The Learning Abroad Center at the University of Minnesota has gained a national reputation for innovation and quality in the field of education abroad. Initiatives such as Curriculum Integration and Career Integration seek to connect the student experience abroad to their overall undergraduate experience. This same spirit of innovation and quality infuses our sites and programs. Our knowledge and expertise in experiential education, culture learning, and in serving diverse student populations sets us apart. We look forward to continuing to serve students from partner institutions and providing all students on Learning Abroad Center programs with an experience of unparalleled quality.

Martha Johnson, Assistant Dean
Learning Abroad Center

JOIN THE CONVERSATION ON LINKEDIN
The Learning Abroad Center's International Educators Network on LinkedIn connects international educators with one another and with the Learning Abroad Center's staff. Join this group today and continue the conversation with your peers in the field of education abroad.

• Updates about the Learning Abroad Center's initiatives
• Discussions of articles and current events
• Opportunities to connect with members of the dynamic field of international education

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pinterest.com/umnlac/boards
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twitter.com/UMabroad
UMabroad.com
youtube.com/UMabroad230

ALL LEARNING ABROAD CENTER PROGRAMS ARE SPECIFICALLY DESIGNED TO ENSURE THAT PARTICIPANTS WILL
• Expand their knowledge through multiple academic perspectives
• Gain awareness and appreciation of their host cultures and deepen their awareness of their own culture
• Identify and communicate the impact of their experience abroad personally, academically, and professionally
• Become more self-reliant and self-aware
• Navigate differences more effectively
Academic Quality
The Learning Abroad Center prides itself on high academic standards:
• Curricula carefully designed to achieve program learning goals and make use of the local setting
• Faculty and instructors hired with appropriate credentials and experience
• Coursework developed in conjunction with nationally recognized curriculum integration work and with academic departments at a world-class research university

Affordability
As a unit within a public institution, the Learning Abroad Center offers:
• Cost effective programs with a high level of quality
• Extensive budget and financing information

Substantive Cultural Experience
The Learning Abroad Center opens doors to other cultures for students academically, professionally, and personally:
• Immerses students in the host environment
• Engages host-country faculty and staff
• Provides educational excursions
• Arranges housing with families, in dormitories, apartments, or hotels
• Facilitates internships, research, volunteer, and service-learning options

Variety of Programs
Learning Abroad Center programs provide variety in structure, length, level, and language required:
• Field-based, study-center, integrated university study, and short-term faculty-led options
• Academic year, semester, summer, winter break, May session, and August session
• Internships and service-learning for academic credit
• Beginning to advanced language study

Professional Service
The Learning Abroad Center has a friendly staff with quick response time for students from other institutions:
• Knowledgeable and helpful program staff
• Extensive online program information
• Online orientation program and policy information including academic planning, curriculum, current dates and fees, and student budgets
• Agreements readily available for financial aid
• University of Minnesota official transcript to document study abroad coursework
• Assistance with visa processing

Reasons to Work with the Learning Abroad Center

As abroad adviser, I recommend UofM programs to students because I know they will have an enriching, rewarding, enjoyable experience and their time abroad will be worth every penny of their investment. . . . In addition, I always breathe a sigh of relief when students choose these programs over our other Spain or Middle East summer programs or France semester programs because I know my life would be easier.

—April Robillos
Study Abroad Advisor
Purdue University

“One of the nice sides of working with students here in France is that I see them evolve from being so centered on their own culture to opening up to the world. While it is true that we go through their growing pains, and that is sometimes a challenge, it is wonderful to see the students mature and realize that there are other ways to see life.”

—Françoise Chaton
Resident Director
Study Abroad in Montpellier
Curriculum Integration and Career Integration

The University of Minnesota is acknowledged internationally as an innovator of a successful model of study abroad curriculum integration in which study abroad professionals, faculty, and academic advisers collaborate to internationalize the undergraduate experience. The “Minnesota Model” of study abroad curriculum integration is based on partnering with academic units to effectively meet institutional goals to internationalize the curriculum. This model spreads ownership for international education throughout the institution. Curriculum Integration situates learning abroad centrally within the undergraduate experience at the University of Minnesota. Career Integration builds upon our proven methodology to integrate experience abroad into career and life planning.

Contact Kim Hindbjorgen for more information—khindbjo@umn.edu.

Academic and Enrollment Services

The Academic Services team at the Learning Abroad Center processes all study abroad courses, credits, and grades and ensures all abroad programs are consistent with University of Minnesota academic policies. The Learning Abroad Center awards University of Minnesota resident credit for the vast majority of our own and affiliate programs. Affiliate institutions receive official University of Minnesota transcripts with study abroad coursework and assistance with all credit transfer queries. The Enrollment Services team advises and supports students from the moment they submit an application until their departure for a program, ensuring that program and application process details are clear to each and every student. Student queries about major/minor, liberal education, and grade requirements, as well as maintaining active student status and the financial aid access, are answered quickly by our teams of experts.

