



REQUEST FOR PROPOSALS (RFP)

Faculty-Led and Faculty-Accompanied Study Abroad Programs New Programs for Calendar Year 2027

FOR NEW PROGRAMS FOR WINTER OR SPRING 2027

APPLICATION REQUEST DEADLINE VIA [QUALTRICS FORM](#): Friday September 26, 2025

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: Friday October 3, 2025

FOR NEW PROGRAMS FOR SUMMER OR FALL 2027

APPLICATION REQUEST DEADLINE VIA [QUALTRICS FORM](#) Friday January 30, 2026

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: Friday February 6, 2026

FACULTY-LED AND FACULTY-ACCOMPANIED PROGRAM DESCRIPTION

The Arlotto Family Center for Global Engagement (CGE) promotes and supports international education opportunities for faculty and students by administering well-designed and academically rigorous faculty-led and faculty-accompanied study abroad programs in various locations worldwide. Faculty, working collaboratively with CGE, choose location, courses, and program-related activities. Studies have demonstrated that students who study abroad, even for a short-time, develop increased confidence and independence, enhance their problem solving and leadership skills, gain cultural- and self-awareness, and improve personal qualities such as flexibility and patience. These skills enhance a student's ability to succeed in college and in a future career.

Leading a study abroad program provides an excellent opportunity to integrate experiential learning into course content by visiting local sites and utilizing local expertise. Whether at a world-renowned heritage site or exploring the streets of a city, lessons and illustrations are everywhere. Absorbing the context and background of the subject matter of the course has a profound effect on students' understanding. The experience abroad also introduces students to other people and other environments and allows them to examine their own culture more critically. Faculty leaders on programs will also be mentoring students in a new environment, helping them to balance their personal activities with their course responsibilities, and providing them with opportunities for processing and reflecting upon their experiences through the use of global engagement outcomes.

CGE facilitates the development of faculty-led and faculty-accompanied study abroad programs that complement the campus curriculum and meet the strategic objectives of the College, schools, and departments, and encourage global learning. These programs are faculty-initiated

and faculty-led opportunities that allow TCNJ faculty to teach TCNJ courses abroad. Study abroad is often a milestone in a student's college career, and TCNJ relies on the participation of faculty to add cultural depth and meaning to the academic experience for students. These programs are administered by the Arlotto Family Center for Global Engagement in partnership with faculty, schools and departments, program providers, and/or host universities abroad.

TCNJ encourages faculty to develop study abroad programs to help students gain cultural competencies and work toward a sense of global citizenship in the 21st century. These programs may be free-standing courses that make up part of a formal term (e.g. Winter or Summer Sessions) or off-campus trips that are embedded into Fall or Spring semester courses that meet on campus the rest of the semester.

The Arlotto Family Center for Global Engagement has developed standardized guidelines for program development. Faculty seeking to lead study abroad programs will work together with their departments, their school-level curriculum committees, the College Core Council (if desired), and the Center for Global Engagement in order to develop a new program. New programs must be approved by the Global Engagement Council (GEC). GEC will seek input from the Risk Mitigation & Crisis Management Working Group when considering a new program.

PROGRAM CONSIDERATIONS

Based on current staffing levels, CGE will be able to offer a maximum of 10 faculty-led or faculty-accompanied programs during Winter, Spring, and Summer 2027. CGE can support a combination of trips including existing programs, up to 2 new short-term programs, and 2 established faculty-accompanied semester-long programs. Depending on the number of requests to schedule previously approved programs and proposals for new programs that the Global Engagement Council receives, CGE may not be able to support all requests and proposals within a given year. Because the pool of proposals will look different every year, the GEC (who evaluate these proposals) has not set a hard and fast rule for which proposals will be prioritized. Rather, GEC and CGE will take into account the following factors:

