Global Reach, Local Impact

IN THIS ISSUE:

Es El Momento
Improving academic achievement for Latino families

Border Crossing at its Best
Opening doors to English language education

Trading Places
Bringing a global perspective to local classrooms

SACRAMENTO STATE ALUMNA JAMIE FERRANDO RETURNS TO THE CLASSROOM AS AN ELI INSTRUCTOR AFTER GRADUATING WITH A TESOL MASTER'S DEGREE.
MESSAGE FROM THE DEAN

The global theme that runs through this issue of ACCESS Magazine has a special place in my heart.

Since I grew up in Belgium and am a first generation college graduate, these stories of academic achievement, international experiences and host families truly resonate. While I have lived in the United States for 35 years, I still remember my days as an international student in a new country. I didn’t learn about American culture from a book, I lived it — as a student at one of California’s public universities and as part of the host family where I rented a room.

The stories in this issue emphasize the unique experiences of English language learners and their teachers, local host families, CCE students and alumni. These international students come to learn, but at the same time they have something to teach: they help create opportunities for Sacramento State students, faculty and staff as well as our local community to expand their worldview. CCE is honored to support the university in creating a more international campus by providing both regional and global innovative learning opportunities.

At Sacramento State, individuals of any age and from anywhere in the world truly can redefine the possible.

Guido Krickx
Dean, College of Continuing Education
Contents

4 Es El Momento
Feria de Educación aims to improve academic achievement for Latino families.

7 Farmer’s Daughter: Yuliana Mendez

8 Border Crashing at its Best
American Language and Culture program gives foreign students a taste of local life and language.

11 From Student to Teacher: Jamie Ferrando

14 Home Sweet Home… Away From Home: Frances and Joan Caron

16 Trading Places
International teaching exchange builds English proficiency and global perspective.

19 Problems Solved
Business Analyst program delivers problem-solving skills for the 21st century.

Vision
To transform lives by providing innovative learning opportunities regionally and globally.

Mission
Sacramento State’s College of Continuing Education complements the mission of the university by providing access to high quality, affordable educational programming and services that meet the needs of individual students, academic institutions, working professionals, and employer organizations.
Feria de Educación aims to improve academic achievement for Latino families.

Written by Asha Jennings

Children laughing as they dressed up like doctors, firefighters and engineers. Local celebrities and elected officials reading to eager listeners. Free books, festive music, great food and workshops that covered financial aid, college preparation, campus tours and family academic engagement. That’s what participants found when they flooded the Sacramento State campus for Sacramento’s first Feria de Educación (education fair) on August 24, 2013.

Building on the immense success of previous Latino-focused education fairs hosted by California State University, Dominguez Hills, which attract upwards of 35,000 students and their families, officials gained support from Chancellor Timothy White within the California State University system to expand the event to Northern California. A partnership between Sacramento State, Univision 19 and Assemblymember Roger Dickinson’s office brought that vision to life.

“We have a large and growing Latino population in the Sacramento region so hopefully this is a way to attract them to the Sacramento State campus,” explains Assemblymember Dickinson, whose district includes the university. “From the moment we talked about this event it wasn’t a question of, ‘Should we do this?’ Everybody said ‘Let’s figure out how to do this’.”
Filling the Gap

Projections indicate that California is facing a shortfall of 1 million college graduates. “We need to fill that gap,” says Sacramento State President Alexander Gonzalez. With Latinos expected to make up 48% of California’s population by 2060, Latino access to education is critical to California’s economic future. “Our big goal is to cultivate and build a culture of college readiness in every community we serve,” explains President Gonzalez. “We can help by providing basic information about what it takes to get into Sacramento State or another CSU.”

Event organizers aim to improve academic achievement among K-12 students as well as increase rates of high school graduation, college readiness, college completion and parental engagement.

Although the event featured a wealth of information about educational achievement with financial aid seminars, information on college preparation, tours of the Sacramento State campus and representatives from other colleges, it was so much more than a traditional college fair. Organizers sought to educate parents about how to navigate the California education system and help their children succeed in school.

Engaging the Entire Family

“It is not a lack of desire, but rather a lack of information,” says Dr. Viridiana Díaz, director of the College Assistance Migrant Program (CAMP) at Sacramento State. “Parents want a better future for their children but understanding the educational system in our state can be very challenging. The educational system in California is significantly different than in many Latin American countries, in particular as students reach high school and college. This event had a single goal in mind — to bridge the cultural gap between Spanish-speaking parents and California’s education system.”

