



Teaching on a CCSA Program

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Updated: April 9, 2020

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 of the world. Thirty-plus years later, CCSA continues with member institutions from around the United States; public and private colleges and universities, secular and religiously-based. One thing we all have in common is a commitment to broadening the horizons of our students and faculty by getting them out in the world.

A number of faculty currently teaching with CCSA have been doing so on a regular basis for many years. Several of our current Board members started their study abroad careers on a CCSA program. However, CCSA isn't just for experienced faculty. Indeed, many of our member schools recommend CCSA to their faculty who are stepping into the study abroad arena for the first time. Why? Because we provide support and advice at every stage of the way; at the same time, though, we also work to provide the academic and cultural experience best suited for your academic discipline and course.

This guide is separated into three parts. The first section explains how CCSA works and the general expectations of faculty teaching on a program. Part 2 goes into more detail and helps you design your course and prepare your proposal. Part three covers proposing your CCSA course.

I 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.

I look forward to you joining the CCSA team.



Jerry Barnaby
Executive Director, The Cooperative
Center for Study Abroad



THE CCSA STRUCTURE

This section covers information about CCSA to help you decide to propose a course.

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:

- Faculty focus on teaching one course on programs of 2 or 4 weeks in length,
- Faculty enjoy professional development opportunities,
- Make international contacts,
- CCSA handles the logistical and financial arrangements for your course, along with the applications, accommodation and transportation details, insurance and risk management,
- CCSA program administrators manage the on-site details in collaboration with the faculty,
- CCSA provides faculty with their round-trip air transportation, overnight lodging, a per diem and many meals,
- CCSA provides a discounted participation rate for family members/companions,
- CCSA's consortium of schools provides a much wider recruitment pool than just a faculty member's home campus

2. Who is eligible to teach a CCSA course?

CCSA welcomes course proposals in all disciplines provided they demonstrate academic rigor appropriate to the level at which the course is being offered and are tailored in content to take advantage of the location for which they are being proposed. Faculty must hold appropriate credentials for the discipline and level at which the course is being proposed for credit and as part of the course proposal must provide documentation of academic approval of their course by the relevant administrator(s) on their campus. The following categories of faculty are eligible to submit a proposal to CCSA for consideration.



- **Any full-time, tenure track or tenured faculty member from a CCSA member institution;**
- **Retired and emeritus faculty who continue to teach part-time,** with the approval and support of the Campus Representative and appropriate department at their institution;
- **Full-time non-tenure track faculty** with appropriate academic credentials are eligible to apply provided that their request is endorsed at the time by the Campus Representative and an appropriate dean (or designee), indicating that the faculty member has a reasonable expectation of being employed during the time the program is being offered and that should the course be approved the university will provide the required letter of support. As our proposals are due approximately 15 months in advance of the actual program dates, this endorsement is necessary to prevent cancellation.

- **Part-Time and Adjunct Faculty** - Faculty employed in less than a full-time capacity by a CCSA member school with appropriate academic credentials are eligible to propose a course provided that their request is endorsed at the time by the Campus Representative and by an appropriate dean (or designee), indicating that the faculty member has a reasonable expectation of being employed during the time the program is being offered. The endorsement includes both a Campus Approval form and the online approval of the Campus Representative as both are necessary to minimize student disappointment if the course must be cancelled because the faculty member is no longer teaching at a CCSA institution.

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.
- Any professor who will be on a sabbatical or similar long-term leave at any time during the year immediately prior to a CCSA program may not serve as a faculty member for said program.
- No CCSA faculty may be approved for programs in sequential terms unless performance evaluations from their first program, acceptable to the Board, have been received.
- The Board may ask faculty to sit out for a year if the instructor 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, the special recruiting needs and the student counseling responsibilities that are part and parcel of this unique teaching opportunity.

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 a website and professionally designed marketing material to assist faculty in this process, *the faculty member remains his or her own 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 and counseling responsibilities that are 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 to support faculty who teach with CCSA.

