



CUSTOM GLOBAL PROGRAMS

INTRODUCTION FOR PROGRAM LEADERS

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Welcome

This introductory document outlines how to develop and lead a CCSA Custom Global program. It is meant to be a “first pass” on how programs operate and the expectations of those involved. You are encouraged to review this document carefully as you start planning a program. Several links included here take you to more information that will be used as you progress through the program development.

As noted, your input in the process is encouraged to improve the services and effectiveness of CCSA’s efforts to provide outstanding and challenging learning opportunities beyond the classroom setting. Faculty are key to the success of this academic endeavor.

I. Guiding Principles

Successful CCSA Custom Global programs are guided by these principles:

1. Courses should provide rich, academic content and opportunities for personal growth, while also improving cultural awareness.
2. Planning, well in advance of a program start date, increases the likelihood of achieving the intended learning outcomes.
3. The chosen destination(s) must be central to the clearly defined learning outcomes.
4. Safety during program requires preparation in all phases of development and implementation.
5. CCSA’s ability to financially manage programs should relieve faculty from handling student monies directly.
6. Electronic processes ideally replace paper processes.
7. Two-deep leadership promotes balance in meeting the demands of leading a program.
8. CCSA Custom Global programs are a shared responsibility.

II. Getting to know those involved with programs

Several partners support CCSA Custom Global programs. This model allows faculty to focus on academic content and student recruitment. Ideally, faculty aim to provide outstanding academic experiences for students. Your home campus team can focus on preparing your students, while CCSA Custom Global sets up programs, manages budgets, and guides risk management all in coordination with your home campus requirements. The partnership provides energy, commitment, and expertise (both academic and administrative) to support your program.

- **CCSA Custom Global** enables member schools the opportunity to offer short-term (eight weeks or less) “faculty-directed” domestic and international educational and non-credit programs. CCSA Custom Global enables member schools to own their course and their program while CCSA provides all the services needed to conduct a successful program. The member school selects the program leaders and approves the program, then CCSA Custom Global takes it from there.

CCSA Custom Global responds to our member schools by providing the most cost effective experience to students in which faculty can deliver the most impactful learning content. CCSA Custom Global builds the frame and the faculty with their students paint the picture. CCSA Custom Global brings the expertise of our CCSA Flagship programs to individual faculty as seen in their own words. CCSA Custom Global offers a structure that promotes Global Teaching as seen in the feedback from faculty. CCSA Custom Global staff support Faculty -- before, during and after the program.

- **The Program Leadership Team** is made up of the faculty and staff who serve as on-site administrators in a two-deep leadership model. They share in the development, implementation, post program reporting, and financial reconciliation of the program. A minimum of two program leaders are required for each program. Because the program fee paid by participants covers all or a portion of each program leader’s expenses, each leader is expected to be engaged in all aspects of the program for the benefit of all the participants. The sharing of responsibilities and duties among the program leaders, in cooperation with CCSA Custom Global staff, increases the likelihood of a successful program.

III. Developing an CCSA Custom Global Program

The Home School determines process for program leaders to work directly with CCSA Custom Global staff to develop and manage their program. The home campus study abroad team links students with programs and guides students and faculty through the online application process.

The Home School is responsible for the following:

- Remain in good standing with CCSA.
- Implement program and course approval process and maintain academic oversight.
- Ensure syllabus and itinerary meet your academic requirements.
- Ensure program leaders are vetted and employed as appropriate for program leadership.
- Provide compensation (if any) to program leaders.
- Ensure credit-earning participants are appropriately registered for courses and ensure course credit is awarded as appropriate for credit-earning participants.
- Limit or open your programs for students from other schools with credit provided by the CCSA host institution.



Laying the Academic Groundwork

- **Curriculum Development** – All course development begins with faculty and must be approved through the normal home school academic channels prior to the CCSA Custom Global in-take process. A solid learning plan should include a priority on the academic learning outcomes determined by the destination(s).

A meaningful learning plan should address the goals of providing

- Globally connected academic content,
- opportunities for personal growth, and
- Improved local, regional and/or cultural awareness.

Prior to delving too deeply into a syllabus, it may be helpful to review the methodologies of teaching/learning abroad, the *Forum on Education Abroad Code of Ethics and Standards*, and funding opportunities, along with the administrative and financial oversight process (see [web site](#)). Faculty are also encouraged to discuss with their academic leadership and study abroad professionals during the curriculum development process.

- **A site visit** may familiarize the program leadership team with the program destination. The curriculum development phase should include a site visit for which a rubric is available to make sure you use your time effectively. Your post-site visit report aids in developing your program.
- **Developing the Program Plan** enables you to consider several elements not normally faced when teaching a classroom-based course and helps your program design process.
- **Professional Development Opportunities** offered by CCSA Custom Global, in coordination with your home campus team, enables you to improve your skills in managing your program. This ranges from syllabus development to handling money while on site. Both new and experienced program leaders are encouraged to take the time needed to attend these sessions as it will smooth the process for everyone involved.



