Office of International Programs  
Faculty International Program Development Grants  
Report Template

Please complete this form after you return from travel and email to oip@mail.sdsu.edu.

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Proposal title: Creating International Experiences Embedded in Relevant Courses in two Departments within the College of Education.  
Country/ies visited: Mexico  
Institution visited: CETYS  
Dates of travel: April 27, 2011, June 16-June 19, 2011  
Number of student participants: 0  
Previous IP proposals submitted and grants awarded  
(List titles, countries and dates):  
Have all required reports been submitted? yes  
Other funding for this activity available/applied for: none

Proposal Abstract (75 word maximum): COE students will have the opportunity to participate in practicum and observation experiences in a variety of community settings in Mexicali, Mexico. These community settings will provide students with practical
Travel report:

I. Opening/overview of intentions/activity: The goals of these trips are to develop relationships and explore possibilities for place bound placements, international experience for the students in the College of Education. Through this trip we hope to find possible experiences for our students to engage in alongside the students of CETYS.

II. In preparation for the trip abroad
   Collaboration with CETYS university faculty:

   Cecilia Contreras, Coordinator of Social Services Mexicali
   Dean Alberto Garate: Dean of College of Social Science and Humanities

III. Upon arrival/specific activity
   Cecilia Contreras, coordinator of social service projects was the main contact at CETYS during our stay. She organized student led presentations about several community projects they had completed within Mexicali that are possibilities for COE students to participate in. After the presentations Cecilia took Dr. Regina Brandon and me into the communities to see what had been done. We visited Alcance Victoria an orphanage located close to CETYS. A religious group funds the orphanage where a set of “parents” is assigned to take care of several children. At the time of our visit there were about fifteen children living in this three-bedroom house. The CETYS students had done extensive work on this orphanage, building two functional bathrooms, adding walls, installing an air conditioning unit, and cleaning up and maintaining the yard for the children to have an area to play.
   Our next stop was TMONA, an organization to help children with cancer and their families. A mother who lost her son to cancer and wanted to create a space for families to have comfort and support during their battle started this facility. TMONA runs on donations from businesses and help from students of CETYS. Each Saturday the students would come to the TMONA facility and give art classes or help the children with computer skills, and ask the community for donations.
We also visited another orphanage, Manantial de Vida. This orphanage was run similarly to the previous site mentioned. There were approximately thirty children living there in a large three-bedroom home. The girls had one room and the boys another. Most of the children were placed there because their parents are drug addicts and cannot take care of them. The students did not go to this orphanage, rather CETYS came to pick up the children and bring them to CETYS so that the students could play sport activities with them, teach them computer skills, help with school work. The CETYS students were also in charge of finding donations for this facility, including about twenty computers for the children.

On our last day we visited a small church located near the university where CETYS law students conduct their civil service by giving legal advice to the poor who live in the community.

Our last stop was a brick laying community that is located about twenty-five minutes away from the center of town and consists of eleven families whose livelihood is to make bricks. They do not have running water or electricity or cars. There is a small school with one teacher who teaches all of the children. The bricklayers have been receiving help from the CETYS students throughout the past two years from food, construction of small homes, to legal advice. They are currently in a dispute over their land and may have to vacate their homes.

Conclusion, recommendation, and next step?
CETYS is valuable to SDSU because their students are required by law to complete 500 hours of community service in order to receive their degree. This is a federal law. CETYS has a coordinator, Cecilia Contreras who is in charge of ensuring that all students complete this requirement. Professor Contreras scans the community to ascertain what the needs are and then explains those need to her students, her students then decide which community or project they would like to work on to complete their requirement. We would like our students from the College of Education to get involved in some of these projects in order to complete their international experience requirement.

This project is sustainable because of the easy driving access and close proximity to San Diego. The students of CETYS may also be interested in attending SDSU because they must complete an international experience as part of their degree requirement.

This exchange program will increase participation in international learning environments because of the close proximity, affordability, and types of activities and projects that are available. Students that cannot afford to leave San Diego for long periods of time because of financial restraints or
family obligations will benefit most from this exchange. Students will be required to work on a project alongside the CETYS students for the duration of their stay in Mexicali. My role will be to inform students of the types of activities and projects that are available and to continue a relationship with my current contacts at CETYS.

V. Additional Information