

ACCESS

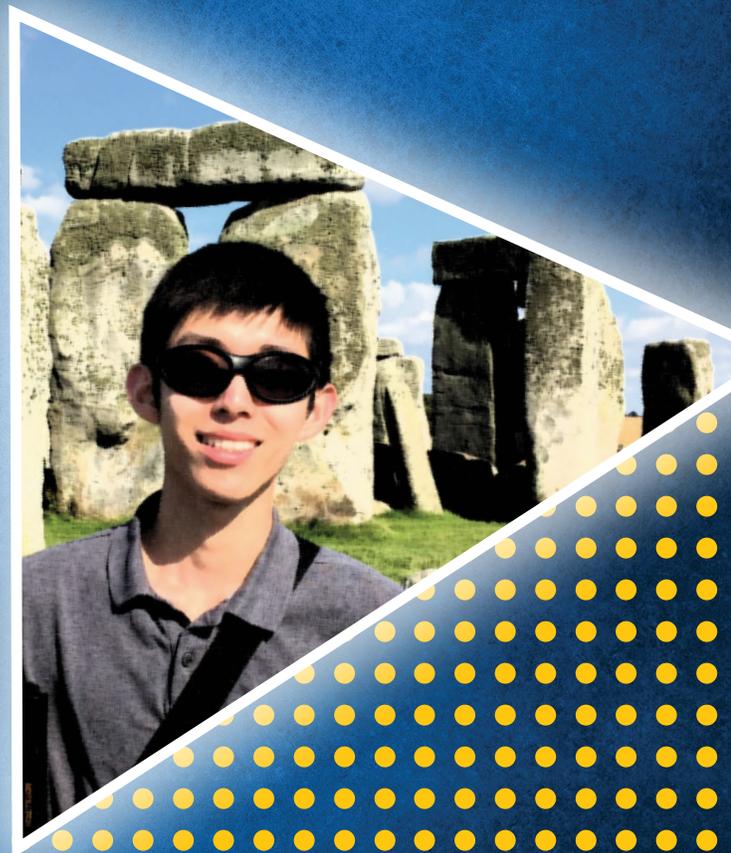
A PUBLICATION OF THE DIVISION OF CONTINUING & GLOBAL EDUCATION

**DANNY VANG
EXPERIENCES
STUDYING ABROAD**
University Studies Abroad Consortium

**PROVOST
GRADUATION
INITIATIVE**
Wins Innovation Award

**GRANTING
TRAVEL DREAMS**
Expanding Access to Innovative Programs

**21ST CENTURY
STUDENT**
Expanding Educational Opportunities



FRESNO STATE
Continuing and Global Education

MESSAGE FROM THE DEAN



Fresno State's Division of Continuing and Global Education is the oldest Extended Education office at a public university in California. Our Division is perfectly aligned with the California State University (CSU) mission to provide educational *Access* and *Opportunity* to education for the residents of our great State.

Residents in our service area often face severe socioeconomic disparities. We engage the community in meaningful initiatives to defray the educational cost for students. For example, working with campus and community partners, we provide stipends for international travel; and in some cases, pay for the Study Abroad experience. Studying abroad is an educational high-impact practice that predicts student persistence and graduation rates. Students return to our campus with life-changing experiences and a greater perspective for both culture and communication.

Recently, our Division was recognized by the Western Academic Leadership Forum for improving graduation rates through creative financial models assisting low-income students close to graduation. Rather than have students wait another semester or incur additional cost, we were able to provide grants to pay for the courses they needed to graduate. Additionally, through strategic partnerships with private corporations, private citizens, government, and Community Based Organizations, we opened Fresno State's Downtown Center to serve our community with low-cost and no-cost career development programs. Our Division is also home to the Veterans Education Program, noted throughout the West as a model for providing educational service. Due to the generosity of our community, we provide this program at no cost, allowing our active service members and veterans to preserve their military education benefits.

The key to the success of our Division is three fold; FIRST, we take pride in developing close and trusting relationships with our faculty who are the key to offering high-quality educational programs.

SECOND, we strive to understand the needs of our community and listen to their voices.

THIRD, we engage in meaningful philanthropic activity to ensure rich educational opportunity is not eclipsed by limited economic capacity.

It is a privilege to serve in a leadership role at Fresno State. We have been trusted to make a difference in our community. I am proud of our impact on the students you will come to know in the pages that follow. I am excited to share the transformative and life-changing stories of the students we serve!

KIND REGARDS,

Scott D. Moore, Ph.D.

