

# ACADEMIC INTERNSHIP & INTERCULTURAL COMPETENCE - 2022

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## GLOBAL CITIZENSHIP IS AT THE CORE OF OUR MISSION

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The Onix-Intercambio Cultural Foundation is **the bridge between higher education and professional careers**—leveraging all of what Córdoba has to offer to provide dynamic, experiential learning opportunities to empower and motivate young people to become engaged global citizens. **Intercultural Internships** provide remarkable opportunities for students to gain incomparable career experience and develop intercultural competencies.

### **Filling the skills gap in the global workforce.**

To launch a career after college, students need more than a degree. Students need real-world experience, the right skills and expertise to succeed in a competitive international labor market. The Intercultural Competencies Internship Program was developed to give global citizens a competitive edge and upward mobility throughout the career.

**Cultural Understanding & Intercultural Competence** are all about communication. Knowing how to understand an audience and communicate verbally and non-verbally is vital in all academic disciplines or career fields.

However, intercultural competency goes beyond communication and includes growth in other important areas.

- To understand a culture different from your own, you must think critically.
- You must work hard to deduce the nuances of explicit and implicit rules and norms.
- You must learn to collaborate with people different from yourself.

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## PROGRAM DESCRIPTION

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The program is designed to equip students with experience, knowledge, and skills for succeeding in globally interdependent and culturally diverse workplaces. Throughout the program, students will be challenged to question, reflect upon, and respond thoughtfully to the issues they observe and encounter in the internship setting and local host environment. Students will have the opportunity to cultivate essential skills such as project management, intercultural communication, teamwork, intercultural competence, cultural and social intelligence and comparative analysis, while developing an individual portfolio that highlights their skills and experience as they embark on a career in their field of interest. The hybrid nature of the program allows students to focus on their assigned tasks and projects at the internship site, while engaging discussions, seminars and lectures, local events such as guest speakers and site visits, as well as readings and other assignments that are necessary to receive academic credit for the internship.

### **Culture Learning in this program involves seven principle dimensions:**

- I. Learning about the self as a cultural being (cultural self-awareness)
- II. Learning about the elements of culture (e.g., values, beliefs, communication styles, customs)
- III. Learning about a specific culture
- IV. Learning about culture-general phenomena (e.g., cultural adjustment, adaptation)
- V. Learning about how to become an effective culture learner
- VI. Learning about the relationship between language and culture
- VII. Learning about the stages and correlates of intercultural development, and being able to assess one's own level of development

A variety of teaching and learning activities will be used, for example: lecture, field visits, workshop, discussion, informal and formal presentations, and mock (-recorded) interviews. The assessment mechanisms are all designed to support learning, using the internship and living abroad experience as a vehicle. The sessions give students the opportunity to listen to individual experiences, compare and contrast activities with others, and consider the experience in terms of their personal and professional development - at the beginning we focus on self-reflection and at the end of this process we challenge each student to focus on self-projection.

Students will undertake an intensive orientation session to help them prepare for and integrate into their placements. Additional resources and readings to aid students' personal and professional development will be provided.

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## THE CONTENT OF THIS PROGRAM IS ARRANGED AROUND THREE KEY THEMES

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• **Personal and Professional Development:** a focus on personal and professional development provides students the opportunity to develop self-awareness, as well as an awareness of others, within a professional setting. In class workshops, activities and assignments, such as formal presentations and mock interviews provide the perspective required to determine effective strategies for future professional and educational development.

• **Intercultural Competence, to include how organizations work and work culture:** an introduction into the area of effective leadership and management styles; working (collaboratively) in teams; employee motivation; performance (and self) management and wellbeing; and the management of effective professional communication. Students will explore the concepts of culture and intercultural competency and how the everyday socio-cultural realities of a country and or the realities of globalization are reflected in the workplace.

• **Comparative Analysis, Argentina & Home Country:** While students foster a greater sense of self and the ability to look at the world with an ethno-relative lens. We encourage students to look at their internships and time in Argentina from a macro or globalized perspective.