- **Faculty members** are the face of CCSA to their students and academic departments. Students respond to faculty at their home campus. However, faculty members are not alone; they are part of the whole program as well as part of CCSA. Faculty members are the first-line recruiters for their courses, but also represent all CCSA programs. Faculty members must reach for multiple goals: fill their own course and 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. To be effective, campus reps must have a solid working relationship with the study abroad office and the faculty development office. They should know who you are, how to reach you, and see you on a regular basis. There should be no question on your campus about where to go to learn more about CCSA. CCSA faculty receive recruitment support from their designated CCSA Campus Representatives, who are also active members of the CCSA Board of Trustees. Most of our representatives have



either taught on an overseas program, served as an administrator on a past CCSA program, or have many years of experience as staff in International Education Offices. For further information about this process, especially as it may take place on your home campus, please contact your campus representative, as found here: (Link: [List of CCSA Campus Representatives.](#))

- **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 integrate fully the expected academic coursework with the geographic location.
- **The Board of Trustees** sets the tone in approach to programs. Each member of the Board 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.** Based in Bowling Green, Kentucky at CCSA's current host institution, Western Kentucky University, CCSA has full time staff who manage the student application and payment process, make program arrangements for program participants (including faculty), 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 both teaching and administrating overseas programs.
- **The Faculty Advisory Group** is part of CCSA's faculty resource toolkit. Advisors are volunteers with experience in a destination and/or teaching common disciplines found in CCSA programs. The core responsibilities are to provide feedback and guidance to faculty related course proposals, effectively engage one-on-one, directly with faculty by conversation and by electronic communications, and contribute to FAQs that can be posted on the CCSA web site. See more at this web site: <http://ccsa.cc/faculty/advisor>
- **The Program Director(s).** Before, during, and after the program, CCSA ensures that every one of its programs is guided by a program director, and in the case of larger programs at least one additional assistant director. The responsibilities of the program director includes interconnecting faculty on a program to support recruitment efforts for all the courses and CCSA programs, ensuring the safety and health of program participants while on-site, and completing aspects of the post program close out. The inclusion of program directors allows faculty to focus their attention where it needs to be: on teaching their class and helping students get the most out of the experience. Program directors work directly with faculty and the CCSA office to build and manage successful programs. Program directors serve as facilitators before, during and after programs under the general direction of the Executive Director. Assistant directors join in larger programs when the number of students and budget calls for the additional staff. They support the program director and faculty before, during and after the program.
- **Executive Director.** The Executive Director is responsible for the overall direction and supervision of CCSA programs and administers policy and program decisions made by the Board. The Executive Director is expected to manage CCSA finances, services, and process, in support the academic goals of the organization.

Faculty recruit for their course. The campus rep and faculty create a presence on each campus. Guided by the program director, the team creates an academically rigorous and culturally meaningful experience. Supported by the CCSA staff, these looped circles create a strong network all focused on attracting the largest number of students to our great courses.

5. What is distinctive about the CCSA academic setting?

Your location is your classroom (or why teach abroad?), so the emphasis in all CCSA courses is on **experiential learning**. While some time is set aside for lectures and class meetings, and it is assumed that students will have to budget time for reading required books and completing class assignments, the goal of the instructor should be to design a course that will utilize the unique teaching and learning opportunities that traveling to relevant field trip sites make available to student and teacher alike. Site visits, lectures by local experts and self-directed student explorations and reading are essential components of these courses.

With the exception of the four-week London Summer Program, most CCSA programs combine an intensive overseas experience of 2-3 weeks, with direct pre- and post-course academic activities designed to help students prepare for and subsequently reflect on the academic and cultural learning in which they engaged while overseas.

Specially designed course assignments. For programs of two- and three-week duration, and to prepare students for their in-country experiences, faculty normally provide students with pre-course reading and often writing assignments. This is especially important for upper division and graduate courses. During these upper level courses, formal research paper writing and test taking are de-emphasized in favor of journal writing and group discussions as methods of processing course material and assessing performance. Furthermore, in order to ensure that academic standards are met in CCSA programs of two- to three-weeks duration, a culminating experience is required following the students' return to the States. Professors must give a great deal of time and effort before leaving the States to planning the details of appropriate fieldtrips and on-site learning experiences. Indeed, successful proposals to teach on a CCSA program will demonstrate a considerable amount of preliminary planning in this regard.

