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UNIVERSITY 392: International Experience

Course Proposal for Spring 2020

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UNIV 392 Proposal

Maria Ballesteros-Sola has submitted a UNIV 392 Course Proposal. Please review the proposal and indicate your approval below.

UNIVERSITY 392: International Experience Course Proposal

Lead Instructor	Maria Ballesteros-Sola
Lead Instructor Email	Maria.Ballesteros-Sola@csuci.edu
Lead Instructor Rank	Assistant Professor
Co-instructor(s)	none
Co-instructor Rank	Lecturer
Academic area(s) of the faculty proposing course	Business
Program Chair	hua.dai
Dean	susan.andrzejewski
Travel location(s)	Barcelona (Spain)
Dates of trip	May 29th - June 7th, 2020
Course Title	Social Business Innovation in Spain: An "Experienceship"
Number of Units	3
Proposed minimum enrollment	10
Proposed maximum enrollment	15

Will this course be offered during a special session? No

Are there any travel warnings for your destination? No

Have you offered this program before? No

If so, when was the last time? —

If you have taught this program before, did you stay within budget? If not, please describe how much you were over budget and why. —

The CIA is able to transfer 3 WTUs to a limited number of programs that have faculty offering UNIV 392s (currently only 6 units total are available). No

Is the offering of your potential UNIV 392 dependent on this external program support?

1. What is your own linguistic, cultural, and/or academic experience with the travel study destination? If you have limited experience with the destination, explain how you plan to maximize student safety (for instance, will you be using a local tour company or tour guide?) If applicable, also explain the role of the co-instructor and their own linguistic, cultural, and/or academic experience with the travel study destination.

I was born and raised in Madrid (Spain). I attended K-12 schools in Madrid and graduated with a Law Degree with an Emphasis in Business Law from Universidad Pontificia Comillas (ICADE) in Madrid in 1993.

I moved from Madrid to London in 1997 and to Boston in 1998 but given the fact that all my family was still in Madrid, I was traveling frequently to Spain during those years. I moved back from Boston to Madrid in 2000 where I lived and worked until 2006.

My native language is Spanish. I had studied and worked in Spain extensively. I had also traveled to all regions and my family has properties in Galicia and Murcia. This has given me an appreciation for other regional identities within Spain.

I keep strong physical and emotional ties with Spanish friends, former professors, and business colleagues as well as family. I travel back to Spain several times a year. I am the LA Ambassador for Universidad Pontificia Comillas (ICADE) in Madrid, member of the Spanish Fulbright Alumni Association and Spanish IE Business School Alumni Association.

I am knowledgeable about the written and unwritten rules of my native country.

2. Previous experience leading groups of students (nationally or internationally). If

I organized, planned and executed a trip for 23 CI MBA students to Spain in Spring 2018. The planning of the trip was done from scratch since we didn't have an educational partner in Spain. I organized all the visit to business, universities, etc on my own using personal and professional contacts. I was accompanied in this trip by Dr. Jimenez-Jimenez. We visited Barcelona,

applicable, also explain co-instructor's previous experiences in this regard.

Madrid, and Toledo. This first experience with students abroad has helped me to better understand the demands of short international travels. Obviously, safety is the most important consideration, but I am confident that after this initial experience plus my working knowledge of the Spanish system, I can navigate situations that may arise while abroad.

I am the only professor involved in this course and I will teach it in its entirety, both during the regular semester on campus and later during the trip to Spain. It is important to notice that this course has two components:

3. CIA expects that the lead faculty member plays an active role during the course (engaging and participating in activities with students), and providing expertise on his/her area of research/teaching during the course. What role will you play before, during, and after the study abroad experience? How are you going to integrate your expertise and experience in this course? Will you be providing all the teaching?

If a third party educational provider is employed, what will be your role? Please, be specific and describe your level of engagement throughout the process.

*Spring 2020: Regular session; 1.15 hours/week x 16 weeks (18 hours) in which students will be learning about 1. Social innovation models 2. Spanish sociocultural and econ context. Students will be learning about different overlapping concepts, CSR, Yunus Social Business, social entrepreneurship, non-profit's earned income strategies and certified B - Corporation. I am actively teaching, researching/publishing in this arena. During the Spring I will also facilitate 2 orientation sessions. See Syllabus for the full schedule.