Contact Emily Mraz for more information—mrazx003@umn.edu

Health, Safety, and Compliance

While no organization or institution can guarantee the safety of participants, the risks can be significantly reduced if program staff, students, parents, and advisers at the host and home institutions all work together. In response to the concern for the well-being of students, the University of Minnesota has developed policies and procedures related to education abroad opportunities requiring all students participating in an education abroad experience to complete a release and waiver form from the General Counsel’s office. Students must also have international insurance coverage provided by the university. To facilitate and improve these procedures and to manage all other issues of health, safety, and compliance, the Learning Abroad Center works with three dedicated staff members who are experts in study abroad–related health, safety, emergency response, and legal compliance.

Contact Stacey Tsantir for more information—stsantir@umn.edu.

Access Abroad

Access Abroad is a collaborative effort at the University of Minnesota between the Learning Abroad Center and our Disability Services to provide information and guidance on accessibility overseas. Our partnership helps us assist students, faculty, and staff with the process of identifying and obtaining reasonable accommodations and planning for a successful international experience. Education abroad is an exciting and rewarding opportunity for all students. Making education abroad accessible to students with disabilities offers valuable benefits for everyone involved.

Contact Heidi Soneson for more information—sones001@umn.edu.

THE LEARNING ABROAD CENTER HAS SENT TENS OF THOUSANDS OF STUDENTS ON STUDY ABROAD EXPERIENCES AND HAS BEEN PROVIDING QUALITY LEARNING ABROAD EXPERIENCES SINCE THE 1960s.

- Build and strengthen your own study abroad and university brand by going with a leader in the field.
- Give your students an academically challenging, enjoyable, safe, and life-changing experience that earns resident credit with the University of Minnesota, a leading institution in innovative higher education.
- Learning Abroad Center staff are leaders in the field who present regularly at conferences and serve on professional boards and committees around the country and world.
Your students can join approximately 50 million people who speak Swahili as a first or second language, learn in small classes taught by devoted instructors, take one intensive Swahili language course—with beginning and intermediate levels available—and speak Swahili with their host families.

Kenya’s geographic and cultural diversity make it a microcosm of the African continent. Home to more than 45 tribes, significant European and South Asian minorities, and a population of 28 million speaking dozens of languages, Kenya shares with its neighbors the challenges of forging a multiethnic, postcolonial nation. Most Kenyans are farmers or herders, yet the capital of Nairobi is one of the most cosmopolitan cities in East Africa and the base for many international and Kenyan organizations promoting development and social change.

“Running programs in the developing world is challenging and complicated. We have learned many lessons in the thirty-year history of this site. The steady hand of our on-site staff and their consistently excellent homestay placements provide students a secure and integrated experience. Class sizes are small to allow for individualized attention.”

—Martha Johnson, Assistant Dean
Learning Abroad Center

Cathy Huber is the Program Director for the Learning Abroad Center’s Kenya programs. She has worked in the field of international education since 1999 and holds a master’s degree in International and Intercultural Management from the School for International Training. Ms. Huber has served in several leadership roles with NAFSA at the regional and national levels, including developing a workshop for new study abroad professionals. She has a deep interest in intercultural communication and is a Qualified Administrator for the Intercultural Development Inventory (IDI).
Your students will study where the rural and cosmopolitan collide in Nairobi, learning from experience in a country rich in cultural, geographic, and biological diversity. Two host families in two settings—one urban and one rural—during this academically challenging and personally enriching experience help students explore a wide variety of perspectives with Kenya as a case study.

This program combines coursework with hands-on experience in a service-learning internship. A hallmark of the MSID family of programs is how students engage and understand the complex nature of international development and intercultural understanding through daily contact with communities and their people.

Students enroll in the following classes: *International Development, Country Analysis of Kenya, Swahili Language*, and *Community Engagement in the Global South*. Academic year students continue with directed research and an extended service-learning internship.

“The University of Minnesota International Development programs in Kenya, Senegal, Ecuador, and India provide our students with the unique opportunity to apply their classroom learnings to real-world challenges. The host families selected for these programs open their homes and hearts to our students forever, connecting them to those communities around the world.”

—Jenny Kwata, Allegheny College

Mohamud A. Jama, the *MSID Kenya* Director, is a well-known personality in academic, environment, development, and research circles in Kenya. Dr. Jama received his PhD in agricultural economics from Washington State University in 1987. He has served as consultant for the World Bank, the Kenya Marine and Fisheries Research Institute, and the United Nations Development Program’s Africa 2000 Network project, and also served on the board of directors of the National Environment Management Authority (NEMA). The *MSID Kenya* program provides a high quality academic experience for students, and its success is due in part to a deeply committed, high caliber staff. The program is well managed in every aspect, and its openness to continuous improvement speaks to the staff’s dedication to maintain a quality program.
Abdellatif Jai is Coordinator of the Arabic Language Institute of Fez (ALIF), one of the Maghreb's most prestigious Arabic language facilities and site of the Learning Abroad Center's Arabic Language & Culture in Morocco program. Dr. Jai has worked with ALIF for over ten years. His staff oversee ALIF’s student services, including orientation, excursions, and housing arrangements, as well as academic coursework in Colloquial Moroccan Arabic, Modern Standard Arabic, and elective coursework taught in English and Arabic. In addition to coordinating the University of Minnesota’s program at ALIF, Abdellatif and his staff host individual language learners and special programs from around the globe, including the US Department of State.

