PROGRAM CATALOG
Adviser Edition

LEARNING ABROAD CENTER
University of Minnesota
The Learning Abroad Center (LAC) 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 students’ 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 serving diverse student populations sets us apart. We look forward to continuing to serve students from partner institutions and providing all students on LAC programs with an experience of unparalleled quality.

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

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 LAC staff. Join this group today and continue the conversation with your peers in the field of education abroad.

- Updates about the LAC’s initiatives
- Discussions of articles and current events
- Opportunities to connect with members of the dynamic field of international education

Contact Information
Learning Abroad Center
University of Minnesota
230 Heller Hall
271 19th Avenue S.
Minneapolis, MN 55455-0340
Phone: 612.626.9000
Toll Free: 888.700.UOFM
Fax: 612.626.8009

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REASONS TO WORK WITH THE LEARNING ABROAD CENTER

Academic Quality
The Learning Abroad Center (LAC) 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 LAC offers:
• Cost-effective, high-quality programs
• Extensive budget and financing information

Substantive Cultural Experience
The LAC opens doors to other cultures for students academically, professionally, and personally by:
• Immersing students in the host environment
• Engaging host-country faculty and staff
• Providing educational excursions
• Arranging housing with families or in dormitories, apartments, or hotels
• Facilitating internships and research, volunteer, and service-learning options

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

Professional Service
The LAC has a knowledgeable, friendly, and helpful program staff. We offer:
• Quick response time to students from other institutions
• Extensive online program information
We assist with:
• Online orientation program and policy information, including academic planning, curriculum, current dates and fees, and student budgets
• Readily available agreements for financial aid
• University of Minnesota official transcript to document study abroad coursework
• Visa processing

“As a study 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 will 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 & Enrollment Services**

The Academic Services team at the Learning Abroad Center (LAC) processes all study abroad courses, credits, and grades and ensures all abroad programs are consistent with University of Minnesota academic policies. The LAC 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 they depart for a program, ensuring that program and application process details are clear to each and every student. Our teams of experts quickly respond to student queries about major/minor, liberal education, and grade requirements, as well as maintaining active student status and the financial aid access.

Contact **Emily Mraz** for more information: mrazx003@umn.edu.

**Health, Safety, & 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 work together. In response to the concern for the well-being of students, the University of Minnesota’s educational abroad policies and procedures require 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 LAC works with three dedicated staff members who are experts in study abroad-related health, safety, emergency response, and legal compliance.

Contact **Kevin Dostal Dauer** for more information: dauer001@umn.edu.

**Passports & Visas**

When they enroll in a learning abroad program, many of our students must secure a passport and visa for the first time in their lives. To help them navigate the complicated and fluid process of international visas, the LAC has a full-time passport and visa specialist who monitors changing political situations and provides students the resources they need to complete these processes in a timely manner.

Contact **Janet Stewart** for more information: stewa589@umn.edu.
STRENGTHS OF LEARNING ABROAD CENTER PROGRAMS

1) Diversity

The Learning Abroad Center (LAC) at the University of Minnesota is committed to inclusion of all students on our programs abroad. The goal of the office is creating a welcoming environment for all students on campus as well as at our centers abroad. LAC staff receive trainings from experts in diversity and inclusion on the University of Minnesota campus. The LAC on-site staff also receive training throughout the year both on the UofM campus as well as specific trainings for their particular countries.

2) Culture Learning

At the LAC, we define intercultural learning as recognizing how one’s own and others’ values and behaviors impact a situation and developing the skills for respectful and effective cross-cultural experiences. We understand that this process does not happen organically by bringing students abroad. In order to guide students toward intercultural learning we apply a holistic approach through pedagogical techniques, support systems, and unique programming. We remain interested in the intersection of intercultural learning and career skill development as exemplified in our online culture-learning course Global Identity: Connecting Your International Experience with Your Future. We use the expertise at the University of Minnesota to train our on-site faculty and staff in intercultural learning theory and practice, as well as how to guide students in their career skill enhancement. Our commitment to student development does not end when students leave their host countries. Our belief is that when students expand their world views and increase their cultural sensitivity, it translates to future professional and personal successes.