*May/June 2020: In collaboration with Corkscrew, a U.K.-based educational company, I have designed an "Experienceship" in Spain that will allow students to gain a deeper understanding of the entrepreneurial process using the Design Sprint methodology. In our project, a group of 4-5 students will work together to develop a solution to a challenge faced by an existing social enterprise in Barcelona. I have experience in service learning projects both locally and internationally (remotely coordinated)

So in summary, apart from the cultural and business visits listed in the itinerary, students will have 5 hours x 5 days (25 hours) of formal instruction taught by me, as the lead instructor and supported by Corkscrew. The UK company will assist me in the daily workshops that we will run in Barcelona for five weekdays (M-F). They are also helping me with lodging, meals and booking the cultural activities. We have scheduled six cultural activities. I will be doing the introductions to Spanish gastronomy as well as the Flamenco evening. However for the walking tour, Sagrada Family visit and Escape Room we will use a certified local tour guide.

Upon our return, I will facilitate a final debrief session in which the students will present their projects/experiences/reflections.

Syllabus

[UNIV392SpainSpring2020SyllabusBallesterosSola.docx](#)

1. Understand the distinctive features and elements of different organizational social innovation models in the US and in Spain.
2. Gain skills in lean entrepreneurship by experiencing abroad the Design Sprint methodology and apply it to a real organization with a real challenge.
3. Discover and use tools for creativity and innovation.
4. Identify and articulate characteristics of Spanish business, educational and cultural environments.
5. Describe the social impact arena in Spain and analyze the socioeconomic and legal factors that have nurtured this ecosystem.
6. Synthesize detailed reflective observations of the diverse Spanish cultural and economic reality.

List all student learning outcomes for this course

7. Develop basic intercultural competencies required to conduct business in a globally interconnected economy by exploring and contrasting Spanish vs. US culture dimensions.

8. Develop self-awareness and key empathetic leadership and team-building skills.

As explained in the syllabus, this course includes an experiential/ service learning project with a social enterprise in Barcelona. The students will be presented with a challenge and they have five working days to propose a viable solution to the organization. We will be using the Design Sprint methodology (mapping of the problem, ideation/ sketching of solutions, selection, prototyping, solution testing and final presentation to the company). This project in Barcelona helps the students to witness and experiences the processes and challenges that they have previous experience in class during the spring.

All instruction will take place in the Barcelona Learning Innovation Community (BLIC) facilities.

[UNIV392SpainSpring2020BallesterosSolaItinerary.docx](#)

The itinerary includes morning and afternoon daily sessions while abroad. During the weekday sessions, students will be able to experience not only the Spanish business idiosyncrasy but also the methodology used to engage in social innovation. (LO # 1, 2, 3, 4, 7, 8).

I have also arranged visits to well known social enterprises and certified BCorps in Spain so students can experience the theoretical concepts discussed in class during the Spring. (LO #4, 5, 7).

Students will reflect weekly during the Semester using a double entry personal Journal in CI Learn. After the trip, the students will write a final extended reflection (#LO 6)

I have also planned a number of cultural activities to achieve the LOs (see Budget file for full explanation)

1. Gaudi Scape Room aligned with LO#6,7,9
2. Sagrada Familia Guided Visit aligned with LO# 6, 7
3. Flamenco Night aligned with LO# 6,7
4. Barcelona Walking Tour aligned with LO# 6, 7
5. Tapas Dinners aligned with LO# 6, 7

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Does this course include any other high-impact practice or other mission pillars (student research, service learning, interdisciplinary, etc.). If so, explain how they are integrated

Itinerary

Explain how the itinerary and course activities align with the course student learning outcomes

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3. Flamenco Night aligned with LO# 6,7
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5. Tapas Dinners aligned with LO# 6, 7

For 3 unit courses, explain how the itinerary and course activities meet the university multicultural graduation requirement and align with the course objectives.

While this is my first UNIV 392 course, I had the opportunity to learn how impactful a short international trip can be on students' lives through our MBA trip in 2018. Some of those MBA students had never even traveled outside California and grew up learning about stereotypes about Spaniards and the "dangers" of life abroad. The trip was a transformative experience for many of them as shared through their final reflections. I am hoping that our undergrads have an opportunity to understand not only societal problems in an international context but also how social enterprise can help alleviate those issues. Hopefully, they can translate their acquired knowledge during the semester into action through the experiential service project in Barcelona.

Orientation Outline

How will students be recruited? Regular CI students should have at least one recommendation from a faculty member other than the teacher for the overseas course

[UNIV392SpainSpring2020OrientationSessionBallesterosSola.docx](#)

I am planning to facilitate an informative session in early Fall 2019 to publicize the course. I will promote via ASI, CI View, students' clubs, class presentations, and individual professors/Chairs. I am also planning to design and distribute collaterals in parallel with a social media effort. Students interested in the course will have to submit a 1000 word application and letter of recommendation from a faculty member.