IV. The Role of CCSA Custom Global

CCSA Custom Global maintains financial oversight and provide administrative support for programs in coordination with the home campus. CCSA Custom Global is tasked with managing the budget and financial reporting; administering travel and logistical support; facilitating student registration and billing; and providing recruiting material for the program leaders. CCSA Custom Global programs are a shared responsibility, and undertakes these tasks in active partnership with the program leadership team and in support of the academic goals of the program.

Faculty leaders, their departments, and the home campus team benefit significantly from CCSA Custom Global's administrative support in the following ways:

- Faculty focus on delivering the most effective learning experience possible, supported in every phase of the program development and delivery.
- Home campus staff do not need to take on the added responsibility of managing programs.
- Incident response while abroad is supported by CCSA in partnership with your home school.



CCSA Custom Global will:

- Employ staff capable of implementing the Program.
- Brand Program as home campus program and adhere to home school's brand requirements.
- Organize program logistics in partnership with program leaders and their member school.
- Support leader preparation and training.
- Support recruitment efforts through campus events, printed and/or online communication.
- Provide international health insurance and standard, related services (i.e. evacuation).
- Support an emergency action plan implemented by the program leaders that adheres to the Home campus requirements.
- Provide administrative and financial oversight of Program:
 - Manage Program budget and report financial outcomes to Home campus.
 - Provide means to make Program-related purchases before, during, and after the Program that may include but is not limited to credit card, cash, or wire payments.
 - Provide a credit card to at least one (1) of the program leaders for use during the program.
 - Provide appropriate cash advance to at least one (1) program leader for budgeted Program expenses.
- Collect program fees from participants by means that adheres to Home campus requirements (if any).
- Provide international health insurance and standard, related services (i.e. evacuation) for program leaders and participants on programs conducted outside the United States.
- Provide participants and program leaders a tentative program itinerary and final working itinerary.
- Maintain online participant application and program management process.
- Provide means for participant and program leaders to maintain an electronic account, separate from Home campus-required account that home campus-designated employees may access to review and approve program leaders or participants.
- Provide option for transcription services through CCSA host institution at additional cost to students (if needed).

V. Proposing a Program

The home campus must approve a program through the standard process. Then, CCSA Custom Global works with the campus team and the program leaders to make it happen.

The importance of starting the approval process early cannot be stressed enough. This ensures adequate time for recruitment and provides students maximum time to secure funding. It also helps to ensure supporting offices on campus have ample notice to give your program the appropriate attention it needs to be successful.

- **New Programs** – A new program proposal process should begin at least 18 months prior to planned departure, ideally following the Implementation Timeline found on the CCSA Custom Global web site. This systematic approach will help alleviate a great deal of stress for everyone involved and help assure a successful program.
- **Repeating Programs** – You are encouraged to conduct the program multiple times, since repeating programs enable faculty, departments and students to plan, thereby improving the chances of a successful program.

Travel Restrictions - CCSA normally limits travel in countries or regions within countries for which the U.S. State Department (USDOS) has an active travel advisory or warning. Program leaders must request a waiver to this restriction from their home campus team.

VI. CCSA In-Take process

After the program is approved by the home school, we follow the CCSA Custom Global In-Take process.

The basic steps are as follows:

1. Complete the CCSA Custom Global In-Take worksheet.
2. Complete the on-line In-Take application and upload required documentation.
3. Progress through the In-Take process as each step opens. This includes training about designing your course, recruiting, teaching on-site, emergency response, financial management, and other items.

VII. After Your In-Take accepted

After In-Take is complete, the CCSA staff works with the program leaders to implement the program.

- **Agreement** – The program leaders and CCSA Custom Global sign an agreement to define all commitments and obligations.
- **Managing the Program Budget** – After a program is accepted, CCSA Custom Global will establish and manage the CCSA Custom Global account. Tracking your expenses helps keep your program within budget and aids in adhering to CCSA, state, and federal financial regulations.
- **Amending Program** - Between the approval and departure, program leaders may wish to change aspects of the program. Program leaders need to inform the CCSA Custom Global staff as soon as the change is considered to facilitate securing appropriate approvals as needed. Depending on the significance of the change, differing levels of review and re-approval may be needed.



VIII. Time to Recruit

The recruitment phase is loosely defined as the time between program acceptance and pre-departure. During this phase, potential participants need to be fully informed of the program demands, requirements, and costs. This information is most effectively stated in the syllabi and program documentation, and should be made available through multiple delivery methods. With these items, consistent information helps inform potential participants.

The Green Sheet. A key document in this process is referred to as the “green sheet,” which is developed by your CCSA Custom Global coordinator, and is posted on the application system. It serves as the “contract” between CCSA, you and student regarding many aspects of the program including eligibility, billing, withdrawal penalties, etc. Some programs require specific waivers and agreements, and the Green Sheet complements and refers to these other required documents. Program Leaders are the final determinant of student acceptance so all the application and approval documents must support each other. It is essential that your CCSA Custom Global coordinator is informed about separate applications/requirements from the start and such documents will be included in the proposal.

- **Non-credit Participants** – A non-credit participants may apply for a program only if all program leaders agree to their inclusion **AND** the person meets the relevant (non-student) eligibility requirements.
- **Family Members** - Family members may be included as non-credit participants, and they may receive a different rate as a non-credit participant.

