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Spanish Language and Culture in Buenos Aires and Córdoba, Argentina

Abbi Eidt

SIT Graduate Institute

PIM78 IELR

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of International Education at the SIT Graduate Institute in Brattleboro, Vermont, USA.

August 10, 2020

Advisor: Dr. Sora Friedman

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Abstract

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program is a theoretical faculty-led multi-site semester-long program that is designed for Boston University students for the fall semester of 2022. The purpose of the program is to give student participants the opportunity to learn Argentine history and culture at two distinct locations with different sets of host families and speaking partners, while visiting contrasting regions around Argentina in order to obtain a more complete understanding of the country. Students will become more proficient in the Spanish language and gain a greater understanding of Argentine culture by immersing in local culture through local homestays and speaking partners, as well as through taking courses at University of Palermo in Buenos Aires and National University of Córdoba in Córdoba, Argentina and with the accompanying Boston University Spanish department professor.

A needs assessment was performed in order to receive recommendations on best practices in program design specifically for faculty-led programs at colleges and universities in the United States. This program was designed based on the needs assessment, Kolb's theory of experiential learning, and Baxter Magolda and King's theory of holistic development (2012).

Introduction

Popularity in study abroad programs for undergraduate students in the United States has grown tremendously over the past years, increasing from 313,415 students in the 2014–2015 academic year to 341,751 U.S. students in the 2017–2018 academic year (IIE, 2019a). While European destinations consistently top the charts for the most enrollments, Latin American countries are also popular, especially when it comes to budget-friendly options. Even though Spanish language majors have declined over the past ten years, according to the Modern Languages Association, Spanish minors still have a promising presence in the university system, as half of all foreign language enrollments are for the Spanish language (Flaherty, 2018). Faculty-led programming is trending as a popular option for undergraduate students, as it fits in directly with their university's coursework and is often the cheaper option in comparison to individually enrolled programs through third-party providers.

For students who want to feel like they are in Europe but are more budget-conscious, Argentina is a great starting point. Buenos Aires is known as “the Paris of South America” due to its French architecture and tango dancing. Furthermore, the Buenos Aires accent is heavily influenced by Italian immigrants. Moving towards the geographic center in Córdoba, students can see German and Swiss-style villages in the sleepy hill towns known to entice tourists from all over the world. Argentina is a cultural melting pot and provides an interesting perspective when considering questions related to internationalization and development, due to the heavy influence from European colonial powers.

My personal experience with Argentina comes from a semester abroad in Córdoba, Argentina, where I completed my Spanish minor. After settling into daily Córdoba student life, I went to visit an Argentine friend in Buenos Aires for a week. I was intrigued by how much the

porteño and *cordobés* accents varied, and it was obvious how significantly European immigrants had impacted the regions of Argentina. I realized that students who study in Buenos Aires do not get a complete Argentine experience by staying in the overwhelming and exciting capital city, and I was thankful to have the majority of my experience in a city where considerably less English was spoken.

Study abroad expanded my horizons and increased my proficiency in Spanish, and I joined the field of International Education to help other students have similar life-changing experiences. I most recently worked with a third-party provider that focuses on sending undergraduate students from the United States to study abroad in Spanish-speaking countries. In my former role as Admissions Manager, I oversaw individual student enrollment in programs, although I took a keen interest as to how my colleagues in the Custom Program department developed and implemented their successful faculty-led programs.

Even though my perspective is based within the third-party provider realm, I have always been interested in working in a university-based study abroad office. Since faculty-led programming is a constantly growing sector within study abroad programming (Interviewee #8, personal communication, February 4, 2020), I am intrigued to see this type of experiential learning grow, as it makes study abroad more accessible to students who think they cannot leave their home campus due to work or social obligations. Thus, this paper explores the possibilities of a multi-site program in Argentina from the perspective of Boston University. This proposed program is designed to take place over the course of a semester in both Buenos Aires and Córdoba, Argentina. Even though I do not have a personal connection with Boston University, it provides a relevant case study as a theoretical exercise to help push my learning forward. Since Boston University is large and widely recognized, my rationale is that this institution would have

the resources necessary to implement a new program. This paper is written from the perspective of both a study abroad staff member working at Boston University's office as well as a faculty member in the Spanish department.

Rationale

Boston University ranks #17 on the Institute of International Education's (IIE) 2019 *Open Doors* Report (a report dedicated to documenting the change in education abroad participation each academic year) for the number of estimated students who study abroad from the United States (IIE, 2019c). Boston University's current program offerings in Latin America consist of Quito, Ecuador; Monterrey and Puebla, Mexico; and Buenos Aires, Argentina (summer program). Its other Spanish-speaking country location includes Madrid, Spain, which has many more program offerings. The percentage of students who participate in programs with multiple destinations increased from 5.5 percent in the 2005–2006 school year to 7.5 percent in the 2016–2017 school year, according to IIE's *Open Doors* Report for 2019 (IIE, 2019b). Since students want a high return on investment with their study abroad experience (as many assume they have limited opportunities to travel while in college), more and more students are opting to participate in programs that take place in more than one location. Boston University has one program during the summer that takes place in both Switzerland and England (Boston University, 2019). Third-party provider IES Abroad has begun to offer a multi-site program called "Multi-Location – Emerging Economies: Buenos Aires & Santiago" where the program begins in Argentina, has a two-week period in Peru, then continues in Chile for the remainder of the semester (IES, 2019). SIT Study Abroad also has a semester-long program called "Transnationalism and Comparative Development in South America" that takes students to Argentina, Brazil, Uruguay, and Paraguay (SIT Study Abroad, 2019).

While Boston University has one multi-site program, it does not have any multi-site programs that run for a semester in a Spanish-speaking country. Since Boston University already has a summer program in Buenos Aires, the beginning of this semester-long program has the potential to utilize the already-established relationship with the University of Palermo, sharing housing facilities as well as other programming needs. Córdoba, Argentina presents a different perspective from what students would experience in Buenos Aires. While Córdoba is still a large city, it has considerably less influence from English-speaking tourists than the capital. English is less widely spoken in Córdoba in comparison to Buenos Aires, thus providing a more immersive experience for Spanish majors and minors. Since Córdoba is centrally located within the country, travelling to other regions is more convenient than being based solely in Buenos Aires. Córdoba is nestled at the foothills of the Sierra Chica mountains, a location that offers both the excitement of a big city as well as proximity to hiking, horseback riding, and other outdoor activities.

Providing two locations as bases for academic study during a semester invites students to compare the locations and have a better understanding of the varying narratives within the Argentine context. While students will have the opportunity to experience academic excursions throughout the semester (like Iguazú Falls, La Cumbrecita, Villa General Belgrano, Mendoza, and Jujuy), students will have two sets of host families and two different speaking partners from both Buenos Aires and Córdoba, creating a deeper immersion in the language, culture, and living history that Argentina offers.

Theoretical Foundations

The multi-site semester-long program in Argentina was based on two main learning theories: Baxter Magolda and King's theory of holistic development (2012) and Kolb's theory of experiential learning (1984).