To engage the entire family in each child’s academic success, the event offered activities and information for students of all ages as well as their parents. “We wanted the event to be fun, exciting and intellectually stimulating. And along the way parents and children could pick up information on how to get into college,” says President Gonzalez. “It’s never too early for families to start preparing for higher education.”

In the visualization booth, participants had a chance to see themselves in different occupations by dressing up in career-oriented uniforms or by peering through canvases hand-painted by Sacramento State CAMP student Erika Perez. “When children are able to visualize, and even feel what it may be like to be a professional, it generates a motivation to take steps to attain that life,” says Diaz. “I think that was a very impactful and purposeful activity for students and their families.”

Organizers were also excited to see children huddled up in the Reading Garden sponsored by Univision 19. To promote the importance of family reading, “a lot of our on-air talent and some elected officials read aloud,” says Steven R. Stuck, vice president and
general manager of Univision 19. “The idea is to set the example for parents that they need to engage in these activities with their children.” The Consulate General of Mexico in Sacramento filled the Reading Garden with Spanish and English picture books and textbooks and attendees were invited to snag a free book to encourage reading at home.

Creating a Comfort Zone

Gladys Martinez-Glaude, a program manager with the College of Continuing Education’s Conference and Training Services Unit, worked on the logistics to make the user experience as easy and comfortable as possible. “My mom didn’t know any of this,” says Martinez-Glaude in reference to her own college experience. “She didn’t know the paperwork, the applications. It wasn’t done as a family. It’s not easy when you don’t speak the language. It can be very intimidating.”

To welcome attendees unfamiliar with, and perhaps uncomfortable in, a university setting Martinez-Glaude and other committee members focused on the community’s background and specific needs.

“I thought about how to handle long lines so we wouldn’t have people waiting. What size rooms we should use to give participants the best one-on-one conversations and access to the speaker after each workshop. How to incorporate signs to let people know just how many activities are going on in the University Union. This matters when we’re trying to get people involved and empower them,” explains Martinez-Glaude. “If this event gets one kid in college, out of the 6,500 people who attended, that will be a win for me.”

It will also be a win for many local families and the future of California.

“The seed needs to be planted in the student, and in their families, early on,” says Diaz. “There are steps that will either put the student on track to college or not. After attending these workshops we saw participants walk away with valuable information on how to better prepare for college, apply for financial aid and scholarships, explore career options, and engage their parents in the college process.”

“We want everyone to know that the dream of a college degree is within reach,” says President Gonzalez, “and that we are here to help them achieve this dream. It all begins with getting a good education.”
Recruited by Upward Bound in her freshman year of high school, Mendez spent every summer at Yuba College taking classes, living in the dorms, and participating in workshops that gave her family the belief that college was a viable option. “I went to high school in a town where girls were getting pregnant at 16, students were doing drugs at lunch, or getting killed by gang violence and drug-related accidents,” says Mendez. “Spending my summers meeting teenagers from various high schools with different backgrounds and taking classes with adult college students, it changed me. It changed my outlook and steered me in a different direction.”

With Upward Bound staff guiding her through the application and financial aid process, Mendez started classes at Sacramento State in 2003 where she was accepted to CAMP, a program that helps students from migrant and seasonal farmworker backgrounds succeed at the college level. Mendez considered CAMP to be her surrogate family while in college. “You’re only officially part of CAMP for your first college year, but it was my family away from home for all four years,” she says. “Once you’re part of that family, you’re always welcome in the CAMP offices.”

“Neither of my parents had education beyond middle school, and that was in Mexico, but they brought us here to have more opportunities,” says Mendez. “And they always instilled in us that we needed to do well in school and succeed.”

The thought of other students having that support is why Mendez is excited about events like Feria de Educación. “I don’t think people realize how unexposed these families are to college,” she explains. “It seems so simple, but if you don’t have the experience of having been a college student, or knowing a college student, you may not be familiar with the process.”

It’s also as simple as having someone explain to parents how important it is for Latino youth to go to college. “When students have support from their parents, it changes the outcome,” Mendez says. “Having that support, financially, emotionally, it makes all the difference.”

