

Spring 2015

International Panther, Spring 2015

University of Northern Iowa. Culture and Intensive english Program.

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international
panther
 SPRING 2015



University of Northern Iowa
International Programs
 Culture and Intensive English Program

from the **CIEP Director**

Dear Readers,

Green grass, flowers, warm, sunny weather and a sense of an end; all are signals of spring, as are farewell parties, graduation ceremonies, evaluations, reviews, and the conclusion of an academic year. All things have different meanings for different people and cultures, but for CIEP, spring means a recollection of accomplishments and planning in order to move forward and keep serving students from around the world.

Last semester, CIEP was honored to welcome 10 South Korean students who came to participate in the CIEP Cultural Immersion program with STEM component. These students came from Kyungpook National University (KNU) in Daegu, Korea and they were sponsored partially by the Global Teacher University project (GTU). This is a twelve year project and its goal is to train a new generation of internationally-qualified teachers. KNU sent a group of students for the first time in 2014 to study STEM and English at CIEP. Due to the success of the special program, they sent another group in January 2015, and we are expecting to receive the third group in January 2016. Our ties and relationship between KNU and UNI are expanding and, as a result, a UNI delegation formed by the Interim Director of the International Programs, one faculty, two students and a CIEP instructor will be visiting the KNU campus this summer. In this issue, you will be able to find an article about this special program. Big thanks to Carol Floyd, CIEP Academic Support Assistant, who was responsible for developing the curriculum for this special program and to Sally Roos, Student Service Coordinator, for leading the program and organizing the extracurricular activities for the group.

Throughout the spring semester, the CIEP instructional and administrative staff has been working diligently on different special assignments. We have been able to celebrate many accomplishments and see the conclusion of important projects in order to improve our program and better serve students and interested parties. For instance, CIEP Academic Support Specialists Jaime Lyon and Emily Luttrell-Narigon have successfully implemented the new CIEP reading curriculum across the levels. During the summer session and fall semester, Jaime and Emily will be reevaluating and assessing the new course materials, textbooks and standardized exams. Likewise, Petra Maier, Academic Support Specialist, and Christina Tsimpides, Academic Support Assistant, created curriculum

guidelines which compile policies and procedures related to the CIEP curriculum. Also, Lauren Rein, Academic Support Specialist, developed new assessment guidelines that reflect CIEP academic assessment best practices. These guidelines have been added to the recently updated and redesigned CIEP Staff Handbook. Kudos to Olivia Randolph, Human Resources and Administrative Assistant, and Cristy Steffen, Promotion and Admission Specialist, for collaborating on the CIEP staff handbook redesign project. In this publication, you will be able to read about these initiatives related to curriculum development and improvements. In addition, you will be able to learn about one of the newest instructors of the program: Patricia Ferguson.

Of course, we work hard at CIEP in order to provide world-class service to our students; however, we wouldn't be able to do that without the assistance of many UNI staff and departments that collaborate with us on a daily basis. It takes a village to welcome and serve international students on campus, especially if they are still learning the language and adjusting to a new culture. CIEP collaborates with many service units on campus; the Office Business Operations (OBO) is a key department in this process and it is wonderful to see how they have implemented procedures in order to provide billing information in an accurate and simple manner to students in general. Please read about the efforts and excellent service that OBO is providing to CIEP students and international students on campus. There is no doubt these kinds of services and steps on welcoming international students on campus are what the true idea of internationalization in higher education is all about. Recruitment, academics and service go hand in hand!

During this past semester, we have been fortunate to welcome students from more than 20 different countries including: Syria, Afghanistan, Palestine, Honduras, Colombia, Korea, Japan, Korea, Saudi Arabia, Mexico, and Germany. In this publication, we are sharing some of the wonderful things that we have been learning from our current students. Don't miss the World Window section to learn about Afghanistan and the article about Nouran Othman, current CIEP students from Syria, who tells about her experience at the Refugee Camp in Zaatari and her future professional and personal goals after graduating from CIEP.

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Our Mission

The overall mission of the Culture and Intensive English Program (CIEP) is to provide International Students with quality intensive academic English language instruction and a cultural orientation to the United States in preparation for study at the University of Northern Iowa or other institution of higher learning.