3) Career Information & Workforce Readiness

The LAC has gained an international reputation as an innovator in education abroad. Our widely recognized and emulated Curriculum Integration initiative has situated the preparation for and facilitation of education abroad more centrally within the undergraduate curriculum. As students become graduates, we see an increasing need to shift the focus on the relationship between experience abroad and career-related outcomes by maximizing career reflections and opportunities on our programs. Helping our students gain the most from a learning abroad experience includes giving them the tools to position themselves as competitively and marketable as possible with future employers.

4) Surrounded by American Peers

While learning abroad, your students will be surrounded by a dynamic group of students from private liberal arts colleges and large public universities. This combination of peers provides them with unique educational experiences.

“... a nice blend of students from the UofM, combined with a variety of other sending schools, where it was very clear everyone in the student group was supportive of the other, cultural differences were embraced, and there was a genuine spirit of making the most of their time in southern France.”

—J. Scott Van Der Meid
Associate Dean of Study Abroad
Brandeis University
KENYA

Intensive Swahili in Kenya

An efficient way to earn language credits in small classes taught by devoted instructors

Your students will immerse themselves in the Swahili language while learning about the country’s more than 40 ethnic groups, admiring intricate hand-beaded jewelry, and taking a game drive to see the wildlife in action. Students enroll in 4 credits of intensive beginning or intermediate Swahili language, learn in small classes taught by host-country instructors, and practice Swahili each day with a host family to improve skills rapidly. This program appeals to students interested in completing a full semester of Swahili language in three weeks.

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 multi-ethnic, 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.

Location
- Nairobi

Term
- Summer session

Language of Instruction
- Swahili

Academic Model
- Study abroad center

Housing
- Homestay

Requirements
- Sophomores and above
- No language prerequisite

Learning Outcomes
- Improve Swahili speaking, writing, listening, and reading skills
- Foster an understanding of the global context through classroom and experiential learning
- Cultivate awareness and appreciation for diverse communities
- Strengthen communication skills through acquisition of local languages and cultural awareness

UMabroad.umn.edu/programs/africa/swahili-kenya

Judith Kiprop has worked with the Learning Abroad Center’s programs in Kenya (fall and spring semesters, as well as pre-session intensive programs) since 2000. Her duties include language program design and instruction for students at all levels, creating and grading exams, pre-testing and evaluating student applicants with prior Swahili experience, and organizing and overseeing tutors and additional instructors as needed. She also teaches her native language, Dholuo. In addition to MSID programs, Ms. Kiprop teaches Kiswahili for the James Madison University summer program and the American University semester abroad program in Kenya.

Ellen Reid is program director for all Kenya programs.
Ellen Reid is program director for all Kenya programs.

Kenya

Your students will delve into firsthand learning in Kenya, a country of abundant wildlife, dramatic landscapes, and a highly diverse culture. They will take classes, intern with a local NGO, and conduct research to address complex issues of Kenyan people and their communities. Two host families in two settings—one urban and one rural—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 internship.

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. He also served on the board of directors of the National Environment Management Authority (NEMEA). 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.

UMabroad.umn.edu/programs/africa/msid-kenya

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Ellen Reid is program director for all Kenya programs.

KENYA

Minnesota Studies in International Development

Unique, nationally renowned program initiated in the 1980s through faculty leadership

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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 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 Kawata, Allegheny College

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Ellen Reid is program director for all Kenya programs.

Location
• Nairobi and field placements in various locations

Terms
• Academic year
• Fall or spring semester
• Optional language pre-session

Language of Instruction
• English
• Swahili

Academic Model
• Study abroad center
• Field study
• Service-learning internships

Housing
• Homestays

Requirements
• Juniors and above
• No language prerequisite

Learning Outcomes
• Foster an understanding of the global context through classroom and experiential learning
• Cultivate awareness and appreciation for development issues through engagement with diverse communities
• Translate insights gained into thoughtful and respectful long-term perspectives on concepts of social justice and sustainable development
• Strengthen communication skills through acquisition of local languages and cultural awareness
• Gain cross-cultural competencies through extended engagement at a local grassroots organization

UMabroad.umn.edu/programs/africa/msid-kenya
Your students will explore engineering practices, successes, and challenges of the developing world both in the classroom and in remote Kenyan communities. During this five-week program, they will partner with engineers and community leaders to address water, energy, education, and health needs. Two homestays—one urban and one rural—will give them insight into Kenyan culture and daily life.

