



CENTER FOR GLOBAL ENGAGEMENT

REQUEST TO SCHEDULE SHORT-TERM FACULTY-LED STUDY ABROAD PROGRAM

APPLICATION DEADLINE FOR WINTER SESSION OR SPRING BREAK 2022: **FEBRUARY 1, 2021**

APPLICATION DEADLINE FOR SUMMER SESSIONS I, II, III, FALL BREAK, OR

THANKSGIVING 2022: **MARCH 15, 2021**

Please return 1) this completed application and 2) a syllabus from the last time the course was taught to the Center for Global Engagement at cge@tcnj.edu by the appropriate deadline. The schedule for Winter Session and Spring Break programs for 2022 will be announced by **March 22, 2021** and the schedule for Summer Session, Fall Break, and Thanksgiving Break programs for 2022 will be announced by **May 3, 2021**.

Program Information

Program Title:

Program location(s):

Course Prefix(es) and Number(s) Note: if a course previously ran with a Topics number, it must be approved by the relevant school curriculum committee before it can run again):

Liberal Learning Attributes of each course:

Requested program term:

Anticipated Program Length (number of days):

Expected Dates:

Cooperating institutions or organizations such as a Program Provider or foreign university or other on-site organization in the host country/countries (if known):

When was the program originally approved?

When did the program run previously and what were the enrollments?

Will there be changes in the locations where the program will run (i.e., changes in countries, regions, or cities)? **Note:** New locations may need to be approved by the Risk Mitigation & Crisis Management Working Group.

Will there be changes in the learning goals or learning activities (ex. Including community-engaged learning or other activities designed to engage the local population)? **Note:** New activities may need to be approved by the Risk Mitigation & Crisis Management Working Group.

In our effort to understand the various ways faculty are integrating intercultural learning into their programs, please share some strategies you use to promote intercultural understanding and student reflection on their experiences. A list of global engagement outcomes which may be useful as a reference in guiding student reflection are included as an appendix to this document.

Faculty Leader(s) Information

Faculty Leader 1	Name:	
	Telephone:	Email:
	Academic Department:	

Faculty Leader 2	Name:	
	Telephone:	Email:
	Academic Department:	

Program Assistant	Name:	
	Telephone:	Email:
	TCNJ Unit (if TCNJ employee):	

Have the faculty leader(s) or program assistant led this program when it ran previously? **Note:** New faculty leaders and program assistants need to be approved by the Global Education Council.

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 (Summaries used in previous years can be modified and re-used).

SIGNATURES

Faculty Leader 1 Date

Department Chair 1 (required for Fall and Spring Break trips, optional for Winter and Summer programs) Date

Dean 1 (required for Fall and Spring Break trips, optional for Winter and Summer programs) Date

Faculty Leader 2 Date

Department Chair 2 (required for Fall and Spring Break trips, optional for Winter and Summer programs) Date

Dean 2 (required for Fall and Spring Break trips, optional for Winter and Summer programs) Date

To be completed by the Global Engagement Council:

Approved to schedule _____ Not Approved to schedule _____

Chair, Global Engagement Council Date

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 Liberal Learning 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.