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FRESNO STATE

Continuing and Global Education

5005 N. Maple Avenue
M/S ED76
Fresno, CA 93740-8025
Phone: 559.278.0333
Fax: 559.278.0395

CREDITS & ACKNOWLEDGEMENTS

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LEADERSHIP

PRESIDENT, Fresno State,
Joseph Castro

PROVOST AND VICE PRESIDENT for Academic Affairs,
Lynnette Zelezny

VICE-PROVOST,
Dennis Nef

DEAN, Continuing and Global Education,
Scott Moore

EXECUTIVE ASSISTANT to the Dean,
Teresa Zenteno

ASSISTANT VICE PRESIDENT for International Affairs,
Sarah Lam

EXECUTIVE DIRECTOR, Continuing and Global Education,
Daniel Bernard

**MANAGER OF FINANCE AND ADMINISTRATION,
Continuing and Global Education,**
Frank Puccio

**ASSISTANT DIRECTOR
for International Student Services and Programs,**
Stephanie Ingvaldson

ACCESS PUBLICATION TEAM

PROJECT LEAD: Teresa Zenteno

WRITERS: Angelica Cano, Joseph Macure

LAYOUT AND DESIGN: Catherine Curry McNally

EDITED BY David Hoff, Susan Hawksworth, & Daniel Bernard

VISIT US ON THE WEB:

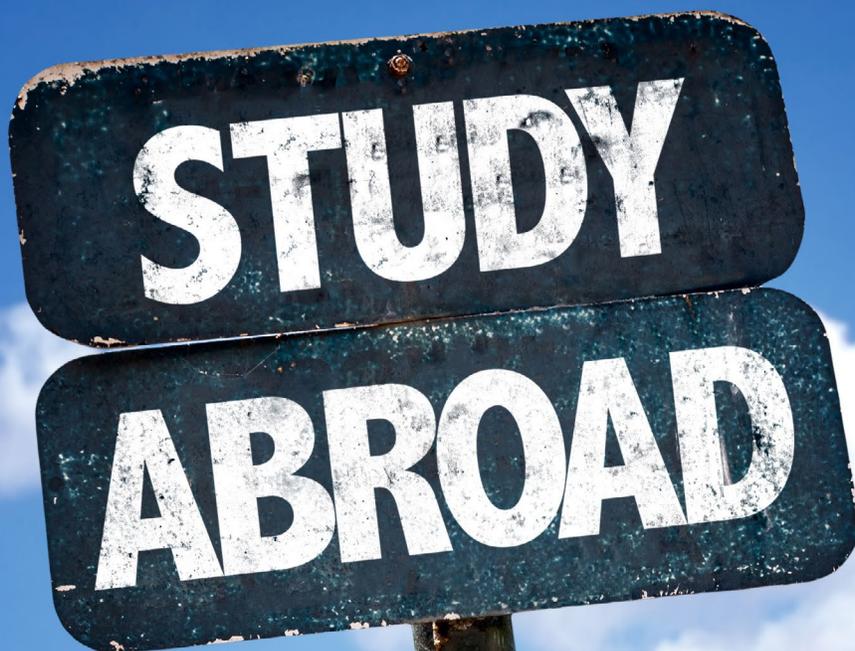
FresnoState.edu/CGE
ReturningVeteransEducation.com
FresnoStateDowntown.com

Five years ago Danny Vang, 20, was diagnosed with cataracts and glaucoma. He lost 95% of his vision following his freshman year of high school. Upon graduation from Gladstone High School in the southern-California city of Covina, he enrolled in The Hatlen Center, a program for the blind and visually impaired in San Pablo, CA. During his time there, Vang learned a multitude of skills that would affect his new life, including how to travel independently using a cane.

“I had three surgeries that summer, then transferred to a school for the visually impaired,” Vang said. “It happened so fast, there was no time to mope around.”

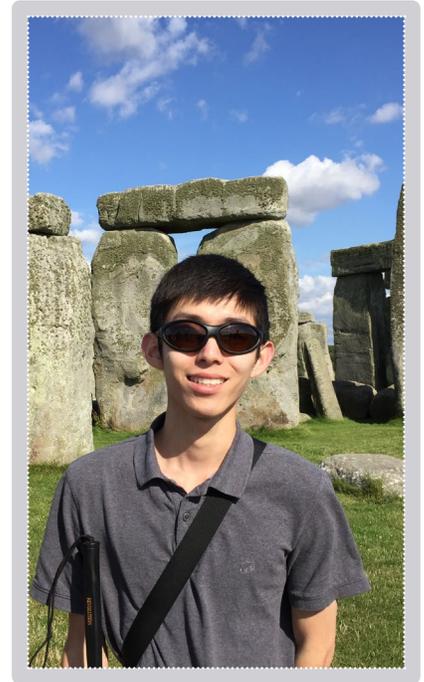
*“Studying in England was a life changing experience,”
said Danny Vang*

“GOING TO A
DIFFERENT COUNTRY
OPENED ME UP
TO WHAT THE WORLD
HAS TO OFFER.”