Minors – Often, program leaders and students wish to take a child on a program. While this is a great opportunity, a minor does represent a significant burden to other program participants and could become a major (and natural) distraction to the parent. A person under sixteen (16) years of age may be included as a non-credit participant **only** if she/he meets the requirements stated in the CCSA Custom Global policy.

IX. Before You Depart

This phase is loosely defined as the final ten-weeks prior to departure during which final preparations are to be completed in coordination with your home campus team and CCSA Custom Global. The program leaders and participants must maintain eligibility to remain on the program.

Cancellation or Postponement – As stated in the CCSA Custom Global Standard Operating Procedure, CCSA and the home campus each reserve the right to cancel a program. Reasons may include low enrollment, non-adherence to policies, ineligibility of a program leader, or unacceptable risks in the destination. Any cancellation/postponement decision is carefully reviewed by CCSA and the home school team.

Remuneration - The remuneration package includes approved program-required travel expenses and compensation:

- **Travel Authorization** – Each program leader is responsible for home school required pre-travel authorization regardless of whether CCSA reimbursement is involved. Each program leader is responsible for securing approval and providing a copy to your CCSA Custom Global coordinator. Neither a credit card nor a group travel advance can be requested until this authorization is approved by the home campus.
- **Expenses** - The program leader travel expenses must be listed in the program budget and will be either pre-paid, paid on-site, or reimbursed on a travel voucher (group or individual). Only expenses accounted for in the budget are eligible for reimbursement.
- **Compensation** – The home school is responsible for compensation.



X. Preparing for on-site responsibilities

CCSA Code of Conduct. Just as students are protected by and held to the standards stated in the home campus student handbook while on their campus, they are also held to those same standards while abroad. During the program, all participants are also held to the CCSA Code of Conduct. For all persons on a program, violations are just cause for dismissal from a program.

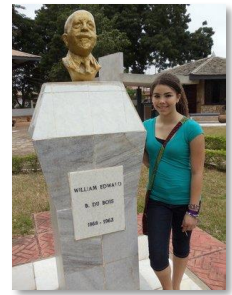
Emergency Action Plan (EAP). As stated in the Guiding Principles, safety requires preparation in all phases of development and implementation. While no one can anticipate all possibilities, preparation involves the program leaders, the students, and several units within CCSA.

Program leaders represent their home school while on-site; therefore, actively preparing a plan to deal with situations improves our collective response. The Emergency Action Plan (EAP) is developed jointly by the program leaders. CCSA Custom Global is a resources in this process. It is the first element of preparedness. Through the development of the EAP, program leaders increase their ability to respond to an emergency. CCSA Custom Global offers sessions in which you create your EAP.

The EAP also include a communication protocol, program-specific orientations, and an incident response guide.

XI. On-site management during the program

Program leaders are the on-site home campus representatives and are expected to supervise and deliver course content, opportunities for personal growth, and improvement in cultural awareness. Open communication among the program leaders and CCSA Custom Global is essential to promote a safe and effective learning environment for students. CCSA Custom Global manages emergency response and maintains student records and travel documents in case of emergency during the program in coordination with the home campus and program leaders.



XII. After the Program

The post-program phase includes the close-out of the financial records and assessment of the program. It must be completed in order to account for all funds spent on the program and to determine ways to improve the program.

- **Financial Reporting** – The final balance of each program will be reported to the program leaders and the home campus team. The financial history of a program will be taken into account when considering the program in subsequent years.
- **Post-program assessment** - Your close-out report is due to CCSA Custom Global by the date determined in the Program Leader Agreement.

XIII. Wrap Up

This introductory document provides a short overview of the elements needed to make a successful program. The Standard Operating Procedures include more details for each phase of your program and serves as a guide for everyone involved.

As stated under Guiding Principles, CCSA Custom Global programs are a shared responsibility in which the learning outcomes are positively affected by the destination and the process of preparing and assessing the courses encourages sustainable programs. As a leader of such these programs, we welcome your input by contact the Office of CCSA Custom Global at the link below.

