

Luther Center for Global Learning

J-Term 2025 Off-Campus Courses

1st Round Priority Application: April 1 – April 21, 2024

2nd Round Application (for space-available programs): August 21 – September 15, 2024

****NOTE: ALL NEW CURRICULUM CORE DESIGNATIONS PENDING APPROVAL OF CURRICULUM COMMITTEE****

Course Information: The academic discipline, course number, title of course, location(s), instructor(s), and brief description for each off-campus J-Term course are listed below. In addition, the information highlights the number of credits, whether or not the course fulfills the international studies minor immersion requirement (INTL) and/or language minor immersion requirement (LANG), and the All-College Requirements fulfilled through the course. The Core Curriculum Requirements are listed online at <https://www.luther.edu/academics/approach-to-academics/core-curriculum>. All courses are offered graded (A-F) unless otherwise noted. For additional details visit the Center for Global Learning (Larsen Hall 130) or www.luther.edu/global-learning/.

Applying Online: Applicants must apply online. The online application will become active on **April 1 at 8:00 AM**. Go to www.luther.edu/academics/centers-resources/global-learning/january-term/study-abroad-courses. Click on the course to which you want to apply. On the next page, click **Apply Now**. You will be prompted to login to the Via-trm system with your **Luther username and password (NorseKey)**. Once you have selected a term (J-Term, 2025), you will be on the application page for the program. In addition to completing the application, make sure you also complete the **recommendation section**. As part of the application process, you will apply for your 1st choice program and may indicate 2nd and 3rd choices (if you have alternate choices). Make sure you click on **SUBMIT** in order to complete the process. **Questions?** Contact the Center for Global Learning (x1055) or global@luther.edu.

SUB-SAHARAN AFRICA

[Paideia 450: Christianity and Slavery in Ghana's Past and Present \(Ghana\)](#)

INSTRUCTORS: Novian Whitsitt (Africana Studies & English); Wanda Deifelt (Religion)

Course Description: This course explores the complex connections between Christianity and the North Atlantic slave trade by: (1) examining slave routes and the geography of enslavement in Ghana, visiting (as possible) cities such as Tamale, Salaga, and Kumasi—exploring landmarks and institutions of the slave industry throughout Ghana; (2) studying and visiting the Cape Coast and El Mina slave castles; and (3) examining and interpreting historical, literary and religious texts related to slavery. We consider the way European and European-American Christians justified slavery—consciously or unconsciously—through interpretive and institutional practices. We also examine the perspective of African scholars and creative writers on the effects of Christianity upon indigenous cultures and social institutions. Additionally, we speak with local Ghanaians throughout our travels, specifically about their understanding, memory, and relationship to the Trans-Atlantic slave trade.

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisite: 60+ credits, Paideia 111 and 112, Consent of Instructors

Est. Cost: \$4700 - \$5900
Est. Add'l Meal Cost: \$500
Max. Enrollment: 24

Credits: 4
Immersion: INTL
Core Requirement(s): [NWNL, Intl] GE
Prerequisite: Consent of Instructors

Est. Cost: \$4250 - \$4900
Est. Add'l Meal Cost: \$350
Max. Enrollment: 18

[Paideia 450: Stability and Change in Vietnam \(Vietnam\)](#)

INSTRUCTORS: Steve Holland (Economics); Jon Jensen (Environmental Science)

Course Description: This course examines the effects of Vietnam's rapid modernization on its people, environment, and traditional ways of life. We will begin our exploration of Vietnam in Ho Chi Minh City, where we will experience the changing Vietnam in the form of a modern commercial city. We then will travel to the Mekong Delta, a world of waterways, farming, and rural charm, resting on the South China Sea. We will travel to the center of Vietnam where we will visit historical sites, eat traditional food, and learn more about the Vietnamese culture. We will end our exploration with visits to Hanoi, more like an old colonial city than Ho Chi Minh City, and the stunningly beautiful Halong Bay.

