

[See "Ad Campaign," page 2.]



Dean's Message

How the Story Goes

This issue of the *ExL Report* features an article about three of the University's deans. Reading their stories, I was reminded how little we know on any given day about what our futures will hold and how transforming our educational experiences can be.

Sometimes, even with hindsight, it is hard to tell how we managed to get from our respective starting places to where we find ourselves as adults. In fact, the deans' stories suggest very strongly that everyone who has found his or her way to our campus – not only faculty but also students and staff – has probably traveled a pathway that has little in common with that of anyone else. Which means that the university community offers a remarkable range of personal experience that undoubtedly embraces most of the defining events – not only local and national but also global – of the latter half of the 20th century and the opening years of the 21st. If we could somehow combine our individual experiences, knowledge and insights, what might we understand about humankind and, in the light of that understanding, what kind of future might we shape together? Sparks the imagination, doesn't it?

In many ways, that is both the challenge and power of higher education. We come together in the university's learning community bringing with us our own life experiences and a distinctive body of knowledge. In the context of higher education, we link our personal life experience to the richness of humankind's intellectual heritage across time and culture and the new knowledge offered by contemporary research and scholarship. And then what? Perhaps the only limitation is our imagination. Wouldn't that be a surprise?

From the stories of the three deans, it is clear that higher education helps us to sort out who we are, what our personal and intellectual strengths are, and what career options are open to us. It also helps us build a meaningful understanding out of the relative chaos of life experience, and it gives us the knowledge and skills we need to make a positive difference in the context of our professional, civic and personal lives. At its best, higher education also expands our sense of the possible.

The three deans' stories also show that the path of our educational life is often less than straight. It can start in one discipline and end in another. It can cross national boundaries and oceans. It can start and stop and start again. But, regardless of the path or pattern, each day that we spend adding to what we know, understand and can do enriches both what we can bring to and what we can take from our life experience.

As I look at this issue of *ExL* and the many new programs it describes, I am also reminded that for both *ExL* and the university's exceptional faculty another outcome of higher education is an irresistible urge to share it with others. Out of that rich mix of life experience, scholarship and ongoing teaching and learning, faculty craft the new programs that will influence the life paths of the many who enroll in them over the years ahead. Imagine that!

Joyce Feucht-Haviar
Dean, The Tseng College of Extended Learning

ExL Develops Eight University Credit Certificate Programs in Collaboration With Three of CSUN's Colleges

California State University, Northridge (CSUN) has many credit certificate programs, nearly all of which are designed to serve degree-seeking students by offering them the opportunity to add another area of focus to their degree study.

According to Joyce Feucht-Haviar, dean of The Tseng College of Extended Learning (ExL), many post-degree professionals also are now looking to universities for the rigorous and sophisticated additions to their credentials that university certificate programs provide.



Peter Ogom Nwosu,
professor and chair,
Department of
Communication Studies,
and executive director,
Center for Human Relations

"The working world for post-degree professionals is increasingly demanding, multidisciplinary and global. These pressures will prompt many to come to the university many times across the career span for advanced study opportunities in a variety of fields. Credit certificates allow the university to respond to these important educational needs," Feucht-Haviar said. ExL is currently working with faculty from several CSUN colleges and departments to craft certificate programs that provide intensive study opportunities in areas of particular importance. Three of the upcoming credit certificate programs are being developed in collaboration with the Department of Communication Studies in the College of Arts, Media, and Communication. "Communication and Conflict Management," scheduled for launch in fall 2006, is the first in the Communication Studies series. The goal is to roll out the other two programs – "Intercultural

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– Joyce Feucht-Haviar

Communication and Social Justice" and "Communication and International Negotiation" – in 2007.

"We are starting the series with 'Communication and Conflict Management' because conflict is everywhere and the need is so great," said Peter Nwosu, chair of Communication Studies. "This program will be the only one of its kind in the region to emphasize communication as well as the cultural components of conflict. Many conflicts could be managed more successfully if people paid attention to both the communication and cultural aspects of the problems."