To delve deeper, students will learn about the history, politics, and economics of Kenya and how they impact local and international perspectives on work. Classes are held at a local study center and taught by local Kenyan faculty. Courses include "Engineering in the Developing World," which explores aspects of community empowerment through the design and implementation of renewable energy systems, and "Intercultural Perspectives on Work," which addresses intercultural concepts in general and specifically in a Kenyan work context.

Mohamud Khalif Maalim has served as the MSID Kenya administrative coordinator since 2001. He is an experienced manager and administrator who holds a bachelor’s degree in commerce from the University of Nairobi in human resource management. Mr. Maalim’s career, spanning more than three decades, is closely linked to development in Kenya. He has served as a civil servant and a humanitarian worker, and for the last 15 years has helped study abroad students learn about development in Kenya. He is also a graduate student pursuing a Master of Arts in development studies at the University of Nairobi.

Ellen Reid is program director for all Kenya programs.
Your students will learn Modern Standard Arabic in the classroom and Darija on the labyrinthine streets of Fez. They will enroll in courses that provide insights into Moroccan life and culture, live in the bustling medieval medina or the modern Ville Nouvelle, behold the historic kasbah of imperial Meknes, and spend a weekend with the Berber people in the Sahara desert.

Students will live with hospitable, qualified host families to surround themselves in Arabic. For a variety of reasons, Arabic is a critical language with which 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 program, hosts Arabic-speaking students learning English, which helps your students develop cultural partnerships and find local peers.

**MOROCCO**

**Arabic Language & Culture in Morocco**

*Intensive Arabic study for dedicated students at a prestigious language institute*

Location  
- Fez

Terms  
- Academic year  
- Fall or spring semester  
- Summer session

Language of Instruction  
- Arabic  
- English

Academic Model  
- Study abroad center

Housing  
- Homestay

Requirements  
- Sophomores and above  
- No language prerequisite

Learning Outcomes  
- Strengthen Arabic language skills  
- Deepen cross-cultural understanding through interaction with local students, host families, and community members  
- Gain Moroccan and international perspectives on academic disciplines  
- Increase independence and self-reliance

Abdellatif Jai is coordinator of the Arabic Language Institute in 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. Mr. Jai has worked with ALIF for more than 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, Mr. Jai and his staff host individual language learners and special programs from around the globe, including the US Department of State.

Heidi Soneson is program director for the Morocco program.
Heidi Soneson has been a program director in the Learning Abroad Center since 1991 and is responsible for programs in France, Morocco, and Senegal. She has a PhD in German literature with an emphasis on German travel writing. 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 for The Forum on Education Abroad.

UMabroad.umn.edu/programs/africa/french-senegal
Your students will immerse themselves in classes, an internship with a grassroots agency, and research addressing the social and economic realities of Senegal, a captivating country seen as the bridge between Africa and the West. They will choose from beginning Wolof or advanced French language study and live with host families to gain deeper insight into the language and culture.

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.

“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.”

—John

UMabroad.umn.edu/programs/africa/msid-senegal

Waly Faye is the MSID Senegal program coordinator and has worked with the Learning Abroad Center for more than 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.

Heidi Soneson is program director for all Senegal programs.
Beatriz Comte has been the resident director of the Study Abroad in Buenos Aires program since 2004. Ms. Comte 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 the Argentina program.

UMabroad.umn.edu/programs/americas/buenosaires
ECUADOR

Intensive Spanish in Ecuador

An efficient way to earn language credits in small classes taught by devoted instructors

Your students will strengthen their Spanish language skills and explore Quito, a large city high in the Andes surrounded by volcanic peaks. They will sample dry-roasted corn from street vendors while marveling at Old Town’s colonial architecture, narrow streets, and lively plazas. Students enroll in 4 credits of intermediate or advanced Spanish language, learn in small classes taught by host-country instructors, and practice Spanish each day with a host family to improve skills rapidly. The program appeals to students interested in completing a full semester of Spanish language in three weeks.

Ecuador’s geographic and biological diversity ranges from coastal deserts to temperate mountain valleys to Amazon forests. Its population includes a mix of indigenous, Spanish, and African elements.