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisite: 60+ credits, Paideia 111 and 112, Consent of Instructors

Est. Cost: \$4950 - \$5550
Est. Add'l Meal Cost: \$350
Max. Enrollment: 24

LATIN AMERICA and THE CARIBBEAN

SOUTH and EAST ASIA

[Global Health 239: Nepal: A One Health Perspective \(Nepal\)](#)

INSTRUCTORS: Scott Carlson (Biology); Jon Lund (International Admissions Director)

Course Description: The World Health Organization defines *One Health* as "an integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals and ecosystems." This course will use Nepal to study the dynamic relationship between people, animals, plants, and the environment, and how they are interconnected in contributing to the wellness of a population. Nepal sits at the base of the Himalayas, and has a rich cultural heritage spanning thousands of years. While home to Mount Everest, the geography is exceptionally diverse with jungles, forests and fertile plains, all of which feature amazing biodiversity. This course will center around the work of the Center for Molecular Dynamics Nepal (CMDN), which is the leading public health and wildlife research organization in the country. Students will participate in ongoing projects at CMDN, which may include disease surveillance, biomedical research, wildlife conservation, and/or environmental health. Students will live in the local community in Kathmandu, experiencing the culture, food and life of Nepal through guided tours, guest speakers and personal exploration. The class will travel to Pokhara, the gateway to the Himalayas, where they will stay in an eco-tourism lodge and be introduced to common spiritual health practices (yoga, mindfulness, etc.) and hike the foothills of the Himalayas. We will also visit Chitwan National Park, a UNESCO World Heritage Site and one of the last undisturbed regions of the central Terai-Siwalik ecosystem. This course is intended for all majors, and no proficiency in science is required.

[Communication Studies 239: Environmental Communication in Belize \(Belize\)](#)

INSTRUCTORS: Thomas C. Johnson (Communication Studies); Jeff Boeke (Health & Exercise Science)

Course Description: This course examines environmental communication and the public sphere in Belize with particular focus on the significant role of eco-adventure tourism in the country. Topics that will be reviewed, analyzed, and critiqued include the study of environmental rhetoric and discourse, media and environmental journalism, public participation in environmental decision-making practices, varying regulatory factors, social marketing and advocacy campaigns, environmental collaboration and conflict resolution, risk communication, and representations of nature in popular culture and green marketing. Information on these subjects will be drawn from lectures and discussions, as well as from visits with government officials, local non-governmental organizations (NGOs), ecotourism vendors, tourists, and other key stakeholders. These undertakings will provide an understanding of how individuals, institutions, societies, and cultures craft, distribute, receive, understand, and use messages about the environment to influence attitudes and initiatives related to its use.

Credits: 4
Immersion: INTL, COMS major, minor elective
Core Requirement(s): [J2], GE
Prerequisites: Consent of Instructors

Est. Cost: \$5300 - \$5650
Est. Add'l Meal Cost: \$100
Max. Enrollment: 18

International Studies 240: Ethical Engagement in Postcolonial

Roatan (Roatan & Utila, Honduras)

INSTRUCTORS: Orçun Selçuk (Political Science); Anita Carrasco (Anthropology)

Course Description: This course uses the island of Roatan as a case study to examine how individuals can engage ethically with social and environmental challenges in the developing world. Roatan, Honduras is home to the world's second largest coral reef and the tourist industry it supports, as well as a long history of colonialism that has left the island with an ethnically and linguistically divided population, widespread poverty, and environmental degradation. During their month on the island, students will examine the ways in which the people, culture, and ecosystems of Roatan are responding to changing social, economic, political, technological, and environmental factors. Daily Internships at local health care clinic, international school, and other sites, provide students with direct observations on the individual loci of change, and help them explore the systemic forces that are shaping the island. The course will also include regular presentations, excursions, and group reflection time, which will contribute to students' understanding of the rich history and culture of the island. The course is valuable for students of all majors and is ideal for students who dream about a life of meaningful engagement in a much larger world. **[Note to Global Health Majors:** If approved in advance by the Global Health Program Director, this course will fulfill the GH301 field experience.]