As her work proves on a daily basis, that difference can be significant. “At the state level, Latinos are projected to become the majority population in the near future and if their level of educational attainment doesn’t keep up with the pace of population growth, California’s preeminence will start to fall,” says Mendez. “It’s also important to find qualified Latino candidates to adequately represent us at the state level where decisions are made,” she says. “They should be part of the conversations and at the negotiating table when decisions about the future of California are made. It’s disappointing that we still have many boards and commissions without any Latino representation.

It’s getting better, but we’ve got a long way to go.”
Border Crashing at its Best

American Language and Culture program gives foreign students a taste of local life and language.

They are eager, they are incredibly bright and they are an integral part of the future International Programs at Sacramento State. College-age student groups from far and wide come several times each year to sample life, language and culture as part of the American Language and Culture program (ALC).

Visiting on temporary visas for up to four weeks, ALC participants fill spare bedrooms of gracious host family homes, occupy classroom seats at Sacramento State, attend sporting events, shop, travel, learn conversational English, visit local businesses and return home with a new appreciation of American life. Now in ramp-up mode to reach an even broader audience, ALC is already receiving rave reviews, positioning itself as a popular option for students looking to dip their toes in Americana and add a global life experience to their résumés and their cyber-photo albums.

“We are thrilled to offer this program,” says Guido Krickx, dean of the College of Continuing Education (CCE), who sees it as a first taste for students searching for goals in using their English language studies or who consider it an asset for future job prospects. “Whatever their reason for attending, we love offering them the depth and breadth of the American experience,” he adds.

The first ALC program was offered to a single student from South Korea’s Dongeui Technical Institute in 2001. Since then more than 50 student groups representing China, Japan, México, Russia, South Korea and Taiwan have participated in the program.
Creativity and Customization

ALC’s growing popularity is due in part to CCE’s ability to customize the experience. Depending on student needs or sponsor/partner university requirements, programs can be as short as a week or as long as a month and focus on specifically tailored activities. An ALC program for a group of students studying health care might expose them to the American health care system including visits to local hospitals, medical schools or doctor’s offices as well as Sacramento State classes with a health care emphasis.

“CCE provides the students with a comfortable learning environment to practice their English skills inside and outside the classroom through cultural activities, field trips and daily ESL classes. Most of what they learn is not taught in traditional English language books. It’s a classroom without borders.”

MEGAN KESNER

Along the way, students hear, speak and learn conversational English, and gain exposure to the vocabulary of their chosen field. “CCE provides the students with a comfortable learning environment to practice their English skills inside and outside the classroom through cultural activities, field trips and daily ESL classes,” says International Programs Coordinator Meagan Kesner. “Most of what they learn is not taught in traditional English language books. It’s a classroom without borders.”

But no language program, short or long, is valuable unless you can measure its success. “All ALC students take placement exams at the beginning and end of the program,” explains Kesner. “In each case students’ scores have improved with some moving up one or two levels from intermediate to advanced proficiency.”

There are some things, however, that cannot be measured including new perspectives and priceless memories. In addition to the hours that ALC students spend studying oral grammar, reading and writing, and pronunciation and conversation, it is often the side trips and activities that students value and remember most. Students count shopping at the factory outlets in Vacaville and Folsom, sightseeing in San Francisco and attending a Sacramento Kings game among their favorite activities. The Kings have invited ALC groups onto the court before games, where they take pictures, watch practice and sometimes get autographs.

Making it Meaningful

A graduate of Sacramento State’s TESOL (Teaching English to Speakers of Other Languages) program, CCE’s International Programs Director Paulo Pinto was at first unaware of CCE’s language programs. “I didn’t know about these programs when I was pursuing my master’s degree here,” explains Pinto. After Sacramento State hired him to teach English Language Institute (ELI)
courses, he also taught for some of the early ALC courses. “During that time, the ALC program curriculum was more laid back and not so clearly defined, which meant there was no way to measure quality. I decided to apply for [the director] position because I wanted to see real change and structure take place to define ALC as a more academically-oriented program. I wanted to make the courses culturally relevant and instill in the students a sense of curiosity as to what Sac State has to offer beyond ALC.”

Despite some of the challenges in making significant changes to CCE’s International Programs, Pinto is excited about its new direction. “ELI has always been the flagship program, while the ALC and IPTD (International Professional Training and Development) programs were less recognized,” says Pinto. “That is beginning to change.”