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## OBJECTIVES

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Many study abroad and exchange programs refer to the acquisition of intercultural competencies as a key benefit of the experience. However, students are often left on their own to navigate cultural differences and learn to survive in different contexts. In an international internship context, the need for students to have intercultural competencies is more expedient.

At the conclusion of this 12-week program students will:

- Be skillful in reflecting on experience to gain insights that contribute to personal and professional growth
- Be able to articulate personal skills, strengths and values within the context of the work environment
- Be aware of best practices regarding professional behavior within a work environment
- Integrate critical thinking in cross-cultural debates
- Strengthen Spanish language skills
- Relate the internship experience to lifelong learning and career development
- Apply leadership and intercultural skills in order to identify others' needs, challenges, and motivations
- Able to analyze the social context of the workplace site and its influence on language, intercultural norms and values, and economic and cultural assumptions
- Participate in the life of the host society through an internship placement and the local environment.
- Understand how different values and communication styles may impact workplace dynamics and develop strategies to manage these differences

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## METHODOLOGY

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There are two components to the Language-Culture Learning Strategies & Internship Program:

The **academic** and reflective components are intended as a forum for students to connect the work which they are doing at the internship with its immediate and broader social and cultural context. There will therefore, be a mixture of group discussions, seminars, field visits, guest speakers, presentations, and reflection. Of critical importance will be the opportunity for students to analyze and evaluate theoretical frameworks in the context of their internship, session activities, and other personal experiences. The concept of 'theory into practice, and, practice into theory' will be a significant element of the onsite sessions.

The **site-based internship** component of the course provides students with a unique opportunity to learn by active participation and observation at a host organization in order to develop skills and aptitudes relevant to their career aspirations, critical analytical skills, and to further their personal and professional development. Students will be able to increase their self-confidence, self-awareness, and an awareness of others in a practical setting. They will also be able to initiate the development of a network of international contacts to assist their future career.

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## COURSE PREREQUISITES

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The work undertaken at the internship should be viewed as academic fieldwork for the assignment requirements and in-class learning. While internship performance, attendance, and attitude are vitally important, it is the written work, presentations in class which account for the greatest portion of the course grade.

### Language Prerequisites

Depending the placement requirements. Interns with no Spanish skills (A1-A2) must take 25 hours of intensive Spanish classes before starting the internship.

### Language of Instruction

This course is taught in English and Spanish for the first two weeks. Then it will be instructed only in Spanish.

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## ASSESSMENT DETAILS

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### Attendance and Class Participation

Although ultimately rewarding, working in another country can be confusing or frustrating. There will be time in most classes to discuss and debrief the workplace interactions and tasks. Student should be ready to share their experiences and thoughtfully comment on other's experiences. This course requires participation in class discussions. This means that the student contribute to class discussions by relating experiences, asking questions, and making comments appropriate to the topics being discussed.

### Reflection/Journal: Ongoing

Short reflective essays are required as part of the internship learning experience. The reports should be in the range of two pages explaining what the student did, learned and observed during the past weeks. The reports should not be just a listing of duties performed. Student should use the report as a reflection tool, writing down thoughts and feelings as well as any interesting personal observations. These will not be shared beyond the instructor unless discussed.

### Interview Paper

Interview someone in a career that student is interested in exploring. In class, students will create a protocol and write a brief bio of the interviewee. Describe how they found this person, their responses, how they believe this job compares to a similar job in his/her country and does this interview make the student more or less interested in this field, why or why not?

### Sample questions:

- What was this person's career path?
- What type of education do they have?
- What is their employment history?
- What types of tasks does this job include?
- What is the organizational culture and how is it to work within this culture?
- What is their advice for getting into this field?

### Organization/Community Map

This assignment is an opportunity to collaborate with classmates to map the organizational and community landscape of Córdoba. Who are the stakeholders and communities in Córdoba? How does the organization fit into the larger Córdoba community? What are the strengths/weaknesses and challenges/opportunities of the stakeholders? What are the partnerships? What partnerships are desired? What are the roadblocks? More detailed assignment description will be provided.