In this newsletter, we are also proud to showcase CIEP alumni, Masahiro Takahashi who studied in our program in 2010 as exchange student from Kansai Gaidai University. This year we are celebrating 25 years of partnership with Kansai Gaidai University. Throughout these years we have been hosting several cohorts of students and recently, we said good-bye to 10 Kansai Gaidai students who were studying in the program during the past academic year. We wish them all the best! During this fall, we will be receiving 12 Kansai Gaidai students for the 2015-2016 academic year and we can't wait to meet them.

Throughout the semester, CIEP sponsored numerous activities and events for CIEP students and volunteers. For the first time, CIEP sponsored an all-volunteer reception in April to honor CIEP volunteers who participate in programs such as Conversation Partners, International Friendship Program and Retired Senior Volunteer Program. It was a great opportunity to meet most of them and to show them our appreciation for welcoming students to their families, life and sharing with them their precious time. Most of the volunteers believe that hosting an international student is an exciting and rewarding experience; they shared how they have developed wonderful life-long friendships, while making a difference in a student's life. Big thank you again to our volunteers for supporting our students and helping us make students feel so at home in Cedar Falls! In this issue, you will be able to read about this and other culture activities.

As we keep enjoying this springtime at CIEP, we continue working towards new initiatives and service for our international students. We don't stop dreaming and hoping for the best for our program and students; that is what keeps us excited and motivated.... So, stay tuned! Fall will bring lots of new projects and initiatives. ■

Carolina Coronado-Park

Carolina Coronado-Park, CIEP Interim Director





UNI Office of Business Operations

dedicated to supporting UNI & CIEP students

By Olivia Randolph, CIEP Human Resources & Administrative Assistant

It is no secret that in order for a university to succeed, departments and offices across campus must be willing to communicate and collaborate with each other. The Culture & Intensive English Program (CIEP) does this with a wide range of UNI offices and departments, one of which is the Office of Business Operations (OBO).

The Office of Business Operations, located on the second floor of Gilchrist Hall, is in charge of a wide range of items related to finance and business operations. The CIEP office works with the Office of Business Operations to ensure that student accounts, and their sponsors (if applicable), are billed correctly. In order to efficiently and effectively do this, staff in the OBO and the CIEP are in constant conversation through many mediums.

OBO staff members Penny Becker, Student Account Specialist, Gloria Wenger, Student Account Specialist, and Christina Geweke, Accounts Receivable Manager, spend the most time assisting and working with the CIEP administration.

"We work a lot with the financial folks to help ensure students are billed correctly for their tuition and mandatory fees, and then we also work with the CIEP office to ensure that we bill the parties who are paying for those students accurately and work to make sure we collect the funds. Additionally, if there are questions from CIEP students and they're not clear about the activity that's happening on their u-bill, we'll help guide the CIEP staff to help explain it," says Christina Geweke.

"We've been great partners, especially since the implementation of the Student Information System back in 2011." Christina continues, "It's been a great thing for both sides, I think we've learned a lot about the process of CIEP and how the students go through it and what those challenges are, and then how we can help. We learn from them and they learn from us."

Working with (CIEP) students to make sure they understand what is happening with their u-bill is of high importance to the OBO staff, and helps them enjoy their day-to-day work.

"I like the fact that we have a lot of student contact, it's always busy and interesting. It's new every day," says Penny.

"The great thing about what we do every day is that we do get to interact with a variety of different students and we get to learn about different cultures and different things going on around campus," follows up Christina.

To alleviate any confusion or possible problems with a student's account, in addition to collaborating with offices and departments around campus, the OBO staff have created a multitude of quick reference guides to help students understand their bills and account activity. They are more than willing to create additional guides or references, and they are happy to say that additional offices in Gilchrist have started doing the same.

"From time to time, we'll have (CIEP) students who are questioning charges on their u-bill at the cashiering area when they're trying to make payments, and I find that what is most valuable in those situations is when the cashiers offer to use quick reference guides which provide step-by-step instructions for navigating transactions within Student Center. The Cashier staff also provide support if students are writing checks for the first time by demonstrating the process. Finally, if we are unable to answer or meet the student's needs, we will call the CIEP office and figure out a way to help that student" Christina said.