Your students can explore madrasas, fondouks, palaces, and 13th century ruins in Fez, home to one of the largest and most enduring Medieval Islamic settlements in the world. Fez’s medina was declared a UNESCO world heritage site in 1981 and is not saturated with foreign students like Rabat, where many study abroad.

Students take intensive Modern Standard Arabic along with fascinating cultural courses and live with hospitable, qualified host families to surround themselves in Arabic. They travel to Casablanca, the capital city of Rabat, and the hypnotizing markets of Marrakesh. Excursions include the imperial city of Meknes and a trip to the Sahara desert.

Students experience the complexity of modern and ancient Morocco in the cultural and spiritual city of Fez. All classes are held in a large villa surrounded by a lush garden and patio in the Ville Nouvelle neighborhood.

For a variety of reasons, Arabic is a critical language for Western students to engage. With this program students build skills while living in a politically stable north African nation. The ALIF study center, home to the Arabic Language & Culture in Morocco program, hosts Arabic-speaking students learning English, which helps your students develop cultural partnerships and find local peers rather than feeling isolated from native students.
During this six-week program, students gain insight into contemporary Senegalese culture through both language and thematic courses. Students enroll in either a thematic course (taught in English) and one language course (first–fourth semester French) or two thematic courses (taught in English). One thematic course focuses on entrepreneurship and marketplace economics while the other is a survey of Senegalese culture. Students live with host families and participate in local excursions to increase their culture learning during their time in Senegal.

Senegal has long been seen as a crossroads where black African, Islamic, and European civilizations have met, clashed, and blended. Today it is still seen as a bridge between Africa and the West. Yet it is also a place where Senegalese people remain deeply attached to traditional values and cultures. This program is based in Dakar, Senegal’s cosmopolitan capital. Heated by the African sun while surrounded on three sides by cool Atlantic waters, Dakar has a climate often described as “eternal spring.”

Students completing third- or fourth-semester French on this program can combine this experience with the *Intensive French in Senegal* program held in August—and even with the *MSID Senegal* semester or academic year—for an extended experience abroad.

Ousmane Sène is the Learning Abroad Center’s on-site director for the *MSID Senegal, Intensive French in Senegal,* and *Contemporary Culture & French Language in Senegal* programs. Dr. Sène earned a PhD in Literature from the Université de la Sorbonne Nouvelle. He is Associate Professor in the Department of English, University of Cheikh Anta Diop, Dakar, and also the Director of the West African Research Center in the Senegalese capital. He directs study abroad programs for several US universities, including the University of Minnesota, and has been a visiting professor and scholar on various US campuses, teaching and giving lectures on African Literature and issues in the Social Sciences.

www.UMabroad.umn.edu/programs/africa/contemporary-culture-french-senegal/
Your students will improve their French language skills in the bustling West African city of Dakar, Senegal’s cosmopolitan capital city, and will enjoy small class sizes and individualized attention. This program appeals to students interested in completing an advanced French language course during a short-term summer program or winter break.

Homestays are an integral component of the language learning experience. Students live and share most meals with a family in order to gain deeper cultural insight into life in Senegal. Excursions to locations of cultural interest in and around Dakar are included in the program.

The Intensive French in Senegal program can be combined with the MSID Senegal semester or academic year program and with the Contemporary Culture & French Language in Senegal program for an extended experience abroad.

Heidi Soneson has been a Program Director in the Learning Abroad Center since 1991 and is responsible for programs in India, France, Morocco, and Senegal. She has a PhD in German Literature with an emphasis on German travel writing to West Africa. Dr. Soneson has presented nationally on a variety of topics, including students with disabilities, students of color, and student learning outcomes and has served on various committees for NAFSA and the Forum Council. She is currently chair of NAFSA’s Education Abroad Regulatory Practice Committee.
Your students will engage the fascinating culture of Senegal while enrolled in a program focused on international development. Students live with two host families in two settings—one urban and one rural—during this academically challenging and personally enriching experience.

The program combines coursework with hands-on experience in a service-learning internship. Students explore the complex nature of international development and intercultural understanding through daily contact with communities and their people.

The curriculum includes International Development, Country Analysis of Senegal, Wolof Language, and Community Engagement in the Global South. Academic year students continue with directed research and an extended service-learning internship experience. The Intensive French in Senegal program can be combined with the MSID Senegal semester or academic year program and with the Contemporary Culture & French Language in Senegal program for an extended experience abroad.

“During my year with MSID I learned a lot about Senegal, development, public health, French, and Wolof—but even more importantly, I learned a lot about myself. Through the challenges and successes of fitting in with my host families and new communities, I discovered a lot about my own strengths and weaknesses and grew a lot as a person. A huge strength of the MSID program is how all of the curriculum and activities, inside and outside the classroom, worked together to help me learn a lot about myself, the world, and my place in it.” —John

Waly Faye is the MSID Senegal program coordinator and has worked with the Learning Abroad Center for over five years. He holds a master’s degree in Development Studies and manages the academic schedule and student support for the MSID program. Mr. Faye is a native of Senegal and works closely with the MSID support staff daily to help meet all student needs, including internship and research placements and other aspects of administration.
Your students will learn about Tanzania through coursework and community engagement. Students can begin or expand Swahili language studies and gain a better understanding of the social, cultural, political, and economic context in Tanzania. They can explore public health challenges in a developing country context.

