

GLOBAL EDUCATION COMMITTEE/WANG CENTER FOR GLOBAL AND COMMUNITY ENGAGED EDUCATION

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

GENERAL INFORMATION

The Global Education Committee (GEC) 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 GEC's review and recommendation to the Wang Center's Executive Director is based on 1) the course's academic framework, 2) evidence of the proposal's forethought with regard to addressing [Integrative Learning Objectives](#), and 3) viability of the proposed site(s).

Additionally, the GEC'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 any given year, as well as overall enrollment projections in 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 GEC, in collaboration with the Wang Center, has developed the following Guidelines for the submission of the **Short-Term Study Away Course Proposal** application in Terra Dotta.

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 achieve at least two [Integrative Learning Objectives](#) in a course that, 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.

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.

- 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.).

CONSIDERATION OF COST AND ACCESSIBILITY

- 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 or a less expensive location.

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).
- Between the last scheduled pre-departure orientation and the date that final receipts are due, a final syllabus for the off-campus short-term course that reflects accurately the expectations, grading criteria, activities and locations shall be submitted to the Manager of Short-Term Programs in the Wang Center 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 impact of carbon offsets and address other ways to conserve resources, mitigate impact of the travel, etc.

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

- Arrangements for 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.

PROPOSAL SUBMISSION POLICIES AND PROCEDURES

1. Please review all proposal guidelines and policies.
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 General Education Council 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.
8. The GEC, Wang Center Executive Director, and Provost will then review course proposals.
9. You will receive notification about your course in December.

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.