Credits: 4
Immersion: INTL, GH301
Core Requirement(s): [Intcl], GE
Prerequisites: Consent of Instructors

Est. Cost: \$3200 - \$3550
Est. Add'l Meal Cost: \$100
Max. Enrollment: 18

Foreign Culture 239: Culinary Cultures of Latin America (Mexico)

INSTRUCTOR: Alfredo Alonso Estenez (Modern Languages & Cultures)

Course Description: This course will study the economic, cultural and religious significance of crops that originated in Latin America and how they spread throughout the world. Maize, potatoes, tomatoes, chile peppers, chocolate and sweet potatoes are staples in many countries today. Before the Spanish conquest, these crops were grown in specific areas of the Americas and they constituted the main source of sustenance for large sectors of the population. Among other topics, this course will study Pre-Columbian food staples and modes of preparation; the narratives around food written by the first conquistadors; dishes that originated in the process of cultural and economic exchange between Western European and American cultures; and the impact of Latin American crops in the world. The course will meet for a week on campus and then travel to Oaxaca, Mexico, where students will have the opportunity to observe food cultivation, distribution, sale and preparation practices, as well as the role of several food staples in the culture and daily life of this important agricultural and culinary region. Some knowledge of Spanish, or Spanish 102, is highly recommended although not required. Instruction is in English.

Credits: 4
Immersion: INTL
Core Requirement(s): [Intcl], GE
Prerequisites: Consent of Instructor

Est. Cost: \$3950 - \$45500
Est. Add'l Meal Cost: \$200
Max. Enrollment: 16

Paideia 450: Practicing Embodiment (Costa Rica)

INSTRUCTORS: Jane Hawley (Visual & Performing Arts/Identity Studies); Scott Hurley (Religion)

Course Description: This course is an interdisciplinary exercise between spirituality, sustainability, and the body. While there is no single definition of "embodiment" this course will consider an understanding of "embodiment" as the practice of recognizing all human attributes (e.g. senses, emotions, physicality, sexuality, etc.) as both material and spiritual realities. The course will explore what it means to approach the human body and the earth as living partners of a sacred reality, co-creating and sustaining all physical and spiritual life. While living and working on an organic farm, students will employ techniques and practices of spirituality, somatic studies, and sustainable organic eco-farming—including harvesting and meal preparation—to critically deconstruct the dualisms between body and mind, secular and sacred, and the material and spiritual dimensions. The ethical consequences of such dualism will be evaluated and concrete proposals will be explored for developing an embodied way of living that fosters and promotes integrated and sustainable physical and spiritual lives.

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisite: 60+ credits, Paideia 111 and 112, Consent of Instructors

Est. Cost: \$4700 - \$4950
Est. Add'l Meal Cost: \$50
Max. Enrollment: 24

Spanish 340: Language and Culture in the Spanish-Speaking World

(Dominican Republic)

INSTRUCTOR: Rita Tejada (Modern Languages & Cultures)

Course Description: This program will introduce Luther students to the most meaningful aspects of Dominican culture while combining intense study of the Spanish language with artistic expressions, guided visits to cultural centers and public service institutions plus ecological tourism. Students will attend classes at FLACSO-RD and live with Spanish-speaking host families in Santo Domingo, the capital of the Dominican Republic. This course satisfies the immersion requirement for the Spanish minor and three of the six weeks of immersion required for the Spanish major. All interested students must complete an interview with the instructor before enrollment.

Credits: 4
Immersion: INTL, LANG
Core Requirement(s): [Intcl], GE-L
Prerequisites: Span 302 strongly recommended, Consent of Instructor

Est. Cost: \$4400 - \$5575
Est. Add'l Meal Cost: \$250
Max. Enrollment: 16

EUROPE

Foreign Culture 239: The Culture of Fútbol in Spain (Spain)

INSTRUCTOR: David Thompson (Modern Languages & Cultures); Chris Garcia-Prats (Men's Head Soccer Coach) & Hollie Gray (Women's Head Soccer Coach)

Course Description: This short-term study away course will introduce Luther students to Spanish culture first-hand with a special emphasis on cultural practices and values associated with the sport of fútbol. In addition to language and culture instruction at a local institution, students will live with local hosts and participate in guided visits to sites that illustrate the cultural history of Spain as well as the particular practices and values that shape the way fútbol is played in the country.