30+ YEARS

For the past 30+ years, the University Studies Abroad Consortium has worked to place students from more than 800 universities worldwide in more than 25 locations across the globe. With the help of the non-profit organization, Vang attended a summer 2015 session in London, taking classes in British Government and politics—both a natural fit for his course of study.



In 2014, Vang began studying social work and political science at Fresno State, learning of the University Studies Abroad Consortium and the opportunities it offers in a University 1 course. Studying in a different country is something Vang had always been interested in, but after losing his vision, he didn't think it would be possible.

While abroad, Vang not only learned from his classes, he found time to take in the historic culture London had to offer through sightseeing. One of his stops—the London Eye—is a giant Ferris wheel located on the historic River Thames. He also visited the Windsor Castle. Originally built in the 11th century, the castle still serves as an official residence of the British Royal Family.

“YOU SHOULDN'T LET YOUR DISABILITY DICTATE WHETHER OR NOT YOU HAVE CERTAIN OPPORTUNITIES,” SAID VANG

“The London Eye was fantastic,” Vang said. “It's such a large monument, it was incredible. It took 30 minutes just to get around it!”

Upon returning to the United States, Vang was struck by the contrast between his home country and London. “Even though we originated from the United Kingdom and speak English, London is a lot more different than one would expect,” Vang said.

While a disability may discourage some from pursuing their dreams, Vang used it as a motivational push

to accomplish something he had always wanted to do. The invaluable experience of studying abroad, Vang said, boosted his confidence and helped him realize he could succeed at whatever he sets out to.

“You shouldn't let your disability dictate whether or not you have certain opportunities,” said Vang, who plans to travel again after he pursues master's degrees in social work and economics. “As long as you want to explore the world and are passionate about it, you should take the next step. Don't hold back, you will never regret it.”

VETERANS EDUCATION PROGRAM



SECOND CHANCE AT HIGHER EDUCATION

Initiated in 2012, the Veterans Education Program provides veterans with access to higher education opportunities through Fresno State. Housed in the Division of Continuing and Global Education, the program equips current or past service members with a parallel admission route into the University.

“The ultimate goal of this program is to provide higher education to a group of individuals who otherwise would not have the opportunity to attend Fresno State,” said Dr. Daniel Bernard, executive director of Continuing and Global Education.

All course sections are cohort-based, designed specifically for veterans, and include accelerated college preparatory and transition classes. The curriculum includes what the CSU system has labeled the “golden four” of undergraduate courses; they include, critical thinking, oral communication, English, and math.

Bernard has been involved with the

Veterans Education Program since its inception, co-authoring the grant from the CSU Commission on the Extended University. The idea for the program, Bernard said, came about when a triple Purple Heart recipient asked now Provost Lynnette Zelezny and Dr. Scott Moore, dean of Continuing and Global Education, how Fresno State was helping returning veterans. While there was already an outstanding team at Fresno State dedicated to veteran services, the Division knew they could be doing even more to serve the Central Valley population.

The most surprising aspect of working with this impactful program, Bernard said, is the journey many of its participants take to get to Fresno State. “They demonstrate incredible resilience and determination to become college graduates,” Bernard said.

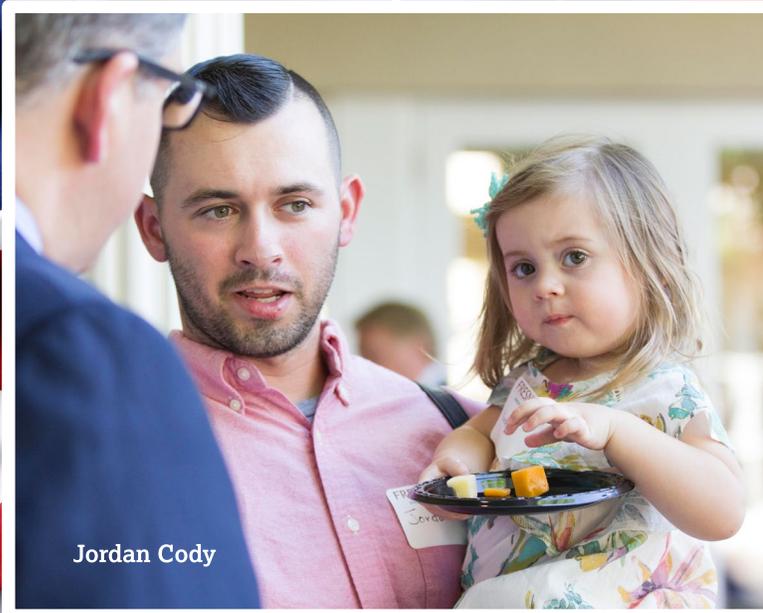
Army National Guard Veteran Anthony Meza was denied admission to the CSU system because of space limitations. Meza qualified for the Veterans