### Internship Tour for Colleagues

Each student will prepare a tour of their internship site for their classmates and instructor. The tour should include a brief summary of the organization and its mission, history, programming initiatives and financial model. Permission from internship site will be obtained by the students. For sites with more than one student intern, students will coordinate.

### Site Supervisor Evaluation

There will be a mid-term and final assessment of the student's performance by a site supervisor. The assessment is based on site supervisor's interaction with the student as well as feedback received from other staff that has had contact with the student. The mid-term evaluation will not affect the student's grade, but will help to strengthen and support the student throughout the rest of their internship. However, the final site supervisor assessment will count toward the student's final grade.

### Portfolio

The portfolio is meant to "pull it all together". In writing this paper, draw upon the student reports, interview, required readings, class discussions, discussions from colleagues at internship, and general observations. This paper should be around 4-5 pages. **This paper has three sections: personal, workplace and intercultural awareness.** Reflect on everything the student experienced and learned during the internship, then look back at the learning objectives and journal entries.

### Personal

- 1) Did you achieve your personal goals? Why or why not? What was challenging? What was easy? What did you learn and why does it matter? What will you do differently next time you start a new internship or job? Did you improve on the career competencies outlined in your internship report paper?
- 2) What makes you a good candidate for this job? Write down a job that you would like and respond to that interview question highlighting the three skills you have developed during the internship. How have you developed these skills over the course of your internship? Why are these skills important in your chosen career? If these skills are different from what you listed in your learning objectives, describe why and how this is the case at the end of this paper section.

### Workplace

Analyze the structure of the organization, role and duties performed in internship, and the organizations' position and its importance in the Argentine culture. Include selection of work samples or other artifacts. Choosing artifacts that reflect what the student did as well as what the student learned during the internship.

### Intercultural awareness

Critically assess intercultural differences and similarities from Argentina to home culture. Describing two expectations the student had about his/her country's work culture. Are these expectations similar or different than the home country work culture and why? Comparing the student career in the Argentine culture to the same one in the home country. What are differences? What are similarities? Does the student have a preference for one country's work norms over another one?

## Intern Research Project (IRP)

The Research Project provides an opportunity for in-depth study of a topic that the student finds of particular academic interest. The student prepares an extensive research proposal based on their topic of interest. Once the research is approved by the academic director and the Local Review Board, the student conducts field research with guidance from their IRP Advisor. IRP advisors are available to students during each stage of the research process. Students prepare an extensive paper with the results of their research and give a formal oral presentation in Spanish.

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## GRADING

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### Criteria for Grading and Grading Standards

Grading Rubric		
A	95+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-94	
B+	86-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-85	
B-	80-82	
C+	76-79	Achievement that meets the course requirements in every respect.
C	73-75	
C-	70-72	
D+	66-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-65	
F	<60	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed

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## SUMMARY OF HOW GRADES ARE WEIGHTED

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Class participation	10%
Interview Transcript and Paper	10%
Organization/Community Analysis	10%
Reflection/Journal	15%
Internship Tour for Classmates	5%
Internship Final Presentation (IRP)	20%
Site Supervisor feedback	10%
Portfolio	20%
Overall grade	100%

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions.

## Onix Foundation Policies and Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in Onix-Intercambio Cultural Foundation courses are expected to complete coursework responsibilities with fairness and honesty.

**Note:** The instructors reserve the right to make changes to this syllabus with adequate notice to the students.

## Internship

Student work in a **non-paying position** within a wide range of opportunities across a diverse set of innovative industries, government, NGO, etc. Co-curricular excursions and cultural activities in and around Córdoba complement the coursework and immerse the student in the history and culture of Argentina. This 12-week program includes a full-time internship and an integrated academic seminar.