Theory of Holistic Development

Baxter Magolda and King's theory of holistic development builds upon Arnett's model of emerging adulthood that covers identity exploration, instability, self-development, and age of possibilities (2000). This theory explores how students see themselves, interact with others and with their environments, and uncover ways of learning/knowing. The journey toward self-authorship begins with students relying heavily on other external forces like family and educators and then moves toward students ultimately relying on their own internal voices and grounded beliefs. Baxter Magolda describes self-authorship as "the internal capacity to determine their beliefs, identities, and social relations" (Baxter Magolda & King, 2004; Kegan 1994, p. 26). There are four phases students face along their journey to self-authorship: following external formulas, crossroads, self-authorship, and building internal foundation. The following external formulas phase is where students look to the authority's perspective for guidance (parents, teachers, family members, or other adults), whether it be through defining themselves through others, seeking approval from superiors, or taking the authority's word as truth without hesitation. This phase occurs during most of the students' school-age years. The next phase, crossroads, takes place during high school and into undergraduate college years, slightly overlapping with the external formulas phase. The crossroads phase is where students begin to question the authority and validity of the people and influences they have listened to for so long. A need for forming their own ideas and identity emerges, as well as the need to do what makes them proud and fulfilled while straying away from a strong yearning for approval from external forces they have previously felt. Self-authorship is when the individual reaches the point where they choose their own beliefs and values, and act in a way that is true to themselves. Individuals might not reach this phase until they have graduated college and are navigating adult life in the

“real world”. The final phase is internal foundation. The individual has built a strong sense of what they believe in, who they are as a person, and how they believe they should interact with others.

In terms of which phase students will be experiencing during their semester-long faculty-led program in Argentina, the majority will most likely be in the crossroads phase of self-authorship. Baxter Magolda (2014) states, “whether it is a transition from adolescence to early adulthood for transitional-age students or a transition from one life path to another for older students, the college experience inevitably calls for reconsideration of one’s role and responsibility in the world” (p. 25). Since students will get outside of their comfort zones in their new Argentine environments, practice Spanish, and witness different cultures and ways of life, creating a program using this theory can help make meaning of what they experience in terms of developing as a person. Baxter Magolda (2011) says, “Self-authorship supports the pursuit of multiple perspectives, critical analysis of knowledge sources, careful reflection on beliefs and values, and dialogue across differences because it creates a sense of internal security in a chaotic world” (p. 11).

While Baxter Magolda and King’s theory of holistic development is helpful with the development of student and academic programming, Lucero (2018) cites critiques that “these perspectives emerged from foundational studies with predominately white male participants” (para. 7). The participants that were part of the foundational studies do not fully encompass or reflect the diverse student population at Boston University. At Boston University, the statistical breakdown of the 2019 fall first-year student body was 31 percent white, 24.4 percent international, 20.7 percent Asian American, 10.8 percent Hispanic American, 7.9 percent Black/African American, and 5.2 percent Other (Academic Profile, 2019). Since scholars have

identified the limitations within this theory, they have constructed their own versions to represent various minority groups and ethnicities. Abes and Hernández (2016) state that “educators should be acutely aware of the personal toll that systems of oppression take on students as they are developing their sense of self and support students whose energies are going toward managing others’ perceptions at the same time that are internally negotiating their sense of self” (p. 106). Based on the student population makeup of Boston University and the critiques for Baxter Magolda and King, this program includes more activities related to student diversity, beginning with the pre-departure orientation.

Theory of Experiential Learning

Kolb’s theory of experiential learning (1984) was also utilized throughout the program design since it focuses on making meaning of experiences and tying in what students learn, whether that takes place in the classroom, in their home stays, or during unscheduled down time. Kolb (1984) describes how “in the process of learning, one moves in varying degrees from actor to observer, and from specific involvement to general analytic detachment” (p. 31).

Kolb’s theory delves into four stages of experiential learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. It is important to note that since learning is a continuous process, anyone can start at any part of this cycle. The concrete experience stage occurs when the experience or action is taking place. For example, going to a museum or having an in-depth conversation with a host family member could be in this stage. The reflective observation stage occurs when the student is reviewing or reflecting upon the experience, whether it occurred recently or further in the past. The student could be comparing their experience in the United States to their new experience in Argentina in terms of cultural differences. The next stage, abstract conceptualization, is where the actual learning from

the experience takes place and where the student makes meaning of what they have just processed. The student's perspective might have changed on a certain topic thanks to a conversation with the host family or fortified in what they have recently learned in their studies. The final stage in the cycle is active experimentation. This last step is especially important, since it asks students to take action based on what they have learned, or what they are going to do about it. Perhaps this student, based on this conversation with the host family and reflecting upon what she recently learned in her studies, will be more mindful when approaching a certain topic, or share her experiences with others back home in order to create a dialogue. As Kolb (1984) says, "learning is the major process of human adaptation" (p. 31).

Main Learnings

The combination of Baxter Magolda and King's theory of holistic development (2012) and Kolb's theory of experiential learning (1984) has the possibility to inform the design of a meaningful program that both delivers objectives and goals, and also helps students grow as individuals during the crossroads period of their lives. The main applications from this theoretical framework are:

- Recognize that students are in different phases of their journey to self-authorship, and activities should be tailored to accommodate everyone.
- Incorporate activities and time for reflection in order to integrate Kolb's theory of experiential learning.
- Include different perspectives that challenge each student's ways of thinking, as they are in the process of forming their identities.

This program was thoughtfully designed with both of these theories in mind, as activities, coursework, and excursions all have elements of these theories represented throughout.

Needs Assessment

A needs assessment was conducted in order to seek out best practices in designing faculty-led programs and to better understand how the processes could vary among institutions. Participants were recruited via email outlining this study on the SECUSS-L listserv, Region XI listserv, and SIT alumni-related Facebook pages to garner participation interest. The education abroad professional had to be based at an institution of higher learning in the United States and be either a faculty member or a staff member of an Education Abroad office. The first 10 people who responded who work specifically with faculty-led programming in a university setting and were also willing to have an interview were selected. While there were originally 12 interested participants for the interview, only 10 followed through with the corresponding paperwork. I conducted one interview per participant, and each interview lasted approximately one hour. To see the list of questions asked, please visit Appendix A: Guided Interview Questions.

Participants

The participants' roles within the field varied from program consultant, associate director, assistant director, director, and executive director, among other high-ranking roles. While all the participants were in the United States, 20 percent of the participants were based in the Northwest, 40 percent in the Midwest, 20 percent in the Southeast, and 20 percent in the Northeast. Thirty percent of the participants identified as male, while 70 percent of the participants identified as female. The size and affiliation of the schools ranged from private liberal arts colleges of approximately 1,000 students to public research universities with more than 42,000 students. When asked how long each participant has been a part of the international education field, 20 percent were in the 5 to 10-year range, 50 percent within the 11 to 15-year range, and 30 percent more than 16 years. Forty percent of them had between five and 10 years

of experience working with faculty-led programs, 40 percent 11 years or more, and 20 percent between one and four years. Many of the participants had worked in various institutions during their careers and could speak to different kinds of study abroad offices besides their current place of employment. Others had worked as both a faculty member and a staff member leader. The interviews explored their experiences in faculty-led programming to see how best practices are carried out amongst each of their institutions. The findings were distilled into four themes: challenges, academic quality, risk assessment, and mental health.

Challenges

One of the biggest challenges resulting in programs not running is low enrollment due to poor marketing strategy. Interviewee #7 commented, “students talk with their feet” (personal communication, January 21, 2020). Interviewee #9 brought up the importance of engagement within the department and classroom for positive results:

If a faculty isn't really into marketing and doesn't have support for that, then we see the course isn't filled. If they aren't talking it up in the classes or putting flyers up, they won't really get results. Some of the departments don't have a lot of resources, so it can be difficult. Some departments don't have a big pool of students to pull from as well. We've seen some really great programs, well thought out, coordinated programs, completely fail because there hasn't been a buzz around the program that there needed to be. (personal communication, February 17, 2020).

