### Part 1: Program Information

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| --- | --- | --- | --- | --- |
| **Program Title:** | | | | |
|  | | | | |
| **Destination(s):** | | | | |
|  | | | | |
| **Term (ex 2020 Summer)** | | | | |
|  | | | | |
| **Program Dates** | **Start Date:** | **End Date:** | | **Number of Days:** |
| **Propose Group Size:** | **Min:** | **Max:** | | **Propose Group Size:** |
| **Do you plan to offer this program more than one time?** (Program tend to be more effective when offered multiple times on regular schedule.) | | | Y N Maybe | |

**Program Description (used for recruiting material, so best to keep under 150 words)**

### Part 2: Program Leadership

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| **Faculty Leader #1** |
|  |
| **Department** |
|  |
| **Phone (best one to reach you)** |
|  |
| **Email** |
|  |
| Faculty Leader #2 Only for a second Instructor of Record. |
|  |
| **Department** |
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| **Phone (best one to reach you)** |
|  |
| **Email** |
|  |
| **Co- Leader Only for a program leader who is not teaching.** |
|  |
| **Department** |
|  |
| **Phone (best one to reach you)** |
|  |
| **Email** |
|  |

### Program Leader Background

**The Program Leadership Team** is made up of the faculty and staff who serve as instructors and on-site administrators.

**CCSA Custom Global programs require a minimum of two active program leaders** in a two-deep leadership model. They share in the development, implementation, post program reporting, and financial reconciliation of the program with the CCSA staff.

Because the program fee paid by participants covers all or a portion of program leader expenses, each leader is expected to be engaged in all aspects of the program, from start to finish, for the benefit of all the participants. The sharing of responsibilities and duties among the program leaders, in cooperation with CCSA staff, increases the likelihood of a successful program.

A faculty leader is a program leader listed as the instructor of record for any course in the program. A Co-Leader (non-teaching) is a program leader who is not listed as instructor of record.

For **Faculty Leader (1)**, address experience/preparation related teaching the proposed course (e.g. academic background, experience at the location(s), personal contacts, study abroad experience, etc.).

For **Faculty Leader (2)**, address experience/preparation related teaching the proposed course (e.g. academic background, experience at the location(s), personal contacts, study abroad experience, etc.).

For each **Co-Leader (non-teaching)**, provide a statement to show appropriateness for the level and type of responsibilities required in a study abroad program.

If a **partner organization** is acting as Co-Leader (non-teaching), please attach an agreement or letter stating how the partner organization will meet the responsibilities of a Co-Leader (non-teaching).

### Additional Program Leaders

For programs with large enrollment, list other Co-Leaders (non-teaching):

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| **Name** | **Phone** | **Email** |
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### Part 3: Course Details

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| --- | --- | --- | --- | --- |
| **Courses** | | | | |
| **Course 1** | | | | |
| **Title and Number:** |  | | | |
| **Credit Hours:** |  | | | |
| **Contact Hours (Expected):** |  | | | |
| **Instructor of Record (PL):** |  | | | |
| **Department** |  | | | |
| **College:** |  | | | |
| **Team Taught (if yes, enter name)** | | | |  |
| **Major/Minor Course** | | | | YES or NO |
| **General Education Course** | | | | YES or NO |
| **Course 2** | | | | |
| **Title and Number:** |  | | | |
| **Credit Hours:** |  | | | |
| **Contact Hours (Expected):** |  | | | |
| **Instructor of Record (PL):** |  | | | |
| **Department** |  | | | |
| **College:** |  | | | |
| **Team Taught (if yes, enter name)** | | | |  |
| **Major/Minor Course** | | YES or NO | | |
| **General Education Course** | | YES or NO | | |
| **Course 3** | | | | |
| **Title and Number:** |  | | | |
| **Credit Hours:** |  | | | |
| **Contact Hours (Expected):** |  | | | |
| **Instructor of Record (PL):** |  | | | |
| **Department** |  | | | |
| **College:** |  | | | |
| **Team Taught (if yes, enter name)** | | |  | |
| **Major/Minor Course** | | | YES or NO | |
| **General Education Course** | | | YES or NO | |

### Syllabus (or Syllabi)

Download the syllabus guide.