Anthony Meza

Education Program, however, and was able to enroll in Fresno State as a result. “I was in disbelief up until after the first day of class,” Meza said of the opportunity.





Jordan Cody

“My experience has been amazing thus far,” said Jordan Cody



“I’ve been playing music my whole life and I wanted to continue that because I lost the opportunity during my military time,” Meza added. “I made it into Fresno State and onto the drumline for the Fresno State Marching Band because of this program. I’ve wanted to do both of those things for a long time.”

Meza plans to pursue a bachelor’s degree in nursing and explore the Army’s Green to Gold program. Meza recently presented to the CSU Board of Trustees, stating, “To be honest, higher education didn’t happen often [from where I’m from]...someone has figured out a way to stop us from slipping through the cracks by creating these programs. To me, that is

what Extended Education does. It fills gaps and opens up opportunities that aren’t available anywhere else.”

Student veterans work through the program as a cohort. Upon successful completion of the program, participants are able to matriculate to Fresno State as full-time undergraduate students.

The program aims to create a sense of belonging by providing a lounge, study area, and smart classroom for Fresno State student veterans. Additionally, the Veterans Education Program hosts a multitude of workshops open to Fresno State students, faculty, community veterans, and their families. Workshop topics range

from career pathways and internship opportunities to post-traumatic stress disorder and traumatic brain injury. Likewise, Continuing and Global Education is currently working with campus faculty and staff to help develop a VET NET Ally Program; a support network for all Fresno State student veterans.

“My experience has been amazing thus far,” said Jordan Cody, who participated in the program in spring of 2016. “The help, the resources, and the guidance made transitioning to an academic environment as stress free as possible. I have felt a strong sense of care and support by everyone involved, which makes me want to succeed even more.”

RENEWING YOUR ENTHUSIASM FOR LEARNING

The Osher Lifelong Learning Institute at Fresno State provides opportunities for Central Valley adults aged 50 and older to continue to learn and master new subjects. The program features an everchanging roster of university-level, noncredit programming, updated each fall, spring, and summer semester.

Topics range from political philosophy to the usability of an iPhone. Field trips include culinary explorations at local grocery stores to whale watching excursions on the Central Coast. The program offers something for everyone as the spring 2016 catalog examined

Vladimir Putin's rise to power, strategies to increase resilience and happiness, and the career of architect Frank Gehry.

Becky Lindquist has been a member of the program since 2010, when she and her husband joined upon the recommendation of several friends. Throughout the last six years, the couple have participated in general sessions, short courses, and field trips, as well as attended special events and receptions sponsored by the program. "We have found most courses and activities to be fascinating," Lindquist said. "Our tastes are eclectic and we've taken courses from the history of Rock 'n' Roll to topics in biology, architecture, history,



*Because we all
love to learn*



“It’s exciting to be surrounded by people who never want to stop learning.” said Jill Wagner

art, yoga, philosophy and cooking.” With the arrival of each semester’s catalog, Lindquist added, she feels like “a kid in a candy store.”

Supported by the Bernard Osher Foundation, the Osher Lifelong Learning Institute began offering programming at Fresno State in 2005 and is currently hosted at 119 colleges across the United States. The program aims to create an energetic community of people interested in expanding their knowledge base.

Jill Wagner serves as the executive director of the Osher Lifelong Learning Institute at Fresno State. Wagner joined the program in June of 2014 and finds it gratifying to hear how much members enjoy the program and speakers. Many offer suggestions for what they want to learn in the future. “This is a dynamic group and it’s challenging to continue to delight them, but we are committed to doing just that,” Wagner said. “It’s exciting to be surrounded by people who never want to stop learning.”

The program continues to expand, developing more sessions, courses and field trips to be of interest to those

aged 50 and better in the Central Valley community. The Osher Lifelong Learning Institute engages members of the Fresno State faculty, as well as prominent Valley leaders, to lead these sessions.