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## TUTORING CENTER

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Services include free one-on-one or groups appointments

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## ONE-ON-ONE APPOINTMENTS

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Appointments tutoring are 50-minute sessions with a trained peer tutor. Together, you and your tutor focus on your specific concerns for a specific course in which you are currently enrolled. One-on-one appointment tutoring sessions for undergraduates are free, but you must attend.

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## GROUP APPOINTMENTS

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**Do you learn better with a group? Grab a few classmates and request a weekly session together.**

### Small group tutoring

Undergraduate group appointments are weekly 50-minute sessions with a trained peer tutor. Groups can include as few as two and as many as five students. All of the participants in a group must be currently enrolled in the same class and attend the group each week.

More information visit **Onix Learning** at: <https://www.argentineculture.org/onix-learning>

## EXPERIENTIAL EDUCATION

**Learning by doing** has been a tenet of our program since the school's inception in 2005. Onix-Intercambio Cultural has since put a great deal of effort into refining its approach to experiential education. Onix-Intercambio Cultural is an engaged, vibrant community that weaves challenging academics with experiential learning to inspire socially responsible individuals ready for a diverse and changing world.

## SOFT SKILLS

[Openness to new experiences](#), cultures, languages, and people can provide a unique opportunity to learn the skills that will help students in both personal and professional life. Our team are passionate about skills development and believe in empowering all young people to reach their potential.

## CULTURAL INTELLIGENCE

Our Program provide individuals with a core multicultural competency framework that they can use while traveling and interacting abroad. Effective preparation will help students benefit from their study abroad in ways that will change their life and make them more effective in multicultural situations – both domestically and internationally

## CLASS SCHEDULE

### UNIT 1

#### SEMINAR, DISCUSSION AND THEMES

##### Orientation

- Introduction to Argentina and Córdoba
- Introduction to the Internship Practical, Personal, Professional, and Intercultural Aspects.
- Host Families
- City Tour

##### Reflecting Inward: Developing Self-Awareness

- Identity: Four Layers of Identity
- Skills/Communication Styles
- Setting Goals
- Experiential Learning Model

##### Culture & Identity of Argentina

- The concept of "Argentinidad": identity versus stereotypes
- Values, beliefs, attitudes of Argentinians
- Customs and etiquette, stereotypes
- What does being an Argentinian mean? Argentina: "work in progress"

##### Strategies for Keeping a Journal

- The Traditional Way to Keep a Journal
- An Alternative Way to Keep a Journal

##### Strategies for Social Relations

- Overcoming Obstacles for Making Connections
- Making Friends
- Being a Visitor
- Making the Most of Homestays and Host Families

##### Work Culture

- Work protocol
- Work culture in Argentina and your home country
- Activities to prepare students for their job interviews
- Work relationships, hierarchy, and types of social interaction expected at the workplace

##### ACTIVITY

- Homestay Expectations
- Work Culture

## UNIT 2

### SEMINAR, DISCUSSION & THEMES

#### What Is Culture?

- You as a Culturally Diverse Person
- Differentiating Cultural from Personal and Universal
- Becoming Familiar with Culture
- Some Strategies for Culture-Specific Learning
- Working with Stereotypes and Testing Hypotheses
- Using Generalizations to Respond to Stereotypes about You

#### Understanding the Ways Cultures Can Differ in Values

- Core Cultural Values: The Key to Understanding Culture

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit
- Discovering Your Cultural Diversity
- Mario and the Iceberg
- Identifying Aspects of Culture
- Core Home Country Cultural Values: What the Experts Say
- Culture Mapping
- Changing Stereotypes into Generalizations and Hypotheses
- Cultural, Personal, or Universal?

