



CENTER FOR GLOBAL ENGAGEMENT

REQUEST FOR PROPOSALS (RFP)

Short-Term Faculty-Led Study Abroad Programs

New Programs for Calendar Year 2025

FOR NEW PROGRAMS FOR WINTER SESSION OR SPRING BREAK 2025

APPLICATION REQUEST DEADLINE: **DECEMBER 7, 2023**

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: **DECEMBER 13, 2023**

FOR NEW PROGRAMS FOR SUMMER SESSIONS, FALL BREAK, OR THANKSGIVING BREAK 2025

APPLICATION REQUEST DEADLINE: **FEBRUARY 23, 2024**

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: **MARCH 1, 2024**

SHORT-TERM FACULTY LED PROGRAM DESCRIPTION

The Center for Global Engagement promotes and supports international education opportunities for faculty and students by administering well-designed and academically rigorous short-term faculty-led study abroad programs in various locations worldwide. Faculty, working collaboratively with the Center for Global Engagement, 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 in cultural awareness 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 short-term 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 short-term 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.

The College of New Jersey Center for Global Engagement facilitates the development of short-term, faculty-led 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. TCNJ Short-Term Faculty-Led Programs are administered by the Center for Global Engagement in partnership with faculty, schools and departments, program providers, and/or host universities abroad.

The College of New Jersey encourages faculty to develop short-term study abroad programs to help students gain cultural competencies and work toward a sense of global citizenship in the 21st century. Short-term 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 Center for Global Engagement has developed standardized guidelines for program development. Faculty seeking to lead a short-term study abroad program will work together with their departments, their school-level curriculum committees, the College Core Council (if desired), and the TCNJ Center for Global Engagement in order to develop a new program. New programs must be approved by the Global Engagement Council. GEC will seek input from the Risk Mitigation & Crisis Management Working Group when considering a new program.

PROGRAM CONSIDERATIONS

Based on current staffing levels, the Center for Global Engagement will be able to offer a total of 10 faculty-led programs during winter, spring, and summer 2025. CGE can support 8 established programs and 2 new 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 Global Engagement Council (who evaluates these proposals) has not set a hard and fast rule for which proposals will be prioritized. Rather, GEC will take into account the following factors:

1. Programs need to have the potential to garner enough student interest for 10-24 participants (numbers of students required will vary according to the program's objectives and expenses).
2. Programs must be carefully planned, academically sound, and able to be priced to be attractive to TCNJ students.
3. Programs must be supported on the ground by approved providers. Providers new to TCNJ must be vetted by the Risk Mitigation & Crisis Management Working Group.

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 increasing the accessibility of study abroad, with particular emphasis on students of limited economic means and/or under-represented populations.
 - b. in 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 GEC based on TCNJ's strategic priorities. These priorities include:
 - d. Geographical balance. The aim is to offer as many choices in locations as possible.
 - e. Diversity of curricular offerings. The aim is to offer programs in as many majors as possible.
 - f. Diversity of College Core options. The aim is to offer programs in as many College Core domains as possible.
 - g. Financial sustainability of the faculty-led portfolio.

FACULTY LEADERS

1. Proposals should be submitted by full-time tenured or tenure-track faculty who have been at TCNJ for at least a 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 team-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, need to be familiar with the culture of the place they want to take students. In cases of team-taught programs, only one of the proposers needs to meet this requirement. The other leader need not have experience or expertise in the location. **Note:** The Center for Global Engagement has limited Program Development funds available for faculty to partially support travel for programs that the GEC deems would benefit from the faculty leader visiting and on-site planning. The application form for Program Development Funds will be provided to those programs that have been conditionally approved by the GEC.
3. Faculty leaders should 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 team-taught programs, only one of the proposers needs to be on campus.

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
 - Programs must have a minimum of two leaders, either two faculty who are team teaching, or one faculty and one Program Assistant. The Program Assistant will not teach, but will share in the management of the study abroad program both before and during the travel abroad. The Program Assistant's travel expenses will be paid by TCNJ. Program Assistants may be TCNJ employees, but they need not be. Non-TCNJ employees will need to have a background check and must be approved by the Global Engagement Council.
 - In exceptional circumstances, programs may have more than two Faculty Leaders, with the understanding that it will raise the minimum number of student participants needed to run the program.
6. 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. For example, a pair of established leaders may invite a third leader to observe a program. They would not be compensated for teaching the course, but their transportation, room, and board may be covered by CGE. Alternatively, an established program might pair a seasoned faculty leader with a new faculty leader.

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. There are a number of well-established and trusted organizations and institutions that fulfill this function. All TCNJ Study Abroad Programs must be supported on the ground by approved providers. Providers new to TCNJ must be vetted by the Risk Mitigation & Crisis Management Working Group.