By contrast, the London Summer Program offers a combination of traditional classroom based time with weekly intensive site visit experiences. Because of the extended time on-site, the program is also self-contained in that exams/final projects are completed prior to the completion of the program and faculty submit final grades to the on-site administrative staff before leaving London. Even on this program, however, faculty generally assign pre-course readings and sometimes even writing assignments both to help students prepare for the overseas portion of their program and to compensate for the less formal classroom setting.

To borrow a phrase from Dr. Michael Klembara, long-time Executive Director of CCSA, much of the best work you will do as a faculty member on a CCSA program 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 world itself is your students' and indeed your classroom. Consequently, whatever the program type, faculty must give consideration to the special nature of the learning environment and the student as well as faculty experience.

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.

Everyone selected to teach must participate in the CCSA program orientation, generally in November 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 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.
- **Providing student support and counseling.** Due to the sometimes challenging experiences that can and usually do arise during travel in a foreign country, students frequently need more personal counseling from professors than is generally required. Additionally, the experiential nature of the courses can bring home to the students in a personal way issues that in the traditional classroom setting can be easy for them to maintain 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 and to assist in requiring participation by their students. 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 to do so.
- **Accompanying students on flights.** CCSA faculty are required to accompany students on flights from the States (although the option of extending return flight dates is provided).
- **Cooperate with program administrator(s) and fellow program faculty** in a manner that is supportive, respectful, professional and collegial, and behave at all times as an appropriate representative of CCSA and your home institution. This includes assisting the on-site program director(s) in matters pertaining to CCSA student travel, excursions, lodging, medical emergencies, and disciplinary action.

Some programs requires faculty to serve on-call duty for a single Friday, Saturday, or Sunday during the program. The faculty member has a program administrator for backup for that day, but has primary responsibility for things that arise that day. Serving in this way, makes it possible for the staff to have down time after very intense weeks.

7. Western Kentucky University (WKU) and Institution of Record

WKU serves as CCSA's institution of record for non-member students. This means WKU must create a section of your course for which these students will received a transcript. Also, with the move to WKU, CCSA member institutions may request their own students also receive a WKU transcript, and again, a section will need to be created for any course in which such students are enrolled.

In order to maintain the appropriate academic oversight of the grading, you need to be listed as the WKU instructor of record. This means you will be listed as part-time instructor (but not employee) at WKU. However no compensation is paid by CCSA or WKU for those not employed full-time at WKU. This process is straightforward, but does require documentation that includes an original transcript from the institution from which you received your highest level degree. CCSA and WKU are streamlining the process of receiving your documents, but as you prepare your proposal, we suggest you obtain an original transcript so we can move smoothly through the process when the time comes.

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

CCSA requires a minimum enrollment for each class. Currently that minimum is twelve students *per faculty member*. A course may be approved with ten students if the nature of a program warrants such a waiver. The decision regarding which courses will be taught in the summer programs is made in late March. Winter program courses are decided upon in late October.

Team-taught classes. If a class is being proposed as a team taught class, a minimum of 24 students is required for both faculty to be approved; 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 faculty.

9. Are faculty paid a salary 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 in addition to this 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.

Nevertheless, faculty whose courses recruit sufficient students to be approved to participate are expected to teach that course on the program, regardless of the institutions at which those students register and regardless of the impact that may have on whether or not a faculty member receives a salary from his or her own member institution.

Faculty receive a per diem to help offset the cost of travel and meals not provided as part of the CCSA program.

10. Do faculty sign a contract with CCSA?

A detailed listing of all faculty responsibilities is included for review within the course proposal application. Upon approval of the course proposal, faculty are required to submit a signed version of that document, titled the CCSA Faculty Responsibilities Agreement, agreeing to the conditions set out therein.

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 270-745-4512. The staff is always available to discuss your question and concerns.

We look forward to receiving your CCSA course proposal.

[End of Part 1]