“ALC has become an important element because we see it as a bridge to both ELI and IPTD,” he explains. “The cultural component and customization possibilities are key to its popularity. Kinesthetic and sensory experiences are important elements of language immersion, so when participants come to see and understand the American versions of the industries they are pursuing, it makes them feel as if they can come back and study more to gain a broader, more global knowledge of that industry.”

The ALC program coordinators constantly look for ways for foreign students to learn from one another as well. “We now look to our ELI students to join in and mentor the ALC students as well as befriend them,” says Pinto. “This gives the ALC students an opportunity to explore the possibility of returning as ELI students and staying longer if they have the inclination, and possibly set their sights on enrolling at Sacramento State.”

That’s exactly what happened for Natsumi Takano from University of Shizuoka in Japan who participated in a 2012 ALC program and befriended a number of ELI students. Those encounters piqued her interest to learn more. “I was envious of them,” says Takano who plans to be an interpreter for a large Japanese import/export firm. “Their English was so much better than mine and they seemed to enjoy their studies.” When Takano returned to Japan she petitioned her parents to send her back and returned to Sacramento State as an ELI student in 2013.

Conversations that Lead to Confidence

Professor Mi-Suk Seo, a Sacramento State TESOL coordinator points to job opportunities as a significant
Jamie Ferrando
From Student to Teacher

JAMIE FERRANDO KNOWS FIRST-HAND THE CHALLENGES of intercultural communication. “When I met my husband, I didn’t speak Spanish and he didn’t speak English,” she says. “After we got married he wanted to go to México. I always wanted to be a teacher but I decided to go straight for my master’s instead of a teaching credential so that wherever we ended up, I could use it.”

While completing her master’s degree in TESOL (Teaching English to Speakers of Other Languages), Sacramento State hired Ferrando to teach for an American Language and Culture (ALC) group from Dong-guk University in South Korea. “I was a little nervous because it was a three-hour class and I had never taught a homogenous (all one language) group,” she explains. “They were great students and they really wanted to learn about culture.”

Through her ALC work, Ferrando saw firsthand how other cultures view Americans. From their notion that Sacramento was unsafe after dark leaving them hunkered down indoors after sunset, to their surprise that local Sacramento State students didn’t want to be photographed, she had a chance to dive deep into cultural differences and customs.

It wasn’t always smooth sailing. “All along I sort of felt that they didn’t like me. They were supposed to put together a presentation for the end of the class and no one wanted to practice. I figured they were burned out on the program, burned out on America,” Ferrando explains. “Then they did this giant show and included me in every single skit. They made me a cake, a thank you card, a huge slide show! We all cried and no one wanted to go home. Now we talk weekly on KakaoTalk [a text messaging app]. It was so gratifying and I would teach ALC again in a heartbeat,” she says. “This group really changed my approach to teaching.”

Ferrando admits working with the ALC students was a professional stretch compared to her experience teaching more traditional courses. “Through this experience I learned to be flexible and go with the flow,” she says. “The group had students with many different ability levels so I had to get creative. Much of that was thinking on the spot. Teaching with the ALC program taught me how to be less rigid in the other courses I teach.”

That’s good news for the students enrolled in Sacramento State’s English Language Institute (ELI) where Ferrando is now a regular instructor teaching reading and vocabulary, and presentation and pronunciation.

“I absolutely love working with ELI,” says Ferrando. “Sac State is a great place to work. I really like the support that instructors get and there are many opportunities for professional growth. Throughout my graduate program, I was hoping to land a job on campus and I was really lucky to get this one with ELI. This program provides support for students and really strives to meet the needs of both students and the instructors.”
“Our goal is to serve a large number of fields of interest with programs that are already developed to offer these visitors the ultimate experience in language and culture for the short time they are here.”

PAULO PINTO

motivator for learning conversational English. “Many students who score well on English tests because they learned English as a subject in school realize that all those years of study don’t automatically result in their speaking English fluently — or at least at levels they can use for their careers,” she explains. “Programs like ALC and ELI are more immediate experiences for them, offering them an introduction to everyday conversational English as well as a way to feel more comfortable when conversing in it.”

While many ALC participants learned English as a school subject in their home countries and have developed good reading, comprehension, grammar and spelling habits, most have little conversational experience. To encourage conversation, ALC instructors emphasize frequency over accuracy. “We want students to feel they can speak up even if they aren’t yet fluent,” says Pinto. “Pronunciation is important to increasing their confidence, but making mistakes is a vital part of the learning process as well.”