XIV. CONTACTS

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Custom Global Timeline

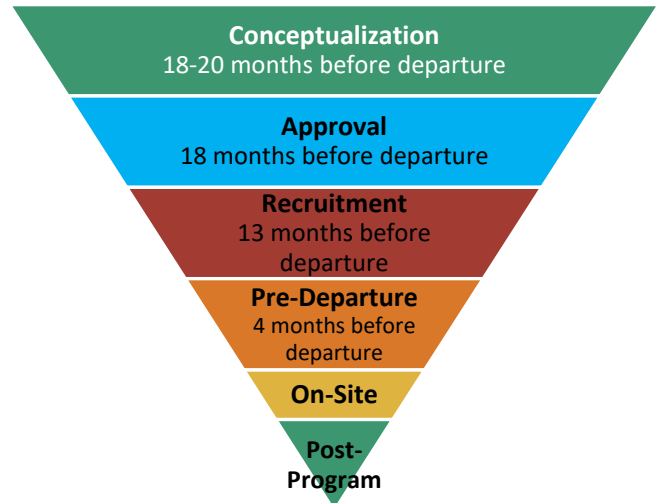
Timeframe		Action Item
Summer Term	Winter Term	
Conceptualization (18 months)		
November	June	Initial planning meeting. Meet with Home campus team. CCSA is available to consult.
Approval (15 months)		
January	August	Proposal development following Home Campus process
February	September	Pre-proposal review by Home Campus
March 1	October 1	Submit Proposal following Home Campus process
April	November	Prepare In-Take Worksheet
May 1	December 1	Complete In-Take process
Recruitment (12 months)		
May	January	Complete Service Level Agreement (with Home Campus) Kick Off meeting
May – February	December – October	Program Recruitment
June – March	December – November	Endorse/Reject Student Applications
October	May	Review budget and roster
Pre-Departure (6 months)		
January	August	Complete Emergency Action Plan (EAP)
February 1	October 1	Student priority registration and \$250 deposit deadline
March	October	Complete Pre-Travel & Financial Processes
April	November	Request Credit Card, Travel Advance, Medical Insurance
April	November	Conduct Program Orientation (class activities) Pre-departure class sessions
On-Site		
May – August	December – January	Programs active
Post-Program		
June – September	January – February	Post-program report, financial close-out and reporting to Home School

Phase 1: Conceptualization

The sky is the limit. Imagine the destination where you wish to teach. Think about the topics you want to cover and your ideal class size. Most important, what are your broad learning goals? No need to dwell on the specific details of your itinerary or syllabus at this point.

Instead, look deeply into your intended location and determine whether your ideal location offers what you need. Remember, the location is your classroom. Can you teach the material in it? How do you differentiate your course from other study abroad options and other campus-based courses?

Focus on your learning goals around which you will build your syllabus. Brainstorm how you can help fill gaps in your department's existing courses with your study abroad course. Make your course something special that you truly want to teach and students will find valuable to their degree program and career opportunities.



The goal is to design an innovative course with meaningful learning outcomes that effectively uses the location as your classroom.

Early in the Conceptualization phase is a good time to complete the CCSA Custom Global Planning Guide. Then meet with your Home Campus study abroad team. They can provide insight into what has been successful in other programs. And of course, the CCSA Team is always available for guidance or consultation.

Useful Resources

- CCSA Custom Global Program Planning Guide
- ccsa.cc/global

Phase 2: Home Campus Approval

The goal of this phase is to get your proposal approved. During Phase 2 you will work with your Home Campus Team to create a program proposal. Experienced program leaders are great resources, and new leaders are encouraged to communicate regularly with your campus team and CCSA in order to stay on track.



After home campus approval, CCSA Custom Global Coordinator will meet with you to “launch” your program. An information sheet (“Green Sheet”) will be created with program details, a website and application will be opened, marketing materials will be provided, and a budget account for your program will be created. Your CCSA Custom Global Coordinator guides these steps to assure your course is available for students.

Useful Documents on the CCSA Custom Global website

- CCSA Custom Global Introduction for Program Leaders
- CCSA Custom Global In-Take Worksheet
- ccsa.cc/global

Phase 3: Recruitment

A challenge inherent to all study abroad courses is the fact that students find myriad opportunities. The proven approach is to **differentiate** your course through innovative course design, learning outcomes, and use of the location as your classroom.

Remember, in the Conceptualization phase you designed a special course that you truly want to teach and students will find valuable to their degree program and career opportunities.

Recruitment is more effective when many paths are used to reach students. Social media and personal contact complement emailing students from recent classes. Word-of-mouth from your most motivated students opens doors as well. Use class time to talk about the course and location, meet with student groups, or create a Facebook group for your program.



Your program will need a minimum number of participants in order to proceed, so be sure to check in with students who have expressed interest to ensure they submit their Home campus application along with their CCSA Custom Global application.

Don't let off the gas since students tend to withdraw as the deadlines approach and a waiting list is a good thing.

Useful Information

- CCSA Custom Global Recruitment Guide
- [CCSA Faculty Web Site ... see Recruitment Guides](#)

Phase 4: Pre-Departure

As you prepare to teach your course you will create an Emergency Action Plan. Guidance on completing the EAP is provided by your CCSA Custom Global Coordinator along with training in handling students, students with disabilities, and other topics that will be of interest to faculty leaders.

Various pre-travel forms must be completed during the Pre-Departure phase. These include your application for a group funds, travel authorization form, and Credit Card request form. In order to streamline the processing of these forms, please ensure you work together with your CCSA Custom Global Coordinator to complete them.

During the pre-departure phase students will be billed the program fee. Your course will be listed by your department with information provided by the CCSA Custom Global Coordinator. Normally, the home campus conducts a general pre-departure orientation and the Program Leaders conduct a program-specific orientation for all the participants in your program. A proven practice is to include the pre-departure sessions in your syllabus as a graded assignment.

Documents and Links

- Emergency Action Plan
- Orientation Guide for Program Leaders
- Communication Protocol
- Incident Response Guide
- ccsa.cc/global

Phase 5: Teaching Your Class On-Site

Program leaders are the on-site representatives for your home school. Open communication among your home school, your CCSA Custom Global coordinator and the leadership team is essential to promote a safe and effective learning environment for students. CCSA Custom Global will provide emergency response and maintain student records and travel documents in case of emergency during the program in coordination with the home campus.

