foregoing other opportunities or commitments that may arise.
- **Recruit students for your course**. CCSA aims for an average of 10 participants per course; a lower number can be negotiated. CCSA will support a second faculty once enrollment reaches 22.
- **Participate in the CCSA preparation and training (P&T) session.** This is a day-long session normally held 1-2 months before the program. While visiting faculty are strongly encouraged to attend, a shorter, virtual option will be available.
- **Design a course itinerary** specific to their class in collaboration with CCSA, integrating meaningful site visits and activities to support the learning content.

B. On-Site Phase

- **Accompany students** on flights to and from the US-departure airport (exceptions may be possible for visiting faculty).
- **Teach the course as approved.**
- **Cooperate with program administrator(s) and fellow program faculty** in a manner that is supportive, respectful, and professional, and always behave as an appropriate representative of CCSA and their home institution.
- **Interact with students** in a manner that is consistent with the Code of Conduct binding on them as faculty at their home institution and consistent with professional standards within the academy.
- **Maintain reasonable availability** to students during the program, even outside of class.
- **Monitor student attendance, health, and state of mind**, reporting any absences from class activities or any matters of concern to the program administrator(s) immediately. Follow the procedures for reporting illness of students or yourself as required in the pre-departure agreement.
- **Follow the guidelines, procedures, and responsibilities** outlined in the CCSA Emergency Plan, keeping the program administrator(s) informed of field trip plans and following emergency reporting procedures. Also fulfill any home campus reporting requirements.
- **Assist the onsite program director(s)** upon request in matters about CCSA student travel, excursions, lodging, emergencies, and disciplinary action.
- **Arrive promptly and participate in all scheduled program activities**, including orientations, faculty meetings, and program excursions.

- **Adhere to emergency management protocols** and ensure that they have a mobile phone capable of calling and texting for the duration of the program. Refrain from providing medical advice or treatment.
- **Make companions and/or guests** aware of CCSA's policies and expectations for conduct while with the program and ensure that the presence of personal companions and/or visitors does not hinder or limit the responsibilities for or responsiveness to the students in their class and the program administrative team.
- **Refrain from operating any motor vehicle overseas** during the program dates and refrain from providing transportation to CCSA students, faculty, or staff, except in a life-threatening emergency. This prohibition begins on the date/time of any CCSA-arranged flight departure or the first full day of the program, whichever is sooner. This prohibition ends upon completion of the final flight of a CCSA-arranged return air travel. (Per liability insurance regulations.)
- **Remain in the country**. Faculty and program directors are asked to remain in the official host country for the duration of the program.
- **Free-time travel.** Any travel outside the host city that is not a scheduled program activity should only be to destinations with multiple same-day return options.

C. Post-Program Phase

- **Complete a post-program evaluation**.
- **Submit receipts** and request reimbursement for any approved but unexpected expenses.

HOME INSTITUTION RESPONSIBILITIES

A. Faculty Employment & Oversight

- Employ the faculty member
- Oversee faculty credentials
- Maintain responsibility for faculty performance evaluation
- Provide any applicable HR guidance

B. Academic Approval

- Approve the course and oversee the academic component of the course (whether for credit or for enrichment)
- Determine credit policies

C. Risk & Liability

- Maintain general liability and workers' compensation coverage applicable to their faculty while abroad
- Review and approve faculty participation as part of official institutional duties
- Sign an agreement with CCSA confirming that the faculty have liability and workers' compensation coverage and that the faculty has the institution's approval to teach in a CCSA program
- Provide emergency contact information
- Respond promptly during crises
- Support faculty in post-incident follow-up if required

CCSA maintains its own general liability coverage and program insurance; however:

- CCSA is not responsible for institutional employment liability.
- CCSA does not assume liability for acts outside the scope of program activities.
- Faculty remain employees or appointees of their home institutions unless otherwise contracted.