1. Programs need to have the potential to garner enough student interest for 12-30 participants.
2. Programs must be carefully planned, academically sound, remain within CGE's approved budget, and offer attractive pricing to TCNJ students.
3. Programs must be supported on the ground by approved providers. CGE has a portfolio of already-approved providers and these providers should be used. If a current provider within TCNJ's portfolio does not exist for a specific geographic area and a new provider is proposed, they must first be vetted and approved by the Risk Mitigation & Crisis Management team.
4. Courses must be approved by the appropriate schools and departments and the Liberal Learning Council if a Liberal Learning designation is desired.
5. Preference will be given to programs that offer opportunities:

- a. for increased accessibility of study abroad, with particular emphasis on students of limited economic means and/or under-represented populations.
 - b. to countries or regions in which TCNJ has little or no current study abroad programming.
 - c. to students majoring in disciplines in which TCNJ has little or no current study abroad programming.
- 6. Program schedules will be determined by CGE based on TCNJ's strategic priorities. These priorities include:
 - a. Geographical balance, with an aim to offer as many choices in locations as possible.
 - b. Diversity of curriculum, with an aim to offer programs in as many majors as possible.
 - c. Diversity of College Core options, with an aim to offer programs in as many College Core domains as possible.
 - d. Financial sustainability of the faculty-led portfolio.

FACULTY LEADERS

1. Proposals must be submitted by full-time tenured or tenure-track faculty who have been at TCNJ for at least one year. The reason for this requirement is because permanent faculty have the best access to students and the greatest ability to recruit effectively for a program, and also because permanent faculty are more likely to repeat the program in future years. In the case of a co-taught program, only one of the leaders needs to meet this requirement. The other leader may be new to TCNJ, less than full-time, or non-tenure-track, such as an adjunct.
2. Proposals should come from faculty who have experience and/or expertise in the proposed location. The reason for this requirement is because the faculty are expected to introduce students to intercultural learning, and in order to be effective the faculty need to be familiar with the culture of the place they want to take students. In cases of co-taught programs, only one of the proposers needs to meet this requirement. The other leader need not have experience or expertise in the location.
3. Faculty leaders must be teaching on campus in the semester before departure (i.e. not on a sabbatical from the College). The reasons for this are that faculty are most effective at recruiting in person and there is mandatory faculty training that they must attend. In cases of co-taught programs, only one of the proposers needs to be on campus. Faculty are not permitted to be on sabbatical in the semester during which the faculty-led trip is proposed to run.
4. Faculty proposing a new study abroad program must have the approval of their department chair and the dean of their school. Their signatures indicate approval of the course as an offering of the appropriate school and department.
5. Number of Faculty Leaders
 - a. Programs must have a minimum of two leaders, either two Faculty who are co-teaching, or one Faculty and one Chaperone. The Chaperone will not teach,

but will share in the management of the study abroad program both before and during the travel abroad. The Chaperone's travel expenses will be paid by TCNJ. Chaperones may be TCNJ employees, but they need not be.

- b. Any Chaperone accompanying the trip a co-leader must complete a [Volunteer Appointment Application and Form](#) which will be given to HR.
 - c. One goal of GEC is to support as many faculty as possible to become involved in global engagement programming through the Center for Global Engagement. We welcome seasoned leaders to continue to offer programs, but we also aim to create paths for the development of new leadership. As such, we encourage faculty leaders for established programs to facilitate participation of colleagues who are new to TCNJ's education abroad programming.
6. If you are proposing to lead two programs within a single academic year, you will be asked to indicate which program you would prefer we prioritize in our slate of programs for the 2026-2027 academic year.

PROGRAM PROVIDERS AND HOST UNIVERSITIES

The best practice in the field of international education is to employ the services of a professional program provider organization or to collaborate with a local host university. As all TCNJ Study Abroad Programs must be supported on the ground by approved providers, CGE works with a number of well-established and trusted providers and will make recommendations based on location and past experiences. If a current provider within TCNJ's portfolio does not exist for a specific geographic area and a new provider is proposed, they must first be vetted and approved by the Risk Mitigation & Crisis Management team.

