



program snapshot

- Strong program that bridges theoretical, conceptual, and experiential learning
- Service placements, enabling students to work on a project with local communities
- Independent Research and Capstone Project to raise awareness of sustainability
- Co-curricular rural campo service project in organic and biodynamic farming
- Excursions to sites of cultural importance, including the Hermanas Mirabal Museum and free trade zone, and weekend trips to the Samaná Peninsula, the southwest and Santo Domingo, each of which fosters responsible tourism

what you'll learn

The CIEE Service-Learning program in Santiago, Dominican Republic integrates theory and practical learning in a community-based and cross-cultural context. A collaborative approach to academics and urban and rural community development provides students the analytical tools to engage in participatory service and gain understanding about the complexities and challenges of community work in a developing country like the Dominican Republic.

thoughts from abroad

I first came to the Dominican Republic a decade ago as a CIEE student with general aspirations to learn and adapt to a new culture, become proficient in a target language, and learn how I could be part of social change. My experience as a student not only prompted me to reflect on my attitude and perspectives on a variety of issues, but it also changed and influenced my academic, professional, and life goals. For the past eight years, I have been involved in service work, project development, and social activism in the Dominican Republic. These field-based opportunities have allowed me to understand firsthand the many challenges in international development, as well as successes.

In this program, students are exposed to different Dominican realities in both the urban and rural setting. It is my hope that through coursework, service, and full immersion into Dominican life and culture, students will learn to be responsible citizens, effective leaders with the ability to address and understand the social issues in their community, and problem solvers who find viable ways to solve important issues within their communities.

— Elaine Acacio, Resident Director

About the Resident Director

Elaine Acacio has been with CIEE since 2001 and is a former student of the CIEE Study Center at Pontificia Universidad Católica Madre y Maestra in Santiago. She graduated from the University of Washington with a B.A. in English and earned an M.B.A. in International Business from the University of Phoenix. Her ongoing academic interests include target language acquisition, international education, and community development. Elaine has consulted for various organizations in the Dominican Republic in the areas of education, small business development, and human services.

About Other CIEE Staff

Marcos Polo, Resident Coordinator, is a graduate of PUCMM and has worked in student services for over six years. He has coordinated and co-led various co-curricular and service projects in rural areas with Peace Corps volunteers and other community organizations. Marcos brings a depth of experience on issues of adaptation, culture shock, and language acquisition. He also assists the Resident Director on student affairs and planning of co-curricular activities throughout the semester.

Dorka Tejada, Program Assistant, earned her technical degree in agronomy in Loyola, Dajabón, Dominican Republic and is currently studying hotel administration and tourism at the Universidad Técnica de Santiago. Bilingual in Spanish and English, Dorka has worked in administration for three years.

about santiago

Santiago de los Caballeros, the second largest city in the Dominican Republic, is surrounded by mountains in the lush valley of the Cibao region. Places of historical, cultural, and ecological interest are nearby, and it is just a little over an hour's drive to the Atlantic Coast. Known as *La Ciudad Corazón* (City of the Heart), Santiago is the commercial and cultural center of the fertile Cibao Valley region, housing over 100 industrial free trade zone factories, the León Jimenez cultural center, and the commercial street of Calle del Sol. Although it is a growing city with a population exceeding 800,000, Santiago retains many features of a small town.

academics

Academic Program

Since 1947, CIEE has engaged in fulfilling its mission "to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world." The Service-Learning program serves this mission by providing a framework for students to fulfill their educational and personal goals, while bridging relationships in the communities in which their learning takes place. In this sense, service-learning takes theory to practice to meet the challenges of social problems and close the circle on an experiential learning cycle, while providing benefits to all those who are involved with the program.

The American Association for Higher Education (AAHE) defines service-learning as, "A method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience."

This program is built upon the four core principles of service-learning, and each component of the program addresses one or more of the principles:

- 1) Engagement
- 2) Reflection
- 3) Reciprocity
- 4) Public Dissemination

Academic Culture

Like all universities in the Dominican Republic, PUCMM has limited resources compared to most U.S. colleges and universities, but it is a premier private Dominican university. The design and nature of the Service-Learning program requires methodology that is more interactive, field-based, and reflective in theory compared to normal course pedagogies. Students are required to draw upon learned and new knowledge and reflect on these experiences through the analytic scope of research and observation methods drawn upon from the core course.