Your CCSA Custom Global coordinator will provide information on important elements the leaders need to manage while on-site, and the training sessions will help prepare you for the tasks.



Phase 6: Post-Program

The close-out is the final step during which the financial and programmatic elements of your program are wrapped up.

Your CCSA Custom Global Coordinator will help you wrap up the financial close-out —collecting travel documentation and receipts. CCSA will issue a final financial and narrative report to the program leaders and their home campus team.

Your final program report helps you prepare for the next time you lead your program.

Useful Documents on the CCSA Custom Global website

- CCSA Custom Global Introduction for Program Leaders
- ccsa.cc/global

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The Role of Global Teaching & Learning

Course taught off-campus must meet all the academic requirements of any college course. Learning outcomes come first, and your course is expected to integrate the location into the syllabus. Your aim should be to infuse every lesson with the culture, history, or significance of your location.

Consider the following as you begin to plan your program:

- How can the class be taught abroad differently than in a campus classroom?
- How is the course connected to the location? If it is not, will you sacrifice the course or the location?
- How can global learning 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.

Facilitating Global Learning

CCSA Custom Global staff provides years of experience in developing, leading and assessing off-campus courses; both international and domestic. CCSA Custom Global programs are a shared responsibility and your primary task is to design and teach the best course possible. The CCSA Custom Global team's task is to provide the administrative support you need to teach the course you've designed.

From the years of expertise at your disposal, these proven practices are important to consider as you design your course.

- Being a faculty leader does not require complete understanding of the host culture. You should be willing to discover together with the students, willing to learn, prepared to give up your own stereotypes and discomfort, and be willing to admit when you don't know the answer. Searching for answers together can create a positive learning experience for all involved.
- Many, if not all, of your students will be visiting your program destination for the first time. Take advantage of their fresh perspective, and be aware that students will notice many aspects of the culture or location of which you are already aware. Students will be surprised by aspects of the culture that you very much take for granted; allow them to have authentic learning moments without offering too much. Do not spoon-feed to students what they can learn on their own.
- Never forget that cultures are not monolithic. The Ireland you visited 3 years ago may not be the Ireland you will visit this year with your students. Anticipate and welcome changes. Can you embrace cultural changes and incorporate them into your syllabus?



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

- Include photos in your pre-departure Orientation PowerPoints and other materials you send to students before your program departs.
- Talk about the country and culture in your classroom using native pronunciation and vocabulary whenever possible.
- Provide required reading that will familiarize students with the program destination(s) in advance; travel guides, blogs, forums, and academic readings may be useful.

Designing a Course

Remember Your location IS your classroom.

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

- increase in student willingness to take courses outside of their major area of study,
- increased confidence with ambiguity and new experiences,
- increased interest in interdisciplinary studies,
- increased skills of inter-cultural communication,
- greater comparative understandings of social issues,
- a higher level understanding of social change, and
- a greater understanding of inequalities and differences both near and far.

Term of Course

CCSA Custom Global experiences may follow an alternate schedule that impacts your course design.

1. Standard. A summer or winter course normally for 3 credit hours conducted between May and August or **between** December **and** January, respectively.
2. Semester extended 3+. A semester course for 3 credit hours PLUS 3 credit hours in summer or winter that may be a continuation or extension of the semester as an optional 3-credit hour course.
3. Semester culmination. A **global learning** experience that follows a semester course for no extra credit but as an extension of the semester course. It may be optional or required for a specific course section so students know they will participate at the additional cost.
4. Bi-term courses may follow that same models.

Adapting an Existing Course

Do not expect to recycle an existing campus-taught course on another continent. A redesign is needed with the 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 proven practices to adapt a current course to a new location:

- Alter or add to the current course objectives to reflect the location,
- Make sure your objectives clearly address the international nature of the course, and
- 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. The following may be useful points to consider as you plan your new course.

Designing Assignments around Program Activities

- Pre-Departure
 - Assign students to research specific sites/activities and present in-class or on-site, and
 - Guide students regarding the connections you hope them to 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.

Counting Program Activities in Your Course Assessment

Include any activities you plan to grade or assess in your syllabus. Make sure attendance in program activities is required and specified in the syllabus.

Graded activities might include, but are not limited to:

- Writing activities
 - Research about what students will see,
 - Reflections on what students saw, and
 - Comparative studies.
- Presentations
- Journaling and Reflection
- Demonstrating use of the language – even rudimentary usage shows cultural awareness
- Final project – may be due after return
- Explore Time - Consider assigning students to turn in a top 10 list of what they'll do in their explore time 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 teaching techniques in a global learning course. It is more effective when guided (i.e. through faculty directed questions) and embedded in course expectations.

A global learning 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 student will apply their learning to everything they do while in country. Hence the importance of including **opportunities for personal growth**, and **Improved cultural awareness** as learning goals.