VISITING FACULTY COURSE PROPOSAL GUIDE

This guide is separated into three parts. We suggest you review Part 1 to get a feel for CCSA, and then speak with your education abroad office 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, 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 official approval to start recruiting – as soon as your idea takes shape, begin talking to students. 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 (2024)[1] explains that an HIP enhances student learning and leads to improved educational outcomes. Kuh (2008)[2] further emphasizes that "when students do them, they benefit in unusually positive ways."

Programs intentionally designed to have a high impact on student outcomes have common elements (Truelove, 2023)[3]. 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 in study abroad programs, faculty not only enhance the students' educational experience but also contribute to their own development.

- Personal and Professional Growth
- Improved Student-Faculty Relationships
- Cultural Immersion

[1] Association of American Colleges & Universities. (2024, September 1). Trending topic: High-impact practices.

[2] 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.

[3] Truelove, V. (2023, February 8). *High-impact Practices Abroad: The Key to Enriching Study Away Programs*. Center for Engaged Learning.

- Contribution to Curriculum Internationalization

PART 1: TEACHING WITH CCSA

1. More About CCSA Programs
   - Program arrangements are all made by CCSA: dates, costs, lodging, on-site transportation, and group activities (such as orientation and day trips).
   - Lodging is typically in student apartments (when available) or hotels.
   - All courses spend at least one day outside of London on group trips arranged by CCSA, which tend to be Stonehenge (summer only), Stratford-Upon-Avon, Dover, or Bath. For larger programs, faculty will have the choice of day-trip locations.
   - CCSA staff works with each faculty to design an itinerary of activities, field trips, day trips, and guest speakers to support your learning objectives. Many of those activities will be for your course alone, while a few may see two or three courses combined for academic reasons or to achieve group rates. See here for a sample course itinerary.
   - An on-site program director and assistant director collaborate with faculty to weave various educational experiences outside of the classroom into the learning experience.
   - The on-site program director and assistant director handle logistics and finances and lead the health and safety response.
   - CCSA handles insurance and risk management. We can also handle billing, if requested.
   - Visiting faculty recruit students at their home institutions to participate. Faculty often recruit students from the courses they teach on campus over several semesters, as well as throughout their department. They may also recruit via word of mouth on campus. CCSA provides numerous resources for faculty looking for recruiting guidance.

2. Who is eligible to teach a CCSA course?

CCSA welcomes proposals from individuals with a teaching appointment in any discipline. Faculty must provide documentation of approval of their course by the relevant administrator(s) on their campus.



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 can provide 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 is that ***faculty are never in this alone*****.** From the planning stages to the on-site portion of the program to the post-program grading period, multiple resources are available.

- **Faculty** are the face of CCSA to their students and universities.
- **The Academic Director** collaborates with faculty to ensure their learning objectives take advantage of the on-site location and are supported with appropriate activities and assignments.
- **The CCSA Central Office** has three full-time staff who manage the student advising 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 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 of Trustees.



- **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 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 students will have to budget time for reading and completing class assignments, the instructor's goal 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 typically assign pre-course reading and writing. 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 often required at the end of the program. Planning these assignments and activities takes a great deal of time and effort before leaving the States.

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 classroom. Consequently, faculty must give consideration to the special nature of the learning environment.

Mandatory Training & Preparation (P&T)
Everyone selected to teach must participate in the CCSA P&T, generally in October for winter programs and April for summer programs. While in-person attendance is encouraged, virtual sessions are available.

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 in a CCSA program.

- **Student-teacher interaction.** Because students and faculty normally stay in the same facilities during the course of the 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 that can make that more challenging. It also means you need to be prepared to have little downtime 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, they can more easily 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 ability to relate 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 expected 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.

- **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.

This is also the best aspect of a CCSA program: the onsite, real-time collaboration and sharing of best practices with faculty from across the CCSA consortium and from a wide variety of international teaching experience and academic backgrounds.

7. Academic Credit

Credit for visiting faculty courses is arranged and supervised by the faculty's home institution. CCSA can advise on this topic, but does not arrange for credit for students.