Nwosu explained that the three new certificates are the first academic programs to be offered by the Center for Human Relations that is being established by the department. Designed to encourage university-wide participation in alignment with the vision of CSUN as a collaborative, learning-centered institution, the Center seeks to facilitate dialogue among

diverse peoples, communities and governments and will conduct research on cultural and social issues and their implications for global citizenship. Work on the center began in 2004, when Nwosu came

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– Peter Ogom Nwosu

to CSUN from Cal State University, Sacramento. He initiated the collaboration with ExL because he had worked successfully with the extended learning units at CSUS and University of California, Davis.

"I contacted ExL because I knew the only way to get the visibility we need for our programs would be through collaboration. I'm less interested in the short-term gain than the long-term benefit for our students. We will be able to serve them better if we make our department, college and university a visible presence in this critical field," Nwosu said.

The "Communication and Conflict Management" certificate is aimed at professionals who work in the public sector. "Because of its wide application possibilities, the aim is to establish an area of distinction – first regional, then national and ultimately global – for the department and the new Center," Feucht-Haviar said. "Long-term, Communication Studies will be working with us to create a master's program in this field into which the certificates will feed."

Kathryn Sorrells, professor of communications studies, is director of academic programs for the Center for Human Relations. Paul Krivonos, professor of communication studies and former director of ExL's public sector management bachelor's degree-completion program, is the ExL liaison for the Center's "Communication and Conflict Management" certificate.

According to Krivonos, the scheduling for the first program is innovative because it is designed for



Paul Krivonos, professor of
communication studies and
ExL program director

people who are unlikely to have time for a traditional 15-week, three-class-meetings-per-week schedule. Rather, the program will be faster-paced than most ExL offerings – around eight or nine months for the first offering of the certificate – and involve elements such as weekend "intensives," practicum experiences, journal writing and online interaction with classmates and faculty.

"While the program will be 'cohort-like' in that it

will start with an announcement of the entire course schedule and priority will be given to those who enroll in the full program, people who are not interested in the certificate will be accepted on a space-available basis if they qualify for enrollment," Krivonos said.

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ExL's New Advertising Campaign Plays on Employee Fears of Career Stagnation



DON'T BE ONE.

Nothing causes career extinction faster than an unwillingness to evolve. The best way to breathe new life into your career is through education. The Roland Tseng College of Extended Learning at California State University Northridge offers master's and bachelor's degrees, as well as credit and professional development programs and courses. Empowered with your new credentials, you'll be better positioned to discover your true career potential, work your way up the corporate ladder and be the most dominant species in your profession.

The Roland Tseng | California State University
College of Extended Learning **Northridge**

For a full list of degree and certification programs, visit <http://tsengcollege.csun.edu>.



DON'T BE ONE.

You work like a machine some days, but it's no excuse to become one. The best way to reprogram your career is through higher education. The Roland Tseng College of Extended Learning at California State University Northridge offers master's and bachelor's degrees, as well as credit and professional development programs and courses. Armed with your new credentials, you'll be better positioned to discover your true career potential, work your way up the corporate ladder and have the confidence to shed your robotic shell for good.

The Roland Tseng | California State University
College of Extended Learning **Northridge**


For a full list of degree and certification programs, visit <http://tsengcollege.csun.edu>.

The Tseng College of Extended Learning (ExL) has launched another new advertising and marketing campaign to generate interest in ExL's degree programs among potential students as well as organizations in the San Fernando Valley.

The latest campaign follows last year's award-winning "Grow Your Employees" series of ads aimed at human resources directors. According to Russ Paquette, ExL's director of advertising and marketing services, the 2006-07 campaign is designed to hit various hot-button issues for midcareer professionals and their employers through the combination of a single provocative headline – "Don't Be One" – and a series of attention-grabbing images of things no working professional would want to be.