Meeting Course Objectives

- How will you meet your objectives in a limited amount of time? Your on-site activities should all be content-based. Limit the amount of class time you spend on travel and safety information. Logistics should be covered at your pre-departure Orientation and at key points during the course when reminders and follow-up are needed.
- Plan readings strategically; leave students time to connect the readings to their experiences.
- Language barriers can prove time-consuming, so plan accordingly. Prepare students by recommending phrasebooks, giving pointers in pre-departure orientation, and use the local language whenever possible. Prepare yourself to get around in your program location, especially if it's your first time.
- Know where you're going academically and geographically—map out your course. Bring printed maps whenever possible; access via a smartphone may be available but expensive on-site.

Designing an Itinerary

First-time faculty report regrets over their lack of logistical research, and these proven practices improve courses.

- 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 reflect the content and how the content will reflect them.
- Search for global learning programs in your field, and see what others are doing with their courses.
- Communicate with faculty at other institutions who have taught similar courses or can shed light on your location.
 - 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 London Bridge Tower 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.** Design of and choice of design, or
 - **Accounting.** Usage of trade and finance as reasoning for build, tracking of funding throughout build, ethical use of funds

- Incorporate some down-time for reflection and to recharge. You will need it too.
- Don't over pack your suitcase or your schedule. A learning goal may be for your students to feel confident enough to come back to the location on their own and see all those things you could not include in your course.

On-Site Program Management

Global teaching means teaching in a location and presents challenge and opportunities. Some things to consider.

- Students will need time to acclimate to the location. Can you provide activities or guidance that will introduce them to the location?
- Build a community of scholars learning together and looking out for each other.
- Model the behaviors that you want your students to follow.
 - Follow local customs as appropriate.
 - Research before departing, and share pertinent information with your students as early as possible.
 - Students willfully ignoring cultural norms may affect the learning outcomes of your course. Make them aware of those norms and make it clear to students that they are to be followed.
 - Do not interrupt guides; use them as the valuable resource they are.
- Make time to meet with guides, your co-leader, and other key players every day. Debrief at night and/or meet in the morning before departure.

Managing Your Itinerary

"The best laid plans... " can and do go awry. Is flexibility and adaptability in your toolkit?

- Anticipate delays and cancellations. Prepare Plan B for every location or activity, even if Plan B is an impromptu discussion with students on the bus. Don't be afraid to revisit and redesign on the fly as needed if a site or activity is not benefiting students in the way you had hoped.
- Give students clear expectations *in the syllabus* about participation in meals, site visits, and other activities.
- Communicate with all participants at regular intervals rather than telling a few about plans and expect everyone to get the information. Use meals as class or logistical meeting time, but don't surprise students with last minute changes to expectations.
- Debrief with your co-Program Leader and with students.

Ready to begin?

Your CCSA Global Custom Team

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MONTH	TIME	ACTION	CCSA Contact Point
	-18	Conceptualization (18 months)	
November	-18	Initial planning meeting. Meet with Home campus team.	Meet with CCSA Team for consultation.
November	-18	Prep & Training Session: Teaching Away/Abroad (online)	Prep & Training Session: Teaching Away/Abroad (online)
January	-16	Proposal development following Home Campus process	Prep & Training Session: Designing a Course (online)
January	-16	Pre-proposal review by Home Campus	
January	-16	Prep & Training Session: CCSA Custom Global Timeline (online)	Prep & Training Session: CCSA Custom Global Timeline (online)
	-15	Approval (15 months)	
February	-15	Submit Proposal following Home Campus process.	
March	-14	Prep & Training Session: In-Take Process (online)	Prep & Training Session: In-Take Process (online)
April	-13	Complete CCSA program In-Take process.	Initial Meeting (#1)
	-12	PREPARATION PHASE (post-approval)	
May	-12	CCSA Team prepares program design and budget.	
May	-12	Prep & Training Session: Leader Responsibilities (online)	Prep & Training Session: Leader Responsibilities (online)
May	-12	Meet with CCSA and Leaders. Sign agreement, prepare marketing items.	Kick off Meeting (#2)
	-11	INTRODUCTORY PHASE & EARLY RECRUITING PHASE	
June	-11	Prep & Training Session: Designing a Course (online)	Prep & Training Session: Designing a Course (online)
June	-11	Introduce CCSA Custom Global course to campus and students. Use Student Recruitment guide from CCSA Custom Global. CSA Custom Global marketing items ready for distribution. Meet with campus team to go over recruitment plan.	
June	-11	Prep & Training Session: Itinerary & Budget Building (online)	Prep & Training Session: Itinerary & Budget Building (online)
June	-11	Use first three weeks of semester to build campus/student awareness of course. CCSA set up Travel Logistics (flights, ground, tickets, lodging, etc.)	
July	-10	Prep & Training Session: Recruiting and Outreach (online)	Prep & Training Session: Recruiting and Outreach (online)
	-9	DIRECT CONTACT PHASE	
August	-9	Respond promptly to student inquiries. Hold early information sessions with students and share information with colleague on home campus and other CCSA Custom Global member schools. Use advising opportunities to inform students of CCSA Custom Global courses.	Review budget and roster
September	-8	Respond promptly to student inquiries. Use advising opportunities to inform students of CCSA Custom Global courses.	
	-7	RE-ENFORCEMENT PHASE	
October	-7	Use advising opportunities to info students about CCSA Custom Global. Use end of term communications to encourage students to look at options with families over the Break.	
November	-6		
December	-5	Prep & Training Session: Student Application System (online)	Prep & Training Session: Student Application System (online)
	-4	PRIME RECRUITMENT PHASE	
January	-4	Use first three weeks of semester to build campus/student awareness of course.	
February	-3	Pull out all the stops on recruitment: info sessions, study abroad fairs, campus visits. Call on the network of colleague developed in the early phases. Application deadlines.	
	-2	RETENTION PHASE	
March	-2	Student priority registration and \$250 deposit deadline	
March	-2	Prep & Training Session: Health & Safety Away & Abroad (online)	Prep & Training Session: Health & Safety Away & Abroad (online)
March	-2	Prep & Training Session: Effective Pre-Departure Session (online)	Prep & Training Session: Effective Pre-Departure Session (online)
March	-2	Prep & Training Session: Financial Matter (online)	Prep & Training Session: Financial Matter (online)
March	-2	Prep & Training Session: Retention (online)	Prep & Training Session: Retention (online)
April	-1	Complete Emergency Action Plan (EAP)	10-week check in (roster)
April	-1	Complete Pre-Travel Forms	Prep & Training Session: Financial Matter (online)
April	-1	Maintain contact with students who've applied and build excitement about course. Submit updated (near final) syllabus for CCSA Custom Global. After review, may share with students.	
April	-1	Red Book Meeting (#3)	Red Book Meeting (#3)
	0	Pre-Departure Phase	
May	0	EAP due	7-week check in (roster)
May	0	Maintain contact with students who've applied and build excitement about course. May programs - share syllabus at least 4 weeks prior to department.	
May	0	Conduct Program Orientation (class activities)	
	0		
	0	PROGRAM PHASE	
June	1	Programs Out	
July	2	Close-out (meeting #4)	Close-out (meeting #4)
	3	POST PROGRAM PHASE	POST PROGRAM PHASE
August	3	Final reports to home campus	