“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 four 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.

Ellen Reid is program director for all Ecuador programs.
Your students will examine Ecuador’s social and economic realities both in the classroom and through an internship or research project with a grassroots agency. They will experience contemporary Ecuadorian culture—a blend of indigenous and Spanish colonial—while living with host families and honing their Spanish language skills.

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.

They 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.

UMabroad.umn.edu/programs/americas/msid-ecuador

Ellen Reid joined the Learning Abroad Center as a program director in 2015 after working for seven years at The School for Field Studies in Queensland, Australia, and Beverly, Massachusetts. Ms. Reid is responsible for programs in Ecuador, Kenya, and Mexico. She has a BA from Boston University and an MS from Louisiana State University, both in biology. She minored in Spanish and studied biology abroad in Costa Rica and Ecuador.
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.

Your students will improve their Spanish by living with a host family and taking classes taught by attentive instructors. 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.

Cuernavaca’s approachable size, 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 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

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 and 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.

Ellen Reid is program director for the Mexico program.
Location
• Chiang Mai

Term
• Summer session

Language of Instruction
• Thai

Academic Model
• Study abroad center

Housing
• Homestay

Requirements
• Sophomores and above
• No language prerequisite

Learning Outcomes
• Improve Thai speaking, writing, listening, and reading skills
• Foster an understanding of the global context through classroom and experiential learning
• Cultivate awareness and appreciation for diverse communities
• Strengthen communication skills through acquisition of local languages and cultural awareness

THAILAND

Intensive Thai in Thailand

An efficient way to earn language credits in small classes taught by devoted instructors

Over a three-week period, students will enroll in 4 credits of intensive beginning, intermediate, or advanced Thai language. They will practice Thai in small classroom settings, by living with a local family, and by interacting daily with Thai people. Learning the language will help foster understanding of key cultural and sociological characteristics of Thai society.

With its fascinating cultural sites and wide array of environmental diversity, Thailand has long been a popular destination for travelers and serves as a major hub of industry, agriculture, and tourism. Students will experience the city of Chiang Mai—one of southeast Asia’s premier cities known for its friendly people, large open air markets, and incredible food—and will take several cultural excursions in and around the city.

The Intensive Thai in Thailand program appeals to students interested in completing a full semester of Thai language in three weeks. It can also be combined with the MSID Thailand fall or academic-year program for an extended experience abroad.

UMabroad.umn.edu/programs/asia-oceania/thai-thailand

Mark A. Ritchie, PhD, is executive director of the International Sustainable Development Studies Institute (ISDSI). He has lived in Thailand for more than 20 years, working with local communities on international development work and international education. Originally from the United States, Dr. Ritchie studied the transition of agrarian rural communities in northern Thailand and has been involved in project evaluation and assessment, participatory development research, and training of local communities in Asia. He founded ISDSI 15 years ago with his wife, Dana E. C. Ritchie, and is currently working on empowering local communities through international education.

Jill Reister is program director for all Thailand programs.
THAILAND
Minnesota Studies in International Development

Unique, nationally renowned program now in a new location

Your students will investigate the complexities of development issues in Thailand, the only southeast Asian country never colonized by European powers. They will study the Thai language, use their new language skills at home with their host families, and learn from the local community through an internship or research project with a grassroots NGO.

This program combines seven weeks of coursework in the city with six weeks of an internship or research project in a rural area. Students will live in bustling, charming Chiang Mai, visit incredible Buddhist temples, and enroll in the following classes: International Development, Country Analysis of Thailand, Language & Identity, and Community Engagement in the Global South. Academic-year students continue with directed research and an extended service-learning internship.

Supawadee Chimmanee (A) works with ISDSI as the Associate Director, assisting the Program Director in planning, coordinating, and evaluating the MSID Thailand program. She also trains American students about Thai culture, including social and development issues in Thailand. Ms. Chimmanee has a BA in English from Srinakarinwirot University and is working toward an MA in Human and Environmental Management from Chiang Mai University, with a master’s thesis on the network model of natural resources management rights claim. In the past, she worked as a trainer and instructor for the Peace Corps Volunteers and as a project coordinator and in-country consultant for a number of nongovernment NGOs.