Sometimes the students make clear where their interests lie. “I was given a curriculum book to teach from, but the students didn’t always want to study language in the customary way,” says Jamie Ferrando, a Sacramento State TESOL program graduate who now teaches for CCE’s International Programs. “They wanted to know slang, understand the significance of our holidays and throw around some bad words and interesting expressions they’d heard,” she laughs. “Their favorite day of the week was when they reviewed their ‘listening journals’ where they documented words they were curious about. They wanted to know when certain words and expressions were used and when they were inappropriate. Some of our best conversations came out of those listening journals.”

Language professors from Sacramento State are known to jump into the mix as well. Associate Professor of Japanese Kazue Masuyama heads up the campus’ Japan Club and often invites students from both the ALC and ELI to join in. “Japan Club is one of the most active organizations for CCE [foreign] students,” says Dr. Masuyama. “American students can come to one place and interact with the wealth of foreign students who attend. It’s about creating opportunities for them to connect — making friends, serving as interpreters for one another and doing fun things like playing pool, going on scavenger hunts and ‘speed dating’ to meet as many students as possible. I also want my American students to meet foreign students to give them a motivation to visit or live in a foreign country.”

Building on Success

Pinto still sees opportunity for growth in the ALC program. “We want to be able to offer multiple, tailored programs for different experiences, available for different major courses of study. Our goal is to serve a large number of fields of interest with programs that are already developed to offer these visitors the ultimate experience in language and culture for the short time they are here,” he explains. “We also want to open the eyes of local businesses — like Intel, HP and Kikkoman — to having different cultural groups come through their facilities. Events that offer interaction such
as site visits, lectures and time for Q & A at these companies can be pure gold to both the ALC participants and the businesses themselves."

From a development standpoint, Pinto also hopes to send instructors and program coordinators to the participating partner universities or companies to test students and assess needs so that ALC leaders can do more program development before a group’s arrival. “This would be so valuable because if we wait to test them here, it’s nearly too late to pull together a customized program,” explains Pinto. “This would help us prepare better.”

Pinto also sees a need to develop groups with different enrollment options. All ALC groups to date have been cohorts, in which all group members come from the same institution and speak the same native language. This creates challenges for totally immersing students in English as they tend to default to their native tongue when not speaking directly to an instructor. To increase immersion, as well as to satisfy the needs of smaller groups from a more diverse list of countries, CCE plans to offer open enrollment groups by winter 2014 where students from all over the world are gathered in one classroom, each with the same goal — to become conversational in English. ❖

To learn more about CCE’s American Language and Culture Program, please contact the International Programs staff at eli@csus.edu.
Welcoming complete strangers from foreign countries into one’s home might be a stretch for many. But for the families who host international students, it is a labor of love.

ACCESS Magazine met with seasoned homestay couple Joan and Frances Caron, as well as Nhut Chiem and Sarah Kim of International Student Support and Education Services (ISSES), one of several homestay organizations that finds, mentors and works with host families, to find out why they love what they do.

ACCESS (to the Carons): How long have you served as a host family for international students attending Sacramento State and why did you get started?
Frances: We have been hosting foreign students for more than 25 years. We started when our [four] kids were in high school. We wanted to expose them to people from other countries. When our children went away to college, we began taking on more foreign students. Our first was a girl from Iran studying for her master’s degree at Sac State.

ACCESS: What countries are represented in your guest book and how long do the students usually stay?
Frances: It varies. The ALC participants stay two weeks to a month. One student stayed more than two years. So far we’ve hosted students from Iran, Germany, Japan, South Korea, Saudi Arabia, the United [Arab] Emirates, China and Turkey. With homestay companies like ISSES, we have a steady stream of foreign students.

ACCESS: Do you have any interesting stories to tell us about your experiences?
Joan: One stands out that makes me chuckle every time I tell it. An Iranian girl we hosted had done some food shopping in San Francisco for her ethnic dishes. One day she pleaded with me to come and look at her room. She said she had something to show me on her ceiling. I thought something must have been lost in translation,
so I didn’t make it a huge priority. She persisted and a few days later, I opened her bedroom door. From one corner to the other, there were worms dancing across the ceiling — 500 of them at least! The berries she had bought evidently contained larva that hatched. We sprayed them, cleaned up and did a lot of laughing along the way. A member of this student’s family actually got married in our house later on and we still see her at holiday time.