Students live with host families in small villages, sharing most meals with the homestay family to gain deeper cultural insight into Tanzanian life. Excursions to Arusha National Park and a tour of Arusha town are included, as well as an overnight visit to Lake Manyara and Ngorongoro Conservation Area, a UNESCO World Heritage Site.

Arusha is the center of Tanzania’s tourism industry and the gateway to its famous game reserves and mountains. It is located in the heart of Maasai land and offers a glimpse of old and new with the semi-nomadic Maasai sporting their signature red kangas.

The University of Minnesota partners with MS-TCDC (Training Centre for Development Cooperation), an education center with over thirty years of experience teaching students, development workers, civil society organizations, and government agencies across Eastern and Southern Africa.

Scott Daby is the Program Director for the Learning Abroad Center’s Tanzania and Mexico programs. He has worked in international education since 2000 and received his master’s degree in Comparative and International Development Education from the University of Minnesota. Scott is active in NAFSA and the Forum on Education Abroad and has served on Forum working groups focusing on the development of guidelines for undergraduate health programs and work, intern, and volunteer programs.
Your students will enjoy a breadth of academic disciplines taught in small classes through a South American lens as they are introduced to urban Latin culture in Buenos Aires, “the Paris of Latin America.” Students can complete two semesters of beginning or intermediate Spanish in one semester, take courses taught in English in subjects including history, literature, cinema, art history, business, and economics, and receive credit through service-learning projects.

Students study in the bustling cultural center of downtown Buenos Aires at the Fundación José Ortega y Gasset, a prestigious affiliate that is a favorite of many of our faculty partners. Students enjoy many extracurricular opportunities—sampling food, reading literature, experiencing music—and program excursions, including Uruguay.

Founded by immigrants along the shores of the Rio de la Plata, Buenos Aires built its identity on Spanish, Italian, and French influences, which appear in the grand boulevards, expansive parks, and magnificent architecture.

“I was definitely challenged academically, and I was able to push myself beyond my self-imposed limitations, thus learning and experiencing much more. Argentina was the highlight of my undergraduate career.”

–Nicole

Beattiz Comte has been the Resident Director of the Language and Culture in Buenos Aires program since 2004. Bea holds a master’s degree in Literature from the University of Buenos Aires as well as a degree in Teaching Spanish as a Second Language from the University of Antonio de Nebrija in Spain. She is currently pursuing a PhD in Language Science and teaches on the program. Ms. Comte believes Buenos Aires is an exciting place for foreigners to learn, immersed in its culture and its vibrant life. She thinks one of the most important things about this program is that the staff gets to know and care for each and every student, and participants are not mere numbers.

Holly Zimmerman LeVoir is Program Director for all Argentina programs.
ECUADOR
HEALTH & SOCIETY IN ECUADOR

Innovative program in the trending field of healthcare

LOCATION
• Quito

TERMS
• Summer Session

LANGUAGE OF INSTRUCTION
• English
• Spanish

ACADEMIC MODEL
• Study abroad center

HOUSING
• Homestay

REQUIREMENTS
• Sophomores and above
• Three semesters college-level Spanish

LEARNING OUTCOMES
• Distinguish between social and biological determinants of health
• Explain the relationship between social determinants of health and health disparities
• Recognize and describe the role of culture and tradition in shaping the social determinants of health and in providing appropriate interventions
• Understand patterns and factors influencing health disparities and the organization of health services

* This program is available to Non-UofM students beginning Summer 2015.

www.UMabroad.umn.edu/programs/americas/ecuador-health

This seven-week course is designed to give students real experience and understanding of the social determinants of health in a foreign setting, providing an up-close look at the complex relationship between social contexts and health disparities. Students spend their summer in the capital city of Quito gaining incomparable insight into these realities while also improving their Spanish language skills.

Poverty appears to be one of the most influential determinants of health, but it is the interrelationship of many social determinants that creates poor health status. This course exposes, explores, and examines inequalities and patterns of inequity in health and healthcare in Ecuador. Topics and activities include: measuring and comparing health status, social determinants of health, health in Ecuadorian society, Ecuador’s health care system, and health policy.

“I thought, ‘I’ll go there, and I’ll come back, and it will be the same as before.’ But it’s really changed a lot for me. There’s no other experience that could compare to the study abroad experience. It was pretty much life changing.”

–Brian

José Suárez is Executive Director of the Fundación Cimas del Ecuador, a development-focused nonprofit organization. He received his MPH and PhD degrees in Public Health from the University of Minnesota. A physician and epidemiologist with extensive community experience, he has authored research studies and books about health and environment in Ecuador and served as a consultant to the Pan American Health Organization and Ecuador’s Ministry of Health. In addition to his extensive experience working with North American students—including MSID since 1989—Dr. Suárez has taught at the University of Washington, Evergreen State University, and the Medical School of the Universidad Central del Ecuador.