“We are grateful to the Fresno State professors who share their expertise through our general sessions and short courses,” Wagner added. “Our members are always impressed by the depth of experience, talent and enthusiasm that Fresno State professors demonstrate.” Lindquist finds the knowledge of her peers to be one of the most delightful surprises of the program. “They are a very bright and interested group of people who make valuable contributions in class,” Lindquist said. “Their knowledge adds to the richness of discussion, and teachers express appreciation at having ‘students’ who bring so much depth of information as well as real-life experience.”

Each semester hundreds of community members attend the Osher Lifelong Learning Institute series simply because they love to learn, demonstrating that the desire for knowledge has no age limit.



“Our members are always impressed by the depth of experience, talent and enthusiasm that Fresno State professors demonstrate.” said Wagner

OPENING DOORS: THE AMERICAN ENGLISH INSTITUTE AND PROYECTA 100MIL

Housed in the Division of Continuing and Global Education, the American English Institute (AEI) has offered non-credit, full-time English as a Second Language instruction for international students for over forty years.

Throughout the years, it has also trained university students, usually Fresno State students, to become English as a Second or Foreign Language (ESL/EFL) teachers. In some rare instances, former AEI students return to the program to train to become teachers themselves.

In the summer of 2016, Itati Yuridiana Hernández Facio and Valeria Villanueva returned to AEI to receive teacher training. “Fresno State was one of the best experiences in my life. That’s why four weeks wasn’t enough for me and I decided to look for opportunities to come back,” Hernández Facio said. “So I came back to volunteer...as an apprentice [AEI’s version of student teaching] in [a] listening and speaking [class].”

Both Hernández Facio and Villanueva had studied at AEI during the fall of 2014 as part of the Mexican government’s Proyecto 100mil program, an ambitious plan to send 100,000 university students and teachers from Mexico to study in the

United States by 2018. It complements the United States’ 100,000 Strong initiative, which plans to send U.S. college students to study in Latin America. Both grow out of the Bilateral Forum on Higher Education, Innovation and Research (also known as FOBESII).

Specifically, Proyecto 100mil provides comprehensive scholarships for short-term study, usually one month, to highly qualified Mexican university students at universities across the U.S. in the areas of English, education, and research. Villanueva was in her last year of university studies when she came to Fresno State as part of the program. “I wanted to study abroad, practice my English, and improve my résumé,” she noted. “In Mexico, it is difficult to get the chance to study abroad so as soon as I heard about Proyecto, I got involved.”

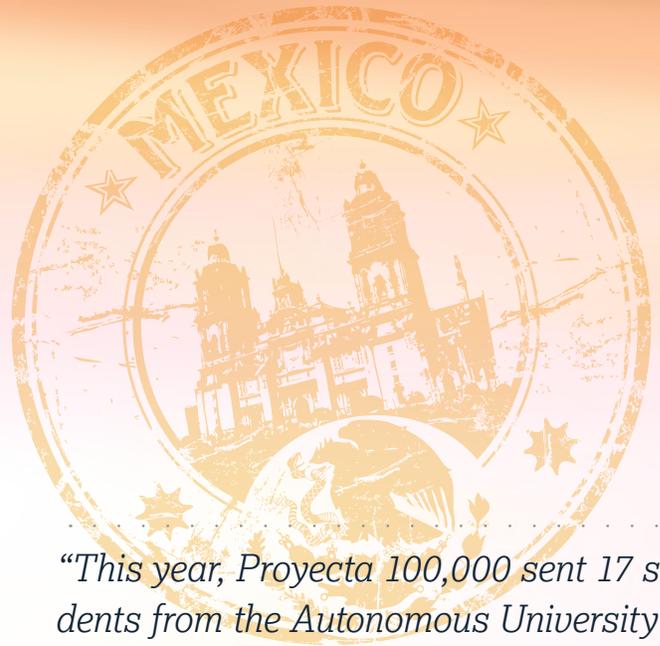
At Fresno State, these students work with dedicated teachers not only to improve their English but also to make lifelong friends and grow as people. In describing AEI’s classes, Hernández Facio said, “Immediately you start interacting with new people, learning different cultures, getting to know new places, and facing different situations than you would at home.” Villanueva stated that “[the] American English Institute improved [her] speaking,

reading, listening, and writing skills.” More importantly, she added that “being part of Proyecto changed [her] life.”

The American English Institute has hosted three cohorts of Proyecto 100mil students for a total of 78 participants. Two years after their studies at AEI, both Hernández Facio and Villanueva reached out to Cheryl Chan, director of the American English Institute, to volunteer during the summer when the third cohort would be at Fresno State.