## UNIT 3

### SEMINAR, DISCUSSION & THEMES

#### Adjusting

- Understanding Cross-Cultural Adjustment
- Understanding Culture Shock and the Stages of Adjustment
- Going Beyond Surface Adjustment
- Phases of Cultural Awareness

#### Strategies for Developing Intercultural Competence

- A Model of Intercultural Sensitivity
- Strategies for Making Cultural Inferences
- Discussion of Ethnocentric and Ethno-relative world views/cognitive dissonance and wellbeing (conflict prevention)

#### Strategies for Making Cultural Inferences

- The Role of Inferences
- The Description-Interpretation-Evaluation (D-I-E) Model of Debriefing

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Statements of Adjustment
- Personal Highs and Lows of Study Abroad
- My Personal Coping Strategies
- Revisiting the Iceberg
- Coping Scenarios
- Differentiating the Phases of Cultural Awareness



## UNIT 4

### SEMINAR, DISCUSSION & THEMES

#### Intercultural Communication

- Discuss basic concepts
- Cultural Identity
- Understanding of barriers
- Cross-cultural Dialogue and Critical Incident
- Different cultural values in language expressions
- Verbal/Nonverbal communication

#### Strategies for Intercultural Communication

- Low-Context and High-Context Communication
- Specific Communication Styles

#### Nonverbal Communication

- Communicating Nonverbally
- Three Important Forms of Nonverbal Communication
- Pauses and Silence in Communication

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Identifying Low- and High-Context Communication
- Contrasting Your Communication Styles
- Observing Gestures and Understanding Their Meanings
- Eye Contact Survey
- Personal Distance Survey
- Touching Behavior Survey
- Nonverbal Used in Host Country Greetings
- Journaling – Making Sense out of Nonverbal Communication

## UNIT 5

### SEMINAR, DISCUSSION & THEMES

#### Cultural Intelligence

- Understanding our own culture
- Failure to communicate, misinterpretation and misunderstanding
- **Drive**—the curiosity and motivation needed to work well with others.
- **Strategy**—learning how to plan effectively in light of cultural differences.
- **Knowledge**—understanding the kinds of differences that describe one group versus the next, without resorting to stereotyping specific cultures.
- **Action**—being able to adapt behavior when the situation requires it.

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Multiple sub-cultures we belong to - Field visit

## UNIT 6

### SEMINAR, DISCUSSION & THEMES

#### Social Intelligence

- Social awareness: what we sense about others
- Social facility: what we do with our awareness
- Verbal and non-verbal fluency
- Knowledge of social rules and roles
- Listening skills
- Understanding how other people's emotions work
- Playing social roles efficiently
- Self-Image and impression management

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit

## UNIT 7

### SEMINAR, DISCUSSION & THEMES

#### Art of Public Speaking: Romancing the Room

- A practical approach to the art of public speaking
- Tools Persuasion/Motivation
- Impromptu Speech
- Personal Story Speeches
- Demonstration
- Speech
- Answering Questions
- Special Occasion Speaking
- Sales Pitch

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Attend Small Student Group Speech Exercises
- Use of PowerPoint, Demonstration and Delivery

## UNIT 8

### SEMINAR, DISCUSSION & THEMES

#### Mapping Argentina - Population Development & Social Change

- Distribution of well-being and opportunity in Argentina
- A Long and Healthy Life
- Access to Knowledge
- Standard of Living In Argentina

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit

## UNIT 9

### SEMINAR, DISCUSSION & THEMES

#### Critical Perspectives on Argentina: Contemporary Culture & Society

- Sociopolitical and cultural phenomena in current Argentine life
- Gender and community relations
- Poverty, inclusion, immigrants and racism
- Political allegiance and conflict
- Social solidarity and artistic innovation

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit

## UNIT 10

### SEMINAR, DISCUSSION & THEMES

#### Business Ethics & Leadership

- Economy of Argentina
- Doing Business in Argentina
- Real-world case studies
- Business ethics
- Responsibilities of business leaders

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit

## UNIT 11

### SEMINAR, DISCUSSION & THEMES

#### Fighting Systemic Corruption in Argentina

- Anti-corruption agenda in Argentina
- Anti-corruption strategy
- Anti-corruption reform fail
- Causes and impact of corruption