The campaign kicked off with two print ads: one featuring a ferocious T. Rex and the other, a cuddly robot. "The ads home in on employee career-stagnation anxiety – the fear of becoming the office dinosaur or working like a mindless robot," Paquette said. "It strongly suggests that the best way to avoid these fates – or roadblocks to career advancement – is to enroll in our master's and bachelor's degree-completion programs that have been designed specifically for professionals who want to move up or get a better job."

The series now includes five different "Don't Be One" print ads, which are running in business and professional publications. Each of these ads also has been "spun off" into a colorful, animated Web banner that appears on the *San Fernando Business Journal* site.




DON'T BE ONE.

Being a waiter is one thing. But in the corporate world, becoming nothing more than an order taker can be detrimental to your overall career growth. The Roland Tseng College of Extended Learning at California State University Northridge offers master's and bachelor's degrees, as well as credit and professional development programs and courses. Empowered with your new credentials, you'll be better positioned to succeed in your field and maybe even give a few orders of your own for a change.

The Roland Tseng | California State University
College of Extended Learning **Northridge**

For a full list of degree and certification programs, visit <http://tsengcollege.csun.edu>.



DON'T BE ONE.

There's no reason to get pushed around in the workplace. Not when there's a proven way to add some serious muscle to your career potential. The Roland Tseng College of Extended Learning at California State University Northridge offers master's and bachelor's degrees, as well as credit and professional development programs and courses. Empowered with your new credentials, you'll be better positioned to excel in today's competitive workplace and stand up for yourself once and for all.

The Roland Tseng | California State University
College of Extended Learning **Northridge**

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The "Don't Be One" ad campaign is further supported by a four-part mini-campaign that consists of four freestanding inserts in the *L.A. Weekly*. The first two inserts introduce The Tseng College's newest master's degree programs: knowledge management (KM) and educational leadership and policy studies (ELPS). The third insert aims to promote ExL's public sector programs, while the fourth insert features distance learning. Complete program details – including benefits, course listings, program schedules and contact information – appear on the back of each insert.

Additional ExL promotional elements – separate from the "Don't Be One" campaign – include an animated 30-second TV spot running on the Adelphia/Time Warner network in the San Fernando Valley and a series of radio spots running on KCRW-FM. Both television and radio spots focus on career advancement for midcareer professionals through enrollment in ExL degree programs.

The "Don't Be One" campaign was created by Fourth Wall, ExL's advertising agency.

*Editor's Note: Just before press time, the University Continuing Education Association (UCEA) announced its 2006 Marketing and Publications awards. ExL won three gold awards. Two were for the "Don't Be One" advertising campaign: the first in the "single ad, 3 or more colors" category for the "dinosaur" ad and the second in the "mixed media" category for print ads in combination with animated Web banner ads. The third gold was for the program-specific inserts that ran in the *L.A. Weekly*. The *ExL Report* received a bronze award. For more recent ExL awards, see "ExL Briefs," page 5.*

ExL Briefs

Program Developments

ExL Recruits for CSUN in China

Eddie West (below, middle row, center), ExL's interim director of student services and recruitment, recently visited China to recruit students to the college's Intensive English and Semester at CSUN programs. He conducted seminars on study at CSUN in Chongqing, Guangzhou and Shanghai for more than 400 prospective students and their parents. West also attended two international student exhibitions in Beijing: the China International Education Exhibition Tour and the JJJ Beijing Study in the USA Expo (pictured), where he joined Carol McAllister (in blue), assistant director of international admissions for Admissions and Records. ExL's introduction to JJJ Beijing was facilitated by Justine Su, director of CSUN's China Institute.



State Agency "Training Provider"

Through The Tseng College of Extended Learning (ExL), the university is now listed as a training provider on the Intrastate Training Resources and Information Network (I-TRAIN), an interactive online guide to providers of employment training services to Workforce Investment Act- and Welfare-to-Work-eligible participants. I-TRAIN's regional training vendor directory is recognized by the State of California, which means that the WorkSource Centers operated by the state's Employment Development Department can send individual students to ExL programs on campus or contract for programs to be offered at agency-designated sites. The healthcare interpretation series was the first ExL program to be listed on I-TRAIN. Approval of ExL's court-interpretation certificate program for I-TRAIN listing is pending.