Jill Reister is program director for all Thailand programs.

Location
• Chiang Mai and field placements in various locations

Terms
• Academic year
• Fall or spring semester
• Optional language pre-session

Language of Instruction
• English
• Thai

Academic Model
• Study abroad center
• Field study
• Service-learning internships

Housing
• Homestays

Requirements
• Juniors and above
• No language prerequisite

Learning Outcomes
• Foster an understanding of the global context through classroom and experiential learning
• Cultivate awareness and appreciation for development issues through engagement with diverse communities
• Translate insights gained into thoughtful and respectful long-term perspectives on concepts of social justice and sustainable development
• Strengthen communication skills through acquisition of local languages and cultural awareness
Your students will enroll in business courses in English alongside French students at the University of Montpellier near the Mediterranean coast. They will live in Montpellier, a student-centered city home to a variety of businesses—from local agriculture to tech startups to international corporations—and enjoy the city’s arts, culture, recreation, and intellectual pursuits. Students will participate in excursions to nearby historical and cultural sites, as well as social activities that help them meet French people and make lasting connections in France.

They can begin or continue their French language development through the Business French course, and learn how business is conducted in France through a course on French and European business practices taught exclusively for program participants. This program, developed in conjunction with the Carlson School of Management, is based at the University of Montpellier.

Paul Rogers has worked for The University Student Services Association for the last six years as an academic adviser. He is also an instructor at the Université de Montpellier. He holds a PhD in Medieval French Literature from The University of North Carolina at Chapel Hill, teaches classes in his field for the program, and is in charge of the advanced program in the summer.

Heidi Soneson is program director for all France programs.
Your students will integrate into French culture in Montpellier, a vibrant city located just miles from the Mediterranean. They will hone their French language skills and take classes in a variety of subjects alongside French students at Paul Valéry University, one of Europe’s oldest universities. It’s easy to enjoy the city’s college-town atmosphere, Medieval and contemporary architecture, and sunny climate.

Students enroll in a track of study depending on linguistic ability and academic objectives: language and culture, integrated studies, and several summer sessions. An internship option allows students to gain insight into French working life. The on-site director and staff offer academic counseling and program support.

Apartment, homestay, 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.

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.
Your students will study French sports culture—including tourism, psychology, and pedagogy—in Montpellier, one of France’s sportiest cities. They will visit local sports and recreational facilities, sail in picturesque Port Camargue, and soak up all southern France has to offer.

Students will also learn about several European sports, such as pétanque and handball, and enjoy a wide variety of athletic activities including hiking, swimming, soccer, and cycling. The program includes excursions to the national park of Cévennes, a training session of the Montpellier handball club, and a professional handball game.

FRANCE
Sports & Culture in France: La vie sportive
Program appealing to students in sports-related disciplines

Your students will study French sports culture—including tourism, psychology, and pedagogy—in Montpellier, one of France’s sportiest cities. They will visit local sports and recreational facilities, sail in picturesque Port Camargue, and soak up all southern France has to offer.

Students will also learn about several European sports, such as pétanque and handball, and enjoy a wide variety of athletic activities including hiking, swimming, soccer, and cycling. The program includes excursions to the national park of Cévennes, a training session of the Montpellier handball club, and a professional handball game.

UMabroad.umn.edu/programs/europe/montpellier-sports

Cédric Carpanedo, a native of Avignon, has a master’s degree in English from the University of Montpellier. After spending two years as an assistant at the French House at Macalester College, he returned to Montpellier and has held several positions for the program: social assistant, activities coordinator, and logistics coordinator. He has worked for The University Student Services Association for the last nine years, with a special interest in the short programs.

Heidi Soneson is program director for all France programs.
France

Teaching Practicum in France

*New program allows students to complete their teaching practicum in a French school*

Your students will study in this cultured university city with a centuries-old history of intellectual advances and social tolerance. They will complete teaching licensure requirements, examine French education practices, and complete their teaching practicum in a French school while living with a host family or in a charming apartment.

Based at the University of Montpellier, this program has been developed in conjunction with the University of Minnesota’s College of Education & Human Development and is designed to meet major requirements for students in elementary education, early childhood education, and special education.