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- Field Visit

## UNIT 12

### SEMINAR, DISCUSSION & THEMES

#### Preparing to Return Home

- Leaving the Country
- Dealing with the Emotional Challenges
- Examining What You Have Learned While Abroad
- Appreciating Different Styles of Successful Re-entry
- Study Abroad Leads to Lifelong Learning
- Strategies for Long-Term Maintenance of Language and Culture Learning

#### Cultural Reflection Activities

#### Independent Study Project

#### ACTIVITIES

- A Thoughtful Return
- Reacting to the Changes
- Seeing your home country and the World in a New Light
- Public speaking - Final dinner program of speeches

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### TEXTBOOK AND COURSE MATERIALS

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- 1) Onix Foundation textbook
- 2) Entorno Laboral, Maria de Rada – Pilar Marcé –
- 3) Entorno Empresarial, Montserra Bovet, Marias de Prada y Pilar Marcé –
- 4) Éxito comercial: Prácticas administrativas y contextos culturales. 6th ed. Doyle, et al. Heinle
- 5) Latitud 0° - Manual de Español Intercultural
- 6) Artículos Periodísticos - Material exclusivo de Fundación Onix

### REQUIRED

- Onix-Intercambio Cultural Foundation reading materials

### READINGS MATERIALS

- How to give a killer presentation.  
Retrieved from <https://hbr.org/2013/06/how-to-give-a-killer-presentation>
- Deardorff, D. Theory reflections: Intercultural competence framework/model
- Farrugia & Sanger. (2017). Gaining an employment edge: The impact of study abroad on 21st century skills & career prospects in the United States, 2013-2016
- Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2006). Strategies for keeping a journal. in Maximizing study abroad: A students' guide to strategies for language and culture learning and use (2nd ed., pp. 119–123).
- Sorrells, K. (2015). Intercultural communication: Globalization and social justice. Sage publications. Chapter 1.
- Switzer, F. & King, M. (2013). Navigating the Internship Site. In The successful internship: Personal, professional and civic development in experiential learning. p. 281-312
- Storti, C. (2012). The stages of reentry.

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## INSTRUCTORS

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### **Dr. Carlos Giavay Weiss (JD)**

**Executive Director-Co-Founder-Onix Foundation – [carlos@onix.org.ar](mailto:carlos@onix.org.ar) – Whatsapp: +5493512381781**

Carlos was born in Córdoba City and is the Co-founder of Onix Foundation, a non-profit organization working with foreign exchange students since 2005. He graduated with a law degree from Córdoba University (U.N.C), He was Dean of Student Affairs at a National Law School, as well as a member of The Board of Trustees of the Faculty of Law of the National University Córdoba and Municipal Attorney for the City of Córdoba. He has taken graduate courses as Export Management and Entrepreneurial Development (MIB School of Management in Trieste, Italy) and several courses on Argentine culture as well as social and economic realities of contemporary Friuli organized by the University of Udine, Italy. As a teenager, Carlos lived in Anchorage - Alaska for a year as a Rotary foreign exchange student. This experience sparked his passion for intercultural exchange and international travel.

### **Prof. Lic. Antje Koenig (B.Sc. - B.Ed)**

**Executive Director-Co-Founder- Onix Foundation-InterCambio Cultural (ICC)**

Bachelor of Science in Education at National University of La Paz, Bolivia, Degree in Clinical and Institutional Psychopedagogy at Blas Pascal University of Córdoba, Argentina. Professor in German and Researcher at the Department of Language (National University of Córdoba). Antje was born in Berlin, Germany and is the Co-founder of Onix Foundation. From Germany she moved to Bolivia and 16 years later to Argentina. Mother of three young adults and a teenager. Intercultural exchange, travelling and outdoor activities are her passion.