Use of a program provider is required because of the following three key concerns:

1. All program logistics and costs can be combined into a single contract, reducing the need to create individual contracts for each required service (accommodations, transportation, etc.). It also eliminates the need to select and vet multiple companies for each individual service, and it eliminates the need for Faculty Leaders to serve as a go-between in financial matters.
2. Program Providers reduce the logistical burden on the Faculty Leaders while in the field, particularly since they include on-site support throughout the program period, leaving Faculty Leaders freer to focus on the curriculum, student life matters, and the intercultural engagement mission.
3. Program providers significantly mitigate the liability of both the institution and the Faculty Leaders, as much of the program's liability burden is transferred to the program provider.

Expectations of a program provider:

- Strong network of resources including but not limited to:
 - student and faculty housing

- transportation
- student and faculty services
- academic services
- Familiarity with local customs and culture
- Health and safety planning/implementation
- Assumption of legal liability
- Agreements/contracts in English
- Flexibility and accessibility

Services typically arranged by a program provider:

- Local transportation, including airport pick-up and drop-off
- Accommodations for faculty and students
- Facilities (classrooms, labs, studios)
- 24/7 emergency plan and assistance
- Arrangements for all excursions and cultural activities
- Local staff on the ground to respond to emergency situations

The CGE Staff can help to identify providers who will be appropriate for a specific program. If a current provider within TCNJ's portfolio does not exist for a specific geographic area and a new provider is proposed, they must first be vetted and approved by the Risk Mitigation & Crisis Management team.

PROCEDURES: APPLYING FOR A NEW FACULTY LED or ACCOMPANIED PROGRAM

1. Course and Program Development

- Faculty member(s) should consult with both the department chair and CGE before developing a proposal in order to determine if the proposed program will fit with TCNJ's strategic goals, if the faculty member has the necessary expertise and experience to lead the proposed program, and if the proposed program is likely to garner enough student interest to run.
- Only courses that have been approved in the proposal by the GEC can be included in a faculty-led trip. Faculty member(s) should consider all courses that could be included in the intentional design of the program. This includes appropriate undergraduate, graduate, and continuing education offerings. **Once a proposal has been approved, additional classes cannot be added without explicit permission of the GEC.**
- Programs containing new courses will need to participate in the appropriate course approval process in the faculty member's school. A new course may run as a Special Topics class the first time it is offered, provided that the proposal and syllabus have been approved by the relevant department chair or curriculum committee and the dean of the relevant school. If the course is offered a second time, the course cannot

run as a Special Topics course and must be approved by the relevant curriculum committee.

- d. We encourage new programs to consider obtaining a College Core designation, as it can enhance the appeal and accessibility of the offering. If a College Core designation is being sought, the College Core Council will also need to approve.
- e. Proposals must specify the intended audience for the program and must include plans for each group, if more than one is proposed. Examples include faculty-led experiences that offer classes for both undergraduate and graduate students and/or opportunities for non-TCNJ students, including faculty.
- f. The CGE Staff will provide guidance throughout the development process where appropriate.

2. Proposal

- a. Applications for Winter and Spring 2027 must be requested through [Qualtrics](#) by **Friday September 26, 2025** and completed proposals with all supporting materials must be submitted via Faculty Process by **Friday October 3, 2025**.
- b. Applications for Summer or Fall 2027 must be requested through [Qualtrics](#) by **January 30, 2026** and completed proposals with all supporting materials must be submitted via Faculty Process by **February 6, 2026**.

3. Required Components of a Proposal

- a. Completed and signed Application Form
- b. Tentative syllabus in English or with English translation, with day-by-day course schedule with at least two global engagement outcomes in addition to your course learning outcomes (See appendix for list)
 - i. **Note:** The course may have gone through the course approval process prior to application, or it can be scheduled to run the first time as a Special Topics course with departmental approval. It can also be an existing course adapted for the study abroad experience, if appropriate.
- c. Program itinerary with supporting evidence of how proposed activities will support the learning goals
- d. Provider information. CGE staff will communicate with Faculty after a case has been opened for RFP to start conversation about providers and details to be included in the proposal.

