

OFF-CAMPUS COURSE PROPOSAL POLICIES AND GUIDELINES: SHORT-TERM STUDY AWAY PROGRAMS

GLOBAL EDUCATION ADVISORY COMMITTEE & WANG CENTER FOR GLOBAL AND COMMUNITY ENGAGED EDUCATION

GENERAL INFORMATION

The Global Education Advisory Committee (GEAC) reviews all off-campus J-Term, Spring Break, and Summer course proposals submitted to the Wang Center and recommends approval/denial of course proposals to the Executive Director of the Wang Center, who in turn makes recommendations to the Provost. *The Provost makes the ultimate decision on whether a course is approved.*

The GEAC's review and recommendation to the Wang Center's Executive Director is based on 1) effective course design (transparent, rigorous, and learning-focused with intentional site integration), 2) defined [learning outcomes](#) and a clear plan for how they will be met, and 3) viability of the proposed site(s).

Additionally, the GEAC's recommendation considers the overall distribution of study away courses across academic units, frequency with which any given course is offered, geographical distribution of courses proposed in a given year, as well as overall enrollment projections for study away.

*As an academic support unit, one of the Wang Center's primary functions is to partner with faculty¹ to provide administrative and logistical support in the development and implementation of off-campus courses. In your planning, please remember that the Wang Center has resources and expertise to provide **assistance in all stages of development** of off-campus courses including proposals and planning, logistical and administrative support, marketing, recruitment, orientation, and returner support.*

The GEAC, in collaboration with the Wang Center, has developed the following policies and guidelines for the submission of the **Short-Term Study Away Course Proposal** application in Terra Dotta.

COURSE PROPOSAL SUBMISSION POLICIES AND PROCEDURES

1. Please review all proposal guidelines listed on pages 2–3 in full.
2. Please complete the Short-Term Study Away Course Proposal application by October 15th.
3. Proposals are normally for four-credit courses; please make a special note if your class is not four credits.
4. Make sure your course has EPC and/or CCC approval or it is a current course found in the PLU course catalog—or it will not be considered.
5. If you plan for your course to have a Gen Ed attribute, please complete the [EPC proposal](#) before submitting a study away course proposal.
6. You must obtain department or school and college approval *before* submitting a study away course proposal.
7. If you plan for your course to be [cross-listed](#) with another department or to meet the learning objectives of another program, you must obtain additional department or school and college approvals as necessary. The ultimate decision is up to the College Dean and Department/Program Chair.
8. The GEAC, Wang Center Executive Director, and Provost will then review course proposals.
9. You will receive notification about your course in December.

¹ For purposes of Wang Center sponsored activities, "eligible faculty" include all full-time tenured, tenure-track, visiting faculty members, and associates to the faculty at PLU. Participation of emeritus faculty and members of the PLU staff for mentoring or research purposes will be considered in special circumstances. In determining the allocation of funds, priority will be given to full-time tenured and tenure-track faculty.

COURSE PROPOSAL GUIDELINES

Successful course proposals should address the following:

SOLID ACADEMIC FRAMEWORK

- The course material should reflect an academic rigor equal to a four-credit course on campus. The course should integrate lectures, seminar discussions, reading and written assignments with on-site activities including lectures, tours, service learning opportunities, etc.
- The course should demonstrate evidence that the study away site is utilized as both “text” and context to meet clearly defined learning outcomes. If the course counts for general education, the proposal must demonstrate how all relevant [General Education Learning Outcomes](#) will be delivered and assessed. It should be clear how the course, given its unique connection to a specific site, ***COULD NOT*** be taught on campus.
- Evidence that the course will facilitate learning communities that enhance individual and group learning.

ACTIVITIES THAT ENGAGE THE HOST COMMUNITY

- The course should include opportunities for students to dialogue with a range of viewpoints and voices in the host community(ies).
- The course should include cultural programming, such as attendance at local events or a dinner/home stay with a host family, with special attention to cultural sensitivity.
- Assignments that engage students with community and local perspectives, such as exchanges with on-site partners, service learning projects, and other experiential learning opportunities should be included.

ADDRESS BASIC LANGUAGE AND CULTURAL ACTIVITIES WHERE APPROPRIATE

- The course should include language acquisition of basic phrases, vocabulary building and listening skills.
- It should include instruction on intercultural training that includes site-specific cultural norms and customs, gender dynamics, ideas of space and time, etc.
- Think about incorporating disciplinary appropriate pedagogical tools and reflection to develop cultural self- and other-awareness across differences such as: journaling, creative writing, comparative analysis, descriptive field notes, visual representations, research projects.

CONSIDERATION OF PLU’S VALUES OF DIVERSITY, SOCIAL JUSTICE, AND SUSTAINABILITY

- Your course design should draw attention to issues of diversity, social justice, and sustainability in the host country/ies either in the present day or through a historical lens (e.g. development in Bolivia, Holocaust Studies in Eastern Europe, climate change in Antarctica, etc.).
- Where relevant, we encourage you to think about how your course might address questions related to climate justice. Consider incorporating one or more of the [United Nations Sustainable Development Goals](#) into your course design or discussion.

CONSIDERATION OF COST AND ACCESSIBILITY

- All costs associated with faculty-led programs are covered by student program fees, and hence are ultimately borne by students. Please consult with the Wang Center to discuss ways to maximize student experience while keeping costs down.
- Travel itineraries (completed with the help of the Wang Center) should take into consideration financial costs as they impact student access/ability to participate. For example, consider a shorter

program duration, a less expensive location, or limiting the number of locations on the itinerary (e.g. one country instead of two).

SPECIFIC PRE-TRAVEL CONSIDERATIONS

- Be prepared to clearly identify any possible health risks to students. Risks include a) specific health issues related to the location of travel and b) health risks that may put an individual student at physical risk including strenuous physical requirements.
- For liability purposes and to optimize program quality, safety, and success, **a minimum of three** pre-departure orientations are required for all J-Term, Spring Break, and Summer off-campus courses, arranged by the faculty leader(s).
- A final syllabus for the off-campus short-term course that accurately reflects the expectations, grading criteria, activities and locations shall be submitted to the Manager of Short-Term Programs in the Wang Center after the course ends per best practices in higher education.
- Careful consideration should be given to the number of sites proposed to visit, the geographical proximity to each other, and the time spent traveling between them.
- Travel itineraries should consider the environmental impact of travel and address other ways to conserve resources, mitigate carbon emissions, etc. This may include limiting the number of cities/countries on the itinerary.

IF A HOME STAY EXPERIENCE IS PART OF THE PROGRAM, PLEASE CONSIDER THE FOLLOWING:

- Arrangements for each student (e.g. private bedroom or private or shared bath).
- Meal arrangements and access to kitchen/ laundry facilities.
- Number, gender, and age of current occupants.
- Guidelines for home stay including curfew, alcohol or tobacco use, etc.
- Distance of home from classroom or academic meeting space, and transportation issues (if relevant).
- Orientation for host families and formal "meet and greet" session between host families and students.

If you plan to include essential or non-essential adults or minors with you, please review the [Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Study Away Programs](#) document in full.