He is pictured here with his wife, Dolores López, who is codirector of MSID Ecuador.
Ecuadorean Spanish is considered easy to understand and a clearly pronounced version of Spanish. Small class sizes and individualized attention help students maximize their intensive Spanish course and rapidly improve Spanish skills through conversations with host families. This program appeals to students desiring advanced language acquisition through an intensive learning experience.

Few countries as small as Ecuador contain such remarkable geographic and biological diversity, ranging from coastal deserts to temperate mountain valleys to Amazon forests. Ecuador’s population includes a mix of indigenous, Spanish, and African elements. The program is based in Quito, an Andean city—withinsight of snowcapped volcanoes—that houses a remarkable mix of colonial and modern, rich and poor.

“I chose the program because I wanted to learn Spanish, and I had the most amazing Spanish professor. We had a class of six, and we had Spanish two hours every day. Now I want to study Spanish forever.”

– Patty

Dolores López is President of Fundación Cimas del Ecuador, a development-focused nonprofit organization. She studied Anthropology at the Pontificia Universidad Católica del Ecuador and earned a bachelor’s degree from Evergreen State College and a master’s degree in Social Science and Ecuadorian Studies from the Facultad Latinoamericana de Ciencias Sociales in Quito. She is a PhD candidate in the Latin American Cultural Studies Doctoral Program at the Universidad Andina Simón Bolívar in Quito. Ms. López is deeply involved in intercultural research projects and actively participates in community-based processes to identify alternatives for development. She has worked with US students and study abroad programs, including MSID, since 1989.

She is pictured here with her husband, José Suarez, who is codirector of MSID Ecuador.
Your students will learn from experience in a country rich in cultural, geographic, and biological diversity. Based in Quito, they will live first with an urban host family and then with one in a rural setting during this academically challenging and personally enriching experience, exploring a wide variety of perspectives with Ecuador as a case study.

The program combines coursework with hands-on experience in a service-learning internship. Students explore the complex nature of international development and intercultural understanding through daily contact with local communities.

Students engage deeply with Ecuadorian culture while enrolled in International Development, Country Analysis of Ecuador, Spanish Language, and Community Engagement in the Global South. Academic year students continue with directed research and an extended service-learning internship experience.

“The MSID programs have filled a growing need for our students looking to engage in their communities abroad. They are able to select a track to fit their interests or major, and earn credit while gaining important fieldwork experience. The service-learning model allows students to give back to a community or organization, and helps them stay in the field longer than a short summer volunteer program would.”

—Cloud Baffour, Study Abroad Program Manager
University of Colorado Boulder

“For many years, the Learning Abroad Center has worked collaboratively and creatively with faculty and departments in the College of Liberal Arts to develop quality programs with academically rigorous curriculum and exceptional on-site experiences for our students.”

—Nanette Hanks
Assistant Dean for Curriculum, UofM

Cathy Huber is Program Director for all Ecuador programs.
One of the University of Minnesota's longest running programs, **Study Abroad in Mexico** consists of five different three-week options, one during winter break and the other four back to back from mid-May through early August. Students receive 23 hours per week of in-class language instruction and complete a five-credit first- or second-year language course by the end of the three weeks. Language classes are limited to five students and are taught by Mexican teachers who are specialists in their field. Medical Spanish is offered as an advanced course. This is an excellent program to fulfill language requirements.

The city of Cuernavaca is an approachable size, and students’ time with host families accelerates their language acquisition. Known as the “City of Eternal Spring,” Cuernavaca’s gorgeous climate, ancient ruins, and colonial architecture make it the perfect location to discover the language, culture, and warmth of Mexico. Cemanahuac Educational Community, the international language institute that hosts the **Study Abroad in Mexico** program, is centrally located in a villa in the elegant Las Palmas section of the city.

“Many young people come to Mexico thinking they are going to a poor and backward country. It is gratifying to watch students grow to appreciate this vibrant nation with the additional sophistication of accessible ancient cultural sites. Students are amazed by the warmth of the Mexican people who, despite frequent mistreatment by their northern neighbors, still welcome them into their homes with open arms and hearts.”

—Charlie Goff, Cofounder, Cemanahuac Educational Community

Charlie Pollard Goff is one of the cofounders of Cemanahuac Educational Community and enjoys playing the role of historian and tour guide—taking students around Mexico City, Cuernavaca, and to the ancient pyramids of Teotihuacan. Mr. Goff writes a weekly column for *The News*, a leading English-language newspaper in Mexico, and leads a weekly discussion of Mexican current events for Cemanahuac students and members of Cuernavaca’s English-speaking community.

Scott Daby is Program Director for all Mexico programs.
Because of its multiple term offerings and ability to accommodate different language levels, the affordable Study Abroad in Venezuela program is exceptionally flexible. Homestays, field trips, volunteer options, and links to ESL programs for Venezuelans lead to natural cultural integration. Students are thrilled with how easy it is to meet Venezuelan students and how interested the local students seem to be in socializing with Americans. The local community is incredibly warm and inviting to foreigners. Small classes and personal attention from professors creates a wonderful learning environment. Volunteer opportunities are available as another avenue for improving language skills and experiencing more of Venezuelan culture.