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

- 1) All program logistics and costs are 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

The Faculty-Led Program Coordinator in the Center for Global Engagement can help to identify providers who will be appropriate for a specific program.

PROCEDURES: APPLYING FOR A NEW SHORT-TERM FACULTY LED PROGRAM

1. Course and Program Development
 - a. Faculty member(s) should consult with both the department chair and the Executive Director of Faculty-Led Programs in the Center for Global Engagement 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.
 - b. 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 will have to be approved by the relevant curriculum committee.

- c. If a College Core designation is being sought, the College Core Council will also need to approve.
 - d. The Coordinator of Faculty-Led Programs in the Center for Global Engagement will provide guidance throughout the development process where appropriate.
2. Proposal
 - a. Applications for Winter and Spring Break 2025 ^[TC1] must be requested by **DECEMBER 7, 2023**, and completed proposals and all supporting materials must be submitted via Faculty Process by **DECEMBER 13, 2023**.
Applications for Summer and Fall Break 2025 must be requested by **FEBRUARY 23, 2024**, and completed proposals and all supporting materials must be submitted via Faculty Process by **MARCH 1, 2024**.
 - b. Components of a Proposal
 - Completed and signed Application Form
 - Tentative Syllabus with at least two global engagement outcomes in addition to your course learning outcomes (See appendix for list)
 - Course Schedule and Program Itinerary. **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.
3. Program Approval
 - a. The Faculty-Led Program Coordinator in the Center for Global Engagement will share the completed proposal with GEC and with the Risk Mitigation & Crisis Management Working Group.
 - b. The Global Engagement Risk Officer will assess the risks involved with the program, consulting with the Risk Mitigation & Crisis Management Working Group as needed, then provide a recommendation to GEC. During the risk assessment process, the Global Engagement Risk Officer may request that the Faculty Leader(s) meet with the RM & CM Working Group.
 - c. The Global Engagement Council will evaluate the proposal using the rubric attached at the end of this document.
 - d. The Chair of GEC will 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 1) approve the proposal, 2) provide the faculty with feedback and the opportunity to revise and resubmit, or 3) reject the proposal. (Please note that program approval does not guarantee that the program will be scheduled for the next cycle. See p. 2-3, n. 6

PROGRAM CONSIDERATIONS).

4. Program Implementation

- a. *Budget*: The Faculty-Led Program Coordinator in the Center for Global Engagement will create a budget and share it 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. Programs are self-funded and faculty expenses are folded into the fees charged per student, so minimum targets must be met in order to run a program. In addition, all programs need to generate enough surplus that reasonable unexpected expenses can be covered.
- b. *Recruitment*: 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 students (and outside students if desired). CGE will create marketing materials and provide other support, but normally, faculty will do most of the recruiting. 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. 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. Faculty also need to ensure their departments are highlighting their programs on social media.
- c. *Administration*: The Faculty-Led Program Coordinator and the Business Specialist in the Center for Global Engagement will coordinate communication with program providers and other outside vendors, negotiate contracts with all providers and vendors, prepare bid waivers for the Provost to take to the Board of Trustees, and arrange for payments to be made to all vendors.
- d. *Flights*: *There are no group flights* for Faculty-Led Programs. 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. Normally, flights should be arranged at least 4-6 months in advance of the departure or as soon as the decision to run the program is made.
- e. *Pre-Departure for Students*: The Faculty Leader(s) will meet with students prior to departure at least two times with one session dedicated to logistics and review of materials necessary for a successful arrival at the program location and another dedicated to intercultural competence and acculturation to the program location. The CGE Coordinator will either join the Faculty leaders for the sessions and/or invite students to a separate session for all Education Abroad students.
- f. *Pre-Departure for Faculty*: Every year, the Faculty Leader(s) are required to attend a Pre-Departure Orientation conducted by CGE and other campus partners (student health, Inclusive Excellence, General Counsel, etc.). Failure to attend

the pre-departure meeting may impact whether your program is scheduled in future years.

5. Program Assessment

- a. 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.
- b. Faculty are required to submit a Program Evaluation and to meet for a debriefing with the Coordinator of Faculty-Led Programs in the Center for Global Engagement upon their return.
- c. All programs will be reviewed by CGE and GEC once they have run 3-5 times.

FACULTY COMPENSATION

1. *Instruction:* Faculty teaching Winter or Summer courses are compensated at the current adjunct rate. 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.
2. *Travel Expenses:* The Faculty Leader(s) must complete a Travel Request Form in Concur. The form will specify all anticipated expenses and include appropriate chart fields and routing information. Please consult the Budget Specialist in the Center for Global Engagement.