The language coursework is framed on the foundations of Spanish grammar. However, it focuses heavily on expanding everyday vocabulary and communication skills with regard to issues in community development and service work, with the ultimate goal of helping improve students' communication skills and understanding of the community in which they work.

The remaining courses, including the Independent Research and Capstone project, draw on the expertise of the CIEE Resident Director and faculty from the Department of Applied Linguistics at PUCMM. The service component is coordinated through various non-profit and non-governmental organizations in the Santiago area.

Nature of Classes

Students take all courses with other CIEE students in the Service-Learning program only. The Independent Research and Capstone Project is completed individually in consultation with the CIEE Resident Director and a Service-Learning committee. Though students should not expect to take classes with Dominican students, the majority of language and cultural immersion occurs within homestays and where the service work occurs.

CIEE Community Language Commitment

Students take part in the CIEE Community Language Commitment by speaking Spanish at all times (except in emergencies). This fosters a learning community that contributes to both Spanish language proficiency and understanding of Dominican society.

Grading System

Students are normally graded on any combination of the following: quizzes, exams, papers, student presentations, and class participation, much as in the United States. Letter grades of A, B, C, D, and F are given without pluses or minuses. Attendance is mandatory and incompletes are not accepted. Grades are given on a 10-point scale and are converted to the U.S. grading scale.

where you'll study

CIEE students participating in the Service-Learning program take courses at the Pontificia Universidad Católica Madre y Maestra (PUCMM). For the service part of the program, students are placed with one of the partner organizations in community-based initiatives. See the host institutions box on the next page.

living

Housing and Meals

Housing and all meals are included in the program fee. Students live in Dominican private homes, and meals are taken at the place of residence. Homestays are within walking distance of PUCMM. Students and their families are asked to speak only Spanish. Living in private homes is considered the best housing arrangement in Santiago because of its practicality (there is no student housing on campus) and its positive contribution to the program's objectives. CIEE works closely with host families to provide students the opportunity for integration into the Dominican community.

Orientation

Upon arrival, a mandatory orientation is conducted in Santiago and lasts for one week with various activities on the PUCMM campus, as well as in and around Santiago. It features discussions about the culture, history, and practices that are particular to the Dominican Republic, as well as safety precautions and other practical information. Students also meet and interact with Dominican support students. In addition, students take a Spanish language placement test. Ongoing support is provided on an individual and group basis throughout the program.

Internet

Students obtain a free PUCMM email account upon arrival, and there is a computer lab for students at PUCMM. In addition, students can use the services of the computer/telephone centers near campus and throughout Santiago for a nominal fee. Students are encouraged to bring wireless-enabled laptops since wireless Internet is available across the PUCMM campus.

host institutions

Pontificia Universidad Católica Madre y Maestra

Pontificia Universidad Católica Madre y Maestra (PUCMM) is a private, nonprofit institution of higher education dedicated to superior teaching. Founded in 1962, PUCMM has been ranked by the Inter-American Development Bank as the best academic institution of higher learning in the Dominican Republic. It has four academic divisions: social sciences and administration, science and humanities, engineering, and health sciences. With a population of approximately 10,000 students, PUCMM offers the academic resources, support services, and physical facilities of a superior-level Latin American educational institution.

Service Work Sites

For the service part of the program, students work within Acción Callejera, Centro de Atención Primaria Juan XXIII, Emprende, Fundación Cuidado Infantil Dominicano (FCID), Fundación SSM, Niños Con Viva Esperanza, and Oné Respe.

Acción Callejera—Fundación Educativa Acción Callejera is a non-profit educational and outreach center for street children and *limpia botas* (shoe shiners). During the mornings, there are social and educational activities and in the afternoons, there are community initiatives including a baseball team, a community school, and a mentoring program.

Centro de Atención Primaria Juan XXIII—Juan XXIII is a public hospital specifically for communities in Zona Sur, an economically and socially marginalized area of Santiago. Many graduates from the School of Medicine at PUCMM work as interns in the hospital. Within the Zona Sur, Juan XXIII identifies and trains health supervisors and voluntary health promoters in preventive health education in their communities.