Credits: 4
Immersion: INTL
Core Requirement(s): GE
Prerequisites: Consent of Instructor

Est. Cost: \$3850 - \$4550
Est. Add'l Meal Cost: \$500
Max. Enrollment: 80

Paideia 450: Forging Paths to Peace: Personal, Political, and Social Reconciliation in Northern Ireland (Northern Ireland/Ireland)

INSTRUCTORS: Britt Rhodes (Social Work); Carly Foster (Political Science)

Course Description: How can communities with a recent history of violence live together peacefully? This course will examine the difficult yet inspiring Northern Ireland peace process through the lives of its participants. We will explore the challenges and potential of political and grassroots peace building, with special attention to issues of identity, culture, and memory as challenges and the principles of compromise, forgiveness, mercy, justice, and peace as potential. An integral part of this course will be meetings with representatives of the main political parties of Northern Ireland, former members of paramilitary organizations, academic experts, police officers, members of inter-community organizations, and victims of violence. Overnight destinations include Derry, Belfast, and Ballycastle in Northern Ireland (Great Britain) and Dublin (Ireland).

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisites: 60+ credits, Paideia 111, 112, Consent of Instructors

Est. Cost: \$4100 - \$4650
Est. Add'l Meal Cost: \$500
Max. Enrollment: 24

Paideia 450: Building Ethical Futures through Architecture, Design, and Narrative in Norway (Norway)

INSTRUCTORS: Andy Hageman (English); Maren Johnson (Nordic Studies)

Course Description: This course explores transdisciplinary approaches to imagining, constructing, and communicating about structures and infrastructures in Norway. We will work through the ethical values and arguments that shape plans for built dwellings, transportation systems, and public venues and works. Relatedly, we will critique how these objects and the stories attached to them concretely realize those ethical foundations. Within the focus on architecture and design, special attention will go to Snøhetta projects that feature ethical considerations of human-nonhuman independence. Plus, Snøhetta's work in Decorah links the experience abroad with ethical decisions at home. Students will engage infrastructures such as public transit systems to read the ethical values, successes, and inequities that are bundled with Norway's and Iceland's dynamic cultures. In conversation with site visits, we will read and screen fictional narratives to consider how Jo Nesbø, Lars Mytting and others tell the stories of ethical challenges. Student work will include active contributions to site visits and events with local experts and a mix of informal journals, a research-informed formal essay, and a creative group collaboration.

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisites: 60+ credits, Paideia 111, 112, Consent of Instructors

Est. Cost: \$4450 - \$4850
Est. Add'l Meal Cost: \$500
Max. Enrollment: 24

Paideia 450: English Theatre: Mirror of Society and of the Human Condition (England)

INSTRUCTORS: Bobby Vrtis (Theatre/Dance); TBD

Course Description: This course is a study of English theater—among the richest in the world in its variety and depth—and the ways that it both mirrors and seeks to influence social values by dramatizing ethical conflict. Our exploration will be based in London, a crossroads of world cultures, with side trips to historic cities, including Stratford, the birthplace of Shakespeare, and York, a city that retains its medieval walls and cathedral.

Credits: 4
Immersion: INTL
Core Requirement(s): Paideia 450
Prerequisites: 60+ credits, Paideia 111, 112, Consent of Instructors

Est. Cost: \$4650 - \$4950
Est. Add'l Meal Cost: \$500
Max. Enrollment: 24

Visual Communication 290: In Context: Berlin. Visual Communication Design and Art in Community (Germany)

INSTRUCTOR: Richard Merritt (Visual & Performing Arts)

Course Description: In this unique Global Learning opportunity students will produce Visual Communication Design works in the context of the diverse multi-cultural community of Berlin, Germany. Focusing on Visual Communication Design, students will address wicked problems from a site-specific, community-centered design approach. This course will also require students to challenge and apply their theoretical knowledge in the diverse and hybrid spaces of Berlin, engaging artists, refugees, filmmakers, social workers, architects, and planners.

Credits: 4
Immersion: INTL
Core Requirement(s): [Intcl, HE], Creative-L
Prerequisites: VC150 recommended, Consent of Instructor

Est. Cost: \$4300 - \$4850
Est. Add'l Meal Cost: \$500
Max. Enrollment: 16

OCEANIA

Anthropology 239: Tangata Whenua Aotearoa: New Zealand's People of the Land—From Past to Present (New Zealand)

INSTRUCTORS: Bob Palmer (Anthro); TBD—CANCELED

Course Description: The purpose of this course is to introduce students to the cultural and natural history of Aotearoa (New Zealand), with a special emphasis on how indigenous settlement, 18th and 19th century European colonialism, late 20th and early 21st century immigration and tourism have impacted Aotearoa's natural and cultural environment, and how these intertwined elements have been woven together to create a social tapestry that, on its face, appears to strive towards a cohesive, egalitarian society in a remote region of the south Pacific. The objective of the course is to provide a contextual "mirror" in which students can learn about themselves, their own culture, and how individual societies choose to highlight specific cultural and natural elements to speak to and highlight their national identity.

