

## Tips for Developing a Successful Study Abroad Program **Domestic Global Learning (DGL) Programs**

### **PROGRAM LOGISTICS**

#### **Can you follow through on your responsibilities as a program leader?**

- If you haven't led a group of students off-campus before, give serious consideration to whether or not you are up to the challenge. Your duties as Faculty Director of a Domestic Global Learning (DGL) program stretch beyond those of professor - you will be a recruiter, administrator, financial manager, institutional representative, advisor, facilitator and crisis manager.
- Generally, the ASU Study Abroad Office (SAO) does not recommend that you choose a program location that you are not familiar with yourself. Faculty Directors should, ideally, be familiar with the social, economic, and cultural trends of the host city.
- You may want to consider using a third-party custom program provider who can offer you 24/7 program support and take care of the logistical and local lodging and travel arrangements on-site - especially if you are a first-time Faculty Director. Your SAO Domestic Global Learning (DGL) Programs Coordinator can provide you with a list of suggested providers and help you solicit program proposals and price quotes.

#### **Can the program attract a sufficient number of participants?**

- If yours is a new program and/or if you have never run a Domestic Global Learning program before, we advise you to build your program with a target enrollment of 10-15 students.
- Your SAO DGL Coordinator will suggest recruitment strategies to help you reach target enrollment. The recruitment of ASU students to the program is the responsibility of both the Faculty Director and the SAO.

#### **Can the program be offered at a reasonable cost that is not prohibitive for students?**

- For some programs, visits to multiple states/cities may be necessary. However, keep in mind that traveling from place to place (by plane, coach, or train) can be very expensive and difficult to coordinate. Participants should not be expected to spend excessive time on buses, planes, and trains getting to the next place. Be intentional about how you plan your itinerary.
- The excursions you plan will have an impact on the overall cost of the program. Ask yourself if the added value to the course content is worth cost of getting to a particular site.
- When arranging lodging, please consider the following:
  - Will faculty housing be complimentary? Will you be housed in the same place as your students?

- If students will be staying in student residences (dorms), are there cooking facilities available? Is bedding provided (sheets, towels, etc.)?
- Is there a cafeteria? If so, approximately how much do meals cost? Or, will some of the meals be covered in the lodging costs?
- Are bathrooms private or shared?
- Is there a laundry facility available in-house or close by?
- Is there Wi-Fi Internet access in the rooms or in the building? Is there a supplemental charge for internet service?
- Consider the availability of cell service. Are you visiting a remote setting where cell towers aren't available? Is there dependable Wi-Fi? What will your communication plan be with students?
- Will your program require classroom space? Do you have university contacts in the host city who might be able to help you acquire space for free or at a reduced rate?
- Will you arrange for arrival and departure transportation to and from airports?

## **Academic Components**

**Is the content and delivery of the course(s) enhanced by the domestic location?**

**Do proposed excursions or field trips have academic relevance to the course?**

- The goal of global education is to help participants engage in their learning within the context of the culture they will be in while away. Program activities should relate to your discipline as well as to the program's course content.

**How many credits will you offer on your program?**

- The length of your program should correspond with the number of credit hours that you will be offering. For the full "Academic Credit" policy including credit hours and how they relate to actual contact hours, please [click here](#).
- Domestic global learning is highly experiential. Students will be "in class" for longer periods of time than they normally would here at ASU – not necessarily in the classroom, but on buses, field trips, excursions, site visits, and experiencing and engaging with the local culture.
- Are you requiring pre- and/or post-coursework around the actual domestic study component? If so, factor that in to the contact hours.

**Academic units have the final say regarding course offerings and course content.**

**When designing your course (if it will be a new one) or re-purposing an existing ASU course, capitalize on the fact that you will be away.**

- Choose course topics that appeal to a wider audience or are particularly relevant global topics. (Ex., a Hawaii sustainability class travels to The Big Island to study renewable energy efforts in lieu of Hawaii's 100% renewable energy goal by 2048.)
- Use your professional network to make connections or gain entry to cultural sites for students.
- Build in experiential components. Instead of only lecturing about a particular topic, can you take the students on a field trip that will illustrate first-hand the points that you are

conveying? Sometimes actually experiencing something viscerally is more powerful than words. Take advantage of your location to make the course material even more impactful for students.

- Incorporate observation and reflection into your course activities and student deliverables.
- Consider including “compare and contrast” exercises that prompt the students to analyze what they are learning and observing about the host culture in relation to their own culture.
- Make deeper connections and give students opportunities to dig below the surface level of what they are experiencing on site.

**To make your program more attractive to students, offer courses that do the following:**

- Fulfill ASU general studies requirement (for more info on the ASU requirements, please [click here](#)). This will attract students across the University and not just from your discipline. Make sure to plan ahead—[approvals for general studies designations](#) happen well in advance.
- Fulfill college or school, major/minor, or certificate requirements.
- Omnibus courses are fine (special topics: 194, 294, 394, & 494 or individualized instruction: 499) and sometimes the only option, but it is not always immediately obvious to students how they will work with their program of study. Paint this picture for them in your marketing materials, class talks, info sessions, and orientation meetings.
  - If offering omnibus courses, how are you leveling them: lower division or upper division? Many students often reach a point where they need upper division electives to fulfill graduation requirements, so skew toward that.

**Use domestic global learning coursework to solve problems:**

- Are there required or popular courses that your academic unit offers that are enrollment capped and difficult for student to get into? If so, consider offering a domestic study option.