Housing options provide multiple ways of integrating into everyday French culture. The program includes several excursions to nearby sites and employs French students to plan social and cultural activities.

**Location**
- Montpellier

**Terms**
- Fall or spring semester

**Language of Instruction**
- English
- French

**Academic Model**
- Study abroad center

**Housing**
- Apartment
- Homestay
- Dormitory

**Requirements**
- Sophomores and above
- No language prerequisite

**Learning Outcomes**
- Fulfill teaching licensure requirements and complete teaching practicum
- Deepen cross-cultural understanding through interaction with local students, host families, and community members
- Increase independence and self-reliance by learning to navigate French society

Corinne Dumas is a native of Vendome, France, in the Loire Valley. She has both a French and US master’s degree in French and ESL. After teaching several years at US universities, she accepted a job as assistant director for the program in 2006. She is especially interested in the teaching and internship programs.

Heidi Soneson is program director for all France programs.
IRLAND

Study Abroad in Dublin

New program helps students deepen their understanding of Irish culture

On this semester program, students can enroll in classes at Dublin City University or take study center classes focused on literature and theatre at the Gaiety School of Acting.

All students will take the core course, which has three main components: gain knowledge and perspective of Ireland past and present through modules focused on economics, religion, sport, language, and education; engage with the host country through an internship, research project, performance, volunteer placement, sports team, or teaching practicum; and explore Ireland through study tours to western Ireland and Northern Ireland.

Dublin is a flavorful feast of Medieval castles and cathedrals, cultural events, rich theatre and arts scenes, lively nightlife, bustling shopping areas, and a booming tech community. With more than 40% of its population under the age of 30, it is now one of Europe’s most youthful cities.

Seona Mac Réamoinn has worked in the field of international education and study abroad in Ireland for many years. She is a former Director for Incoming Programmes at USIT in Dublin, where she managed, curated, and designed a portfolio of short-term programs in Ireland, North and South, for US universities including the University of Minnesota.

She is a graduate of University College Dublin, is a board member of Independent Artists Studio Dublin, and writes and broadcasts on dance and theatre in Ireland for local and internal media.

Christine Anderson is program director for the Ireland program.
Your students will learn or improve their Italian in romantic Florence, center of the Italian Renaissance. They will enjoy fresh, hearty Tuscan cuisine, admire masterpieces in world-famous art museums, and immerse themselves in Italian culture through courses, excursions, and an internship.

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, within easy walking distance of major monuments and museums, artisans, artists, galleries, and restaurants.

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

Mariarosa Mettifogo is the academic coordinator for the Study & Intern 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, Ms. Mettifogo 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.

Jill Reister is program director for all Italy programs.
Location
• Rome

Term
• Summer session

Language of Instruction
• English
• Italian

Academic Model
• Study abroad center
• Internships

Housing
• Apartment
• Homestay

Requirements
• Sophomores and above
• No language prerequisite

Learning Outcomes
• Think critically about adaptive leadership within the context of academic disciplines
• Gain awareness of the complexity of modern Italy
• Formulate a deeper understanding of global issues through engagement with Italian and EU communities
• Increase independence and self-reliance by learning to navigate Italian society

ITALY
Study & Intern in Rome
An affordable summer program offering internships

Your students will live and study in the heart of Rome, a thrilling city renowned for its fashion, architecture, cuisine, and rich history. They will admire well-known ancient landmarks, savor a scoop of creamy fior di latte at a nearby gelateria, intern at a local company, and take study tours to gain an understanding of the city’s past and present. Students will take one of four beginning to intermediate Italian language courses and other courses taught in English. Topics include design, leadership, media, and sustainability.

The program offers frequent excursions around Rome that may include the Colosseum, the 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.

“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

UMabroad.umn.edu/programs/europe/rome

Jill Reister joined the Learning Abroad Center as a program director in 2015 after working for 11 years in the International Programs Office at the University of Cincinnati. She is responsible for programs in Italy and Thailand. Ms. Reister has an MA in communication and is working on her PhD in educational studies. She has presented nationally on a variety of topics, including study abroad advising, program selection, re-entry, studying in nontraditional destinations, community partnerships, and mentoring new professionals.
During this six-week summer program, students will gain an international perspective on psychology as well as hands-on research experience. The program is intended for psychology majors and minors working toward their bachelor of arts or bachelor of science.