### **Prof. Dr. Sergio Di Carlo (PhD)**

**Academic Director**

Doctor in Language Sciences specialized in Applied Linguistics (Ph.D.) - Master in Higher Education (MA) - Education Specialist (EdS) - Teacher of Spanish as a Mother Tongue and as a Foreign Language at the Faculty of Language, National University of Córdoba -Technical bachelor in electricity and electronics -Electrical Engineer. Website: <https://sergiodicarlo.com/>

### **Dr. Santiago Bianconi (MD-MS-PhD)**

**Instructor**

Medical degree in Surgery from the Faculty of Medical Sciences - National University of Córdoba. Doctor of Medicine, Professor of Medicine and Research at the Faculty of Medicine - National University of Córdoba.

### **Carlos Andrés Alegre (Charly)**

**Program Director**

Instructor of Spanish as a Foreign and Second Language graduated at AC Xspanish, Advance English course for CAE at ILAC School of Languages, Toronto – Canada – Specialization in program design and creation of Spanish courses for specific purposes by UDIMA (Universidad de Madrid). Specialization in the teaching Spanish as a foreign language by the UEMC (Miguel de Cervantes European University). Travel extensive visiting partners and educational institutions

### **Horacio Brites (Yuyin)**

**Student Care Service Director**

Instructor of Spanish as a Foreign and Second Language graduated at AC Xspanish

### **Dr. Juan Iturrieta (MD)**

**Instructor**

Medical degree in Surgery from the Faculty of Medical Sciences at the National University of Córdoba. Nephrology Specialists. Master of Health Administration (second year) – Member of Society of Nephrology and Hypertension of Córdoba.

**Dr. María Cecilia Carrizo (MD)**

**Instructor**

Medical degree in Surgery from the Faculty of Medical Sciences at the National University of Córdoba. - Specialist on Endocrinology. Member and Vice-president of the Endocrinology and Metabolism of the State of Córdoba. Works in Public and Private Hospitals.

**Diego Rubio**

**Internship Coordinator**

Internship Tutor & Coordinator Market Research Analyst - Advertising & Public Relations

**Prof. Dr. Federico J. Macciocchi**

**Institutional Agreements**

Professor at the Law School of Córdoba - <https://www.fmacciocchi.com/>

President of the Law Foundation of Argentina - <http://www.clubdederecho.org/>

President of the National Consumer Law Center in Córdoba - <https://www.defensadelconsumidor.org/>

**Lic. Belén Cocconi (BA) in Accounting**

**Instructor and Financial Affairs**

Bankruptcy Specialist. Bachelor in Business Administration – National University of Córdoba (UNC) and Instituto Universitario Aeronáutico. (IUA)

**Prof. Beatriz Vasconcelo (M.A.)**

**Spanish Professor & Research**

Master in Teaching Spanish as a Foreign Language. Associate Professor and Research at the School of Languages – National University of Córdoba.

**Prof. Ana María Bocca (M.A.)**

**Spanish Professor & Research**

Master in Teaching Spanish as a Foreign Language. Associate Professor and Research at the School of Languages – National University of Córdoba. Member of the Honorable School Council - Governance of the School of Languages – U.N.C.

**Prof. Andre Osuna**

**Spanish Professor**

High School Coordinator - Spanish and English Business Language Professor - National University of Córdoba

**Prof. Liliana Fornasier**

**Spanish Professor**

Spanish & Culture Language Professor - National University of Córdoba

**Prof. Carolina Gudiño**

**Spanish Professor**

Spanish & Culture Language Professor - National University of Córdoba

**Erica Visiedo**

**Spanish Professor**

Spanish & Culture Language Professor - National University of Córdoba

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## HOUSING

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Each of our programs involves a homestay. Living and sharing your experience abroad with a homestay is one of the important highlights of studying overseas. In fact, this can be the most enriching and lasting aspect of studying in a foreign country. Many students often maintain relationships with their host families well beyond the conclusion of the program. Our homestays make up an important part of our team. The hosts are carefully selected and interviewed, and have extensive prior experience.

We highly recommend the homestay experience as it is the best choice for a true immersion experience, however, should you have extenuating circumstances, or need special accommodations; please contact us to discuss other options.