Credits: 4
Immersion: INTL
Core Requirement(s): GE
Prerequisite: Consent of Instructors

Est. Cost: \$5600 - \$6100
Est. Add'l Meal Cost: \$500
Max. Enrollment: 18

UNITED STATES

Biology 140/240: Ecology of the Southwest (Arizona)

INSTRUCTORS: Eric Baack (Biology); TBD

Course Description: Field study of the ecology of the arid Southwest, with a focus on adaptations of organisms to arid conditions and understanding the challenges of setting environmental policy. Course activities include strenuous hikes of steep trails in the deserts, mountains, and riparian areas of Arizona; camping in the desert; cooking course meals together; daily readings and discussions; and a research project including statistical analysis of data. Students who earn credit for BIO 240 may not earn credit for BIO 140. Offered alternate years during January term.

Credits: 4
Immersion: None
Core Requirement(s): [NWL]
Prerequisite: BIO 151 for BIO 240, None for BIO 140, Consent of Instructor

Est. Cost: \$1550 - \$1950
Est. Add'l Meal Cost: \$50
Max. Enrollment: 15

History 297: Slavery and Freedom in the Making of America (Virginia/Washington D.C.)

INSTRUCTORS: Mark Guerri (History); TBD

Course Description: This course will travel to some of the most significant sites from the formative years of the United States, focusing on the complicated relationship between freedom and slavery in early American history. We will trace this theme through the first 250 years after the arrival of English colonists on the east coast of North America. The first two weeks of the course will be based in Williamsburg, the charming colonial capital of Virginia, which has been partially restored to its 18th century appearance as a living history museum. From Williamsburg, we will travel to a variety of sites connected to the early development of American society and American slavery. These will range from the archaeological site at the remains of earliest English settlement in North America at Jamestown, to the largest masonry fortress in the United States at Fort Monroe, to the plantation homes of early American presidents, to Richmond, a dynamic city that stood at the crossroads of the American Civil War. Students will spend their final week in Washington, D.C. In Washington, students will visit museums connected to the themes of the course, like the National Museum of African American History and Culture. They will also learn how the histories of slavery and emancipation are embedded in the urban fabric of Washington. By the end of the course, students will have covered more than two hundred years of American history, experienced from the places where it happened.

Credits: 4
Immersion: None
Core Requirement(s): [HB, Hist], Soc-L, SEJ
Prerequisite: Consent of Instructor

Est. Cost: \$3450 - \$3950
Est. Add'l Meal Cost: \$500
Max. Enrollment: 24

FIRST-YEAR ONLY COURSES

Music 139: Sacred Voices, Sacred Sounds (Italy)

INSTRUCTORS: Mark Potvin (Music); Melissa Bills (Campus Pastor)

Course Description: Common to a variety of world religions is the experience of music and space as an expression of connection with the sacred. Whether to mark ritual moments, to bring meaning to the passing of time, to express ecstasy or grief, to process supernatural experience, or to communicate value to future generations, the arts become vessels through which we make sense of a world beyond our knowing. This course is designed to grapple with the ways in which music and other arts are vehicles for sacred expression, elemental to creating sacred spaces, and deeply meaningful within multiple religious and secular/humanist traditions. First-year students taking this course will begin with a week of reading and dialogue on campus, travel to Italy for two weeks, and return to collaborate on a final project at the end of the month. Culminating projects will organize sounds (words & music) as well as spaces for a new or reimagined sacred observance.