Cost is another big aspect in terms of attractiveness for programs during the semester.

Interviewee #2 explained:

Semester [faculty-led] programs are more expensive than what it would cost to stay on campus. It's still not a deterrent, though. The calculation that a lot of students do is this: if

I were to stay on campus for a semester and then go abroad for the summer, would those two things cost more or less than going abroad for a semester. (personal communication, February 13, 2020).

Academic Quality

The academic quality of programs makes for an effective selling point during the recruitment stage. All 10 participants stressed the importance of having the location directly connect to the curriculum in order to capitalize on the experience they are having. They must offer courses that are accessible through different departments while also meeting a direct student need in terms of completing requirements for their studies. Whether students need to fulfill a general education requirement or credits for their major or minor, trying to meet as many of those needs as possible is ideal for students. When creating programs for students, Interviewee #5 advised:

Design elements of a program that doesn't just sit them in front of a guest lecturer but has them out engaging, taking active steps to intermingle with the people that they are surrounded by...focus on not just shipping students out and hoping for the best but really getting them to have a mindset that they have to engage with their environment in order to benefit from it. (personal communication, January 17, 2020).

In terms of including reflective practices in programs, 50 percent of the participants said it was up to the faculty member whether or not to include them in the program design. They were not mandatory or formal assignments. The other 50 percent spoke of the theory of intervention (2009) as well as the Thiagi Debrief Method in order to intentionally focus on students getting the most out of their experiences and reflect on activities they had just completed. The theory of intervention was published in 2009 by Michael Vande Berg, Jeffrey Connor-Linton, and R.

Michael Page, and it builds upon the theory of experiential learning by suggesting that staff intervene in the experience in order to meet the learning goals and objectives for participants.

The Thiagi Debrief Method focuses on providing interactive resources for facilitating effective groups through games and activities (Thiagi Group, 2020). This method is a series of questions that are asked at the end of an activity or experience that encourages participant reflection.

Interviewees whose offices have programs that frequently utilize reflective practices said that the reflective questions range from specific to open ended, using various media such as notecards, pictures, songs, two sentences to a page of writing, online blogs, and journals. One mentioned that while their faculty members do not assign reflective assignments for their week-long programs, there are visiting faculty-led programs that are hosted on their campus from other countries that do incorporate them into their stay (Interviewee #4, personal communication, February 4, 2020).

Risk Assessment

When asked about risk management departments and protocols, many of the institutions (mostly the smaller institutions) do not have a risk management department dedicated specifically for study abroad but share the institution's central department. Depending on the institution, some faculty-led program proposals must be presented and pass through the legal counsel, especially in terms of logistics in the itinerary. Other study abroad offices dedicate a committee comprised of different staff to stay informed with events in the news around the world while also regularly visiting the United States Department of State as well as the Centers for Disease Control websites. Interviewee #3 stated:

I thought it was really important that a faculty member in my office shouldn't be alone in making those decisions and that we really needed to include upper administration and

over there and other folks to give us advice and recommendations. (personal communication, January 30, 2020)

Another important takeaway from the needs assessment was to always have a backup plan. Interviewee #8 explained, “my motto for working in education abroad is ‘everything that could go wrong will at some point’. You have to prepare for that kind of mentality, because almost every day there’s something new” (personal communication, February 14, 2020).

Interviewee #8 then recalled when a faculty member once abandoned students in the host country in the middle of the program to quickly return to family, at a time when many of the study abroad staff were away from the campus office at a conference. Interviewee #8 also remembered a time where two sets of faculty leaders both had a member of their family (the spouse of one faculty leader, and the actual faculty leader) who were diagnosed with cancer just weeks before a program began. Thankfully, for each of these examples, there were backup faculty members in place so that each situation was swiftly remedied. These examples confirm the necessity for creating a backup plan that includes specific faculty replacements.

Since liability is a big concern among institutions when there is only one or two faculty members guiding a group, the services of third-party providers frequently come into play. The majority of study abroad offices interviewed (80 percent) utilize third-party providers for at least half or more of their programs, while only 20 percent tend to have more in-house programs. The biggest reason why third-party providers are so popular are three-fold: sharing liability with their institutions, onsite support or “boots on the ground”, and offloading logistics from the professor and study abroad office. Interviewee #5 spoke from the perspective of a faculty leader on the difficulties of leading a group without help from third-party providers:

I think the hardest part is that balance between connecting with the students that I'm hoping to mentor and really reach while also being the leader, the person in charge, the person responsible for everything because it really is a balancing act of winning over the students, making them feel comfortable, taking advantage of that relationship that isn't typical and that I think is very beneficial while also making sure that everything works smoothly, runs as planned, dealing with maybe a behavior issue or a bus breaking down. I think that is critical to success because you could design a perfect program, and if it's not implemented in the best way, then it's not going to be successful. (personal communication, January 17, 2020)

Mental Health

The majority of participants had mental health resources built into their health insurance or utilized different departments on campus for pre-departure orientations. International SOS was a valuable resource to many, as they offer telehealth counseling to students wherever they are in the world so they do not have to worry about the language barrier. The majority recognized this as a growing concern in the field. Participant #1 expressed:

That's my focus on mental health—to give them [faculty] strategies if there is a mental health crisis abroad, how they address it, how they help a student, how they can look for these red flags, and then how to connect them to professional resources. The point is not for them to treat the students. It's just like CPR or first aid; you try and kind of triage the situation until you can get them to a professional. That's the focus I give my faculty.

(personal communication, January 29, 2020)

Mental health resources and strategies are provided and taught to both faculty and staff yearly so that each leader is prepared to handle difficult situations should they arise during the program.

Main Learnings

After interviewing 10 international education professionals about aspects of developing quality faculty-led programs, there are five main applications that were taken into consideration when designing this program:

- It is imperative to ensure the program meets the needs of students, particularly by fulfilling degree requirements.
- Program activities and content need to be directly related to the location in which the students are travelling.
- The program must be reasonably priced so that it can be accessible to more students.
- Plan for backup staff in case of last-minute adjustments.
- Managing expectations during the pre-departure orientation is important.

Program Description

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program design was based on the needs assessment and recommendations from education abroad professionals. Each aspect of this program was also methodically chosen with the supporting theories, goals, and objectives in mind in order to provide students with an immersive and meaningful semester abroad.

Program Scope

Students will begin their fall semester by spending the first month of July in Buenos Aires, Argentina, taking an intensive language course at the University of Palermo. During this month, students will live with host families and have Spanish-speaking partners around the same age range. The Spanish-speaking partners will be young adults in order to provide a different generational perspective of Argentine society to supplement the interactions of the generally

older host families. There will be tours and excursions based out of Buenos Aires, such as city tours, museums, concerts, and dance lessons. During the second month onward, students will move further inland to Córdoba, Argentina, where they will take content courses at National University of Córdoba. Students will live with their second host family and have another set of Spanish-speaking partner. Since Córdoba is the geographical center of Argentina, students will partake in excursions that range from just outside the city for a day trip (like Villa General Belgrano, La Cumbrecita, and Alta Gracia) to places that are much further away, like Jujuy or Mendoza. There will be weekly group activities in addition to courses taught by the faculty member.