ACCESS: Is it common to remain close to your foreign visitors after they leave?
Frances: Oh yes. We still hear from some of our students from Germany, Saudi Arabia and South Korea. With others, the communication continues for a while and then drops off, which always makes us a little sad.

ACCESS: Are there any cultural details you feel compelled to address as a host family?
Joan: The first thing we do is restrain our dog because some cultures are not used to animals in the house. Sometimes it’s just for a little while and they eventually become attached. Others never do, and we understand this.

ACCESS: What type of language challenges have you experienced?
Joan: Most of the ALC students speak English fairly well and are not difficult to understand. Communication is always more fun when it surrounds a special activity, though. For the South Korean New Year, the entire ALC group of South Korean students came to our house and prepared a feast. We were ushered to the table and they presented us with plates of food to sample. First they watched us and then they took photos. You just don’t forget stuff like that.

ACCESS (to ISSES representatives): How do you prepare ALC host families to receive foreign students?
Sarah: We take just as much care with ALC shorter-term placements as we do for the longer-term students. We screen students on multiple levels — personalities, allergies, family background — and then we try to match them with host families on compatibility levels. The more they have in common with the students, the better chance there will be for interaction.

ACCESS: Can you tell us how you approach the care and safety of the students you place with your host families?
Nhut: We offer 24/7 support to our students, whether they are stuck somewhere after buses stop running or need help handling a miscommunication with their hosts. We operate under the assumption that foreign families and institutions are sending us their most precious cargo and we take our role very seriously.

ACCESS: What do you look for when identifying the families and homes these students call their own for a while?
Nhut: Aside from host family homes’ proximity to public transit, we have to sense that the potential host is nurturing and enjoys interaction with foreign students. The Carons are a stellar example of people who thrive on the diversity and experiences they can have with the students in their charge.

Although I’ve traveled to more than 20 countries as a business and communications major in college, as well as with my own family, I’ve discovered above all that students need interactions with Americans and experiences with American families. I also see what we do as a way to help the local community develop a more globally diverse perspective.

ACCESS: What benefits do the ALC program and home stay arrangements bring to each party?
Sarah: Simply speaking, students get to immerse themselves in American language and culture and hosts get to experience another culture without having to leave their homes. The students enrich their host families. Many international students love the community in which they reside, becoming a part of it and volunteering to improve it. But most of all, it benefits our community. The students shop and eat at local businesses bringing valuable revenue to our area, but even more, they bring cultural diversity, building awareness and social sensitivity.
Prairie Elementary School teacher Emily Page constantly thinks of innovative ways to engage her fifth grade students. Ten years of teaching and professional development courses have equipped her with progressive tools and ideas, but she immediately understood the benefit of hosting a group of South Korean teachers in her classroom in 2011. “Our school has a diverse population of students, but it’s not common for the kids to meet someone from a completely different part of the world,” says Page. “It was an eye-opening experience.”

The South Korean teachers visiting Page’s classroom came to Sacramento through an International Professional Training and Development (IPTD) program offered through Sacramento State. This academic exchange program is in its fifth year and facilitates the interchange of educators from South Korea, China and the United States.

Inbound Teachers in Training
Hundreds of teachers in training travel to Sacramento from Busan University of Foreign Studies and Chinju National University of Education in South Korea and institutions from China’s Guangdong Province to participate. Sacramento State hosts the trainees for two to four weeks.

Instructors from the College of Continuing Education (CCE), most with experience teaching at the elementary or secondary level, offer hands-on training at Sacramento State for the first half of the program. The second half gives trainees the opportunity to observe, participate in, and lead a local elementary, middle, or high school class in exercises and cultural presentations.

Hosting the South Korean teachers made a memorable impact on Page’s students. “The kids were so excited to learn about South Korean culture,” she says. “The teachers that participate in the program are really passionate about learning, teaching and sharing information.”

Margaret Hwang, associate director for CCE’s International Programs, describes the program as “Instruction focusing on the principles of teaching English to speakers of other languages.” The workshops and training provided to trainees once they arrive in Sacramento consist of innovative English communication and teaching strategies, plus time in active classrooms. “The hope is that the South Korean and Chinese teachers in training will be able to apply these principles in their own classrooms with immediate and tangible results,” says Hwang.
Outbound Teachers Who Train

Also under the IPTD umbrella, practicing K-12 teachers from the United States travel to South Korea to Chinju National University of Education to instruct South Korean English teachers in training.