Expenses normally covered by CGE:

- Airfare: economy, round trip from an area airport
- Travel to and from airports/points of departure
- Meal Allowance: CGE staff will determine an acceptable per diem rate for the location.¹
- Housing: single room occupancy for each Faculty Leader
- Transportation and admission to all program-related activities, if not covered by the program provider
- Travel Insurance for routine and emergency medical, as well as disaster and political evacuation, if not covered by the program provider
- Additional money for contingencies in an amount determined in consultation with the Faculty-Led Program Coordinator. Expenses must be program specific and do not include non-emergency items for students.

¹ Concur will automatically calculate the U.S. Department of State Per Diem Reimbursement rate for the destination. Using this rate, however, has a major impact on the budget and increases the number of students required for a program to run. This goes against TCNJ's desire to make the programs as cost-effective as possible and thereby make them available to as many students as possible. Normally, therefore, an amount equal to about 30-40% of the federal rate is what will be supported in the budget.

Within 2 weeks of the conclusion of the program, faculty must complete an expense report and submit their itemized receipts via Concur. No reimbursements can be made until an expense report is approved and processed. Please consult with the Budget Specialist in the Center for Global Engagement before submitting your report.

TRAVEL COMPANION POLICY

1. Any employee of TCNJ who undertakes to lead or serve as a program assistant on a study-abroad experience must do so with the full and complete understanding that their duties in that leadership role take precedence over their obligations to any travel companions.
2. Minor children (under 18 years old) must be accompanied by an adult caretaker who is not associated with the leadership of the program as either faculty or chaperone. No students should ever be asked/expected to supervise a minor child, even in the event of an emergency.
3. Travel companions may accompany the group on excursions and other program-related activities if it is possible to accommodate them.
4. The employee bears full personal financial responsibility for any additional costs incurred on behalf of any travel companion, including but not limited to travel, accommodations, insurance, food, program provider fees, local transportation, and admissions to sites. Faculty must make their own arrangements for family or other travel companions (travel, larger accommodations, etc.) TCNJ should not be invoiced for family expenses.



CENTER FOR GLOBAL ENGAGEMENT

SHORT-TERM FACULTY-LED STUDY ABROAD PROGRAM APPLICATION FORM

APPLICATION REQUEST DEADLINE FOR NEW PROGRAMS

FOR WINTER SESSION OR SPRING BREAK 2025: DECEMBER 7, 2023

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: DECEMBER 13, 2023

APPLICATION REQUEST DEADLINE FOR NEW PROGRAMS

FOR SUMMER SESSIONS, FALL BREAK OR THANKSGIVING BREAK 2025: FEBRUARY 23, 2024

APPLICATION SUBMISSION DEADLINE VIA FACULTY PROCESS: MARCH 1, 2024

Academic Information

Cross-listing of courses and offering both graduate and undergraduate options is recommended whenever possible to strengthen the applicant pool.

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.

Faculty Leader 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 Program Assistant

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 Session, Spring Break, Summer Session I, II, III, Fall Break, or Thanksgiving Break

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:

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 Coordinator of Faculty-Led Programs can provide advice if you have no preference).

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

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 ____ |
|---|--|---|

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 |
|---------------------|----------------------|-----------------|

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 |

FINAL SCORE = (max 21 pts) _____

APPENDIX: GLOBAL ENGAGEMENT OUTCOMES

These 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 College Core Global outcomes.

Cognition

1. Examines the historical and contemporary roles, interconnects, and differential effects of human organizations and actions on global systems within the human and the natural world.
2. Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.
3. Demonstrates knowledge of the complex elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

Introspection

4. Recognizes new perspectives about own cultural rules and biases.
5. Initiates and develops nonjudgmental interactions with culturally different others.

Application

6. Recognizes linguistic and cultural differences in verbal-nonverbal communications and begins to negotiate a shared understanding based on those differences.
7. Demonstrates language proficiency and cultural understanding of a language community that is not their own.
8. Formulates practical solutions to global challenges that use at least two disciplinary perspectives.

TIMELINES

Winter Session /Spring Break 2025

| | |
|---------------------------------|--|
| December 7, 2023 | Application request deadline |
| December 13, 2023 | New Program Proposal due to CGE |
| December 13, 2023-March 6, 2024 | Risk Management Review, GEC Review |
| (No later than) March 12, 2024 | Receive new Program Approval Decision |
| April 3, 2024 | Winter Session/Spring Break Schedule Announced |

Summer Session I, II, III/Fall, Fall Break or Thanksgiving Break, 2025

| | |
|--------------------------------|---|
| February 23, 2024 | Application request deadline |
| March 1, 2024 | New Program Proposal due to CGE |
| March 1-April 17, 2024 | Risk Management Review, GEC Review |
| (No later than) April 22, 2024 | Receive new Program Approval Decision |
| May 8, 2024 | Summer Session/ Fall Schedule Announced |