### Here's what you can expect from the homestay

#### In Argentina:

- On the weekdays and weekends, a light breakfast and dinner are provided by your homestay. Lunch and merienda\* are not included and is on your own.
- Many homestays in Argentina are single mothers (host moms) with grown children. However, we do have different types of homestays and the final selection is based on your profile that you share with us.
- Homestays are usually in apartments versus houses.
- 90% of the Homestay are located in Downtown Córdoba and at walking distance from the school
- Our homestays are considered middle-class by local standards and live in very safe neighborhoods.
- Homestays are located conveniently within a 5/15-minute commute to school.
- All homes have WiFi.

#### Our Commitment

We strive to provide the richest cultural experience possible with our programs, and realize that housing while abroad is an integral part to the experience you have. After acceptance into our program we will provide you with a Housing Questionnaire in order to learn about your specific housing needs. During your program the onsite director will address any issues you may have with your homestay. We want this to be a positive experience for you! **The cultural growth you will experience by living with a local host is truly unmatched.**

#### Meals

Breakfast and dinner are provided every day. Meals are a great way to spend time with your hosts and experience the local cuisine. We can accommodate most dietary requirements, such as gluten-free, vegan, and vegetarian.

*\* Merienda is a light meal in Argentina. Usually taken in the afternoon, it fills in the meal gap between lunch at noon and dinner. It is a simple meal that often consists of a piece of fruit, cookies, yogurt, and other snacks paired with juice, hot chocolate, mate, coffee, spirits, and other beverages. It is typical for Argentines to have merienda or "tea" around 5pm. (Usually from 5 pm to 7 pm)*

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## DATES AND DEADLINES – 12-WEEKS PROGRAM 2022

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	Application Deadline	Check-In	Program Begins	Program Ends	Check-Out
Spring 2022	October 1, 2021	January 29, 2022	January 30, 2022	April 22	April 24
Fall 2022	May 31, 2022	September 3, 2022	September 4, 2022	November 25	November 27

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## 12-WEEKS PROGRAM INCLUDES

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- Pre-departure orientation, visa support and on-site airport meet-and-greet
- Welcome package – On-site orientation
- Full-time program leadership and support in Córdoba city
- 75 hours of Spanish classes
- Internship for intermediate Spanish level 300/360 clock hours
- Cultural and/or co-curricular activities
- 4-6 hours of seminars, tutoring & site visits a week
- Study materials & Certification
- Internship (25/+30 hours a week)
- 24/7 emergency on-site support
- Argentinean Wine Tasting and Activities
- Reflection and Critical Thinking Activities
- Free Internet access - WI FI
- Free Tutoring
- Audio and video rooms
- Accommodation in private/share room in host family
- Half board (Breakfast and Dinner)
- Free coffee, tea and refrigerated water at school
- 24/7 Support - Full-Time Resident Staff
- Comprehensive Advising and Support
- Comprehensive Health, Safety, and Security Support
- All administrative and registration fees, tax and civil liability insurance

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## THE PROGRAM DOES NOT INCLUDE

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- Personal expenses
- All roundtrip airfare
- Program Evaluation for university credits
- Official Transcript from the Host University
- Personal travels and transfers
- Visa fees
- Laundry service
- Urban transport
- Health insurance
- Expenses for medical and other emergencies
- Entertainment expenses including beverages and personal purchases

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### Onix-Intercambio Cultural

The School is located in downtown Córdoba. We have excellent transport connections to all parts of town. As most of central Córdoba, the School's neighborhood is a safe place, at day and night. It is close to major tourist attractions, theatres, cinemas and nightlife attractions. Our address is:

#### Onix-Intercambio Cultural Foundation

Deán Funes 826 – PB 29 - CP 5.000 – Córdoba - Argentina

[www.argentineculture.org](http://www.argentineculture.org)

**Infrastructure:** <https://www.argentineculture.org/school-in-picture>

**School Life:** <https://www.argentineculture.org/onix-in-pictures>

[Google Map](#)

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