Emprende—Emprende Centro Comunitario de Iniciativas Empresariales provides social and economic development in communities through projects that educate and stimulate the local economy as a result of the creation of micro-businesses, the development of business initiatives, and sustainability.

FCID—FCID is a non-profit health development agency with experience in primary health care education and community-based rehabilitation for special needs children and their families. FCID offers two programs, the Community Health Development Program (CHD) and a youth mentoring program, *los multiplicadores*, which educates young people about HIV/AIDS.

Fundación SSM—Fundación SSM is a nonprofit organization under the auspices of Sisters of the Sorrowful Mother. The mission is faith-based, and it works on various projects in the areas of education, health, and development.

Niños Con Una Esperanza—Niños is a nonprofit organization with the overarching motto that kids have a right to hope, dream, and live. Founded in 2003, the organization works in a marginalized community in Santiago. Many members of the community, including children, work in a nearby garbage site to find recycled items that they can resell. Niños provides a structured alternative for these children to learn and personally develop through arts, sports, and information technology.

Oné Respe—This reflection center serves marginalized Dominican and Haitian communities with ongoing programs in primary education, preventive health, and civic services that provide assistance for undocumented migrant workers and support the promotion of race and gender equality.

service

Students work with marginalized communities on literacy projects, adult certification programs, and children's programs in art, dance, and music. In addition, opportunities are available to contribute to projects that stimulate the local economy through the creation of micro-businesses and development of business initiatives and sustainability. Students also work within public health initiatives in local communities and civil engagement projects. No more than two students are placed within the same project and/or institution.

Rural Campo Stay

Midway through the semester, students participate in a weeklong rural stay where they work in a specific area of service—health, education, social work, business, community development, or social justice—to provide a rural counterpoint to the urban service experience. Supplementary benefits of the rural stay are time for reflection and observation of alternative strategies that address similar problems in both the urban and rural areas, the opportunity to fine tune the capstone project through experiential living, community engagement, and learning another aspect of the Dominican reality.

costs

CIEE Fees

Fall 2009: \$10,800

Spring 2010: available 8/15/09

The CIEE fees for 2009–10 include tuition, housing, all meals, optional on-site airport meet and greet, full-time leadership and support, orientation, cultural activities, field trips, weekend and one-day excursions, a weeklong rural stay, host institution identity card, admission fees to host institution events, immersion activities (including language pairs), comprehensive student handbook, pre-departure advising, and a CIEE iNext travel card, which provides insurance and other travel benefits.

Estimated Additional Costs

(Fall 2009)

Transportation	\$ 600
(round-trip based on U.S. East Coast departure)	
Personal Expenses	\$ 1,300
Books and Supplies	\$ 100
Local Transportation	\$ 500
Visa Fee	\$ 50
Total Estimated Additional Costs	\$ 2,550

Check our website for current fees.

eligibility

- Overall GPA 2.75
- Overall GPA 2.75 in Spanish language
- 4 semesters of college-level Spanish or equivalent
- Previous volunteer and/or independent research recommended

duration

Fall

17 weeks: mid-August—early December

Spring

17 weeks: early January—early May

culture

Cultural Activities and Field Trips

The program offers an extensive agenda of educational excursions throughout the country that are designed to allow students to intimately experience Dominican culture and geography outside of the classroom.

Weekend excursions generally include Monte Cristi and Dajabón, an economic development zone on the Haitian-Dominican border in the northwest region where every Friday the border opens up to allow the exchange of trade and commerce; Santo Domingo and Haina, where students visit a batey and see the capital; the Samaná Peninsula to observe the humpback whales that migrate there in the spring; and an ecological trip to the Southwest to visit national parks, such as Lago Enriquillo, Bahía de las Águilas, and El

Hoyo de Pelentito in the fall. Each trip entails a visit to particular sites that collaborate in community development.

In addition, there are several one-day excursions to such sites of cultural and social interest as Jamao del Norte, the Hermanas Mirabal Museum, and an organic coffee cooperative in Salcedo, Esperanza, and La Vega during Carnival season. Many field trips are integrated into academic classes. These may include visits to agricultural and industrial projects, free trade zones, clinics, schools, and various NGOs.

coursework

Program Requirements

All students take all courses on the Service-Learning program. Students have the opportunity to take an optional not-for-credit Creole Language course and a one-credit direct enrollment course elective.