CCSA policy also requires that you adhere to all accreditation requirements relevant to your discipline.

**Note for courses being offered for more than one level of credit (for example upper division and graduate):** Each course must differentiate assignments and perhaps course goals and grading standards in accordance with the level of credit being earned, either two different syllabi must be submitted OR the syllabus must clearly articulate the differences in course requirements according to level.

Proven practice for effective CCSA Custom Global courses show that a syllabus should include, at a minimum, the information found in the last section of this proposal form.

Upload the course syllabus for each course to be taught.

### Tentative Itinerary

Attach a tentative itinerary including information about dates at each location, excursions, guest lecturers, cultural events, and group activities.

The presentation of your itinerary is up to you. However, a list by day or a calendar grid often prove effective to show the flow of your program with the key dates needed to determine the budget and travel logistics.

It is a good practice to explicitly connect the itinerary with your learning goals. This enables you to adapt an approved syllabus to your study abroad course. An example is a Colonnade course. By showing the direct connections between each learning goal and each activity, you indicate that your course meets CCSA policies and also makes your teaching much more effective.

Upload the itinerary.

### Instruction and Engagement

CCSA Custom Global courses offer a unique opportunity to meet the expected number of instruction hours and engagement activities.

Please provide a statement in response to the following items.

**Instruction (Contact) Hours** - The nature of teaching a CCSA Custom Global course enables you to meet contact hour requirements in different ways. However, you should plan on reporting about 12.5 contact hours per credit hour of instructional time similar to that which you’d expect in an on-campus class. College or department policies may call for another number of contact hours per credit hour, and CCSA Custom Global defers to whichever is appropriate for your course. Normally, pre-departure class meetings during which course material is covered also count in instructional hours. However, pre-departure orientation sessions do not normally count toward instructional hours.

**State the planned direct faculty instructional activities before, during and after the CCSA Custom Global component of your course(s).**

**Engagement Requirements –** If your Home Institution stipulates out-of-class student work for every hour of classroom or direct faculty instruction, then include a statement regarding out-of-class student work.

**State the planned engagement activities before, during and after the CCSA Custom Global component of your course(s). If noted in your syllabus, please state that here.**

### Additional Forms for Students

Please include any addition forms needed from students (i.e. application, recommendations, and language proficiency verification).

These documents will be posted in the CCSA Custom Global application system so students will have one-stop access to all the documents for your program.

Upload additional forms/documents students need to the program application.

### Recruitment

### Explain how you plan to recruit students and what sort of recruiting/outreach material might you need?

Do you have colleagues who may support your recruitment efforts by speaking to their students about your course?  If so, build a network of contacts. Are you part of an academic organization that can promote your course? If so, then reach out to the members through the organization.

### PART 4. Acknowledgment

By signing, each program leader acknowledges that the information provided is correct to the best of my knowledge.

**Proposing Faculty:**

(print name)

Date:

### Part 4: Rubric

### The purpose of the Rubric is to enable CCSA to assess a proposal from a common set of metrics. It enables

### changes and adjustments to be made early in the process.

The Rubric is embedded in the in In-Take form.

|  |  |
| --- | --- |
| **METRICS** | **COMMENTS** |
| 1. The proposed course(s) clearly state(s) learning outcomes that align with the academic activities and program location(s). |  |
| 1. The course requirements are adapted to take full advantage of the off-campus program location. |  |
| 1. The engagement expectations are achievable before, during and after the off-campus component. |  |
| 1. Each course instructor has appropriate experience in the location to effectively teach the class; or if lacking such experience, the instructor makes appropriate use of local expertise and has described in detail how he/she proposes to develop the appropriate expertise to do this. |  |
| 1. The physical requirements are clearly stated in the syllabus and are realistic for the course location(s). |  |