Credits: 4
Immersion: None
Core Requirement(s): Rel-L
Prerequisite: Consent of Instructors

Est. Cost: \$3500 - \$3950
Est. Add'l Meal Cost: \$250
Max. Enrollment: 24

History 199: Istanbul and Rome: Empires East & West (Italy, Turkey)

INSTRUCTORS: Dan Davis (Classics); Robert Christman (History)

Course Description: Designed for first-year students, this course explores the concept of 'empire' by focusing on two historic imperial cities: Rome and Istanbul. The Roman Empire in the West, governed from Rome, endured for over three centuries before the emperor Constantine moved the capital eastward to the city that bears his name, Constantinople, modern-day Istanbul, in 330 CE. While the western Roman empire waned, Constantinople thrived under the Byzantine emperors for another ten centuries, before succumbing to the Ottoman conqueror Sultan Mehmed II who used it as his new capital. Back in Rome, the Catholic Church increasingly took on the appurtenances of the defunct Roman Empire. Our goals are to (1) investigate the historical, social, and cultural factors that shaped each of these empires, (2) study their physical manifestations (landscapes, archaeological sites, museums), (3) explore the ways in which they evolved their complex historical, religious, and cultural identities, and (4) analyze what and how they borrowed from one another. The course begins on campus with an intensive investigation of the history of these two cities. Thereafter, we fly to Rome, the eternal city, where students will analyze the major monuments, temples, and churches that shaped every-day life in the Roman Empire. We then proceed eastward to Istanbul to examine a city that experienced momentous historical events, developed a distinctive Byzantine and then Ottoman 'imperial' architecture on grand scales, and served as the home of three world religions. These experiences are designed to help students comprehend the ways in which empires are established, grow, and ultimately collapse.

Credits: 4
Immersion: None
Core Requirement(s): SSL
Prerequisites: Consent of Instructors

Est. Cost: \$4200-\$4650
Est. Add'l Meal Cost: \$250
Max. Enrollment: 24

GENERAL INFORMATION

COST ESTIMATES

We are currently in the process of estimating costs for all J-Term 2025 programs. Costs for each program will be established by the time the application goes "live" on April 1. Students may review costs estimates online at that time.

We try very hard to estimate costs as accurately as possible. However, all costs are subject to change. Factors affecting the final costs include fluctuations in airline fares; airline fuel surcharges, taxes, and fees; significant changes in the course itinerary and destinations; changes in the number of participants; and fluctuations in the dollar exchange rates.

WHAT IS INCLUDED IN COURSE COST

For students on International J-Term Programs

Course costs listed in printed materials and on the website are estimates and include round-trip airfare, administrative fees, accommodations, some group meals, transportation for required study trips, program leader expenses, visas (for U.S. residents), medical and self-insurance, entrance fees, and tickets for scheduled group events. Costs not included are individual meals, passport fee, transportation to/from airports in the United States, spending money for gifts and miscellaneous expenses, prescription drug costs (if needed), and pre-trip immunizations (if recommended).

For students on Domestic J-Term Programs

Course costs listed in printed materials and on the website are estimates and include round-trip airfare or other transportation costs, administrative fees, accommodations, some group meals, transportation for required study trips, program leader expenses, entrance fees, tickets for scheduled group events, and other program related costs. Costs not included are individual meals, transportation to/from airports in the United States, spending money for gifts and miscellaneous expenses, and pre-trip immunizations (if recommended).

A NOTE ABOUT FOOD COSTS

The amount of money needed for meals not included in course fees depends on the eating habits and tastes of the individual. The Luther program policy is to give students responsibility for buying most meals, thereby allowing students some control over course costs. Estimated additional meal costs are listed in course materials and on the website.

J-TERM TUITION AND BOARD COSTS

As you know, J-Term tuition is already included in the comprehensive fee for students who are enrolled full-time at Luther for either fall semester or spring semester. Any student who is not enrolled full-time at Luther for at least one semester during the 2024-25 academic year will be charged J-Term tuition. In addition, there is no food cost rebate for students who are off campus for J-Term; SODEXO has already built in an estimate for the number of students off campus for J-Term when they set the annual meal plan prices.

GENDER INCLUSIVE HOUSING OPTION

The CGL, when possible, will provide special housing assignments (similar to the Residence Life Office) to allow students to live with each other regardless of how they identify with respect to gender. Specifically, gender-inclusive housing is an option for those who identify as and/or support the LGBTQIA+ community, are exploring gender identity/expression, or choose not to be classified based on gender. Please notify the CGL if you would like to pursue this option and housing assignments, if available and where possible, will be made based on this information.