Knowledge Management M.S. Begins

The university's new master of knowledge management degree program began this spring with a three-day seminar for enrolled students. As part of the seminar, ExL hosted a special "Southern California Knowledge Management Forum and Breakfast," open to the public, at which regional industry leaders discussed how knowledge management practices impact organizations in the 21st century. Panelists included KM experts from Abn Amro Bank, Disney Worldwide Services, Johns Hopkins University, Pratt & Whitney Rocketdyne, SAIC, the U.S. Army and Xerox. A distance-learning KM master's program is currently in development, with launch planned for March 2007.

Lean Management Certificate Launched

ExL recently launched a professional development certificate program in lean management for individuals who participate in or expect to lead successful lean management initiatives for their organizations. The program was developed in collaboration with the faculty of Systems and Operations Management in the College of Business and Economics and the San Fernando Valley chapter of APICS, The Association for Operations Management. The first section of the program started in the fall semester. A second section began this spring. For information, visit <http://tsengcollege.csun.edu/lean-ops.html> or email jolynn.feinstein@csun.edu.

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ExL Salutes – CSUN’s “Homegrown” Deans



Elizabeth Say

*Professor of Women's Studies and
Dean, College of Humanities*

I'm completely homegrown. I was born in Pennsylvania, but my family came to the San Fernando Valley when I was three, so I consider myself a native. I was one of six kids. My parents moved to Northridge because they wanted us to be in better schools, even though the move was a huge stretch for them financially.

Going to college was never part of my plan. I started working at 15½ and moved out of the house to live on my own the day after I graduated from high school. When I was doing clerical work for a local engineering company, I decided to take a few English classes here at CSUN just to improve my skills. I took night courses for 2½ years and got good grades. It finally dawned on me that I was good at this, that I could do college.

I became a licensed manicurist because this work would enable me to have a flexible schedule while getting my degree. It took nine years to get my B.A. I majored in English and religious studies, and the experience was life-changing. One reason I feel so passionate about Northridge and what we do here is that it enables students like me to change our lives. I couldn't have done what I did – drop in and out and take nine years to get a degree – at a UC or a private university.

One reason I feel so passionate about Northridge and what we do here is that it enables students like me to change our lives.

– Elizabeth Say

In my last year, one of my professors asked where I was going to graduate school. I had never thought of that. Nobody had ever talked to me about graduate school or how to plan an academic career. But that conversation started me asking questions, and I ended up applying to USC because it was nearby and had a program that interested me. I got my Ph.D. in religion and social ethics with a special interest in women and religion in 1989.

My path back to CSUN was also very serendipitous. While I was working on my doctorate, I got a call from the Religious Studies department because they needed someone to teach “World Religions,” and, of course, they knew me. After I'd been an adjunct teacher in Religious Studies for a couple of years, I was hired as an assistant professor. I taught there for ten years. At first it was a little weird to be working with people who had been my faculty as an undergraduate, but everyone was very supportive.

One of the courses I taught each year was “Women and Religion,” so I worked a lot with the folks in the Women's Studies program, too. In 1993, Women's Studies became a department and an interim chair was needed. I was already on the advisory board and some of the other members asked if I would serve as interim chair. Eventually I became permanent chair and held that position for five years.

Then, in 2001, the associate dean of our college stepped down and our dean, Jorge Garcia, asked if I would step in as interim associate dean for a year. Then Garcia retired from being dean – he continues to teach in Chicano Studies – and I stayed on as interim associate dean while we conducted a search for a dean. That search didn't come to fruition, so I stayed on for a third year as interim associate dean while we launched another search, and it was at that point that I decided to toss my hat in the ring. Of course, by then I felt a lot more confident about my ability to lead the college than I had during that first year.