For whom is the course designed (CI undergraduate students, CI graduate students, students with a certain program area, open university students, others)? Will there be any priority order when accepting students to the program?

The course is designed for CI undergraduate students interested in social innovation and entrepreneurship from ALL disciplines. Social entrepreneurship is interdisciplinary in nature so I hope the course appeal not only to business students but also to those that have never taken a business course but are willing to explore market-based solutions to social issues. It is important that students demonstrate the maturity to endure a trip abroad and can conduct themselves professionally.

How will students be selected? How are you going to ensure that this opportunity is available to as many students as possible?

In order to evaluate the applicants, I am planning to create a rubric that includes GPA, previously demonstrated interest in the topic, application essay, one letter of recommendation, and perceived ability to behave and endure an international trip. I will broadcast the opportunity broadly and hopefully I will get sufficient IRA funding.

Will your travel arrangements (e.g., accommodations, meals, excursions, airfare) be managed by an independent provider

The travel arrangements (excluding the airfare) are coordinated by Corkscrew, a U.K.-based educational company. I met the Corkscrew's COO, Andreu Gual in an academic conference (USASBE) in Los Angeles back in January 2018. Last July he visited CI and presented the company to Dr. Cordeiro, Dr. Liang, and Dr. Andrezejewski.

I have been working closely with Mr. Gual to fine tune the itinerary, visits and the instructional component.

(e.g., AIFS, CEA, ISA, Australearn), a foreign university, or a travel agent? Please explain

The CalStore travel agency will be used to buy the tickets to/from LAX to BCN. I already worked with them for my MBA trip. Being able to buy all tickets in the same fly within budget was one of the most stressful tasks in that MBA trip.

Housing: where will be the students stay during the study abroad experience? If staying with host families, are meals included?

Mr. Gual and Mayumi Kowta, CSUCI IP Director, are already working together to get Corkscrew approved by the CO.

Students will stay in centrally located apartments Sant Jordi Hostel Sagrada Familia (address: Carrer del Freser, 5, 08026 Barcelona). These apartments (4 & 2 students per apartment) are just 10 minutes walk from the best site in Barcelona, Antoni Gaudi's famous Sagrada Familia Cathedral. They are also well connected to all the main tourist attractions of Barcelona and the coworking space that will be our main base during the trip. Students will have a Barcelona map where I will mark all key locations.

Breakfast and dinners are both included in the budget.

Meals: Are meals arranged for the students? If not, where can students find their own food?

Lunch is not, but they are many inexpensive options for quick meals around the coworking space. I will, of course, accompany the students to get their lunches. Food is extremely affordable in Spain. There are a Welcome/ Farewell Dinners that will expose our students to Spanish tapas and pinchos in a more formal setting.

Transportation: What are the transportation arrangements for the trip? If traveling from location to location, what means of transportation will be used?

We will fly from Los Angeles to Barcelona. Students will arrange their own transportation to and from LAX.

Corkscrew has arranged for private bus transportation back and forth the airport in Barcelona and for our field trips to local companies (cost included) We will use public transportation in the city (cost included)

Spain is part of the European Union. As of today (02/10/2019) Spain is in Travel Advisory Level 2:

“Exercise increase caution due to terrorism” at the US Department of State website. As reported by the US Bureau for Diplomatic Security “Spain is considered a safe destination for tourists, students, business travelers, and others. Nevertheless, street crime continues to be a concern, most notably in urban areas and those frequented by tourists. In 2016, an estimated 2 million Americans visited Spain. As a result of the increase of American visitors (up from 1.2 million in 2015), there was an increase in the number of reports to U.S. Embassy Madrid, Consulate General Barcelona, and the five U.S.

Consular Agencies regarding Americans who were robbed or victimized in a variety of scams. Foreigners continue to be the targets of choice for pickpockets and thieves, who operate in hotel lobbies, restaurants, public transit systems, airports, and other areas frequented by tourists. Upon arrival at the airport, train station, bus station, or hotel, keep a close eye on your personal belongings. Common tactics include theft of baggage while visitors check in/out of their hotels, check in at the airport, or while hailing a taxi; criminal distractions (asking for directions, dropping coins/keys and asking for assistance, or “inadvertently” spilling something on the victim and offering to clean it up) to allow a counterpart to pick a victim's pocket; taking advantage of Americans who hang a purse/backpack on the back of a chair, place their cell phones on a table when at a restaurant, or place their belonging on a bench

Safety/security: Please give a brief synopsis of the status of the security of the country, both politically and medically, as obtained from the Department of State.

beside them; and individuals flagging down passing motorists to request assistance for “car trouble,” giving an associate the chance to steal from a Good Samaritan.”