Goals and Objectives

Program Goals and Objectives

The program goals and objectives are to:

- Provide opportunities for Argentine cultural immersion through assignment of host families and speaking partners.
- Give opportunities to see different regions of Argentina through tours in and out of the main cities of Buenos Aires and Córdoba.
- Teach students about the language, history, and culture of Argentina through classes, excursions, and activities.
- Provide curriculum that supports and combines the learning from all courses that will be taught throughout the semester.
- Incorporate reflective learning and theories of holistic development and experiential learning through Cultural Reflections of Argentina course.

Participant Goals and Objectives

Students who successfully complete this program will:

- Demonstrate proficiency in the Spanish language.
- Be more culturally aware of their identities and how they present themselves and interact in various environments.
- Gain intercultural competency by being able to observe and compare how Argentinian cultures differ from and are similar to what they experience in the United States.
- Be more interculturally competent by observing cultural differences as a student at Boston University, University of Palermo, and National University of Córdoba.
- Strengthen critical thinking skills.

Timeline

This program will take place over the course of fall semester 2022. Since this program is being proposed during the COVID-19 pandemic, the production calendar is lengthened in order to accommodate for borders opening up and preliminary run-throughs to occur before the actual marketing of the program to students. Since the Argentine academic calendar is slightly different than Boston University's, the beginning of the semester is in July, and the end of the program is in December. For a more detailed production and program timeline chart, see Appendix B: Production and Program Timeline.

Potential Participants

Participants in this program will be Boston University undergraduate students between the ages of 18 to 25, with the possibility of non-traditional students who are outside of this age range. These students will have at least an intermediate level of Spanish. Most of the students will have U.S. citizenship, but there could be students who hold different passports and require a

visa in order to study in the United States, as Boston University is a diverse campus. Participants will hold at least a sophomore, junior, or senior class standing, and their focus in their studies will revolve around Spanish, history, comparative politics, or Latin American studies. There is a strong possibility that there will be students from varying socio-economic and ethnic backgrounds. As students who attend Boston University, they are used to public transportation, a medium-to-big city, and living in a city with a high cost of living.

Staffing Plan

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program will be led by the BU faculty leader, who is a member of the Spanish department on campus. There will need to be a local Student Services Coordinator for each location to help carry out the logistics of the program in both Buenos Aires and Córdoba. Since BU has a relationship with UP, there will already be a Student Services Coordinator on BU's payroll to help with the regular summer students attending the Buenos Aires Cultural Studies Summer program. There will need to be a signed partnership with the PECLA department on UNC's campus, and their Student Services Coordinator will help with various extracurricular activities. Below are the position descriptions of the Faculty leader, Student Services Coordinator for University of Palermo, and Student Services Coordinator for Student Services at National University of Córdoba.

The Boston University faculty leader will be responsible for teaching both the Cultural Reflections of Argentina course and Introduction to Argentine Cinema course. The faculty leader will provide syllabi, co-host the pre-departure orientation, and act as the liaison between BU students and UP and UNC. The faculty leader will work closely with the Student Services Coordinators of UP and UNC in order to ensure the logistics of the program are running smoothly. The faculty leader will be in charge of documenting finances. The faculty leader is the

first point of contact for the BU study abroad staff as well as the UP and UNC staff. Strong organization skills, fluency in the Spanish language, familiarity with both Buenos Aires and Córdoba, and strong leadership are necessary for this role.

The Student Services Coordinators for both University of Palermo and National University of Córdoba will act as logistics and activities coordinators by helping to enroll students in their coursework, assign host families, assign speaking partners, host speaking partner events, and guide BU students on tours throughout the campus and city. The Student Services Coordinator will act as a liaison between the BU faculty leader and the local vendors for tours and excursions. The Student Services Coordinator must have at least a high intermediate level of English and strong organizational and time management skills. The only differences with the Student Services Coordinator role for National University of Córdoba is that this role will also focus on assisting BU students during their visa process and introduce them to campus clubs. The Student Services Coordinator for UNC will help set up appointments with the consulate and even lead students to the location. The Student Services Coordinator will also be responsible for informing BU students of student clubs and organizations on campus and assist with acquiring more information on how to join.

Full position descriptions can be found in Appendices D and E.

Program Marketing

Marketing for the Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program will be three-pronged: virtual, print, and in-person.

Virtual

After collecting video footage and photos from the March 2021 site visit, a program webpage will be created within the Boston University study abroad office's website. A

promotional video will be embedded on the webpage as well as a photo album so prospective students and their parents are able to get a better picture of the locations and activities. The same promotional video may be used for in-person classroom presentations. There will also be email campaigns sent out from the study abroad office promoting the program. If feasible, there will be ads put in all three of Boston University's online publications: *Boston Today*, *The Brink*, and *Bostonia*.

Print

A one-page flyer will be posted in various locations within Boston University's campus, such as the Spanish department, history department, Latin American studies department, international studies department, student union, cafeterias, library, and residence hall lobbies. The same one-page flyer will also be available as a PDF to share virtually.

In-person

The faculty leader will hold information sessions near the study abroad office at various times. Not only will the faculty leader promote the program in their own courses but will ask to present in various classrooms of other department members who agree to support their efforts. The faculty member will also have a table with print marketing materials for the study abroad fair in Fall 2021.

If for some reason the campus has switched to a virtual model, and therefore the study abroad fair and classes are held online, the faculty member will be virtually present to promote the program. A pre-recorded short promotional video may also be used to promote if necessary.

Participant Recruitment and Admissions

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program application will be available to students on the TerraDotta platform in October 2021 and close on

March 15, 2022. Recruiting for this program will start at the beginning of the Fall 2021 semester. Students who are majoring or minoring in Spanish, Latin American Studies, history, international relations, or international studies are preferred. Students must have completed at least one semester of study at Boston University and be in good academic and judicial standing. Students must have completed four semesters of college-level Spanish language or the equivalent. The minimum Spanish and overall GPA is 2.75. An unofficial transcript will also be required, as well as a valid passport (or in the process of obtaining one). A letter of recommendation is required from either a Spanish professor or other faculty member.

Admissions is on a rolling basis, and final admissions decisions will be made within two weeks after the March 15 deadline. If the program capacity is met before this time, a waitlist will be created.

Curriculum

The curriculum for the Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program is primarily based off the two theories mentioned previously: Baxter Magolda and King's theory of holistic development (2012) and Kolb's theory of experiential learning (1984). Half of the curriculum will be taught by a Boston University professor, while the other courses will be instructed by professors from the University of Palermo in Buenos Aires and National University of Córdoba in Córdoba, Argentina.

Orientations

All Boston University students participating in the program will attend various orientations in different stages of their program: before departure to Argentina, upon landing in Buenos Aires, and upon arrival in Córdoba. While some sessions will focus more on logistics,

the school system, and health insurance, others will focus on the students entering and processing a new culture.

Pre-Departure Orientation.

An in-person orientation session at Boston University will be hosted by the faculty leader and the program manager of Buenos Aires programs of the study abroad office. Topics that will be covered during this orientation include health insurance, Centers for Disease Control travel recommendations for Argentina, student visa, travel logistics, and packing suggestions.

In order to supplement the in-person orientation, students will also participate in an online pre-departure portion of their Cultural Reflections in Argentina course, which includes some pre-semester assignments and discussion. Students will get to know each other as well as learn the basics of intercultural learning, culture shock, expectations of themselves and others, and have a guided discussion covering last-minute questions. This portion of the pre-departure process is rooted in Kolb's experiential learning theory, as these activities are designed for students to complete nearly a full cycle of this theory (concrete experience, reflective observation, and abstract conceptualization), ready to actively experiment in their new environment.