PAYMENT SCHEDULE

All payments are to be made at the Office for Financial Services. All checks should be payable to Luther College and should include "J-Term" and the student ID on memo line. Online payments may be made at *Norse Hub*. ****NOTE: J-term Cancellation/Refund policy. If you withdraw from the program after Oct. 1, you will be charged 33% of the program costs. If you withdraw after Nov. 1, you will be charged 66% of the program costs. If you withdraw after Dec. 1, you will be charged 100% of the program costs.****

For students on International J-Term Programs

The payment schedule is as follows:

Time of Acceptance: Non-refundable \$200 program deposit (you may not apply loan money toward this deposit)

September 15: \$1,500 payment (cannot use scholarship funds)

October 15: \$1,500 payment

December 1: Balance due payment (the CGL will notify you of this amount)

For students on Domestic J-Term Programs

The payment schedule is as follows:

Time of Acceptance: Non-refundable \$200 program deposit (you may not apply loan money toward this deposit)

September 15: \$1,500 payment (unless the total course costs are less than \$1,500)

December 1: Balance due payment (the CGL will notify you of this amount)

PASSPORT AND PASSPORT PHOTOS

Students participating in an international off-campus J-Term are required to obtain a passport. Passports must **not** expire before **August 1, 2025**. Early passport application or renewal is encouraged. Students should check with individual courthouses (or post offices) if they have questions. Applications and renewal forms may be obtained and processed at the Winnebago County Courthouse Recorder's Office, at post offices in larger cities, or courthouses in many counties throughout the United States. Details may be found online at: <https://travel.state.gov/content/travel/en/passports.html>

Passport photo sessions are scheduled on campus in March, April, and May during spring semester and in September and October during fall semester. The spring semester dates/times are as follows:

Thursday, March 14	9:00 AM-4:00 PM	Visual Media, Dahl Centennial Union 213
Thursday, April 11	9:00 AM-4:00 PM	Visual Media, Dahl Centennial Union 213
Thursday, May 9	9:00 AM-4:00 PM	Visual Media, Dahl Centennial Union 213

LOCAL TRAVEL ARRANGEMENTS

Almost all international J-Term programs will depart from either the Minneapolis-St. Paul International Airport or the Chicago O'Hare International Airport. If the program departs from Chicago, students will be given the option to reserve a seat on a chartered bus to/from campus at cost. If the program departs from Minneapolis, students will need to make their own transportation arrangements to/from the Minneapolis-St. Paul International Airport.

INDEPENDENT TRAVEL

In general, we do not permit students to travel on their own before or after the J-Term program. Since we purchase group tickets for J-Term travel to keep costs low, it is problematic to allow certain ticket holders to deviate from the schedule. In addition, we believe group travel is an important part of the overall J-Term experience. Also, because our J-Term programs tend to move from location to location very quickly, it is difficult for students traveling on their own to catch up with the group.

The CGL does make some limited exceptions for students to deviate from the schedule when it is for legitimate reasons (for example, a student will be visiting family members in the region prior to or after the J-Term program, a student is departing from the J-Term program to attend a semester abroad program). Students interested in deviating from the schedule must speak with Chelle Meyer as soon as possible and no later than October 1. Students who have been approved to deviate from the schedule are responsible for paying any fees associated with the schedule deviation. Finally, students who deviate before or after a J-Term program must understand that Luther is not responsible for their travel arrangements, managing travel glitches, and health and safety issues outside of the actual program dates and locations specified in the program itinerary.

REGISTRATION INFORMATION

Students do not need to register for J-Term off-campus courses during the official fall semester registration period. Staff in the Center for Global Learning will send course rosters to the Registrar's Office and students will be automatically registered.

COVID-19 POLICY

Luther College's current policy on Covid vaccination is that all travelers are *strongly encouraged* to be fully vaccinated in order to travel internationally with the College. The CGL interprets "fully vaccinated" to mean that the most recent vaccine or booster must have been administered within 270 days of the date of return. If the situation changes dramatically, the CGL and the Off-Campus Programs Risk Assessment Committee reserve the right to make changes to this policy, with immediate effect.

The CGL staff will continue to monitor the Covid situation in all locations to which Luther College programs travel, and will work with the Off-Campus Programs Risk Assessment Committee to determine whether it remains safe for our students to travel to those destinations, or whether it is necessary to amend particular programs in order to ensure safety of participants.