Communication is critical to the success of both the CIEP and the OBO's ability to bill accurately as well help assist students, and both parties agree that the relationship is a well-working and important one.

"We feel like we have a really great relationship with the CIEP office, and we hope to continue that" they say. "We're always willing to fine tune things that would make it easier for both CIEP staff and students; we're here to support as much as we can." ■

Office of Business Operations (OBO) staff members pictured above, from left: Gloria Wenger, Penny Becker, Diane Hensley, Stacey Takle, Joyce Willms, Christina Geweke, and Betty Priebe.

CLASS EXCHANGES

with Kathy Oakland



By Katelyn Eppert, CIEP Activities Assistant

If you were to walk into Dr. Kathy Oakland's Human Relations classroom, you would immediately feel welcomed. She is the kind of person who has a way of making those around her feel comfortable and as though they really belong. It's no wonder why she's always been a hit with CIEP students! The CIEP has participated in class exchanges with Kathy's students for 10 years now.

Kathy has been teaching at UNI for 27 years and it's easy to see that her teaching experiences have formed her into an excellent professor who knows how to truly connect with her students. When asked how she started getting involved with international students she answered with a touching story,

"Eleven years ago I met a UNI student in my church. We became friends and eventually she became my 'unofficial adopted daughter'. It was a random meeting. She had survived the Rwandan Genocide and her mother had been killed. I decided that she needed a mom. Her two younger biological sisters were able to attend UNI. All three sisters went through the CIEP in one semester and then graduated from UNI in 4 years!"

The class exchanges have all been memorable experiences for Kathy. She loves meeting new students and having new conversation. When asked what she has learned from her experiences with CIEP, Kathy responded emphatically,

"How wonderful it is to connect with people from

"How wonderful it is to connect with people from all over the world. We have a lot of similarities and a lot of differences, but we're all human beings."



all over the world. We have a lot of similarities and a lot of differences, but we're all human beings."

Kathy enjoys meeting international students because she always learns something.

It's clear that Kathy shares her passion of meeting international students with her own students. Upon meeting CIEP students, her Human Relations classes are asked what they learned from the experience and why it's important. The students in her class are all pre-service teachers preparing for their futures in education. A student who participated in Kathy Oakland's class commented,

"As a (future) teacher, I will use this experience as a learning opportunity--it has opened my eyes to my need to become more knowledgeable about other cultures around the world."

Another student commented about her experience participating in the culture class,

"I learned more about another culture and more importantly, another person and what she values."

It's been great for many people involved with the CIEP to see how Kathy has collaborated with us for so many years. It's really special that she has been able to share a passion for teaching with the CIEP students and a love for international students with her Human Relations classes!

The CIEP looks forward to this continued relationship for many more years to come. ■

Masahiro Takahashi

CIEP ALUMNI

Meet Masahiro Takahashi! Masahiro, who is also known to many as 'Masa,' participated in the CIEP program during the 2009-2010 academic year. Masa was an exchange student from Kansai Gaidai University in Japan. Masa received his CIEP Certificate of Completion in May 2010. Recently, CIEP had the opportunity to re-connect with Masa and learn about his successes and life after he graduated from the CIEP.

Why did you decide to attend the CIEP?

At that time I was in college, I had a couple of choices to study in the USA and in Australia. I heard that the CIEP Program was the hardest, and I knew it was the place I should go. I searched for a place where I would be encouraged to study and speak English, so I searched for a population with a small number of Japanese. It turns out the ratio that people from Japan live in Iowa is under 2 to 3 percent. So, I decided to attend CIEP. My friend, Noriko Ogawa also recommended the CIEP to me, saying "UNI is a great place to study." Noriko's advice is also a part of the reason I decided to attend UNI.

What did you like most about the CIEP?

Everyone, including the teachers and tutors, are very friendly and kind. (Again, many thanks to all!) There are also many activities for students to participate in.

What do you tell others about the CIEP?

I always tell my friends that CIEP is the best place to join, study, and choose. This is the place worth studying.

What advice would you give to students who are currently in the CIEP?