On-Site Orientations.

During the first few days of arrival in both Buenos Aires and Córdoba, there will be orientation sessions on various logistical and cultural topics. While the structure of each orientation will be similar, there will be more emphasis on certain topics when students arrive in Buenos Aires and will then be mentioned as a reminder in Córdoba. The orientation in Buenos Aires will be presented by the University of Palermo (UP) staff as well as the faculty leader. The main topics covered in Buenos Aires will be homestays, class schedules, SIM card/cell phone

setup, speaking partners, UP services, health precautions and mental health, and safety precautions within Buenos Aires. There will also be a tour of the city, specifically around homestays and UP campus.

When students arrive in Córdoba, topics will be presented by the faculty leader and the PECLA (*Programa de Español y Cultura Latinoamericana* / Latin American Culture and Spanish Program) staff. Students will need to change their tourist visas to student visas during the first 90 days, and the whole process will be explained step by step. Since the students will be in Córdoba for the remainder of the semester, student activities and clubs will also be presented. Speaking partners, PECLA and National University of Córdoba (UNC) services, and safety precautions within Córdoba will also be discussed as well as homestays and class scheduling. There will also be a bus tour of the city as well as a walking tour of UNC's campus, highlighting cultural and historical points of interest.

Coursework

Coursework will be taught by the Boston University faculty leader, UP faculty, and UNC/PECLA faculty. Students will be allowed to take between 13 and 17 credits while abroad; they will transfer back as Boston University credits. While UP faculty will teach during the intensive period and UNC/PECLA faculty for the remainder of the semester, the BU faculty member will be teaching the three-credit Cultural Reflections course throughout the duration of the program and another three-credit Introduction to Argentine Cinema course at UNC. The Introduction to Argentine Cinema is a collaboration with both PECLA and BU's Spanish department.

University of Palermo.

Students will take one five-credit intensive Spanish language course during the July session in Buenos Aires at the University of Palermo. Students will take a placement exam during orientation and will either be placed in Intermediate or Advanced Spanish Language.

National University of Córdoba.

Students will have been placed in nine credits by the time their studies begin at UNC (Cultural Reflections of Argentina, Intensive Intermediate or Advanced Spanish Language, and Introduction to Argentine Cinema courses) and will have three to six credits left to decide which courses to select through PECLA or UNC. Examples of three-credit courses taught at PECLA include Latin American and Argentine History, Spanish for Business, Latin American Literature, Argentine Art, Argentina and Its Regional Diversity, Latin American Social and Economic Issues, and Economic and Urban Geography of Argentina. For students who have completed at least two semesters of advanced Spanish, there is an option to take one course outside of PECLA through UNC. There is a large selection of courses offered in various departments like business, economics, political science, modern language, and more.

Cultural Reflections Course.

This course was designed specifically for Boston University students attending the Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program. The Boston University faculty leader will teach this course, which will begin just before pre-departure orientation online and finish after the program has ended upon re-entry. This course will be used to introduce Argentine culture, tie in ongoing coursework, and process cultural experiences throughout the semester through meaningful reflections and dialogues. The theory of holistic development influenced the course design with themes of identity and perspective throughout the

course. Kolb's experiential learning cycle is constantly in motion through a series of dialogue, reflection, and experiences in and out of the classroom.

For more information, see Appendix C: Cultural Reflections in Argentina.

Extracurricular Activities.

Throughout the semester there will be various activities that tie into orientations and coursework to experience Argentine culture first-hand. Students will go on city tours, museum visits, a horseback riding tour, hiking, visit Incan ruins, try different Argentine foods and drinks, have dancing lessons, and listen to various styles of Argentine music. Some of these will be just with the faculty-led BU group, while others will be carried out with speaking partners and host families. Sharing these activities with different groups provides opportunities for meaningful discussion. Dialogue with peers and host families encourages reflection, and journaling provides a space for students to plan how they will experiment with and apply their learning in the future.

Logistics

Student Visas

While the majority of students in the group will be United States passport holders, some will hold international passports and have visas to study in the United States. Depending on the passport nationality, most students will be able to enter Argentina as a tourist and change over their status from tourist to student with the help of the RADEX online system. All students will have paperwork with BU, UP, and UNC's information to show they are accepted into a program of study in Argentina. Depending on the nationality, international students might have to pay a reciprocity fee online before entering Argentina. If a student is a passport holder from a country that requires a visa or reciprocity fee before entering the country, the student will be notified early in the application process and will be guided by BU study abroad staff on how to proceed.

Students have 90 days for a tourist visa and therefore 90 days to change over their visa. The RADEX online application has instructional videos in English to also help with this process. If students decide to travel to neighboring countries while in Argentina, they must take into consideration their status as well as if they need to pay a reciprocity fee in advance.

International Travel

The students and faculty member will be in charge of organizing their own flights, as they may all depart from different airports within the United States during the summer. During the pre-departure stage, the students and professor will assess who is travelling from where so that students have the option to coordinate their flights and have a buddy system when travelling if they choose to do so. Based on the travel arrangements of students, there will be meet-up points during layovers. Students will be given a pre-determined window of time on the arrival day of the program to help narrow down their flight options. There will be a WhatsApp group created for all BU students, faculty leader, and UP staff for a constant channel of communication if there are any flight delays or cancellations. University of Palermo staff will be waiting at the Buenos Aires airport to collect the students and faculty member and transport them to their lodging before the welcome dinner. When the program ends, students will most likely depart for the United States via the Córdoba airport or decide to travel on their own.

In-Country Travel

There will be multiple modes of travel during this program. Program participants will mostly use bus, subway, and taxi for Buenos Aires city tours and their daily commute from host families to UP. For transportation from Buenos Aires to Córdoba, students and the faculty member will board a public overnight bus. There is no subway system in Córdoba, so students will be either walking or taking the bus to and from their host families and UNC. The BU group

will take a flight from the Cordoba airport for the Jujuy, Iguazu, and Mendoza excursions, as they are relatively inexpensive and less time-consuming in comparison to buses.

Housing

Students will stay with host families in both Buenos Aires and Cordoba. Homestays were selected as the residences of choice for students since there is a higher level of integration into local society and language.

After students are accepted into the program, they will be required to fill out housing questionnaires in order to best place them with host families. Boston University already has connections with the Palermo University in Buenos Aires and will continue to utilize the host family network. PECLA also has a host family network that goes through a vetting process each year. Staff from UP and PECLA will conduct interviews with the host families to ensure they meet the standards put forth by BU, UP, and UNC. During both the intensive period in Buenos Aires and various points in the continuation period in Córdoba, there will be check-ins by the Student Services Coordinator to see how each student and their host families are getting along. Likewise, students and host families are encouraged to speak to either the Student Services Coordinator or faculty leader if there are issues that cannot be worked out. If a student and their host family decide it is best for the student to change houses, a new arrangement will be made within 10 business days.

The host families in Buenos Aires will provide students with breakfast and dinner, and a meal plan card will be given to students so they can dine at the cafeteria at the UP campus. The host families in Córdoba will also provide breakfast and dinner, and a meal plan card will be given to students so they can dine at the cafeteria on the UNC campus.