4. Program Approval

- a. The CGE Staff will share the completed proposal with GEC and with the Risk Mitigation & Crisis Management Team.
- b. CGE will assess the risks involved with the program, consulting with the Risk Mitigation & Crisis Management Team as needed, then provide a recommendation to GEC. During the risk assessment process, CGE may request that the Faculty Leader(s) meet with the RM & CM Working Group.
- c. GEC will evaluate the proposal using the rubric attached at the end of this document.
- d. The Chair(s) of GEC may arrange with the prospective Faculty Leader(s) to present the proposal to the GEC at one of its regular meetings (1st & 3rd Wednesdays of each

month from 1:30-2:50 pm).

- e. After the Faculty Leader(s)' presentation, GEC will either:
 - i. approve the proposal
 - 1. Please note that program approval does not guarantee that the program will be scheduled for the next cycle. See p. 2-3, n. 6
 - ii. provide the faculty with feedback and the opportunity to revise and resubmit in a future application cycle, or
 - iii. reject the proposal.

PROGRAM CONSIDERATIONS

A. Program Implementation

1. Budget:

- a. The CGE Staff will create a comprehensive budget based on the anticipated program expenses and share the portions deemed relevant to the creation and execution of the program with the Faculty Leader(s). During budget development, the fee for each student will be set and a target number of students needed to run the program will be determined.
- b. Programs are self-funded and faculty expenses are included in the fees charged per student. Therefore, a minimum student enrollment target of 12 students must be met in order to run a program.
- c. All programs must generate enough surplus that reasonable, unexpected expenses can be covered through the budget. This amount will be determined by the CGE Staff, taking into account program specific factors.

2. Recruitment:

- a. Successful programs have involved faculty engagement in a marketing campaign; primary responsibility for the recruitment of students rests with the Faculty Leader(s). The Center for Global Engagement will work with the faculty to develop a plan to market the program to TCNJ or outside students. CGE is able to create fliers and social media templates to be used to market programs. CGE is also able to cross promote information sessions that faculty leaders may be hosting within department or school on social media platforms and other venues where students receive information, i.e. ThisWeek@TCNJ.
- b. Faculty will be asked to provide content for the program's web page and to hold a minimum of two information sessions during the recruiting period.
- c. It is also expected that faculty will engage their faculty colleagues to promote the program to their students, either by in-person classroom visits or by distributing digital or print marketing on Canvas, and on social media.
- d. Marketing materials generated outside of CGE must be approved by the CGE Staff before distribution. This allows CGE the ability to ensure a

coherent, consistent, and fluid marketing campaign.

3. Administration:

- a. The CGE Staff will coordinate communication with program providers and other outside vendors and negotiate contracts with all providers and vendors. Faculty are not to negotiate contracts with providers.
- b. The CGE Budget Specialist will prepare bid waivers for the Provost to take to the Board of Trustees, and arrange for payments to be made to all vendors.

4. Flights:

- a. There are no group flights for Faculty-Led or Faculty-Accompanied Programs.
- b. It is strongly suggested that Faculty Leader(s) work with TCNJ's approved travel agent to secure flights for themselves. When flights are arranged with the travel agent, the costs for the flights are charged directly to TCNJ.
- c. Refundable flights should be arranged at least 4-6 months in advance of the departure or within one month of the decision to run the program.
- d. Faculty will share flight details with students and may encourage students to book on the same itinerary.
- e. A more comprehensive guide to travel arrangements and policy can be found at travel.tcnj.edu and will be provided by the CGE staff.

5. Pre-Departure for Students:

- a. The Faculty Leader(s) will meet with students prior to departure at least twice:
 1. one session dedicated to logistics and review of materials necessary for successful arrival at the program location.
 2. another dedicated to intercultural competence and acculturation to the program location.
- b. The CGE Staff will join the Faculty Leader(s) for the sessions and/or invite students to a separate session for all Education Abroad students.

6. Pre-Departure for Faculty:

- a. Faculty Leader(s) are required to attend a Pre-Departure Orientation conducted by CGE and other campus partners such as Student Health, Inclusive Excellence, General Counsel, etc. Failure to attend the pre-departure meeting may impact whether your program is scheduled in future years.