I would say, study hard, and do everything what you would like to do in USA! Time in UNI has limited, so just do it what you would like to do!

How does UNI CIEP help international students with their education?

After the class, every teacher had a time, where students can ask questions if we have any. The teachers are kind and very supportive at any time. They taught me not only how to study, but what the culture in Iowa and USA is.

How do you use skills you gained in CIEP?

I use the skills I learned in CIEP everyday when I email, negotiate, interview, edit, and translate!

What have you been doing since you received your CIEP Certificate?

I graduated from my college, Kansai Gaidai in Japan, in 2011. Then, I started to work for a general trading company as a International Sales Representative. I bought and sold electronic parts. Everyday, I would work at the company, but at nights, I studied Web Design. Recently, I joined a startup company in Tokyo, called LaFabric. We are an e-commerce startup that sells custom-made suits and shirts that are made in Japan and are an affordable price for business persons.

What is your favorite part about your job?

I would say my favorite part is selling quality products made in Japan as affordable price by using e-commerce. In addition, the point is our service allows customers to customize own suits and shirts, so customers can order 'what they really want.' I would say, mass-production is a thing of the past, and mass-custom production is one of the best business models.

What is your biggest accomplishment?

Besides my work, I launched my own web media company in 2013, Customize Plus Magazine. This is a news media that focuses only on customized (ordermade) culture. I recently had the opportunity to interview with Jeff Beaver, CEO of Zazzle in Silicon Valley, Mark Dwight, CEO of Rickshaw Bagworks in San Francisco, Craig Dalton, CEO of DODOcase in San Francisco, and recently Anthony Flynn, CEO of YouBar and the author of "Custom Nation." When I started my web media, it was just a small one. But, lots of companies, especially CEOs have been interested in what I have been doing. Now, my web site has been growing! To have CEO interviews in 2014 was my biggest accomplishment!

What advice would you give to students who are thinking about joining CIEP?

If you are person who would like to study hard, choose CIEP! ■



Nouran Othman

CIEP CURRENT STUDENT

By De'Sean Taylor, CIEP Assessment Assistant

Meet Nouran Othman! She is a 22-year-old student from Damascus, Syria studying English in CIEP. Once meeting Nouran, you will quickly learn that she is a “hugger” who loves to share her warmth with whoever she comes in contact with. She enjoys nature, going on walks, and staring at the bright night sky. It’s no wonder why she was given the name Nouran; which in Arabic translates to “radiant” or “glowing”!

Nouran has had quite a journey to finally arrive in Cedar Falls, Iowa during the Spring 1 session of 2015. She described her life growing up in Syria as wonderful; she was glad she grew up there.

“It’s the place I want to live for the rest of my life. The people love each other; there is no difference between your religion or the way you look or where you work.”

Her life in Syria took a turn for the worst during late spring of 2011 when civil unrest swept through the country of Syria; primarily in the capital city of Damascus. Protests sparked after the mistreatment of Syrians who opposed Syrian President Bushra Al-Assad’s administration. This led to the Syrian Civil War which inevitably forced Nouran and some of her family members in the fall of 2012 to flee to the bordering country of Jordan to escape the violence.

Nouran’s first interest in coming to the U.S. began while she was volunteering at the Syrian Refugee Camp, Zaatari, where she met an American friend who encouraged her to come to the states to study because while in Jordan she could only find time to work. Then there was her other friend, Amy, whom she met January 2014 while she was on a mission trip at Zaatari. Amy was from Cedar Falls and she told Nouran about UNI. That’s when she started researching the school and found out about some of the financial aid offered by the CIEP which motivated her to apply.

Nouran decided she wanted to go to UNI in April 2014 and began filling out scholarships in March. She just

barely missed the scholarship deadline by one day and had to reapply in the fall, after which she received CIEP scholarship in November. It took her awhile to get her visa in Jordan due to her Syrian citizenship; because of this she received her visa with only seven days before her departure to the US.

“Actually I still have not told my whole family, only my mom and my siblings. They were surprised because I didn’t mention it to them while I was researching schools and applying for scholarships; they were mainly surprised that I was leaving only seven days after telling them”.