Medical care, both private and government funded is easy to access and considerably more affordable than in the US. Students should always carry their prescription medication in their carryon in original packaging with their doctor's prescription.

Students will be informed about these facts during the orientation session.

Emergency Plan

[UNIV392SpainSpring2020EmergencyPlanBallesterosSola.docx](#)

Budget

[UNIV392SpainSpring2020FinalBudget.xlsx](#)

Divide the overall cost of the trip (excluding tuition) and divide it by number of students and by the number of days (including departure and arrival dates). Write cost per student per day here:

336

Additional Supporting Information

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Additional Supporting Document #1

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Additional Supporting Document #2

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Additional Supporting Document #3

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Additional Supporting Document #4

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Additional Supporting Document #5

—

I have read the guidelines for teaching a UNIV 392 course and I agree to follow them

true

I agree to conduct at least one pre-departure meeting, in coordination with International Office staff, to cover Safety and Risk Management issues and required CSU forms

true

I understand the travel-study student evaluation process is mandatory and

true

agree to participate

I have included in this application my UNIV 392 course syllabus true

I have included in this application my outline of orientation session(s) true

I have included in this application the course itinerary true

I have included my UNIV 392 budget sheet true

I agree to comply with the budget proposed in my application and not incur expenses beyond the budget approved by CIA and IRA true

I will be using a third-party vendor and have read EOs 1080 and 1081. I have provided the written agreement in this application true



Your Approval

Required fields are marked with an *

- ☐ I have reviewed the travel arrangements proposed for this study abroad course and find the arrangements to be appropriate. Staff have also discussed the requirements specified in Chancellor's Office Executive Order 715 with the faculty member, and have advised him/her of the requirements that must be followed when offering this course in another country.
- ☐ The University acknowledges that the above program has been reviewed by the sponsoring Academic Area and staff and that the faculty member has been given policies and procedures related to short-term study abroad courses. The University will support this program as long as enrollments, other financial conditions, and related course costs are deemed appropriate. The University reserves the right to modify arrangements, in consultation with the Center for International Affairs and the sponsoring academic area.
- ☐ I have verified that there are no Department of State Travel warnings currently in effect for the countries to be visited.

Center for International Affairs Decision *

☐ I approve the Chair's recommendation ☐ I deny the Chair's recommendation

Submit

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Cultural Activities					
List all cultural and course activities here	# of students	# of faculty	Cost/each	TOTAL	Brief justification (connect with student learning objectives)
Gaudi Scape Room	15	1	17.00	\$272.00	Aligned with LO # 6, 7, 8 Antoni Gaudi (1852-1926) is one of the most famous Spanish architect. He is considered the greatest exponent of Catalam Modernism. His designs and buildings breath innovation still nowadays and he was a forward thinker of his time. Through exposing students to Gaudi's work in this format, students will work on their team collaboration skills, problem solving, comunication and negotiation.
Sagrada Familia Guided Visit	15	1	28.75	\$460.00	Aligned with LO # 6, 7, The Sagrada Family is Gaudi's most famous work and it has become a symbol of Barcelona and Spain abroad. Buidling in the knowledge acquire in the previous activities, the visit to the Sagrada Familia will allow the stduents to inmerse themseleves in Gaudi's creativity midnset as they walk thourgh the Cathedral's unfinished archs and sections.
Barcelona Flamenco Nigth	15	1	28.75	\$460.00	Aligned with LO # 6, 7, - Flamenco was declared immaterial human heritage in 2010 by the UNESCO. Spain is the homecountry of flamenco and the influence spreads accross the country. Barcelona has given birth to thriving flamenco comunity and the city has a lot to offer to give students an experience of one of the most world wide know Spanish cultural expressions.
Barcelona Walking Tour	15	1	28.75	\$460.00	Aligned with LO # 1, 6, 7 Barcelona has a lot of history and his old town is living proof of diversity and resilience. Through this walking tour students will immerse in over 2000 years of history, by visiting Roman ruins, the gothic quarter to the ruins of the great succession war in 1714.
Welcome dinner	15	1	28.75	\$460.00	Aligned with LO # 6, 7, Spanish culture is intrinsically connected to its gastronomy. Both the Welcome and Farewell dinner will give the students an opportunity to sample different Spanish tapas.
Farewell dinner	15	1	34.50	\$552.00	Aligned with LO # 6, 7
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	
	15	1		\$0.00	

Cultural activities TOTAL PER STUDENT	\$166.50
Cultural activities TOTAL PER FACULTY	\$166.50
Cultural activities GRAND TOTAL	\$2,664.00