Your students can improve their Spanish, study ecology, fulfill course requirements, or immerse themselves in culture and history. Courses are offered in Spanish and English with Venezuelan faculty and include a variety of topics: ecology, history, literature, anthropology, business, and more. Venezuela is a country of astonishing variety, from Caribbean beaches to steamy jungles and snow-capped mountains.

VENUSA, the international study institute that hosts the Study Abroad in Venezuela program, plans excursions and social events for students to further develop their Spanish skills and cultural understanding. VENUSA is located in Mérida, nestled in the Andean valley.

**VENUEZUELA STUDY ABROAD IN VENEZUELA**

_Flexible, affordable, language-oriented program in a university town_

LOCATION
- Mérida

TERMS
- Academic Year
- Fall or Spring Semester
- Summer Session

LANGUAGE OF INSTRUCTION
- Spanish
- English

ACADEMIC MODEL
- Study abroad center

HOUSING
- Homestay

REQUIREMENTS
- Freshmen and above
- No language prerequisite

LEARNING OUTCOMES
- Strengthen Spanish language skills
- Deepen cross-cultural understanding through interaction with local students, host families, and community members
- Gain new perspectives on current affairs in Venezuela and Latin America
- Increase independence and self-reliance by learning to navigate a Latin American society

www.UMabroad.umn.edu/programs/americas/venezuela

Francy González is Coordinator for the Spanish Department at VENUSA. She earned a bachelor's degree in English Language and Literature from the University of Los Andes and has worked at VENUSA as an English Professor and as Assistant to the Director of the English Department in addition to her current role.

Holly Zimmerman LeVoir is Program Director for the Venezuela program.
Your students will learn Hindi—the language that 370 million people claim as their native language—in small classes taught by dedicated instructors. Past students report that, once the basics are mastered, Hindi is easy to learn and read. Courses are available at beginning through advanced levels, and the program appeals to students interested in completing a full semester of Hindi language during a short-term summer program.

India, the world’s largest democracy, is home to more than one out of every six human beings alive today. Cradle of one of the oldest and most influential civilizations on earth, it is an astoundingly complex nation. Although Hinduism is the dominant religion, India also has a large Muslim population, as well as significant Christian, Sikh, Jain, and Buddhist minorities. Dozens of different languages are spoken. The program is based in Bangalore, the “Silicon Valley of India” and the busy capital city of the Indian state of Karnataka.

Bhargavi S. Rao holds an MPhil degree in Aerobiology from Bangalore University and earned a post-graduate diploma in Journalism. Her interests in environmental science, botany, and social justice issues led her to the Environment Support Group (ESG), a nonprofit research, education, and policy organization in Bangalore. Dr. Rao’s work at ESG focused on education, research, governance, and litigation around environmental issues. She has been on the faculty of international honors exchanges and has presented workshops and papers around the world. She is visiting faculty at the Vivekananda Institute for Leadership Development in Mysore.

Dr. Rao and Leo Saldanha will be codirectors of the MSID India and Intensive Hindi in India programs in Bangalore. Heidi Soneson is Program Director for all India programs.
Students learn from experience in one of the oldest civilizations on earth in the MSID India program. They will live with a host family in Bangalore and work with a nonprofit agency in a rural area during this academically challenging and personally enriching experience. The program combines coursework with hands-on experience in a service-learning internship. Students explore the complex nature of international development and intercultural understanding through daily contact with local communities.

India is the world’s largest democracy and a multi-faceted nation full of religious, cultural, and linguistic diversity. The program is based in Bangalore, where students can immerse themselves in the ancient cultures of India while enrolling in the following classes: International Development, Country Analysis of India, Language & Identity, and Community Engagement in the Global South. Academic year students continue with directed research and an extended service-learning internship.

“Students in the biological sciences and pre-health fields find that the internships and research opportunities provided by the MSID programs give them the chance to engage in experiences they wouldn’t find on campus. Students can broaden their outlook and better appreciate the complexities of real-world problems and how they can enact change beyond the work they do in a laboratory. Our students return better equipped to manage ambiguity and to work across difference—increasingly important skills for today’s scientists.”

—Nicole Letawsky Shultz
College of Biological Sciences, UofM

Leo F. Saldanha is Coordinator of the Environment Support Group, a nonprofit research, education, and policy organization in Bangalore. He has broad experience in environmental law and policy, urban planning, and human rights and development issues. He has presented lectures around the world on the topics of rural and urban reform, development, and justice.

Mr. Saldanha and Dr. Bhargavi Rao will be codirectors of the MSID India and Intensive Hindi in India programs in Bangalore. Heidi Soneson is Program Director for all India programs.
Your students will live and study in Montpellier, one of the most dynamic and beautiful cities in southern France, and take classes with French students, international students, and other program participants. Montpellier, a vibrant city with a history of intellectual advances and social tolerance, is home to 100,000 university students.

Students enroll in a track of study depending on linguistic ability and academic objectives: Language and Culture, Integrated Studies, May Session, or Summer Session. The internship option is a unique opportunity to gain insight into French working life. The on-site director and staff provide academic counseling and program support.

Homestay, apartment, and dormitory options provide different ways of integrating into everyday French culture. Excursions and social and cultural activities help students become more familiar with the flavors of southern France.