After a number of hours traveling over the Atlantic, eventually landing in New York, taking a 14 hour bus ride to visit family in Michigan, hopping on another bus to Waterloo, Iowa, and eventually taking a taxi ride to Cedar Falls, Nouran was able to get some much needed rest at her host family’s home.

Nouran immediately dove into her surrounding community, getting involved in whatever she could get her hands on. She currently participates in multiple student organizations and activities such as: Basic, Conversation Partners, International Dinners, and Bible Study with her host mom. Nouran also helped out with UNI’s Dance Marathon, which managed to raise more than \$278,000 this year.

Nouran is extremely grateful for all that she is learning at the CIEP. She says,

“I like the teachers. They put a lot of effort in getting to know you”.

She has noticed that her reading and writing ability have increased dramatically. Nouran plans on graduating from CIEP after the summer session. She then plans on using her English teachings to get her bachelor’s degree in Psychology and eventually her Masters degree with the goal of one day being a therapist or counselor. ■



Exploring STEM Education *across cultures*

By Sally Roos, CIEP Student Services Coordinator

What does it mean to be a global teacher? Ten students from South Korea explored this question while learning about the U.S. education system and studying English in the CIEP. The focus of the one-month program was to learn about U.S. methods for teaching STEM subjects (Science, Technology, Engineering, and Mathematics.)

The program participants were from Kyungpook National University (KNU) in Daegu, South Korea and funded partially by a program called Global Teacher's University (GTU), which provides opportunities for pre-service teachers in South Korea to learn about teaching methods abroad. KNU sent a group of students for the first time in 2014 to study STEM and English. Due to the success of the trip, they sent another group in 2015.

"Two years ago, I saw the documentary on television between Korea and American university difference," said Junseok Bae, a participant studying Earth Science Education at KNU, about why he decided to join the program. "So I was very impressive of the American education system."

KNU students visited four local public and private schools for tours and observations of STEM-related classes. They also visited UNI classes that could apply to their major field and learned English skills in CIEP through STEM-related content.

SoYoon Go, a Geography Education major at KNU, indicated that the U.S. classroom seemed more active than the Korean classroom.

"Teachers in America demand many activities for students, but in Korea, the teachers stand in front of the students, and they write down something," said SoYoon.

"There are some teachers that try to do new activities, but I think the ratio of teachers (in the U.S.) who want to do activities is more."

Another difference between the Korean and U.S. American classroom is the use of technology. Waverly-Shellrock Middle School was one school with a lot of technological advancement. Bridgette Wagoner, Director of Curriculum and Staff Development, guided the students actively through the building and pointed out all the technology that students and teachers use, including access to iPads, use of Apple TVs that function as a projected-version of an iPad, and a variety of workspaces in the classroom that are designed to suit multiple learning styles.

"I really impressed when American students use an iPad or notebook in class," commented Junseok. "They use properly in their situation. They don't use the individual purpose."

Waverly-Shellrock Middle School and Blessed Maria Assunta Pallota Middle School also had a 3-D printer in the schools that students could see. Wagoner pointed out a sculpture in front of the school that had been modeled after a 3D print.

"I was impressed by the attitude of the tour guide because she had many passion about her system and her work," said SoYoon.

When interacting with UNI professors, KNU students were able to communicate about their field despite the language barrier. Patricia Higby, Environment Educator at UNI, taught the students how to make solar cars—an activity they could bring back to their classrooms someday. After bonding with the students over science, she invited them to her home for dinner

and to see the solar panels on her roof and her electric car—a Chevy Volt, which was charging in her garage.

“They were so eager to learn!” said Pat about teaching the group. “They were also happy to make connections with what they already knew. For example, my diagrams for wiring multiple solar panels together in series or parallel led them to show me the math equations. Math truly is a universal language!

Dr. Scott Greenhalgh, a Professor from the Department of Technology, also commented about his work with the group in 2014 as well as the group in 2015. His role included delivering 2-hour forums on STEM Education, discussing how to integrate STEM subjects through applied learning. During the first class, the group designed and built a robotic hand.

“From what I have learned, STEM in Korea consists primarily of science and math classes only with little emphasis placed on experiential and applied learning...” said Dr. Greenhalgh. “In the technology and engineering classes, students regularly told me they have nothing like that in Korea.”