MONTH	TIME	ACTION	CCSA Contact Point
	-18	Conceptualization (18 months)	
August	-16	Initial planning meeting. Meet with Home campus team.	Meet with CCSA Team for consultation.
August	-16	Prep & Training Session: Teaching Away/Abroad (online)	Prep & Training Session: Teaching Away/Abroad (online)
	-15	Approval (15 months)	
September	-15	Proposal development following Home Campus process	Prep & Training Session: Designing a Course (online)
September	-15	Pre-proposal review by Home Campus	
September	-15	Prep & Training Session: CCSA Custom Global Timeline (online)	Prep & Training Session: CCSA Custom Global Timeline (online)
September	-15	Submit Proposal following Home Campus process.	
October	-14	Initiate program with CCSA Custom Global Team by completing online In-Take process.	Initial Meeting (#1)
October	-14	Prep & Training Session: In-Take Process (online)	Prep & Training Session: In-Take Process (online)
October	-14	Complete CCSA program In-Take process.	
	-13	PREPARATION PHASE (post-approval)	
November	-13	CCSA Team prepares program design and budget.	
November	-13	Prep & Training Session: Leader Responsibilities (online)	Prep & Training Session: Leader Responsibilities (online)
November	-13	Meet with CCSA and Leaders. Sign agreement, prepare marketing items.	Kick off Meeting (#2)
	-11	INTRODUCTORY PHASE & EARLY RECRUITING PHASE	
December	-12	Prep & Training Session: Designing a Course (online)	Prep & Training Session: Designing a Course (online)
January	-11	Introduce CCSA Custom Global course to campus and students. Use Student Recruitment guide from CCSA Custom Global. CSA Custom Global marketing items ready for distribution. Meet with campus team to go over recruitment plan.	
January	-11	Prep & Training Session: Itinerary & Budget Building (online)	Prep & Training Session: Itinerary & Budget Building (online)
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June	-6		
July	-5		
	-4	PRIME RECRUITMENT PHASE	
August	-4	Prep & Training Session: Student Application System (online)	Prep & Training Session: Student Application System (online)
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October	-2	Prep & Training Session: Effective Pre-Departure Session (online)	Prep & Training Session: Effective Pre-Departure Session (online)
October	-2	Prep & Training Session: Financial Matter (online)	Prep & Training Session: Financial Matter (online)
October	-2	Prep & Training Session: Retention (online)	Prep & Training Session: Retention (online)
October	-2	Complete Emergency Action Plan (EAP)	10-week check in (roster)
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October	-2	Maintain contact with students who've applied and build excitement about course. Submit updated (near final) syllabus for CCSA Custom Global. After review, may share with students.	
	-1	Pre-Departure Phase	
November	-1	EAP due	7-week check in (roster)
November	-1	Maintain contact with students who've applied and build excitement about course. May programs - share syllabus at least 4 weeks prior to department.	
November	-1	Conduct Program Orientation (class activities)	
November	-1	Red Book Meeting (#3)	Red Book Meeting (#3)
December	0		
	0	PROGRAM PHASE	
January	1	Winter programs in action.	
February	2	Witner Program close-out (meeting #4)	Witner Program close-out (meeting #4)
	2	POST PROGRAM PHASE	POST PROGRAM PHASE
March	3	Final reports to home campus	

This guide is meant to spark the right questions you need to consider as you design your program. It is not all-inclusive, rather a starting point. Some questions lean toward international locations, but domestic locations can be addressed.