“The UofM staff has been very helpful when we have students looking for a particular class or topic they need to study while abroad. Our students feel more confident knowing that they will be able to stay on track with their graduation requirements while studying in Montpellier.”

—Liz Campanella, Villanova University

Françoise Chaton has served as the Learning Abroad Center’s on-site director for the Study Abroad in Montpellier program since 1990. She is a native of Belgium and is on the faculty at the University of Montpellier. As a former instructor at the University of Minnesota and Carleton College, Ms. Chaton understands US academic requirements and the needs of US students and is able to help students navigate the process both at home and in France.

Heidi Soneson is Program Director for all France programs.
Mariarosa Mettifogo is the Academic Coordinator for the Language & Culture in Florence program. A native of Verona, she has been with the program since Fall 2011. Upon completion of her graduate studies in Comparative Literature at the University of California, Davis, she returned to Italy and started teaching Italian language, culture, and literature for the University of California and Boston University in Padua. Once in Florence, she began working closely with the Learning Abroad Center to create an innovative program that takes students beyond the cliché image of the city. She particularly enjoys taking students on their week-long study tour in Taormina, Sicily.

Zachary Mohs is Program Director for all Italy programs.

Your students will experience Italian life and culture—past and present—in the beautiful and lively city of Florence, taking classes in art, art history, business, Italian language, graphic design, political science, psychology, design, and culture.

The Oltrarno neighborhood in the Piazza Santo Spirito is home to one of Florence’s best-known basilicas—Santa Maria del Santo Spirito—and our study center, in easy walking distance of major monuments and museums, artisans, artists, galleries, and restaurants.

Famous for its Renaissance legacy, Florence is a thriving city with a fascinating mix of historic and contemporary culture. The Duomo, Florence’s magnificent cathedral, is in the middle of it all. The region’s mild climate and world-famous cuisine help Florence maintain its reputation as one of the most beautiful cities in Europe.

“I know I was there, but somehow it feels like it was all a remarkable dream. Nonetheless, the pictures, the stories, the new friends that I’ve made—these are the precious gems that serve as proof that it was indeed very, very real.”

—Tiana
This program appeals to students who want to experience the excitement and complexity that embodies modern day Rome. Your students will immerse themselves in local culture while taking one of four beginning to intermediate Italian language courses and other courses taught in English. Course topics include design, leadership, sustainability, media, and more. Each content course comes alive with a study tour to locations such as Pompeii, Tuscany, or Orvieto.

The program offers frequent excursions around Rome that may include the Colosseum, Forum of Julius Caesar, design studios such as Miss Sixty, the Vatican museums, and the Italian Trade Commission. Students live in furnished apartments or a homestay in neighborhoods around Rome. With a history spanning more than 2,500 years, Rome is home to beautiful architecture, contemporary fashion, Renaissance artwork, and metropolitan culture.

“Curricular collaborations with US and international faculty open the doors for students to delve into the intricacies of communication Italian style—from the pope on Twitter to Berlusconi on trial to the enduring cachet of the ‘made in Italy’ brand. Ranging from TV journalists to marketers, the faculty in our Rome program bring alive the practical, ethical, and intellectual debates surrounding modern communications, in the context of a 2,000-year-old global capital.”

—Giovanna Dell’Orto
School of Journalism and Mass Communication, UofM
Rosa Almoguera is the on-site director for the Learning Abroad Center’s programs in Toledo and Madrid. She holds a PhD in Spanish Literature from the Complutense in Madrid and a master’s degree in Romance Languages from the University of Pennsylvania. She has been working with the Fundación Ortega-Marañón since 1987 and has also been visiting Professor at the University of Minnesota, Universidad Interamericana de Puerto Rico, and the University of Portland.

Holly Zimmerman LeVoir is Program Director for all Spain programs.

Students study in the walled city of Toledo, home for more than 2,000 years to a succession of Roman, Jewish, Visigoth, Moorish, and Christian civilizations. Toledo offers an intimate setting for Spanish cultural immersion. Students can live in a converted 16th century convent or with a Spanish host family.

Your students will receive individual attention from faculty who are specialists in their fields at the prestigious Fundación Ortega-Marañón, earning major or minor credit in many areas, including anthropology, archaeology, art history, economics, history, linguistics, political science, Spanish cultural heritage, Spanish language, Spanish and Latin American literature, Spanish theater, and business. The program offers opportunities to study at the University of Castilla la Mancha, to conduct a service-learning project, or to intern with a Spanish company. Excursions, such as trips to Madrid and Segovia, are included.

“My summer was amazing. I could not have dreamed of a better program to study abroad through. The professors were extremely helpful with any questions or concerns I had. The faculty and staff were amazing as well. I would encourage all students studying abroad to stay with a host family. I learned more with my family than I did in my classes—although I learned a lot in class too. Overall, I would give this program 10 out of 10. I can’t think of anything I would change.”

—Britney
Students live and study in Madrid, Spain’s alluring and lively capital city. This program is geared toward students who would like to improve their beginning or intermediate Spanish language skills and take English-taught courses. Areas of study include business, finance, marketing, communication and media, religion, and more. English-speaking internships are available. Students have the opportunity to take English-taught courses at Universidad Carlos III de Madrid while on this program.