Commonly referred to as the Outbound Program, this opportunity pairs each American teacher with up to 15 South Korean university students to focus on a mix of kinesthetic, aural, oral and written experiences that apply in their future classrooms.

“Teaching at Chinju University was rejuvenating,” says Page, who traveled to South Korea in 2012 with the IPTD Outbound program. “It reminded me of all the things I’ve learned over the years, what works well and what I can do to improve. I encouraged my South Korean students to analyze their teaching techniques the same way.”

Page’s response to her South Korean students’ ability levels, language proficiency and life experiences shaped her curriculum as she taught, and changed the way she looked at teaching back home.

“In the U.S., we encourage children to talk a lot and share ideas. We try to make learning fun and engaging in ways the South Korean system isn’t used to,” Page explains. In her experience, the South Korean student teachers were excited about applying these new tools in their classrooms, but were concerned about how practical they would be within the context of the South Korean school system. “We’re promoting active learning as opposed to reading, repeating and testing,” she says, which is a newer concept in South Korea. The South Korean teachers have since applied these engagement tools in their classrooms and are getting a lot of positive feedback. “It’s building their confidence and motivating them to share these techniques with other teachers.”

Encouraging a Global Society

“Nowadays in South Korea, we emphasize that English is a very important communicative tool for our students’ futures and the future of South Korea,” says Director General for Education Cheon, Jeong-Kook, of the Busan Metropolitan City Office of Education. “In order to improve every student’s English proficiency, we must first train our English teachers.”

PAULO PINTO, LEFT, DIRECTOR OF INTERNATIONAL PROGRAMS, COLLEGE OF CONTINUING EDUCATION, SACRAMENTO STATE; ASSISTANT DIRECTOR JEON, SAUG HOON, BUSAN UNIVERSITY OF FOREIGN STUDIES; SUPERVISOR CHOI SUNG MI, BUSAN METROPOLITAN CITY OFFICE OF EDUCATION; SENIOR SUPERVISOR HUH, YOON WOOK, BUSAN METROPOLITAN CITY OFFICE OF EDUCATION; CHARLIE WATTERS, PRINCIPAL, KIT CARSON MIDDLE SCHOOL, SACRAMENTO; DIRECTOR GENERAL CHEON, JEONG-KOOK, EDUCATION BUREAU, BUSAN METROPOLITAN CITY OFFICE OF EDUCATION; DR. LEE JUNGWON, DEAN, BUSAN UNIVERSITY OF FOREIGN STUDIES; DR. ROBERT SCHWAB, DIRECTOR, BUSAN UNIVERSITY OF FOREIGN STUDIES; VISITING KIT CARSON MIDDLE SCHOOL IN SACRAMENTO TO OBSERVE CULTURAL PRESENTATIONS BY SOUTH KOREAN TEACHERS IN TRAINING.
“The value that everyone receives from interacting with these trainees is paramount to generating global citizens who are more aware of one another’s cultural differences, norms, practices and ideas. The opportunity to exchange ideas is key to fostering better understanding and minimizing misperceptions.”

PAULO PINTO

Director General Cheon’s district includes more than 670 elementary, middle and high schools, all of which include some English language instruction. If the main goal is to improve their teachers’ English proficiency, the foundational objective is to find and share dynamic teaching strategies that can ultimately be spread throughout the school system. “By observing each other’s educational fields, we can gather new information and choose what to put into practice,” says Director General Cheon.

An added benefit of the program may be subtler — what Director General Cheon and Superintendent at Busan Metropolitan City Office of Education, Huh, Yoon Wook, refer to as “sharing in the global society.” Superintendent Huh emphasizes the social and cultural benefits for both countries as knowledge, experience and teaching techniques are passed on, even outside of the program. “These experiences are disseminated to other teachers as well as the next generations of students,” says Superintendent Huh. Global awareness is key to the future of South Korea and the United States. “We live in different places, but really we live in one global society,” Superintendent Huh explains.

Director General Cheon and Superintendent Huh have witnessed the South Korean trainees’ transformation as they learn new communication tools from the American teachers. They’ve also witnessed their teachers introducing South Korean culture and customs to American children. “Personally,” says Superintendent Huh, “I think diverse individuals value each other more, regardless of skin color, background or intellect. We can harmonize in one global society by recognizing and respecting one another’s differences.”