Greenhalgh has been impressed by the abilities of the students from the group, calling them “really bright.”

In addition to the STEM supplements, KNU students took CIEP courses, practiced conversation with UNI students once per week, and attended CIEP activities, where they interacted with students from other countries. Although they expected to improve only a little, some students were surprised at how much they learned in one month.

“... because it’s a short time, I didn’t expect so much improvement of my English skill, but during CIEP program my English skills were really developed, especially speaking and listening and vocabulary,” said SoYoon.

Students attended a CIEP trip to Des Moines, a local hockey game, and an International Food Potluck and Talent Show. For the potluck, students prepared Korean food and performed a Korean pop song. They also enjoyed the performances of students from Nigeria and Saudi Arabia.

In their free time, the students met other Korean, International, and U.S. American members of the Korean Language and Culture Club at UNI, watched *Sister Act: The Musical* at the Gallagher-Bluedorn Performing Arts Center, and even attended a local birthday party. Junseok’s most fun memory was learning to do the Cha-Cha Slide at the hockey game, and So Yoon’s was making a snowman at midnight with her friends.

Both students gained new insights into their professional goals due to their experience in the CIEP. SoYoon decided that she wants to spend some time teaching Korean in a different country. Junseok wants to introduce the U.S. style of education to Korean students.

“I will tell my parents ‘I did it,’ because I was very feared to come to UNI because my English skill is not good, but when I was arrive at UNI and experience many thing,” Junseok reflected. “It was a nice experience to me and improving English skill and learning American education system.” ■

CIEP ACTIVITIES

International Food Potluck

Food, food, and more food. In the month of January, CIEP held an International Food Potluck and Talent Show at the Lampost Theater here in Cedar Falls. Each student and community member who came prepared a dish from their home country to share with others in attendance. The food was so delicious and was a great way for students to see what food is like in other countries. The event concluded with a talent show where we had dance performances from Saudi Arabia and South Korea as well as a singing performance from Nigeria.

CIEP Volunteer Reception

On Sunday, April 12th, CIEP sponsored a reception in the UNI Commons Ballroom to honor the many volunteers who have served students in our program. During the 2014-2015 academic year, 131 conversation partner volunteers were paired with CIEP students for weekly conversation. Overall, 39 volunteers participated in the International Friendship Program, inviting students into their home to experience family and community life. 23 of these volunteers or families were new to the program this year. The Retired Senior Volunteer Program, which offers weekly conversation to CIEP students, consists of twelve volunteers. Although each program serves student needs, volunteers often have similar experiences of learning about different cultures and countries while sharing their own. During the event, students gave short speeches about the meaningful impact that volunteers have had on their experiences in the U.S. and certificates or thank you notes, acknowledging their hard work for the program.

Habitat for Humanity

Students in CIEP for the spring semester had the opportunity to volunteer at a Habitat for Humanity home in Waterloo. Their task involved mudding and taping sheet rocked walls. This was a new and fun experience for everyone, and by the end of the day, everyone was covered from head to toe in mud. The students really enjoyed helping a family in need from the local community and thought that it was very rewarding.

Day Trip to Des Moines

CIEP students had the opportunity to travel to Des Moines on a Saturday in January and were able to take part in many different things. The students participated in a private tour of the State Capitol Building. It was interesting for the students to get a small inside view of how the government works in the United States and in Iowa. Spaghetti Works followed the tour where students were able to have an all you can eat salad, garlic bread, and spaghetti lunch. After eating more than what was thought to be possible, the students had the opportunity to go relax and watch a movie in the IMAX Theater. Students also had the option to participate in a tour of the science museum. The busy day concluded with shopping at the Jordan Creek mall before heading back to UNI. ■

By Jordan Eberhart, CIEP Activities Assistant



Meet Patricia Ferguson

Academic Support Specialist

By Nathaniel Randolph, CIEP Office Assistant

When people think of Iowa, often times they think of small towns, farms, and Midwestern charm. Yet Iowa is also unique. That is exactly what Patricia Ferguson found out when she moved to Cedar Falls in August of 2014 to start teaching at the Culture and Intensive English Program. Patricia is no stranger to small towns, having been born in the town of Silverhill, Alabama which is home to about 500 people.