Our program partner, the prestigious José Ortega-Marañón Foundation in Madrid, is located in a central part of the city, near Paseo de la Castellana, where it is easy to catch public transportation to any other part of the city.

Holly Zimmerman LeVoir is the Program Director for the Learning Abroad Center’s programs in Buenos Aires, Venezuela, Toledo, and Madrid. She has worked in the field of international education since 1983 and holds a master’s degree in Hispanic Linguistics from the University of Minnesota. She is the current Spain Country Coordinator for the NAFSA EAVisa committee and has worked for over twenty-five years with the Spanish Ministry of Culture funding research on Spain. Ms. Zimmerman LeVoir was knighted in 2008 by Ambassador Jorge Dezcallar and the Spanish government for her service to Spain. The award, first given in 1815, is the highest honor a civilian can receive.
Christine Anderson is Assistant Director of Curriculum and Program Design at the University of Minnesota’s Learning Abroad Center and Program Director for the Study Abroad in Istanbul program. She administers and has taught the Learning Abroad Center’s online culture learning course Global Identity: Connecting Your International Experience to Your Future. Other professional interests include program development, faculty training, and cultural mentoring. She holds a master’s degree in Comparative International Development Education (CIDE) and is a PhD candidate in CIDE at the University of Minnesota.
“Study abroad will give you a broader understanding of how to communicate, even with people in your own neighborhood, and of how to understand that we’re all human. You understand that even though we don’t speak the same language, and we don’t have the same customs, we’re similar. Everybody needs to know that.”

–Claribél, UofM Student

Global Seminars are three-week programs led by University of Minnesota faculty featuring:
- Intensive learning on specialized topics
- Small groups of 15–25 students
- No prerequisites or language requirements
- Included excursions and cultural activities

Past Global Seminars include:
- Environmental Issues in New Zealand
- Italian Neighborhoods: Exploring Community, Complexities & Change
- Global Health in Kenya
- Hiking through History: A Spanish Pilgrimage
- History through the Silver Screen in Prague
- Leadership & Social Change in Istanbul
- Philosophies of Wellness: Holistic Healing in Japan
- Sustainable Food Systems of Italy
- Sustainability in Scandinavia

www.UMabroad.umn.edu/programs/global-seminars
Customized Programs provide education abroad professionals and faculty from other US institutions an opportunity to utilize Learning Abroad Center study centers for short-term, faculty-led programming. All centers are staffed by local professionals who have experience working with US students and are well connected with the local community. Program leaders work closely with Learning Abroad Center staff, who are experienced in working with faculty and will assist from the early stages of program development and design to evaluation and reentry.

**SITES**

**Buenos Aires, Argentina**
The elegance of Europe and the spirit of South America live side by side in Buenos Aires. Founded by immigrants along the shores of the Río de la Plata, Buenos Aires built its identity on Spanish, Italian, and French influences, which appear in the grand boulevards, expansive parks, and magnificent architecture.

*Particularly good for programs focusing on: political science, economics, global studies, psychology*

**Quito, Ecuador**
Few countries as small as Ecuador contain such remarkable geographic and biological diversity. Quito is an Andean city within sight of snowcapped volcanoes, which houses a remarkable mix of colonial and modern, rich and poor.

*Particularly good for programs focusing on: development, health sciences, social justice, economics*

**Montpellier, France**
Within easy reach of both mountains and the Mediterranean, and home to 100,000 university students, Montpellier is a young, vibrant city with a centuries-old history of intellectual advances and social tolerance.

*Particularly good for programs focusing on: immigration, French, literature, business*

**Nairobi, Kenya**
Kenya’s geographic and cultural diversity make it a microcosm of the African continent. It includes hot coastal plains, vast plateaus, Africa’s largest lake and highest mountain, and hundreds of miles of the great Rift Valley.

*Particularly good for programs focusing on: development, environment, health sciences, and agriculture*

**Dakar, Senegal**
Senegal has long been seen as a crossroads where black African, Islamic, and European civilizations have met, clashed, and blended.

*Particularly good for programs focusing on: social justice, literature, development, African studies*

**Toledo, Spain**
Declared a World Heritage Site by the United Nations, Toledo is a living museum, a preserved part of Spanish history where people still live, work, and play.

*Particularly good for programs focusing on: archeology, history, architecture, Spanish language*

**Mérida, Venezuela**
Nestled in an Andean valley, the city of Mérida boasts an ideal climate and a pleasant mix of narrow colonial streets and modern areas.

*Particularly good for programs focusing on: ecology, Spanish language, business, political science*

**BENEFITS INCLUDE**

- Personalized service from Learning Abroad Center staff
- Established centers in each host community, many in non-traditional destinations
- Experienced on-site staff
- Innovative program design options including service-learning or volunteer placements
- Logistical support including housing, transportation, and excursions
- Culture learning resources for students and leaders
- Program leader and student handbook
- Health and safety support, including international health insurance
- Online orientation
- Program assessment

Program planning takes approximately one year.

**TERMS AVAILABLE**

- Winter Break/J-Term
- May Term
- Summer Session
- Semester Embedded Options (alternative spring break, capstone seminar, and other options)

www.UMabroad.umn.edu/professionals/inteducators/customizedprograms