When Villanueva saw her own opportunity to return to Fresno State, she didn’t think twice. “In Mexico, I am now a teacher. I encourage my students to study abroad and have new experiences. I am walking the walk. I volunteered because I love to teach and learn,” she said. By the end of the summer, Hernández Facio and Villanueva had worked with both regular session and Proyecto 100mil students, giving them the experience of meeting the needs of students from a variety of backgrounds.

“It has been one of the best experiences in my life. It has helped me to be a better person, It has opened doors for me professionally. I left with professional training, opportunities, and new friends,” said Hernández Facio.



“This year, Proyecta 100,000 sent 17 students from the Autonomous University of Mexico State,” Chan noted. “The group was diverse in their studies, from a third year gastronomy student to a professor of law.” They studied at the American English Institute from June 25 to July 22. “In fact,” Chan added, “two students from this summer’s cohort have asked about volunteering for this school year.”

THEY EACH VOLUNTEERED FOR THE 2016 PROYECTA COHORT.



Villanueva found her second round at AEI equally rewarding. She explained that “it was a great experience. In fact, I’m thinking that it would be nice to come again next summer.” “The opportunity that the American English Institute at Fresno State offers to the Mexican university students is huge,” said Hernández Facio.

She summarized the personal impact her time in Fresno had on her by saying “I feel lucky. Some students are placed in New York or more famous cities but for me Fresno State is the best option. The people at the American English Institute are focused on student growth, both educational and personal.”



SERVING THE 21ST CENTURY STUDENT



The Division of Continuing and Global Education is dedicated to not only expanding access to Fresno State’s innovative programs, but also to reinvesting resources throughout the University to support students of all ages. One way this is accomplished is through the multitude of adult-education opportunities hosted by the division.



Claudia Ruiz participated in the public administration graduate program from 2013 to 2015. “When I decided to enter the program, I went in with the idea that my life would be on hold for at least two years,” Ruiz said. “While the program was very intense at times, the structure of it allowed me to work, spend time with my family, and plan my wedding! I can say without a doubt, every professor and student made a lasting impact on my life. I find myself applying what I learned in the program to my work very often.”

Workforce-friendly degrees are offered year-round at Fresno State through evening and weekend classes. Degrees include business and criminology at the undergraduate and graduate levels, as well as public administration and water resource management at the graduate level. These degree opportunities are accessible and effective for those who work full time and want to pursue higher education.

Likewise, Continuing and Global Education offers a variety of certificate programs for students looking to enhance their professional skills and career. Certificate programs are offered in the classroom, as well as online. Online programs include geographic information systems, community and regional planning, and psychiatric mental health.

Alicia Gonzales participated in the geographic information systems 2015-16 cohort. “If I had to choose a word to describe my experience in the GIS and cartography program at Fresno State it would be, gainful,” Gonzales said.

I learned concrete skills that I now use daily for my job.”



“I feel the course prepared me and opened up a world of opportunities,” Gonzales added. “It really was a stepping-off point for me to get back in to school and decide I was ready to pursue a graduate-level degree.”



“I learned concrete skills that I now use daily for my job.” Continuing and Global Education also offers several professional training programs. These range from certification in Decipher software to curriculum focused on medical coding and billing, offered online and completely self-paced.

Beginning in fall of 2016, the division offered a certificate award in medical interpreting which features 80 hours of online education to train bilingual candidates as professional medical interpreters, preparing them for a career in allied health.

Our division is also excited about our dynamic partnership with American Water College, offering up to six professional development courses in an Effective Utility Management Certificate Program. Designed for utility professionals who are seeking additional management experience, the program is delivered in a hybrid face-to-face and online format.

Looking forward, the division is developing an impactful new program to benefit Central Valley residents who began their degree at Fresno State but left to pursue employment. The Online Degree Completion Program is an important new venture for Fresno State and aims to support adults looking to complete their degree.

This program is designed for those who left the university in good academic standing and affords them the opportunity to finish their degree.



THE PROVOST GRADUATION INITIATIVE

The Provost Graduation Initiative, launched in 2016 by the Division of Continuing and Global Education at California State University, Fresno, provided financial assistance to increase graduation opportunities for those students who otherwise could not afford to take coursework.



This program was the recipient of a higher education innovation award: the Academic Leaders' Tool of the Year from the Western Academic Leadership Forum of the Western Interstate Commission for Higher Education. This award is given to only one four-year institution in the 17-state region.