Credit

Total recommended credit for the semester is 16–18 semester/24–27 quarter hours.

Course contact hours are 45 hours and recommended credit is 3 semester/4.5 quarter hours, unless otherwise indicated.

Language of Instruction

Spanish

Faculty

Professors are from the Pontificia Universidad Católica Madre y Maestra or contracted by the Department of Applied Linguistics and the Area of Spanish for Foreigners.

courses

Required CIEE Courses

DEVE 3001 DRSL

Community Partnership: Theory and Engagement

The theoretical portion of this course offers an introduction to different schools of thought regarding leadership in community service. The practical portion of the course provides students the opportunity to work with a community-based organization in an already existing program or project that the community organization offers in areas of health, education, development, business, and community organizing. Combined together, this course offers the students an opportunity to act and reflect about the realities and challenges of community service, as well as to participate alongside the principle social agents in the community. The practicum component of the course places students in urban public institutions and local NGOs in the areas of health, education, development, business, and politics. Contact hours: 15 [class] 90 [service]. Recommended credit: 3 semester/4.5 quarter hours.

DEVE 3003 DRSL/LAST 3002 DRSL

Poverty and Development: Dominican Republic Case Study

Using the Dominican Republic as a case study, this course explores the theories of poverty and underdevelopment due to both national and international factors. The course gives particular focus on the role that international organizations have played, such as the International Monetary Fund (IMF) and the World Bank, but also examines the role of both local and international non-governmental organizations. Contact hours: 45. Recommended credit: 3 semester/4.5 quarter hours.

SOCI 3003 DRSL

Social Research Methods

This course introduces students to methods social scientists use in their research, familiarizing students with both the theoretical foundations of qualitative and quantitative inquiry and the primary methods of data collection and analysis. Particular emphasis is placed on the application of observation techniques, research ethics, field notes, informant interviewing, and secondary data analysis. Students are required to take an online tutorial on human subjects, consent, and the Institutional Review Board process, which is administered by the Collaborative Institutional Training Initiative (CITI). The skills learned in the course provide a foundation from which students interact and collaborate with their community partners. Furthermore, because this course is taught in Spanish, students learn theoretical and methodological terms in Spanish, which facilitates their interactions with community leaders and the production of their final research paper and project for their Capstone Project. Contact hours: 43. Recommended credit: 3 semester/4.5 quarter hours.

Required CIEE Language Courses

SPAN 2002 DRSL

Intermediate Spanish II

This course offers students the theoretical and practical elements necessary to aid in their knowledge and use of the Spanish language in different communicative contexts, especially in the context of community development. It emphasizes developing oral and written skills through lectures, discussions, and debates about themes that are related to the diverse aspects of the Hispanic-American culture, with particular focus on the Dominican Republic. Contact hours: 57. Recommended credit: 4 semester/6 quarter hours.

SPAN 3001 DRSL

Advanced Spanish II

This course offers students the necessary tools to develop their capacity in communication by reinforcing acquired knowledge with more complex themes in Spanish grammar. Lectures include discussion on themes of development, cross-cultural interaction, and communication in the Dominican Republic, Latin American, and the Caribbean, with the purpose of practicing comprehension through oral and written work and expanding contextual vocabulary. Contact hours: 43. Recommended credit: 3 semester/4.5 quarter hours.

Required CIEE Capstone Project

INDE 3004 DRSL

Independent Research and Capstone Project

The Independent Research and Capstone Project is designed to challenge students to bridge and to draw upon the knowledge they have obtained through coursework and practical experiences as community advocates in a relevant action-based project. While the Community Partnership places students in existing community-based initiatives for a meaningful service experience, this course requires students to develop, in coordination with the community, a new project or a new extension of an existing project that complements the student's service practicum. The Independent Research and Capstone Project requires students to de-



(courses continued from previous page)

velop an investigation and project based upon a demonstrated community-identified need. Students design and complete a full project proposal and complete the project by the end of the semester. The goals of this course are two-fold: to demonstrate and apply what has been learned throughout the program; and to reflect on the learning and to collaborate with the organization in which the student's service was performed. In this way, the project becomes symbolic of the benefits for the constituents, including the student, the program, the service organization, and ultimately the communities. The community diagnostic, data collection, and the final product itself is fully integrated into the service experience. CIEE is committed to ensuring that the final product itself would be left as a legacy and/or resource to our community partners, which will help foster a collaborative project history. All work completed in this course fulfills the service-learning core principles of engagement, reflection, reciprocity, and public dissemination. Contact hours: 30 (class). 120 (service). Recommended credit: 4 semester/6 quarter hours.