Aside from my experience as interim associate dean, I've always been involved in faculty committee work, starting with my first year here. One of my earliest experiences was serving on the faculty retreat committee, which was great because I had to work with people from all over campus and think about what would enhance the experience for the group as a whole. I was also on the research and grants committee very early on, and that really gave me an appreciation for the quality of the people here and what a privilege it is to be part of this institution.

Being on the college academic council a couple of times in my career was very helpful, too, because I learned a lot about how the college runs and the place of our college in the university. I think if you are going to be successful at Northridge, you have to be able to think beyond what's good for your own unit to what's good for the university, because if the institution benefits, ultimately we all benefit.

One of the challenges for an administrator who was or still is a faculty member is realizing that from the faculty point of view, you've crossed over to the “dark side.” It has to do with accountability. The things you could say jokingly as a faculty member and no one would take seriously you can't say as a chair or dean because people listen to you differently.

The other challenges of being a dean are those we all share: budget, growth and how to manage it, how to do more with less, how to be more creative. That's where working with Extended Learning is really terrific. It's giving us opportunities to enhance revenue, bring new people into the college, and do things that benefit the whole college that we couldn't do within normal operational procedures.

For example, the liberal studies bachelor's degree-completion program that starts this fall at Glendale Community College will – if successful – generate revenue that will support faculty travel and research. This is wonderful because so often it's a zero-sum game – if you want to do this, you can't do that – and we want to do so much.

Our faculty are very involved in community outreach. The university supports our efforts to take a more global approach to the humanities and expand the traditional focus to embrace the new communities we serve: Armenian, Bangladeshi, Central American. We're also working with the five other Southern California CSUs on a language consortium to teach Arabic, Chinese [Mandarin], Hindi, Farsi and Korean. These are languages that people in this country haven't paid much attention to historically but that are really important for working in a global economy. We may come to ExL for help with this.



Stella Theodoulou

*Professor of Political Science and
Dean, College of Social and Behavioral Sciences*

I'm of Greek-Cypriot heritage. My family were typical Greek immigrants who went into the restaurant business. We traveled back and forth between England and Cyprus throughout my youth.

My interest in political science started in childhood. Politics is second nature to Greeks, and we love to debate. I can remember listening as a child to heated political discussions, not just about the situation in Cyprus but about the world of politics in general, so my going into this field seemed inevitable.

I believe that a large part of our job as faculty and chairs is being of service to the institution and the community that we serve.

– Stella Theodoulou

I got my bachelor's degree in politics, law and government from City of London Polytechnic and my master's in American government and politics from the University of Essex. With my B.A., my original plan was to go into law. In England you apprentice in some of the professions. I actually did apprentice in litigation – and found I didn't like it. But I loved being a teaching assistant when I was at University of Essex, so it seemed natural for me to pursue a career in education.

I came to the United States because my area of specialization in graduate school was American politics and public policy from a comparative perspective. I never intended to stay in the U.S., but teaching this subject matter without having lived here wouldn't have been right, so I came to Tulane University for my Ph.D. in political science.

After I got my Ph.D., I taught at Tulane and in Florida before coming to California on a temporary appointment. I found that I really liked Los Angeles, so I started applying for jobs. For a few years, I supported myself as a “freeway flyer,” teaching at several institutions. I also used my legal skills to get involved in other areas, including the entertainment industry. I spent a number of years working as a producer. I was one of the producers for a TV movie for TNT called “Riders of the Purple Sage.”

I first came to Northridge as a part-timer and got a tenure-track position – as assistant professor of political science – in 1990. Around 1996, the

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department entered a transition period, and I became chair. I saw my role as an opportunity to encourage revitalization, and we changed a lot of things about the way the department operated and also brought some differences into the major.