8. Do faculty sign a contract with CCSA?

Before departure, faculty sign a CCSA Faculty Responsibilities Agreement. It is not an employment agreement and bears no financial obligation.

9. Contacting the CCSA Office

If you have questions about the program and what you might be able to offer, please contact Erika@CCSAStudyAbroad.org.

PART 2: DESIGNING YOUR COURSE



Although you won't write 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.

1. Academic Oversight

For visiting faculty, the faculty's home institution has sole authority over the learning objectives, assessments, and credit. CCSA provides guidance to those who would like it. The following is part of that guidance.

2. 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 students with new ways of living and 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 and summer breaks, 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.

3. The Purpose of a Study Abroad Course

Study abroad courses must meet all the academic requirements of any other college-level courses (some exceptions can be made for courses that don't carry credit). Academics come first, and your course will integrate the location into the syllabus. Your aim should be to infuse lessons with culture, history, or the significance of your location.

Consider the following:

- How can the class be taught abroad differently from a traditional classroom? (Note: CCSA has limited classroom space, and most classes are taught "on the go.")

- How is the course connected to the location? If it is not, are you willing to modify the course or the location?
- How can studying abroad enhance the goals of experiential education?

4. 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;
- Desire to expand their familiarity with their major/career path;
- Need to build skills for their career;
- Increase confidence with ambiguity and new experiences;
- Interest in interdisciplinary studies;
- Increase skills in intercultural communication;
- Greater understanding of social issues; and
- Having fun!

5. Designing a Course

- **Term of Course.** A summer or winter course normally carries 3 credit hours. For CCSA's winter programs, some schools award the credit as spring semester class, while a few do offer a winter term option. Check with your campus 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 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.

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

- 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.

- **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.



- **Course Level.** An important consideration is the course level. CCSA works with both undergraduate and graduate courses. Another designation may be an Honors section within the undergraduate level. If you plan to teach multiple levels, you'll want to clearly differentiate each level in the syllabus.

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 multiple teaching methods and facilitated reflection.

Field trips to sites appropriate to your course content are the heart of a typical CCSA course, 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 the longest and that will likely provide the deepest learning experience.

> CCSA's Faculty Advisor Group is available to help you think through your course plans. 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 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 advice from colleagues who have taught abroad before. CCSA's staff will also provide guidance during your initial Zoom sessions and in the following months.

Successful instructors almost always piggyback mini-lectures and spontaneous discussions onto field trips. This can occur on coaches, in restaurants, in parks, and much more. This enables students to vocalize what was observed or learned at its freshest.

> 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!"

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.
- Onsite
    - 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 writing 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.



7. **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 with Intent- Consider assigning students to turn in a top 10 list of what they'll do while they explore with intent as an ungraded 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 offers 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 students will apply their learning to everything they do while in the country. CCSA courses typically build one full day of Explore with Intent into their itinerary.

8. 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.
    - Infuse iconic sites with academic content.
    - How can you make an iconic 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 building, tracking of funding throughout the build, and the ethical use of funds
- How do your chosen texts relate to specific sites?
- What assignments will you create based on site visits?
- 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 specific 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 international students visiting London- get a behind-the-scenes look into how it's run, and then your students pair up with their students to do a scavenger hunt;
    - View an episode of a London-based show before departure, and then visit a site that is relevant to that episode.

9. Budgets for Course Activities

Each term, CCSA sets a program budget based on the number of expected faculty and students, lodging and local transportation costs, international flights for program leaders, international health insurance for all, and activity costs, among other items. All courses in the program carry the same fee, with the exception of a few high-cost courses (such as those that see a lot of theater or sports activities). CCSA aims to keep costs near or under $5,000 per student.