Health and Safety Plan

The health and safety of students is the top priority of the Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program. Upon acceptance into the program, students are given a health form to complete. This form asks students to self-disclose any health concerns, medications, or medical attention that will be needed during their time in Argentina in order to best prepare and support the student onsite. The study abroad office will have a list of medications that are illegal in Argentina along with legal alternatives readily available. Students need to speak with their doctors in order to get a bulk prescription of their medicine if they are unable to have it filled while in Argentina. Students must also get a note from their doctor with the drug's generic name and makeup, so it is easier for pharmacists in Argentina to recognize and process.

Boston University utilizes GeoBlue for its health insurance, which covers a wide variety of medical needs from doctor's visits to hospital airlifts during emergencies. Students will mostly use this health insurance for booking a doctor's appointment and using the telehealth feature for the mental health services to speak to English-speaking therapists. Information about the GeoBlue health insurance will be brought up in each orientation session so that students are reminded of all the services it offers. Students will be enrolled in the GeoBlue health insurance before the pre-departure orientation so that students can confirm that they have received the verification email. Even though students will have a PDF of their insurance card attached to the welcome email sent by GeoBlue, the study abroad staff will provide each student with a laminated wallet-sized health insurance card along with the emergency phone numbers in Argentina and helpful addresses during the pre-departure orientation.

Students will also be asked to enroll in the Smart Traveler Enrollment Program (STEP), as well as research Argentina via online resources such as the United States Department of State, United States Department of State-Bureau of Consular Affairs, and the Centers for Disease Control and Prevention (CDC)s' websites before travel. While there are no mandatory vaccines required to travel to Argentina, the CDC recommends the following before travelling in general: routine vaccinations (like measles-mumps-rubella [MMR], polio, diphtheria-tetanus-pertussis, and chicken pox, hepatitis A, and typhoid). For travelers specifically going to Argentina, the CDC recommends hepatitis B and rabies vaccinations. The faculty leader will stress the importance of the rabies shot, as there are typically a large number of stray dogs in Córdoba.

Before students depart for Argentina, they will need to unlock their cell phones from their providers, so they are able to purchase and use Argentine SIM cards in Buenos Aires during the first couple of days of the program. Student Services staff in Buenos Aires will inform students of the closest kiosks to their university or host families in which to purchase these pay-as-you-go SIM cards. Students will be encouraged to save important phone numbers in their phones, and a list will be passed around during orientation so students can write down their new Argentine numbers. These will be shared with the faculty member, Student Services Coordinators, and other fellow students in order to stay connected.

During on-site orientations in both Buenos Aires and Córdoba, Student Services Coordinators will pass out maps showing students which areas to avoid within the city as well as communicate common precautions like going out in groups and taking a taxi at night.

Should students decide to leave the city on weekends or holidays, students must inform the faculty leader and Student Services Coordinator by filling out a Google Spreadsheet. Information included must be mode of transportation and itinerary, address and contact

information of accommodation, and names of any students they may be travelling with. The host family must also be informed.

Crisis Management Plan

Boston University's Study Abroad office has a two-person full-time Safety Management Team that is in regular communication with the faculty leader and onsite staff. Their 24-hour emergency phone number is provided to students, parents, the faculty leader, and other onsite staff in case of emergency. The BU Study Abroad office is in frequent communication with the faculty leader during the program and monitors announcements from the U.S. Department of State, CDC, and other vital news sources daily. Any incident, whether minor or severe, must be documented via an incident report. This is created by the faculty leader or Student Services Coordinator and sent to the Safety Management Team. Depending on the severity of the situation, a student's emergency contact will be reached by the Safety Management Team. A phone tree has been established so that the primary responder (whether a friend, student, host mother, or Student Services Coordinator) calls the faculty leader, the leader calls the Safety Management Team who calls potentially the Embassy or Consulate if needed, then the Safety Management Team calls student's emergency contacts. Trainings will be held before the beginning of the program so that everyone is familiar with their role if an emergency situation occurs.

Evaluation Plan

There will be two kinds of evaluations that take place during the program: informal check-ins and a summative evaluation at the end of the program. The informal check-ins will be utilized to see if there are any issues or concerns that can be resolved during the program, and the summative evaluation will be given to students and stakeholders at the end of the program to

gauge if objectives have been met and how the program can be improved. The evaluation will be given by the BU Study Abroad office and Student Services Coordinators to students and other stakeholders of the Spanish Language and Culture program in Buenos Aires (in August) and in Córdoba (in December). The type of evaluation will be summative and short term, consisting of a mixed methods approach, including both quantitative and qualitative questions in the forms of online SurveyMonkey surveys and in-person interviews.

Halfway check-ins are important for both the students and their host families. This will be a casual conversation either in person or via phone call. Check-ins can be brief but also give space and time to inform the evaluators or onsite staff of any issues that are occurring that can be resolved in order to improve participant and stakeholder experience. The first check-in from the Student Services Coordinator will occur halfway through both the Buenos Aires portions of the program for both students and host family members. Check-ins will be anonymous to all parties except the evaluator in order for interviewees to speak more candidly and without fear of negative repercussions from either host family members or students.

The surveys will contain questions that are both quantitative and qualitative. The quantitative questions will be in the form of rating the satisfaction of a particular aspect of the program, from one, meaning extremely dissatisfied, to five, meaning extremely satisfied. Participants and stakeholders will complete a tailored survey via SurveyMonkey, and there will also be a few open-ended questions. The student survey will ask questions related to every aspect of the program, including orientations, onsite support, homestays, coursework, activities, speaking partners, study tours, and recommendations for future programming. Host families will receive a similar survey but will contain only questions related to hosting and student interactions.

The online surveys given at the end of the semester will be a mandatory part of the program for the Boston University student participants. Boston University will not allow grades to be posted into the student accounts for the semester until the end of program evaluation has been completed. While surveys are the primary method of evaluation for the faculty leader, speaking partners, and host families, the Boston University Study Abroad office will give them the additional option to speak to an evaluator in the form of an interview. This option will be available for these parties since the evaluator will be onsite, and host families may prefer to speak in person over online survey due to their discomfort of using technology.

Data from the interviews and SurveyMonkey surveys will be combined into a single report. The plan for sharing results is to present the findings to the Boston University Study Abroad department and board of advisors, as well as the partner institutions of the University of Palermo and National University of Córdoba. Direct results for the homestays will be provided to the housing staff in each location in order to give feedback to each host family. A document of the results will be shared via email to the staff who help organize this program among the three universities. Results will be shared in order to modify the program to run more efficiently and smoothly in future years.

Budget and Budget Notes

Budget

Below is a budget summary. Please see Appendix F for a more detailed version.

Spanish Language and Culture in Buenos Aires and Córdoba Budget Based on Participation by 10 Students July 7, 2022–December 3, 2022	
Personnel Expense	\$ 11,850
Curriculum	\$ 25,300
Lodging	\$ 29,000
Transportation	\$ 1,000
Study Tours	\$ 8,000
Supplies Expenses	\$ 100
Other Expenses	\$ 3,800
TOTAL DIRECT COST	\$ 79,050
INDIRECT COST @10%	\$ 7,905
TOTAL ALL COST	\$ 86,955

Budget Notes

The budget for the Spanish Language and Culture in Buenos Aires and Córdoba program is based on the United States Dollar (USD), as the Argentine Peso (ARS) has a conversion rate of \$1USD = \$67.13ARS average over the past 90 days as of June 28, 2020, according to XE currency conversion (XE, 2020).