She began travelling abroad in high school and spent some time studying in Mexico. Afterwards she received a scholarship from the American Field Service to study in Sweden. While there she lived with a Swedish family and even picked up the language.

"I really understand what our students are going through." It was Patricia's experiences travelling and her love of music that helped foster her interest in language.

"I have done so many things. I started off as a musician. I toured the South and Southeast playing and singing in lounges in my 20's." She then enrolled at the University of Alabama in Birmingham and received a degree in Computer Science. With her degree she worked as a system analyst for ten years and started her family. Throughout this time her love of performing never waned and so she started acting and was featured in the movie "The Rosa Parks Story." That is also when she first started to teach.

After a move to Georgia, Patricia began to think about what she really wanted to do and thought back to her time in Sweden.

"That's when I found the Applied Linguistics Program at Georgia State. My love of language and sound meshed together."

Now with a Masters in Applied Linguistics, Patricia wanted to teach English. Ever the traveler, she was excited for the opportunity to move to a new place like Cedar Falls, Iowa and teach.

"The thing about UNI is the campus is so pretty and so beautiful even when it's snowing!"

Moving somewhere new is always an interesting experience and Patricia can identify with how international students new to Iowa might feel.

"Iowa is so different from where I'm from. I almost feel like I'm in the same position as my students. Away from family and friends in an exciting, interesting, and new environment."

Having lived and learned abroad herself, Patricia knows one of the best ways for students studying English is to surround themselves with the language.

"Try to immerse yourself in English. Watch English movies, read English books, and practice."

Watching her students grow and develop their skills is one of Patricia's favorite parts about working at the Culture and Intensive English Program.

Having lived in so many different and interesting places, Patricia is happy to now call Iowa and the CIEP home. "The people are so trusting in the Midwest."

You never know where you might end up or what you might end up doing, but if you happen to be at the CIEP hopefully you can get a chance to talk to Patricia. She might even be willing to give you a piano lesson! ■

CIEP STAFF PROJECTS

By Haleigh Weatherly, CIEP Administrative Assistant

Five instructors were given release time during the Spring 1 2015 session, and on into the Spring 2 2015 session. Other instructors have been working on projects as well.

During the Spring 1 2015 session, Academic Support Specialist Lauren Rein worked on several different projects and assignments. Some of those included presenting CIEP Assessment Guidelines to the CIEP staff, working on past year's Pass-Fail Rate reports, using feedback to revise the CIEP Curriculum Assessment Guidelines, and creating a report about the correlation between former CIEP students and GPA achievement. Lauren also used the feedback of other CIEP staff to write a "Concerns and Responses to Tally Sheet" so that instructors can address their concerns about the new procedure for tally sheets and a cover sheet for exams. In the near future, Lauren will be working to continue to create Pass-Fail Rate reports, the analysis of GPA achievement, and complete reliability statistics on Writing 4 midterms and final exams for writing and grammar.

Another Academic Support Specialist, Jaime Lyon, focused on implementing the new reading curriculum during the Spring 1 2015 session. Jaime focused on Reading 2 and 7. All of the material for the classes were created, and the midterms and final exams were generated. After completing some research, it was decided that the Reading 7 final would need to be redeveloped in the Spring 2 2015 session and implemented thereafter. Jaime also plans to implement the Reading 4 curriculum and the second Reading 7 packet. This will include making all of the materials, midterms, and final exams for the two levels. Emily Luttrell-Narigon, Academic Support Specialist, has been working on the Reading 3 curriculum development project. In this project, Emily has been creating standardized tests, creating chapter tests, creating new chapter materials, working on overviews of Reading 3, and having regular meetings with colleagues to explain the new materials. In the Spring 2 session, Emily plans to work on the Reading 5 development project.