Included in that budget is £325 per student for course-related activities (2027 amount). So, if there are ten students in the class, there is £3,250 to spend on all course activities (including the cost of the instructor). If you select a guest speaker who charges an honorarium of £100, you have £3,150 left to spend. If you visit a museum that costs £10 per person, you are left with £3,040. CCSA will work with you to identify activities within your budget that support your learning objectives. We'll also suggest a number of low-cost or no-cost alternatives to fill out your itinerary.

The day trip for all classes included in your program is mainly an orientation expedition. You can get your class to think 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.



Consider organizing small-group activities that get students out into research projects and set aside 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, and public events. Also, 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 selecting 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.

PART 3: CREATING YOUR COURSE PROPOSAL

1. Learn about and follow your campus requirements for teaching abroad.
2. Key Factors of Successful Proposals

- The course should be location-specific and offer a sound pedagogical reasoning for the course to be taught in this location.
- Provide enough specifics to give an outline to the course. It is not necessary to provide a day-by-day itinerary, as this will be developed with CCSA staff.
- The title and description should be appealing and convey the course's focus.

3. Visiting Faculty Proposal Process

- **Campus approval:** Courses must be approved ***in advance*** by the home institution; therefore, it is recommended that faculty review their campus requirements before writing.
- **Write the Proposal**: Complete the Visiting Faculty Course Proposal Worksheet. Note that information from your proposal is also used to create any marketing materials you request from CCSA.
- **Email your Worksheet** to Erika@CCSAStudyAbroad.org. If your approval signatures aren't ready but you know they are coming, you may submit them separately.



4. Review Process

CCSA staff review proposals to ensure fit with the program design. Particular attention is paid to the proposed activities to ensure we can deliver those.

We strive to include all the courses proposed as long as there is space. Although we typically have enough space to expand, if we should encounter an upper limit, proposals will be honored in order of submission.

The Executive Director will respond to the faculty within two weeks of submission.

5. Resubmission of previous proposals
    - **In the event a program is cancelled**, for any reason, the course can be included in a subsequent offering of the program without submitting a new proposal.

    - In the event a program does go, but **a course has not recruited sufficient students** to be included, faculty interested in trying again should talk with the Executive Director. In that conversation, faculty should explain any change in circumstances or recruiting approaches that would make the course more likely to enroll.

Frequently Asked Questions for Visiting Faculty

About CCSA

1. What is CCSA, and how do its study abroad programs work?
The Cooperative Center for Study Abroad (CCSA) is a nonprofit consortium that enables colleges and universities to collaborate in offering faculty-led study abroad programs. Each program brings together faculty from multiple institutions and disciplines, with each faculty member teaching their own course to students recruited for that course. Students and faculty form a shared learning community, participate in selected program-wide activities, and benefit from the expertise and perspectives of colleagues from other institutions. CCSA coordinates program logistics, student services, and health and safety infrastructure so faculty can focus on teaching and student learning.

2. Where and when do CCSA programs take place?
CCSA offers two-week programs during the summer, typically in May and June, and during winter break, generally from late December into early January. Exact dates are established for each program. Programs are typically based in England, Scotland, Ireland, Belize, and Australia.

3. What makes teaching with CCSA different from leading an independent study abroad program?
CCSA provides the administrative and operational infrastructure that individual institutions may find difficult or costly to provide independently. CCSA coordinates housing, transportation, orientations, group activities, payments, insurance, and on-site student support. Faculty design and teach their own courses while collaborating with colleagues from other institutions. This model allows faculty to focus on academic content without having to manage every aspect of the program themselves. This allows CCSA to take the lead on health and safety issues as well.

4. Who is eligible to propose a course?
CCSA welcomes proposals from faculty with a teaching appointment in any discipline. The proposed course must receive approval from the appropriate administrator or administrators at the faculty member's home institution before participation.

5. Do I need previous study abroad teaching experience?
No. CCSA welcomes both experienced instructors and those teaching abroad for the first time. CCSA provides preparation, training, course-design guidance, and access to experienced colleagues to help faculty prepare for the distinctive demands of teaching abroad.