To apply for the financial award, students completed an application listing the course or courses needed to graduate in the Spring and/or Fall 2016 semester. In addition, students provid-

ed a one-page narrative of why they needed assistance and, if available, provided their financial aid information. Awards were based on three factors: financial need, class rank (preference given to Seniors and Juniors), and the availability of the course(s) being offered in May-June Intersession and Summer Session. A total of 245 undergraduate students completed 874 units through this initiative.

Working with Fresno State's Office of Institutional Effectiveness, the effect of the initiative can be observed in a num-

ber of metrics. One outcome impacted by the PGI is graduation rate. The Provost Graduation Initiative increased the 4-year graduation rate (1.0%), 5-year graduation rate (1.1%), 6-year graduation rate (.7%), 2-year Transfer graduation rate (3.3%), and the 3-year Transfer graduation rate (0.5%). In addition, the impact will carry over towards 6-year graduation rate in 2017 (1.1%) and 2018 (1.0%), as well as the 2014 2-year (3.3%), 2016 2-year, 2017 3-year, 2018 4-year transfer students.



A second outcome of the Provost Graduation Initiative is number of degrees awarded. Unlike graduation rate, the number of degrees awarded is not based on year, semester, or method of entry and is solely evaluated by the year of graduation. Over the last five years, Fresno State awarded an average of 3,767 bachelor degrees a year. PGI students contribute 6.5% to the average number of degrees awarded per year.

In collaboration with the Office of the President, Provost, and Vice Provost, our Division will be offering a similar grant program to continue the educational opportunities, remove barriers to success, and help graduate our students faster.

CREATIVE LEARNING

DOWNTOWN

There is something new to learn about Downtown Fresno



The Division of Continuing and Global Education will offer educational courses ranging from business development to life skills in the newly restored Bitwise South Stadium.

A hub of innovation in Fresno, Bitwise aims to cultivate and advance the Central Valley's technology sector. Fresno State has secured two classrooms in the remodeled building to engage the area in professional development.

Susan Hawksworth, Program and Marketing Specialist, is developing partnerships with local organizations to create professional courses for those looking to get ahead or acquire a new expertise.

Classes range from one-hour seminars to several course meetings. Bitwise held a ribbon-cutting ceremony in October of 2015 and courses began in the Fresno State classrooms shortly after.

"This is a new venture for the Division of Continuing and Global Education and we're excited to be able to serve a new location," said Hawksworth. "The Downtown Center really demonstrates Fresno State's commitment to the community and downtown revitalization."

While many programs will not initially offer credit, they will award certificates, providing both college graduates and those who have not pursued higher education a chance to learn something new.

The innovative concept started with President Joseph Castro and Provost Lynnette Zelezny. "They saw a need for creative learning experiences for those who may not have been exposed to these kind of opportunities before," Hawksworth said. "These classes don't fit the same mold as the ones Fresno State typically offers."

David Hoff, the Division of Continuing and Global Education's Strategic Project Specialist, also develops Downtown Center courses. "Our goal is to get our foot in the door with professionals in the Downtown area," Hoff said, "and then expand to other groups."

Scott Moore, Dean of the Division of Continuing and Global Education, stated "a strong Central Valley begins here, in its center. A strong Downtown Fresno is core to our economic and professional future."



President Castro with Continuing and Global Education staff members at the 2015 State of Downtown on March 26.

This grant provides full payment of programmatic fees and **up to \$2,000** in reimbursements for travel expenses.

GRANTING TRAVEL DREAMS



Many students dream of the chance to travel abroad, visiting and learning in exciting locations

across the globe; however, the cost of traveling can be overwhelming. As part of its mission to expand access to innovative programs, the Division of Continuing and Global Education assists Fresno State students who want to participate in international education through several grants and funding options.

The Division's Study Abroad and International Exchanges offices, offers travel grants funded jointly through the Division's Passport Place and Associated Students' Instructionally Related Activities program. The Division anticipates funding approximately 500 students with these travel grants during the 2016-2017 school year.

In addition, with funds raised by the Passport Place, the Division annually offers 10 Diversity in Study Abroad Grants, each valued at \$2,000 apiece. These grants can be applied towards programmatic fees for any study abroad programming offered by the Study Abroad and International Exchanges office.

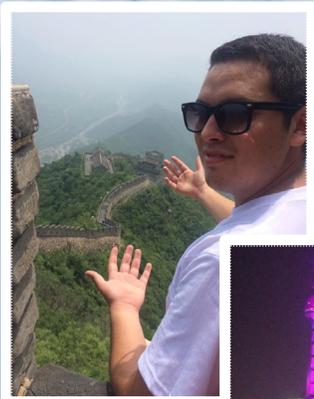
Kristin Lacey recently traveled to Naboutini, on the island country of Fiji, as part of her study abroad experience. "Going forward, I will have much more patience when encountering people from other cultures, understanding that with a little time and effort, much can be gained from an international, intercultural friendship," Lacey said of her travels.