Students will take *Introduction to Biological Psychology* and *Research Laboratory in Psychology*, both of which fulfill psychology BA/BS requirements, for a total of 6 credits.

This program is offered in partnership with the Department of Psychology and the Fundación Ortega-Marañón in central Madrid.

“We took in all of the incredibly beautiful sights in the city— I can’t believe that I’ll be calling it home for the summer. It truly is an amazing place. One minute you’re in a bustling shopping center, the next you’re on top of a cathedral.”

—Taylor

### Location
- Madrid

### Term
- Summer session

### Language of Instruction
- English
- Spanish

### Academic Model
- Study abroad center
- Research

### Housing
- Homestay
- Dormitory

### Requirements
- Sophomores and above
- Minimum one semester college-level Spanish

### Learning Outcomes
- Gain an international perspective on psychology
- Gain research experience within the Spanish context
- Deepen cross-cultural understanding through interaction with local community
- Increase independence and self-reliance by learning to navigate Spanish society

Saúl Oliveros holds an MBA with specialization in International Marketing from Tec de Monterrey (Mexico), and a Master in Government and Public Administration from Universidad Internacional Menendez Pelayo (Spain). In Mexico he worked for Grupo Televisa before joining the academic sector, and he is currently pursuing a PhD in Political Communication from Universidad Complutense (Spain). Mr. Oliveros has teaching experience from a number of universities in Mexico, the Netherlands, and Spain. He believes that Madrid is a vibrant, cultural city that is the gateway to Europe.

Holly Zimmerman-LeVoir is program director for all Spain programs.
Students will improve their Spanish language skills and participate in an internship in Madrid, Spain’s lively capital. They can enroll in English-taught courses in business, communications, finance, marketing, religion, and more. While in Spain, they will take excursions to historic Segovia and El Escorial and enjoy all that this captivating city has to offer.

This program is geared toward students who would like to improve their beginning or intermediate Spanish language skills and take courses in English. English-speaking internships are available. Students also can take English-taught courses at Universidad Carlos III de Madrid.

Our program partner, the prestigious Fundación Ortega-Marañón 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, 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 more than 25 years with the Spanish Ministry of Culture funding research on Spain. Ms. Zimmerman-LeVoir was knighted in 2008 by Ambassador Jorge Descallar and the Spanish government for her service to Spain. The award, first given in 1815, is the highest honor a civilian can receive.
Yukiko Okazaki is the assistant director for International Programs at the Fundación Ortega-Marañón in Toledo. In 1994, she started work as a student coordinator for the program and also worked on special programming during the summer contributing to the needs of students and offering opportunities for volunteering in the community. She has also taught Service-Learning on Immigration in Spain since 2009. She is originally from Japan and holds a master's degree in Contemporary Spain and International Immigration.

Holly Zimmerman-LeVoir is program director for all Spain programs.

Location
- Toledo

Terms
- Academic year
- Fall or spring semester
- May session
- Summer session

Language of Instruction
- Spanish

Academic Model
- Study abroad center
- Host-university study
- Internships
- Service-learning

Housing
- Homestay
- Dormitory

Requirements
- Freshmen and above
- Minimum four semesters college-level Spanish

Learning Outcomes
- Improve Spanish language skills
- Deepen cross-cultural understanding through interaction with local community
- Gain Spanish and international perspectives on academic disciplines
- Increase independence and self-reliance by learning to navigate Spanish society
Customized Programs

Customized Programs provide education abroad professionals and faculty from other US institutions an opportunity to utilize Learning Abroad Center (LAC) 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 LAC staff who are experienced in working with faculty and will assist from the early stages of program development and design to evaluation and re-entry.

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 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.

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

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: business, French language, immigration, literature

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: agriculture, development, environment, health sciences

Dakar, Senegal

Senegal has long been seen as a crossroads where black African, Islamic, and European civilizations have met, clashed, and blended. Yet it is also a place where Senegalese people remain deeply attached to traditional values and cultures.

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

The Learning Abroad Center has sent tens of thousands of students on study abroad experiences and has provided 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.
- LAC staff are leaders in the field who present regularly at conferences and serve on professional boards and committees around the world.