Academics

6. What will I teach, and who will my students be?
You will teach your own course, developed around your academic expertise and the learning opportunities available in your host city (typically London for your first time with CCSA). You are

responsible for recruiting students for your course. Students from multiple colleges and universities participate in the overall program, creating opportunities for cross-institutional learning and interaction.

7. Who approves my course and determines academic credit?
Your home institution approves your course and retains authority over its academic content, learning objectives, assessments, and credit arrangements. CCSA can provide advice and course-development support but does not arrange academic credit for students. Before proposing a course, consult your institution's education abroad office and follow its requirements for faculty-led international programs.

8. How are CCSA courses taught?
CCSA courses emphasize experiential learning. Rather than relying on traditional classroom instruction, faculty integrate London's cultural, historical, professional, and social environments into their courses through site visits, guest speakers, field trips, guided explorations, discussions, and structured reflection. Some classroom time may be appropriate, but classroom space is limited and is not routinely reserved.

9. Do I need to develop a new course?
Not necessarily, but an existing course must be adapted meaningfully for its international setting. The course should connect its learning objectives, readings, assignments, and activities to the program location. A successful CCSA course takes advantage of learning opportunities that students would not have in a traditional classroom at home.

10. Who plans the course itinerary?
Faculty lead the academic design of their course itinerary in collaboration with CCSA staff. Faculty identify activities, sites, and speakers that support their learning objectives and take the lead in making initial contact with specialized speakers or organizations when appropriate. CCSA helps develop the itinerary, brings additional ideas to the table, advises on feasibility and costs, and coordinates bookings, payments, transportation, and other logistics.

Some activities may be shared by two or more courses when there is an academic rationale or an opportunity to share costs. CCSA also arranges a program-wide day trip outside the primary city.

11. Is there a budget for course-related activities?
Yes. CCSA allocates a course-activity budget based on the program's budget and enrollment. The amount is established for each program and communicated during course development. Faculty and CCSA staff work together to select activities that meet the course's learning objectives while remaining within the available budget. CCSA coordinates payments and bookings for approved activities.

12. How many students must enroll for my course to run?

CCSA aims for an average enrollment of 10–12 students per course, although the minimum enrollment and exceptions depend on program circumstances, and can go as low as six.

For team-taught courses, a minimum of 22 students is needed to financially support both faculty members. Faculty proposing a team-taught course must designate a lead instructor who would participate if enrollment is insufficient to support both instructors.

13. What happens if my course does not attract enough students?
CCSA monitors enrollment and communicates with faculty about recruiting progress. If enrollment is insufficient, CCSA may determine that the course cannot run. Cancellation decisions are normally made around 90 days before departure, when major program expenses and deposits may become non-refundable. CCSA will communicate with faculty and home institutions about enrollment concerns and potential next steps.

Program Administration

14. Who recruits students for my course?
Visiting faculty are responsible for recruiting students, primarily through their home institutions and professional networks. CCSA provides recruiting guidance and materials, such as flyers, to help faculty promote their courses.

15. Who handles student applications and payments?
CCSA can process student applications and collect program fees directly from students, or it can invoice the home institution. CCSA requires a student application, where they will sign required student forms and provide key information before departure.

16. What does CCSA arrange for the program?
CCSA establishes program dates and locations; recruits and prepares on-site program directors; coordinates group flights, housing, local transportation, orientations, group activities, and the program-wide day trip; and manages program logistics and payments. CCSA also provides course-development support, insurance arrangements, health and safety preparation, and access to on-site assistance.

17. What support will I receive before departure?
CCSA provides faculty preparation and training, written course-design and recruiting resources, guidance on experiential teaching, and information about logistics, health, safety, and student group management. Faculty can also consult CCSA staff about their individual courses and itineraries and connect with colleagues who have taught on previous programs.

The full-day, in-person Preparation & Training session is a key part of faculty preparation and one that faculty often enjoy. It is typically held in Kentucky in October (winter programs) or April (summer programs). Costs to travel to the session are not covered by CCSA. A Zoom make-up session is typically held for those who can’t make it.

