# IEPC GUIDELINES FOR DEVELOPING PROPOSALS FOR OFF-CAMPUS PROGAM

# LED BY TCNJ FACULTY

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**INTRODUCTION**

TCNJ encourages faculty to submit proposals to teach courses off‑campus, both in the United States and abroad. Because these programs usually occur in locations that are far from campus, the faculty member’s knowledge of, and ability to deliver student support services should be higher than for on-campus course. In addition, because of the brevity and intensity of the objectives of off‑campus programs, the pedagogical methods of reaching those objectives must be more specific, clearly articulated, and demonstrable.

At the same time, TCNJ recognizes that off-campus locations offer faculty resources that do not exist on the TCNJ campus, and faculty also need to consider the use of such resources (as well as the opportunity to gain immersion in another culture) when preparing and reviewing proposals.

## 1. The program proposal

The off-campus program proposal is intended to help the faculty leader(s) to:

1. Gather information
2. Articulate how the academic and learning objectives for the approved course will be taught in the off-campus setting.
3. Show how the chosen site and learning objectives are linked
4. Demonstrate that the academic goals of the program may be achieved safely, without harm to the student, in the proposed program location.
5. Show the qualifications of the faculty member(s) to lead the proposed program.

**1.1 The program proposal form**

The Center for Global Engagement has developed a program proposal form, and faculty members should follow this form in completing their proposal(s).

**1.2 The course**

All proposals must be built around an existing course. In the case of an off-campus program proposal built around a new course, the proposed course must be submitted through the established course approval process during the year prior to the year proposed for the program. The proposal should make clear how the learning objectives and outcomes of this approved course will be met in the “off-campus iteration” of the course.

## 2. THE FACULTY LEADER

Any member of the faculty who has been at TCNJ for at least one year may, with the approval of the department chair (or program director) and dean, propose a short-term program to be taught during the third or subsequent year the faculty is at TCNJ. Only the faculty member(s) named in the proposal may teach the course off‑campus.

## 3. THE PROPOSAL APPROVAL PROCESS

## 3.1 Role of the International Education Program Council (IEPC)

## The IEPC reports to CAP (Committee on Academic Programs), which is a standing committee of the Faculty Senate. The IEPC is charged with advising the Center for Global Engagement on policy, procedures, and programs. As part of this charge, as part of the proposal review process” the IEPC’s function in the off-campus, faculty-led program process is to make a recommendations to CAP and the Provost/Academic Affairs for the approval or rejection of proposals submitted during the year prior to the year proposed for the program.

## 3.2 Role of the Center for Global Engagement

The Provost/ Academic Affairs has charged the Center for Global Engagement with:

1. Collaborating with faculty leaders to develop program logistics
2. Developing program budgets
3. Creating standards for admissions of participants (together with faculty program directors)
4. Adhering to health and safety policies and emergency management procedures
5. Announcing proposal submission deadlines at the start of the academic year prior to the year proposed for the programs. (If a deadline falls on a weekend, the due date will be the following Monday.)

## 3.3. TIMELINE

Once announced, all deadlines will be final. There will be no exceptions.

## January 15

## With the course approved, during the year prior to the year proposed for the program, the faculty should contact the Center for Global Engagement for assistance with the development of the proposal. No assistance will be provided for any requests received after the deadline.

## March 1

All completed proposals must be submitted to the chair of IEPC by noon on March 1 of the year prior to the year proposed for the course. There will be no exceptions to the deadline. To be considered complete, the signatures of the department chair (or program director) and dean of the appropriate school are required as well as the director of the Center for Global Engagement.

## April 1

IEPC will notify all applicants of the recommendation for acceptance or rejection of their proposals. All rejected proposals should be returned with comments and, if appropriate, with suggestions to improve proposals for future consideration. Accepted proposals will be sent to the provost for final approval.

## April 15

The provost can decide not to approve a proposal that has been recommended by IEPC and will notify the chair of IEPC.

## May 1 to October 1

Program development

## October 1

Submission of waivers to the TCNJ Board of Trustees

## November to February

Publicity and recruiting

Collection and review of applications and selection of students

## February

## Collection of deposits

## March – April

Collection of final payments

## April

Workshop for faculty leaders

## Pre-departure orientation for students

## May-July

Departure and return of programs

**August**

Submission of travel reimbursement and receipts

**September**

Program debriefing with faculty leaders, IEPC, and staff in the Center for Global Engagement

PROGRAM PROPOSAL EVALUATION CRITERIA

How program relates to and enhances course

Course already has to be approved

Leader(s): Familiarity with location…

Program proposal should include clear coverage of Health, safety and emergency procedures   
 pending assistance from CGE

Leader(s) must specify Provider/Host institution and why that host was selected.

Leader(s) must demonstrate that they have the experience and expertise for leading the program

Itinerary and timeline: day-to-day syllabus

Pre- and post-departure sessions: information sessions, etc.

Ensuring that health, safety and emergency procedures are in place and will be effective

Who is qualified to evaluate this?

Possibly require health, safety and emergency procedures training session for leader(s)??

Dear IEPC Colleagues -

Please find attached a revised draft of a proposal application for faculty-led study abroad programs and a slightly-revised timeline for proposal-to-program.  I added the following items in the proposal application to the one we've been using:

1) Qualifications of Faculty Leader - faculty member may submit a paragraph explaining what past experiences would contribute to a successful faculty-led program abroad.

2) Program Promotion - our office does a lot to help promote the programs...but it's important for faculty to work with colleagues to promote their programs as well.  How will the faculty leader do this?

3) Pre-Departure Activities - what will students do to prepare/how will faculty leader direct this preparation?

4) Program Evaluation/Assessment - I added the dreaded A word, but if we want high-quality academic experiences abroad, we need to measure the learning that is taking place in them and make adjustments in future programs based upon assessment data.  (I don't see assessment in the guidelines we're using as a base.  I'm one of the few academics in the US who actually thinks "Assessment" is "fun," so I know I may need a flak jacket to survive the next IEPC meeting!) Faculty also have the opportunity to add program-specific questions to the standard program evaluation our office (should) administer.

I had a thirty-page guide for faculty at Radford to support this process...and I saved it on a flash drive, so I have access to that document and would be happy to develop something even better for TCNJ.  Certainly we will provide support for faculty willing to undergo this process.

Holly can determine what we do with this, but I thought I would put it out there before the Thanksgiving holiday dulls our memories of yesterday's meeting!

Thanks.

From <http://www.tcnj.edu/~steering/>