Course Goals

- Students complete a final research paper using appropriate methodology learned in the Social Research Methods course to further investigate a particular issue relevant to the community and to provide context for why the complementary student project was developed.
- Students design and implement a product-based project that meets the community's identified needs and is both tangible and sustainable.
- Students disseminate knowledge and skills generated within the context of the program by way of written report(s) and/or product(s) shared with the community organizations.
- Students actively engage other students in the experiential learning process.
- Students read and critique a wide range of articles and essays written about the motives, values, and outcomes of service-learning and about theories of community development and mobilization.

Sample Project Themes

- Effective Strategies for NGO Fundraising in Santiago
- SWOT Analysis of Micro-Businesses supported by EMPRENDE
- Measuring the Effects of Adult Literacy Projects with Self-Esteem and Lifestyle
- Training Tomorrow's Future: A Peer-Volunteer Workshop for Youth Advocacy
- Perspectives: Responsibility and Fault in Preventive Health and Sanitation
- A Comparative Study of the Educational Pedagogies in Rural and Urban Schools

PUCMM One-Credit Courses

With the exception of Creole, which is non-credit, the following courses are open to all CIEE students and worth one credit each.

Arts: Artistic Drawing, Drama, Guitar, Oratory, Photography, Sculpture, Silk-Screening, Stage Scenery Design

Creole: This course teaches beginner learners the phonology, basic grammar, and vocabulary of Haitian Creole using culture, history, and current social issues as contexts for language learning.

Dominican Dance and Folklore: Dominican folklore is introduced through regional dances and musical instruments. Students learn to dance traditional merengue, bachata, and salsa.

Physical Education: Baseball, Basketball, Gymnastics, Judo, Karate, Soccer, Swimming, Table Tennis, Tennis, Track, Volleyball

a student's story

The Service-Learning program in Santiago challenged my thoughts, my set view of life, and ultimately my person as a whole.

The program plunged me into the incredibly rich and vibrant culture of the Dominican people, exposing me to something far different from my norm. My daily life consisted of classes in the mornings. In the afternoons, I would go home and enjoy a Dominican style lunch, then it was off to my community. On average, I spent about four days a week in the neighborhood of "La Mosca" in Cien Fuegos, a marginalized community next to the main garbage dump site in Santiago, Vertedero Rafey. I was contributing as the sports director in the after school program, Niños Con Una Esperanza (Children With Hope). Niños offers a variety of after school activities, such as help with homework, fine arts, and sports. It was initiated to give children an alternative incentive for formal after school activities, as opposed to working at the garbage site as *buzos* (scavengers) for trash that can be recycled and re-sold. Sadly, working there was an obligation thrust upon many children and imposed health and work hazards, some leading to fatalities. The classes I took as a Service-Learning student allowed me to work hand-in-hand with the community. What we learned about in class was directly relevant to the afternoons spent working with our respective organizations in the community, and vice versa. As a result, both the theories learned in the classroom and practical experience outside of it worked in unison as impactful, yet challenging learning lessons about the realities of urban life in Santiago, and development as a whole.

One of the most important lessons I learned was that in order to understand the people and the world around you, you must first understand the culture in which you are surrounded. This was facilitated by the CIEE staff and the once-in-a-lifetime educational excursions around the country that provided us more diverse experiences of Dominican life. The excursions also gave us an opportunity to connect with the people and various local organizations that took the time to share how they were responding to particular social issues. My time in this program taught me a new level of humility that I had not previously known existed. I got to experience the electricity of the Dominican culture and the richness of its past, but most of all, through experience and action, I got to learn about my fellow man on the most human and grassroots level.

— Neil O'Loughlin, University of Illinois at Chicago