Tom Riedmiller, Academic Support Specialist, worked through a variety of projects and assignments as well. Tom worked on the Accreditation Committee to implement the CEA self-study process and improve standards, worked as head of the Listening and speaking committee research, repair, and plan revisions to the Listening and Speaking classes, created a

new Writing rubric to be used in the CIEP placement battery and trained the CIEP instructors in the use of the new rubric, and participated on the Academic Support Assistant Search committee to find final candidates. Tom also worked as a Level leader of levels 3 and 4, and facilitated regular meetings to gather information from those level instructors. Tom plans to conduct an assessment of UNI faculty who teach Liberal Arts Core classes to assess what those faculty members expect of students so the CIEP may adequately prepare our students, and use the results of the assessment to draft a list of student learning outcomes for all levels of the CIEP.

Academic Support Specialist, Petra Maier, continued to work on her portion of the accreditation project during the Spring 1 2015 session. She worked to get standards revised and edited. Petra also met with Academic Support Assistant Christina Tsimpides to discuss a project on levels Bridge and 1. Together, Petra and Christina worked to complete the final draft of the "Curriculum Guidelines" of the CIEP staff handbook. The two added missing curriculum guidelines, collected feedback from other committee members on the other sections of the handbook, and divided the curriculum section into six different parts to better organize the information. In the Spring 2 2015 session, Petra plans to continue working on the self-study report and revising standards for the accreditation project.

Some of our other staff members have been working on projects, as well as teaching classes. Academic Support Assistant Jeannie Kleinhans has been working on making changes to Listening/Speaking exams. She will continue to work on this project into the Spring 2 2015 session, as well as create course goals and objectives for Writing and Listening/Speaking courses. Christina Tsimpides has been working on a variety of projects. Christina was involved in editing the staff handbook, working to complete standards as a CEA Accreditation Committee member, and working on the Bridge/Level 1 Development project. She was also the B-2 Level Leader. She has been conducting regular meetings in her role. Christina plans to continue working on standards for the CEA Accreditation Committee, developing the Bridge/Level 1 project, and continue her role as the B-2 Level Leader for the Spring 2 2015 session. ■

WORLD'S WINDOW: AFGHANISTAN

The celebration of Nowroz



Afghan Traditional Dance, Attan



Samanak



Haft Mewa



This World's Window is written by Bushra Habibullah Warzi. Bushra is from Kabul, Afghanistan and is currently a level 4 writing student.

Nowroz means the new day. It's the first day of spring and the first day of a year in the Persian calendar which is celebrated on March 21 every year. Nowroz is not only celebrated in Afghanistan but also in Iran, Iraq, Tajikistan, Turkey, Turkmenistan, Uzbekistan and some other countries in Central Asia. It is the day when the snow is melting, the trees, the flowers, and the grasses are blooming. Everyone enjoys this beautiful day and hopes for a good year and a good life ahead. One of the best features of this celebration is that everyone forgets and forgives the old mistakes of each other and they hug each other for a new start in their relationships.

Nowroz features different traditional Afghan foods, clothes, music, and Attan, the national dance. In this first day of the year, everyone wears new clothes, visits their families and friends, prepares traditional dishes such as haft mewa which means the seven fruits. It's made of seven kind of dry fruits soaked in the water over night and serve to the guests on Nowroz.

Samanak is another ritual of Nowroz; it's a traditional food that is made of wheat germ. A group of women gather to prepare it on the night before nowroz starting from evening till daylight and they sing the Samanak song and dance all night, while cooking and boiling Samanak. The Samanak celebration is only for women, men are rarely allowed to join this. Among these common rituals that are followed by majority of Afghans in and outside Afghanistan, there are many other celebrations that mostly take place in the north of Afghanistan.

One of them is Milae Gul e Surkh, or the red flower festival, and it is when the red tulips grow from the first day till end of the month in the hills in Northern provinces especially in the famous ancient city Mazar e Sharif. People travel to spend their holidays in the beauty of the North followed by the national game, Buzkashi and Jendah bala, it's the raising of a special banner for religious concerns. Millions of people including high ranking government officials from all over Afghanistan gather and make special prayers for peace and stability in the country.

Nowroz is called Jashne dehaqan too, the day of celebration for farmers. It means to alert them of the spring that has come and they have to restart planting. Nowroz is highly valued among the people in Afghanistan because of the beliefs that a new year brings the message of a new day, a new beginning and that every New Year is a better year other years in the past. ■