Oscar Maciel was a recipient of one of the 2016 Diversity in Study Abroad Grants. With this funding Maciel was

able to pay for materials and transportation in his destination of Shanghai, China. Most importantly, though, his travels allowed Maciel to figure out what he wants from his future.

"This experience has impacted me in a way that made me aware of what I want to pursue," Maciel said. "Since I am a political science major I want to focus on international relations, international law, and diplomatic relations. Pursuing a job working for the U.S. Department of State at an embassy or consulate will be an ideal way to pursue my career."

Two study abroad grants are being offered for the first time during the 2016-2017 school year. The Weise Family Grant and the Shields Family Grant were formed thanks to generous donations. The Weise Family Grant is open to all study abroad programs offered at



Oscar Maciel



Jessica Herrera



Fresno State. Four need-based grants valued at \$3,500 each will be awarded during the 2016-2017 school year and will be applied towards the payment of program fees. During the 2016-2017 school year, six students will get the opportunity to study abroad due to the Shields Family Grant. The Shields Family Grant is available to University Studies Abroad Consortium students who are taking a language course in a non-traditional country. This grant provides full payment of programmatic fees which can

be as much as \$7,000 depending on location and are packaged with a separate \$1,500 award for reimbursement of travel expenses.

Fresno State senior Jessica Herrera was awarded a 2016-2017 Shields Family Grant. Herrera is majoring in business administration with a focus on international business, and a minor in Chinese. As a recipient of this grant, she traveled to Shanghai, China in fall of 2016.

“I feel blessed to have such an amazing opportunity,” Herrera said. “As a first generation college student, I didn’t know about studying abroad until my freshman year of college. Ever since, I’ve dreamed of being able to study abroad but never applied due to financial restraints. Today, I am extremely thankful to be able to make this dream a reality.”



¿HABLAS
ESPAÑOL?



FRESNO POLICE CADETS

SHARPEN SPANISH SKILLS

Spanish for Police Cadets, a new program offered by Fresno State’s American English Institute, aims to familiarize local cadets with the Spanish language.

Understanding the Spanish that cadets might hear on duty is the main focus, according to Cheryl Chan, director of the American English Institute.

The idea for the program came from Dr. Scott Moore, Dean of the Division of Continuing and Global Education, where the American English Institute is housed. Moore felt the division could engage the community by offering Spanish classes for specific purposes. After a brainstorming session with the Fresno Police Department, it was decided that the best group for this dynamic pilot program would be the Fresno Police Department cadets.

Participants in the Spanish for Police Cadets program are pre-academy trainees. They are on staff, working rotations to get experience in different areas of law enforcement. Upon learning of the class, police cadet Kathleen Ford said she immediately signed up.

“I got involved with the program because I knew very little Spanish,” said Ford, who joined the Fresno Police Department in May 2016.

The first six-week class met once a week for three hours. The goal is not to make cadets into Spanish speakers in that time period, Chan explained, but to allow participants to gain competence in basic communication to meet the needs of their work assignments.



It was decided the best group for this dynamic pilot program would be *Fresno Police Department cadets.*

“My vocabulary has increased one hundred fold,” Ford said.

“Overall, this class strives to help the cadets better assess what community members who primarily speak Spanish really need,” Chan said. The program provides participants listening practice particular to the situations they might encounter on their rotations. The program also exposes cadets to a practical vocabulary list and useful phrases and incorporates speaking and writing to reinforce the curriculum.

By the end of the six weeks, Chan noted, the cadets were more confident in their comprehension of spoken Spanish and more comfortable with the idea of working with a community member who speaks primarily Spanish. “I had to rely heavily on translation services if I was on a call and the reporting party only spoke Spanish. Although translation services are fantastic, and I still use them for help, I am now able to figure out much of what transpired in Spanish,” said Ford.

Participants in the first six-week course, including Ford, requested another six-week class. In addition to listening practice and added vocabulary, this second course emphasized oral production including asking questions for specific situations.

“My vocabulary has increased one hundred fold,” Ford said. “I was surprised at how quickly and easily I picked up the vocabulary. It’s been a few years since I’ve sat in a classroom, and I was afraid my study skills would be rusty. The instructors had us listen to conversations and songs in Spanish so we could practice listening. The experience has been great and the teachers have been so generous by coming to us.”



Continuing and Global Education

California State University, Fresno

5005 N. Maple Avenue, M/S ED76

Fresno, CA 93740

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