B. Program Assessment

1. Students are required to submit Program Evaluation Forms. We ask that faculty ensure that the pre-departure Global Engagement Measure Survey (GEMS) assessment is completed pre-departure and a post-GEMS is included as required assignment to complete as the program ends.
2. Faculty are required to submit a Program Evaluation.

3. Faculty are required to meet for a debriefing with the CGE Staff upon their return.
4. All programs will be reviewed by CGE and GEC once they have run 3-5 times.

Faculty Compensation

1. Instruction:

- a. Faculty teaching Winter or Summer courses are compensated at the current adjunct rate.
- b. Faculty teaching experiences embedded into their Fall and Spring courses will not receive additional compensation beyond their regular salaries, unless it is a stand-alone course.
- c. Faculty co-teaching one course will each receive 1.5 FWH unless total enrolment reaches 30 students (cap of 15 students per instructor).

2. Travel Expenses:

- a. The Faculty Leader(s) are fully responsible for travel and must complete a Travel Request in Concur when the decision to run a program is communicated by GEC. A travel request/expense report instruction sheet outlining allowable amounts, categories, and chart of accounts for each trip will be provided at this time. Please consult the CGE Staff with any questions.
- b. Expenses that may be covered by CGE (subject to change):
 - i. Airfare: economy, round trip from an area airport. Please review TCNJ's travel policy for more details.
 - ii. Ground transportation to and from airports/points of departure
 - iii. Meal Allowance/Per Diem: A standard rate of \$60 a day will be used.
 1. Note: no per-diem will be provided for semester-long programs.
 - iv. Housing: single room occupancy for each Faculty Leader
 - v. Transportation and admission to all program-related activities, if not covered by the program provider.
 - vi. Travel Insurance for routine and emergency medical treatments, as well as disaster and political evacuation, if not covered by the program provider.
 - vii. Additional money for incidentals in an amount determined in advance and in consultation with the CGE Staff.
 1. All incidental expenses must be program-specific and do not include non-emergency items for students.

Within one month of the program conclusion, Faculty must complete an Expense Report and submit their itemized receipts via Concur. No reimbursements will be made until an expense report is approved and processed. Please consult the travel expenses instruction sheet for details on submitting your report or work with the CGE staff should any questions arise.

TRAVEL COMPANION POLICY

1. Any Faculty Leader or Chaperone must lead the program with the full and complete understanding that their leadership role duties take precedence over their obligations to any travel companions.
2. Any Chaperone accompanying the trip a co-leader must complete a [Volunteer Appointment Application and Form](#) which should be returned to CGE who will share with HR.
3. Minor children must be accompanied by an adult caretaker who is neither the Faculty Leader(s) nor the Chaperone. *No students should ever be asked or expected to supervise a minor child, even in the event of an emergency.*
4. Travel companions may accompany the group on excursions and other program-related activities as accommodations allow.
5. The TCNJ employee bears full personal and financial responsibility for any additional costs incurred on behalf of any travel companion.
 - a. These costs include but are not limited to travel, accommodations, insurance, food, program provider fees, local transportation, and admissions to sites.
6. Faculty must make their own travel and accommodation arrangements for travel companions.
7. TCNJ should not be invoiced for companion expenses and reserves the right to pass these expenses on to the traveler.

In order to submit a proposal, you will first need to open a case in the Faculty Process system. What follows is the information that must be included in the application found within Faculty Process.



Faculty-Led Study or Faculty Accompanied Programs Application Form

FOR NEW PROGRAMS FOR WINTER OR SPRING 2027

APPLICATION REQUEST DEADLINE VIA [QUALTRICS FORM](#): **Friday September 26, 2025**

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: **Friday October 3, 2025**

FOR NEW PROGRAMS FOR SUMMER OR FALL 2027

APPLICATION REQUEST DEADLINE VIA [QUALTRICS FORM](#) **Friday January 30, 2026**

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: **Friday February 6, 2026**

Academic Information

Cross-listing of courses and offering both graduate and undergraduate options is recommended whenever possible to strengthen the applicant pool. As a reminder, only courses that have been approved by the GEC can be included in a faculty-led trip. Faculty member(s) should consider all courses that could be included in the intentional design of the program. This includes appropriate undergraduate, graduate, and continuing education offerings. Once a proposal has been approved, additional classes cannot be added without explicit permission of the GEC.