The budget is based on 10 student participants with one full time faculty leader and two part-time Student Services Coordinators. The faculty leader's salary is paid by Boston University's Spanish department and is not included in this budget. The faculty leader will be released from her course load at BU in order to teach two courses for this program. Stipends for the Student Services Coordinators are in addition to what they will be paid by their respective universities.

The Spanish Language and Culture in Buenos Aires and Córdoba program will be funded through student fees, which includes tuition, orientations, housing, meals, health insurance, study

tours, onsite support, group transportation, and study tours. Housing with host families will include breakfast and dinner each day, with lunch vouchers for each respective university's cafeteria. Study tours fees are based on the average cost for three overnight excursions and city tours for ten participants.

The program fee will not include immunizations, international flights, everyday transportation, meals on weekends, personal spending, books and supplies, student visa costs, or entertainment outside of planned activities. Students will need to pay for these expenses directly and budget accordingly.

Conclusion and Implications

The Spanish Language and Culture in Buenos Aires and Córdoba program will be one of the first multi-site programs in Latin America carried out by Boston University. With the intentional design of each aspect of the program connecting to both Baxter Magolda and King's theory of holistic development (2012) and Kolb's theory of experiential learning (1984), students will have the opportunity to deeply immerse themselves in the rich Argentine culture, food, music, and landscapes, all while forming life-long bonds with Argentines and other students from all over the world. The success of this faculty-led program could open doors to the possibility of offering it as a regular-running program, or even a frequently listed offering from the Boston University Study Abroad Office, which is also open to non-BU students. The interest of multi-site programming is growing among undergraduate students, and Boston University can continue to answer the call through the Spanish Language and Culture in Buenos Aires and Córdoba program.

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Appendix A: Guided Interview Questions

1. What is your current role within your organization?
2. What is your involvement with faculty-led and custom programs at your college/university?
3. How long have you worked in International Education or Education Abroad?
4. How long have you been working to create and implement faculty-led programs?
5. How are faculty-led program responsibilities organized within the study abroad office?
6. What are the most popular and least popular faculty-led program at your institution and why?
7. What is the hardest part of creating a faculty-led program to you? Why? Is the hardest part critical to the success of the program?
8. What are the most important aspects of a program in order for it to be a success, in your opinion?
9. Have you witnessed a faculty-led program flop? If so, how did it flop?
10. What are the health and safety policies for your programs? Do you have a risk management department? Does health insurance differ for locations? What kind of resources do you utilize for mental health?
11. What do you think would be the average number of students who attend a faculty-led program?
12. How long is the typical program?
13. Do you open your programs to students who are not enrolled in your institution?
14. Are there more in-house faculty-led programs, or do you think there are more third-party providers that are utilized? Why?

15. How are evaluations carried out? Are they mandatory or voluntary?
16. What kinds of reflection practices are used for participants on your programs?
17. Describe the relationship between your Education Abroad office and faculty when creating programs. Does it vary by faculty member?
18. What additional thoughts do you have?

Appendix B: Production and Program Timeline

August 2020	Submit program proposal to BU study abroad administrators
October-December 2020	Set up preliminary online interviews with UP and UNC/PECLA staff to create staffing and housing agreements
	Plan with UP and UNC site visits in March 2021
	Finalize agreements with UP and UNC for July–December 2022, signing in-person in March
	Meeting with BU Faculty within related departments to garner support
	Book flights, transportation, and other accommodations for site visit for March
	Review updates on health-related travel bans
	Review CDC and US State Department recommendations for travelling to Argentina
January 2021	Review CDC and US State Department recommendations for travelling to Argentina
February 2021	Review CDC and US State Department recommendations for travelling to Argentina
March 2021	Site visits to Buenos Aires and Córdoba
	Gather pictures and video footage for marketing materials/class presentations
April 2021	Create marketing materials and website page
July 2021	Solidify dates for Fall 2022 program
August 2021	Communicate with professors and departments again to plan class visits for fall
	Market program during orientations
September 2021	Market program during study abroad fair
October 2021	Finish remaining classroom visits for fall semester
	Applications for Fall 2022 program open up October 31st
November 2021	Email marketing campaign with study abroad department
December 2021	Break
January 2022	Break
Late January 2022	Email marketing campaign with study abroad department, post flyers again (if we do not have capacity of applications)
February 2022	Class visits (depending on application numbers)

Tuesday, March 15, 2022	Application deadline for Fall 2022 program
	Inform students of pre-departure materials deadline, including course selection, housing information, etc.
	Program Advisors begin to prepare student arrival with onsite staff registering of courses and housing assignments
	Program advisors ensure all visa packets are sent out and students have student visa appointments for non-US passport holders
	Create departure newsletter for students, collaborate with UP and UNC
April 2022	Send departure newsletter and final accepted student list to spring students
	Inform accepted students of final program payment deadline
	Make sure students have booked their flights and completed all pre-departure materials
May 2022	Host webchat with students (if not available in person), program advisors, and on-site staff to do a pre-departure orientation and cover last-minute questions
	Email housing assignments to students by onsite staff, students begin to communicate with host family
	Prepare orientation packets and plan orientation activities, book tours, etc.
June 2022	Check in with students and staff for last minute questions
July 2022	PROGRAM BEGINS!
Thursday, July 7	Students leave from U.S. to fly to Buenos Aires
Friday, July 8	Arrival in Buenos Aires airport, pick up and transfer to lodging; orientation meeting; welcome dinner
Saturday, July 9	Visits to Plaza de Mayo, Casa Rosada; lunch on own; visit to La Recoleta Cemetery and San Telmo
Sunday, July 10	Class; Bici-tour through Palermo; lunch on own; visit to the Cathedral and the obelisk
Monday, July 11	Class begins
Tuesday, July 12	La Boca tour; lunch on own
Wednesday, July 13	Visit to Museo de la Memoria and Puerto Madero; lunch on own; visit Evita Museum
Thursday, July 14	Speaking partners activity
Friday, July 15	Visit Fine Arts Museum and Colón Theater; lunch on own; visit to the Memorial Museum

Friday, July 22	Speaking partners activity
Friday, July 29	Speaking partners activity
Thursday, August 4	Final Examinations at UP
Friday, August 5	AM free; afternoon departure to Córdoba by sleep-on overnight bus
Saturday, August 6	Arrival at Córdoba and move into homestays; lunch; program orientation and walking tour; welcome dinner
Monday, August 8	Placement exam; lunch at the University; program meeting and city bus tour
Tuesday, August 9	Classes begin and run Monday through Thursday
Monday-Friday, September 19–23	Holiday: Student Week (no classes); overnight Mendoza excursion
Monday, September 27	Dinner outing at the picturesque Guemes neighborhood
Friday, September 30	Holiday: San Jerónimo Day (patron saint of Córdoba)
Thursday, October 6–Monday, October 10	Overnight trip to Iguazú
Monday, October 10	Holiday: Respect of Cultural Diversity Day (No classes)
Friday-Sunday, October 14–16	Overnight trip to northern provinces (Jujuy, Salta, and Tucuman)
Friday, October 21	Daytrip to Estancias Jesuíticas
Friday, November 4	Optional Daytrip to La Cumbrecita (winery)
Friday, November 11	Day study trip to La Perla
Friday, November 18	Dinner and Tango show
Monday, November 21	Holiday: Day of National Sovereignty (No classes)
Thursday, November 24	Classes end
Wednesday, November 30	Final Examinations
Friday, December 2	Farewell Dinner
Saturday, December 3	End of program and housing. Return to U.S.