Hwang agrees. “The South Korean and the American teachers really serve dual roles. Not only are they educators, they’re ambassadors of their respective cultures.”

According to Paulo Pinto, director of CCE’s International Programs, the program’s benefits extend beyond those directly involved. “There is a lot of interaction between the school districts in both countries as well,” he explains. “School office staff, administrators, even high-level district officials are experiencing the benefits of cultural exchange.” He notes that teachers and administrators from both countries have begun to rethink their time-tested methods of instruction and curriculum development after being exposed to new ideas.

“Programs like this benefit the school districts that we work closely with and the people that serve them, from the superintendents and principals, to the elementary and secondary teachers, and most of all the students,” Pinto explains.

Under Pinto’s leadership, such exchanges stand to flourish as he works with high-ranking South Korean senior education officials to expand opportunities for collaboration. “Sacramento is an eclectic city with an educated population,” says Pinto. “Continuing to develop and promote these cross-cultural experiences ensures that our community remains an active participant in relevant international exchanges.”

To learn more about CCE’s International Professional Training and Development Programs (IPTD), please email CCE’s International Programs team at eli@csus.edu.

“The value that everyone receives from interacting with these trainees is paramount to generating global citizens who are more aware of one another’s cultural differences, norms, practices and ideas. The opportunity to exchange ideas is key to fostering better understanding and minimizing misperceptions.”

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Problems Solved

Business Analyst program delivers problem-solving skills for the 21st century.

WORKING SMARTER. As simple as it sounds, the reality is that many companies have a tough time figuring out how to do this. Enter Sacramento State’s Business Analyst Certificate Program and Program Manager Alex Read.

“The success of any organization, especially a global one, depends on its ability to evolve in a dynamic environment,” says Read. “We recognized how badly the business community needed a way to train its employees to identify, analyze and capitalize on strategic opportunities. What’s great about the Business Analyst program is that it’s open to anyone — seasoned managers, mid-level employees, college students — even international students who might want to add this kind of training to their repertoires before going home to apply it in their own countries.”

Read views the program as a way to partner with companies, large or small, to solve the problems they face. “The knowledge and skills in this program are based on specific needs,” says Read. “By listening to employers to understand where their skill gaps exist, we can offer targeted programs that can bridge those gaps.”

Since the College of Continuing Education (CCE) revised and rebooted the Business Analyst program in 2012, a number of employers have stepped forward to take advantage of the new material — companies such as Blue Shield, SMUD, Verizon, Kiefer Consulting, Niello and Customer Link among them.

The certificate program includes seven courses that meet either two full days per month or on four separate evenings. A case study runs through the entire program and participants apply the case study precepts to a current on-the-job problem. Students choose the complexity level of their case study based on what they want to accomplish in the program. “This enables us to meet the needs of a customer service representative and a vice president all in the same course,” explains Read.

The courses are geared toward employees looking to “enhance their skills, increase their knowledge or pursue upward mobility,” says Read. “But we also welcome individual participants who want to make a career change and need some formal education to help with that transition.”

Then there are employees barely treading water, doing the job of a business analyst with limited resources and tools,” explains Read. “These employees have been placed in the difficult position of solving challenging problems for which they have had limited business analysis training.” Read believes that these are the students who may benefit most, as they can return to their employers armed with skills missing from their repertoire before participating in the classes.

In addition to helping companies solve problems, Read is also enthusiastic about the program’s networking opportunities. “When people participate in the Business Analyst program, they learn what other companies do and how they solve problems and work through solutions.”

Business Analyst

A liaison among stakeholders in order to understand the structure, policies, and operations of an organization, and to recommend solutions that enable the organization to achieve its goals.

International Institute of Business Analysis (IIBA)

The Business Analyst Certificate Program has no prerequisites and is open to anyone, including international professionals visiting Sacramento State. “Business analysis careers are growing not just in Sacramento, but worldwide. The International Institute of Business Analysis (www.iiba.org) now has chapters in 37 countries and we are proud to be part of this emerging career field,” Read adds.

To learn more, please contact Alex Read at reada@csus.edu or (916) 278-6263.
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International Professional Training and Development
- An intensive immersion experience, drawing upon the vast resources of the Sacramento region
- Fully-customizable to meet the needs of all industries and fields

We cater to international learners.
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