If the program consists of more than one academic course, please repeat the section below for each proposed course. Also, please be explicit if there is both an undergraduate and/or graduate section of the course being offered.

COURSE NAME AND NUMBER:

NUMBER OF UNITS/CREDITS (PLEASE SPECIFY):

REQUIREMENTS COURSE WILL FULFILL IN A MAJOR OR MINOR (IF ANY):

EXPECTED COLLEGE CORE REQUIREMENTS:

PREREQUISITES (IF ANY):

ELIGIBILITY REQUIREMENTS (IF ANY):

For the program besides course specific prerequisites listed above, such as class standing,

major/minor, minimum gpa (if higher than standard 2.5 cumulative).

Program Description: Provide a description of the program. Be sure to include the learning goals of the course and how the planned activities (cultural activities, guest lectures, field trips/excursions, group learning activities, research, service learning, community projects, or any other academic activities that will occur prior to, during, or after the program) will enhance the content of the course. Include at least two *Global Engagement Outcomes* (see Appendix) that the course will meet, and explain what activities/assignments are designed to help the student meet those outcomes. Include an explanation of the applicability of the location to the course and/or how the course is enhanced by the in-country experience. Describe ways the program will provide opportunities for students to engage with the local population to promote intercultural learning, and ways the program will provide opportunities for students to reflect on their experiences.

ATTACH A COURSE SYLLABUS WITH DAY BY DAY COURSE SCHEDULE

Faculty Leader(s) Information

Faculty Leader 1

Name:

Telephone:

Email:

Academic Department:

Describe your qualifications to teach this program including expertise in your field and/or the host location/region. If the primary language spoken there is not English, please provide information regarding your level of fluency in the primary language of that country (Note: Language ability is preferred but not required).

Faculty Leader 2 or Chaperone

Name:

Telephone:

Email:

Academic Department or TCNJ Unit (if TCNJ employee):

Describe your qualifications to teach or assist in the leadership of this program including expertise in your field and/or the host location/region. If the primary language spoken there is not English, please provide information regarding your level of fluency in the primary language of that country (Note: Language ability is preferred but not required).

Program Information

PROGRAM TITLE:
PROGRAM LOCATION(S):
PREFERRED PROGRAM TERM (CHOOSE ONE):
Winter, Spring, Summer I, II, III, or Fall

Are you flexible regarding the program term? If yes, please explain:
Preferred Program Length (number of days; please keep student cost in mind):
How often do you anticipate offering this program:

If you are proposing to lead two programs within a single academic year, please indicate which program you would prefer we prioritize in our slate of programs for the 2026-2027 academic year.

Will this program require students to meet specific physical demands to participate? Are there elements of the program for which students might need special accommodations? If yes to either question, please explain.

List cooperating institutions or organizations such as a Program Provider or foreign university or other on-site organization in the host country/countries that you would like to use (The CGE Staff can provide advice if you have no preference).

What sort of housing options do you anticipate for students and program leaders?

Please provide a tentative itinerary for your program and/or course and show how the proposed activities will support the learning goals. You may choose to use an organizer like the example below, or something similar.

Course Sessions/Assignments	Activities/Excursions	Learning Goals/Global Outcomes*

- See **APPENDIX: GLOBAL ENGAGEMENT OUTCOMES**

Program Marketing and Recruitment

Note: It is the responsibility of the program leader(s) to promote the program with guidance and support from the Center for Global Engagement.

Which majors, minors, and other student groups do you intend to target while marketing your program?

What challenges do you expect in recruiting for this program?

Provide a brief summary of the program that can be used for the web site and other marketing materials. Include the academic topic, the location(s), excursions, cultural activities, and other highlights of the program. Be sure to also include information about specific physical demands students must meet in order to participate, or if there are elements of the program for which students might need special accommodations.