Rationale

- ☐ What is the rationale for the program – what academic need does it fill?
- ☐ What will students gain from the program (Are there measurable outcomes)?

Leader Experience

- ☐ What experience do you have in the proposed location? (i.e. visits, research)
- ☐ What experience do you have in a global teaching format (international and/or domestic)?

Departmental / College Implications

- ☐ How will the program complement current departmental offerings?
- ☐ Will the program compete with other courses or programs?
- ☐ Which department(s) or college(s) will sponsor / support the program?
- ☐ Can two departments/colleges collaborate on this program? What plan is there for involving other departmental faculty members? Who?
- ☐ Have you discussed the proposal with your academic leadership?
- ☐ Who will serve as the primary administrative contact?
- ☐ Will faculty leaders team-teach, teach separately, or one will teach and the other will serve as no-teaching co-leader?
- ☐ Has the sponsoring unit given a commitment for financial support?
- ☐ _____

Target Students

- ☐ Who is the intended student audience for this program?
- ☐ Is there identifiable student interest in the program? If not, can you create a demand for the course offered in the program?
- ☐ Are there pre-requisites that may limit or encourage student access?
- ☐ Is language proficiency required? If yes, will this limit student access?
- ☐ What is the minimum number of students needed for a program?
- ☐ What is the optimal enrollment in the program?
- ☐ Is there sufficient lead-time to develop and recruit for the program (generally 18 months)?
- ☐ Can students with health / dietary concerns participate easily?
- ☐ Can students with disabilities participate easily?
- ☐ What plans are there for publicizing the program and recruiting students?
- ☐ Is the program open to undergraduates, graduates, and/or doctoral students? Indicate all that apply.
- ☐ _____

Location

- ☐ What country and city will be the best location, and why?
- ☐ Will students need a visa to enter the country? Cost? Ease of obtaining?
- ☐ What academic institution abroad may serve as host or partner? (Please supply contact information to CCSA.)
- ☐ What are the proposed program facilities? (Describe)
- ☐ Additional considerations (e.g. program related travel, local economy, and safety)?
- ☐ _____

Health and Safety Issues

- ☐ Have you checked the US State Department for travel advisory or warning?
- ☐ What inoculations or other precautions do students need before departure? (Check CDC.gov)
- ☐ What medical facilities are available to students and program leaders?
- ☐ Have you review and liability information.
- ☐ _____

Financial

- ☐ Items to be included in the program cost to students.
- ☐ Collect budget information you've obtained or developed.
- ☐ Costs **not** included in the program cost to students and estimate their cost.
- ☐ Is the total cost within a range that students can afford?
- ☐ Have you considered compensation options with DELO?
- ☐ What amount of spending money should students budget, and for what items?

Academic Components

- ☐ Has the sponsoring department approved academic credit for the program/courses?
- ☐ Will the program offer students credit in an existing course? If not, will you develop a new course or use a general topics course?
- ☐ What course or courses will be taught? (Prepare syllabus)
- ☐ What textbooks will be used? Can they be obtained overseas or only in the US?
- ☐ Will the courses fulfill core requirements? If so, which?
- ☐ Will the courses fulfill major requirements? If so, which?
- ☐ Will the program have pre- and/or post- session(s) on campus? How many?
- ☐ Will host country faculty or other US faculty teach all or some of the courses?
- ☐ Will courses be taught in English or in another language (specify language)?
- ☐ How will contact hours be fulfilled for each course to be taught?
- ☐ How will student performance be assessed?
- ☐ Does your program address the current QEP in your student learning outcomes?

☐ _____

Personal Growth Opportunities

- ☐ How will a student's personal growth within a global learning context be encouraged?
- ☐ How will a student's personal growth within a global learning context be measured?
- ☐ How will you handle independent travel within the program dates that encourages personal growth?

Cultural Awareness Opportunities

- ☐ How will a student's improvement in cultural awareness be encouraged?
- ☐ How will a student's improvement in cultural awareness be measured?
- ☐ How will you handle independent travel within the program dates that encourage cultural awareness?

Academic Support Services

- ☐ What academic support services are available and where? Will there be a charge for any of these services?
- ☐ E-mail facility?
- ☐ Computer lab?
- ☐ Language lab (where appropriate)?
- ☐ Library?
- ☐ Will an on-site orientation program be offered?
- ☐ What type of housing facilities will be used? (residence halls, homestays, hotels?)
- ☐ What arrangements for meals will be made?
- ☐ Will program-related travel be included? If so, list.
- ☐ Will field trips, professional visits be included? If so, list, with entrance fees.
- ☐ _____

Curriculum Development Opportunities

- ☐ Have you explored grant support?
- ☐ Have you explored the CCSA program development grant?
- ☐ Do you have professional development funding available?
- ☐ Do you have College and/or Department funding available?
- ☐ _____

Miscellaneous/Notes

- ☐ _____
- ☐ _____
- ☐ _____