18. What support is available on site?
CCSA's on-site program directors coordinate logistics, support student well-being, and lead the response to health, safety, and other program incidents. They assist with matters such as housing problems, cultural adjustment, student concerns, transportation, and emergencies. Faculty remain responsible for teaching and for monitoring the well-being and attendance of students in their courses, and must promptly report concerns to the program directors.

19. Who is responsible for health and safety?
CCSA provides the program's health and safety infrastructure, including required orientations, emergency protocols, international health insurance arrangements, incident-reporting procedures, and access to on-site program directors and the U.S.-based Executive Director. Faculty must follow CCSA's emergency plan, promptly report incidents and concerns, and comply with applicable home-institution reporting requirements.
CCSA's operational coverage does not extend to independent travel outside scheduled programming. Faculty should review the program's safety policies and insurance terms before departure.

20. Am I expected to accompany students on flights?
Faculty are generally expected to accompany students on flights from the designated U.S. departure airport. Exceptions may be possible with prior approval from CCSA.

21. Can I travel independently?
Faculty must follow CCSA's policies concerning free-time travel, remaining in the host country, and personal companions or visitors. Independent travel outside scheduled programming is subject to program restrictions, including the requirement that destinations have multiple same-day return options. Faculty must obtain any required approval for travel outside the host country and ensure that personal travel or visitors do not interfere with their responsibilities to students or the program.

22. Can I bring a companion?
CCSA welcomes one adult companion per faculty at a deeply discounted rate. Faculty remain responsible for meeting all program obligations regardless of whether a companion joins them.

Financial Arrangements

23. Does CCSA pay faculty a salary?
No. Visiting faculty remain employed or appointed by their home institutions and are not employed by CCSA. Whether faculty receive a salary or other compensation for teaching abroad is determined by their home institution. Faculty should consult their institution about applicable compensation, workload, and employment policies.

24. Which expenses does CCSA cover for faculty?

CCSA covers international airfare, lodging, in-country transportation, breakfast and a modest per diem for other meals, a modest phone stipend, required visa or ETA costs, approved course-related activities, and international health insurance through CISI. CCSA does not cover U.S.-based expenses such as mileage, parking, or travel to an in-person preparation session, nor personal expenses or unapproved activities and transportation.

25. Is there a cost to faculty or their home institution?
There is no fee charged to visiting faculty or their home institution, and no charge if a course is cancelled.

Proposals

26. How do I submit a course proposal?
First, review your home institution's requirements for teaching abroad and obtain the necessary academic approval. Then complete the Visiting Faculty Course Proposal Worksheet available on the CCSA website and email it to Erika@CCSAStudyAbroad.org. If approval signatures are pending but expected, the proposal worksheet may be submitted separately from those signatures.

27. How long does the proposal review take?
CCSA staff review proposals for fit with the program and the feasibility of proposed activities. CCSA aims to accommodate proposed courses when space and program arrangements permit. The Executive Director normally responds within two weeks of submission.

28. Whom should I contact with questions?
For questions about proposing a course, participating as visiting faculty, or understanding CCSA's arrangements, contact the CCSA Executive Director at Erika@CCSAStudyAbroad.org.

29. Is there a benefit to becoming a member of CCSA?
Yes, there are several benefits for your institution becoming a member of CCSA (instead of teaching in a visiting capacity).

- CCSA helps recruit students to courses taught by member faculty from across the 25+ institutions.
- Students from member institutions taking a course taught by member faculty are eligible to apply for a CCSA scholarship.
- Member faculty receive a stipend of $100 per student enrolled in their CCSA, up to $1,000.
- Students taking a course from a member school faculty can get a Murray State University transcript with the CCSA credit.
- Member institutions are invited to participate in board meetings and CCSA governance.

Email Erika@CCSAStudyAbroad.org for information about becoming a member. There is no financial obligation to becoming an affiliate member.