APPROVALS (Required to Submit)

Evidence (e.g., email) that the chair and dean of each faculty leader approve of this proposal must be submitted to Faculty Process as part of the application materials.

To be completed by the Global Engagement Council:

Approved _____ Revise with conditions listed below _____ Not Approved _____

Chair, Global Engagement Council

Date

To be completed by the Global Engagement Council:

Approved _____ Revise with conditions listed below _____ Not Approved _____

Chair, Global Engagement Council

Date

EVALUATION RUBRIC FOR FACULTY-LED STUDY ABROAD APPLICATIONS

Name of Program _____

Name of Applicant(s) _____

Items attached in accordance with RFP:

Completed Application Yes ____ No ____	Tentative Syllabus Yes ____ No ____	Tentative Itinerary Yes ____ No ____
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Has/have the proposed course(s) been approved by the relevant dean(s) and chair(s)?

Yes ____ No ____

Score Definitions:

1=None or minimally	2=Some or moderately	3=Significantly
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Evaluation

To what extent have the leaders articulated their expectations for the ground support and experiential opportunities that a program provider or host university would offer?	1	2	3
To what extent does the itinerary offer relevant opportunities that fulfill the learning objectives of the course?	1	2	3
Does the application incorporate at least 2 Global Engagement outcomes into the program design? Is there an explanation of what activities/assignments will help students achieve those outcomes?	1	2	3
To what extent does the program offer opportunities for students to engage with the local population to promote intercultural learning?	1	2	3
To what extent does the program explicitly provide opportunities for students to reflect on their experiences?	1	2	3
To what extent is this program likely to attract TCNJ students who have historically not been studying abroad (i.e. disciplines, limited economic means)?	1	2	3
To what extent does at least one of the faculty leaders have experience in the region/country where the program is being offered? 1. Neither have expertise or experience with the locations 2. At least one has expertise but no experience with the locations 3. At least one has both expertise and significant experience with the locations.	1	2	3

FINAL SCORE = (max 21 pts) _____

APPENDIX: GLOBAL ENGAGEMENT OUTCOMES

These outcomes were developed for the Center for Global Engagement by a working group consisting of broad representation of faculty and staff across the campus. The outcomes pertain to the study abroad experience. They are not discipline-specific knowledge learning outcomes, and they are not Liberal Learning Global outcomes. These outcomes were updated, reviewed and approved by the Global Engagement Council March 20, 2024.

Cognition

1. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural world.
2. Connect two or more cultures historically or in contemporary contexts, acknowledging power structures.
3. Demonstrate knowledge of how structural oppression -- including racism, sexism and classism -- shape inequity within the United States and globally.

Introspection / Attitudes

4. Recognize new perspectives about your own cultural identity as a foundation for cross-cultural perspective-taking (i.e., the ability to look beyond one's own culturally determined point of view in order to imagine another's perspective).
5. Recognize linguistic and cultural differences in verbal-nonverbal communications and begin to negotiate a shared understanding based on those differences.
6. Demonstrate respectful interaction with people of varied cultures and worldviews.

Application / Behavior / Practice

7. Practice dialogue across differences -- including conversations about power, racism, and anti-racism -- and demonstrate the ability to manage conflict productively.
8. Demonstrate language proficiency and/or cultural understanding of a language community that is not one's own.
9. Demonstrate the ability to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

TIMELINES

Winter or Spring 2027

September 26, 2025	Application request deadline via Qualtrics
October 3, 2025	New Program Proposal due to CGE via Faculty Process
October 3 - November 5, 2025	Risk Management review, GEC review
November 5, 2025	Receive new program approval decision
November 10, 2025	Winter/Spring schedule announced

Summer or Fall 2027

January 30, 2026	Application request deadline via Qualtrics
February 6, 2026	New Program Proposal due to CGE via Faculty Process
February 6 - March 6, 2026	Risk Management review, GEC review
March 11, 2026	Program Approval/Denial Decisions Made
March 16, 2026	Summer/Fall Schedule Announced