Appendix C: Cultural Reflections in Argentina

Course Description

Purpose and Objectives

The purpose of the Cultural Reflection in Argentina course is to have a place where students can process their combined learnings of Argentina (in and out of the classroom) through meaningful guided discussions and dialogues surrounding identity and culture. This course begins via online work before students depart for Argentina and ends after re-entry with follow-up reflections.

The objectives of this course are to:

- Reflect on oneself as a student and thoughtfully observe actions and interactions among classmates, speaking partners, and host family members
- Become more interculturally competent by being able to observe and compare how Argentine cultures differ from what they experience in the United States and Boston University

Content

These topics facilitate taking a deeper look at themes that are explored in the other classes the students are taking, so most of the content is delivered through those classes that focus on Argentine history, culture, regional diversity, and a Spanish language class. Trips throughout the semester include day trips within and around Buenos Aires, Iguazu Falls, Córdoba, Jujuy, and Mendoza. The content is designed to incorporate Kolb's model (1984) of experience, reflection/observation, generalization, and application and Magolda and King's theory of holistic development (2012) through cognitive, interpersonal, and intrapersonal aspects. Below is a list of topics and activities that will be covered throughout the semester:

- Pre-departure session, writing of goals for semester, managing expectations, group norms
- Culture: what it is and how we experience it. Iceberg model
- Onsite orientation. Stages of culture shock
- Identity of oneself, of a city, of a nation
- Classes begin in Buenos Aires, taking trips to museums and neighborhoods
- How immigrants have shaped Argentine cities
- Sharing conversations with host family experiences so far, how it may differ from experiences in the United States. Asking engaging questions to better understand host family
- Sharing conversations with Argentine speaking partners, seeing their version of the city (Buenos Aires or Córdoba)
- Regional diversity of Argentina, in people and landscape
- Reflection of speaking partners and host families while moving to next city
- Writing assignment on identity
- Perspective and context: history through the eyes of the colonized versus colonizer
- Halfway point in semester—students review first two reflection posts and their goals to stay on track
- Classes continue in Córdoba, horseback riding and dance lessons, new host families and speaking partners
- Visualizing Argentina: how media and art portray the country and its people
- Checking in again with what students are learning from Cordobés host families and speaking partners
- Discussing regional diversity and landscape while visiting Mendoza and Jujuy

- Last two weeks of semester, students will reflect on overall semester and have re-entry exercises built in with journal prompts, review of culture shock stages

Evaluation

Students will be evaluated through class participation, discussion, journal entries, writing assignments, and projects. Journal entries will be turned in before class so that actual class time will consist of brainstorm and small group discussion. Journal entries can be as personal as the student feels comfortable with, and group norms will be created at the beginning of the course to create a safe and creative space for learning. The grading breakdown is below:

50% Class Participation

30% Journal Entries

20% Speaking Partner and Host Family projects

Appendix D: Position Description – Faculty Leader**Position Description – Faculty Leader, Spanish Language and Culture in Buenos Aires and Córdoba, Argentina Program**

Position: Faculty Leader

Location: Boston and various cities within Argentina, mainly Buenos Aires and Córdoba

Reports to: Boston University Study Abroad Office

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program is looking for a faculty leader to guide 10 to 12 Boston University students from July to December 2022. The faculty leader will oversee the program to ensure its smooth delivery. The faculty leader will act as a leader, mentor, and professor for each student for the duration of the program. The faculty leader will also be responsible for teaching two courses: Cultural Reflections of Argentina and Introduction to Argentine Cinema. The faculty leader is the main point of contact for BU student participants, other UP and UNC students, and Student Services Coordinators. Faculty leader must have knowledge of Argentina and be fluent in the Spanish language.

Responsibilities:

- Co-facilitate pre-departure orientation
- Lead students through the whole program as both chaperone and professor
- Provide students with support 24/7
- Help lead excursions and extra-curricular activities
- Teach Cultural Reflections of Argentina and Introduction to Argentine Cinema courses
- Manage budget by recording all transactions
- Provide Study Abroad Office with weekly updates on program

Qualifications:

- Ph.D. in Spanish, Latin American History, or related field
- Must be a Boston University professor within the Spanish department
- Must be fluent in Spanish
- Must be familiar with both Buenos Aires and Córdoba

**Appendix E: Position Description – Student Services Coordinator
for both Buenos Aires and Córdoba**

Spanish Language and Culture in Buenos Aires and Córdoba, Argentina Program

Position: Student Services Coordinator

Locations: Buenos Aires and Córdoba, Argentina

Reports to: UP and UNC study abroad staff and Faculty Leader

The Spanish Language and Culture in Buenos Aires and Córdoba, Argentina program is looking for a Student Services Coordinator in Buenos Aires to assist 10 to 12 Boston University students for the month of July 2022 along with another Student Services Coordinator in Córdoba from August through December 2022. Both of these roles are very similar yet tied to each of their locations. Below is a description of the roles they share.

Responsibilities:

- Help with enrolling students in courses
- Assist in assigning host family placements and speaking partners
- Co-lead orientation sessions
- Co-lead with faculty leader in excursions and study tours
- Plan and execute speaking partners activities
- Assist in carrying out program evaluations to speaking partners and host families

Extra Responsibilities for Córdoba Students Services Coordinator:

- Assist with student visa process
- Liaise with UNC student organizations and clubs for interested BU students

Qualifications:

- Must be fluent in Spanish and have at least a high intermediate level of English

- Live in Buenos Aires or Córdoba (depending on role)
- Familiarity of working with students from the United States
- Must have strong organizational and time management skills

Appendix F: Program Budget

Spanish Language and Culture in Buenos Aires and Córdoba, Argentina Program				
Name of the Institution: Boston University				
Number of Participants: Based on 10 Participants				
Program Duration: 1 Semester (approx. 18 weeks)				
Dedicated Program Staff: 1 Faculty Leader, 2 Student Services Coordinators				
				Rate \$1USD=\$70ARS
EXPENSES				
Personnel Expenses				
Student Services Coordinator - Buenos Aires - Stipend and Entry Fees	1,050	1	Months	1,050
Student Services Coordinator - Córdoba - Stipend	1,000	5	Months	5,000
Student Services Coordinator - Córdoba -Entry Fees and Travel	500			500
Faculty Leader - Flights, Room and Board, Entry Fees, Health Insurance	5,300			5,300
Personnel Expenses Subtotal				11,850
Curriculum Expenses				
Tuition to Palermo University (3 credits)	1,440	10	Participants	14,400
Tuition to National University of Córdoba (6 credits or 2 courses)	2,000	5	Months	10,000
Classroom Rental at UNC for BU Course (60 hours)	900			900
Curriculum Expenses Subtotal				25,300
Housing, Activities, Miscellaneous				
Homestay for the Semester	2,800	10	Participants	28,000
Orientation - Lodging First Night	40	10	Participants	400
Orientation - Meals	60	10	Participants	600
Orientation - Transportation	500	2	Days	1,000
Welcoming Party	40	10	Participants	400
Closing Party	40	10	Participants	400
Study Tours	800	10	Participants	8,000
Student Health Insurance and Emergency Evacuation	300	10	Participants	3,000

Supplies for Classwork	100			100
Housing, Activities, Miscellaneous Subtotal				41,900
Total Direct Cost				79,050
Contingency Budget @ 10%				7,905
Grand Program Total				86,955