Meanwhile, I'd been active in university service. I believe that a large part of our job as faculty and chairs is being of service to the institution and the community that we serve. This service not only gives you perspective but also knowledge of the dialogues, procedures and processes that go on campus-wide. So I served on a variety of committees. I was on the educational policies committee for three years. I served in the faculty senate. I served on the team they put together for the university's last WASC accreditation and chaired a subcommittee of that.

I'd never thought of being a dean, but in 2001, the then-dean stepped down to take another job, and all of a sudden I was getting lots of phone calls from people saying, "Are you going to apply for the interim dean job?" When senior people encouraged me to apply, I did – and got the job. Then, two years later – in 2004 – I got the permanent dean job.

One of my biggest challenges now is insuring that people both within and outside of the college – including students and prospective students – realize that the field of social and behavioral sciences has progressed in terms of what we do and how we do it. We have become, for the most part, a very technology-based set of disciplines. I would say that seven of my eight departments have technology needs that most people would never even think of. Geography, for example, is now extremely technologically based.

Another challenge has to do with what our students are going to need to be competitive in the job market. What's exciting is that we are now grounding them with not only an excellent education in the liberal arts but also fusing the theoretical with the applied – something that traditionally we tried to minimize in the liberal arts. For example, the Anthropology department is now looking at cultural resource management as something that you can do with a degree in this field. Previously, the focus was more on traditional avenues of research.

Another example is the new master's degree in social work, which is giving the college a professional degree program. Also, in the area of teacher education, we have become much more of an overt partner with our College of Education colleagues. We've always been involved in this crucial CSUN mission, but now – as an integral part of the "Teachers for a New Era" grant – we are embracing that effort more visibly. Yet another example is the shift from urban studies to urban planning as a discipline. We now have a planning lab, and, again, the focus is much more on application.

Also, I think that more and more we have a responsibility to offer programs that are for midcareer professionals or for people who want to return to the workforce and don't want or need a traditional education. I think we can provide more innovative education programming in partnership with the College of Extended Learning – offerings that are a bit outside the box. One of the great things about CSUN is that it encourages a certain amount of autonomy within the colleges. So we are free to form and enjoy great working partnerships – and we do.

The master of public administration – our oldest partnership with ExL – is now being offered in cohort format. A new hybrid version of the program – where some of the instruction is online – is in development. The cross-disciplinary public sector management degree-completion program, which was launched in 2003, now has several cohorts. We're in the process of developing a master's in urban public policy. And we're hoping that by 2007 we will have an evening master's in social work.



William Toutant

Professor of Music; dean, college of Arts, Media, and Communication; director, Arts Northridge; and host of the radio show, The KCSN Opera House

I was born in Worcester, Massachusetts, and grew up in New England. I went to George Washington University and studied international affairs. In my sophomore year, I decided I didn't love what I was studying, so I switched to music.

No one in my family was a musician, and I was just an amateur. I played the piano. I also studied violin, clarinet and percussion – not really to master the instruments but rather to understand what performers have to go through, so I'd know how to deal with them as a conductor. At that time, conducting was my ambition. I was assistant conductor of the university orchestra and a community orchestra. Then, one summer, I went to a conducting camp in Pennsylvania and got my first taste of the politics involved. That soured me so much that I switched gears and decided to be a composer.

The music department at George Washington was very small, but this was good for me since I'd come to music relatively late and benefited from the personal attention. I stayed there through my master's, went to Michigan State for my doctorate and then came to Northridge in 1975. Since then, I've written three books and a number of compositions.

I started as a two-year lecturer, then got a tenure-track position as assistant professor of theory and composition. I was always active on faculty committees. I chaired the college personnel committee during my first two years as associate professor. I was on the faculty senate for a couple of terms. I also served on the college curriculum committee for many years.

In 1986 the longtime chair of Music, Clarence Wiggins, announced his retirement, and a number of the departmental faculty encouraged me to apply for the position, so I did. I didn't get that job, but I did become acting chair of the "Department of Art – 3D Media" because they were unable to find a chair that everyone could agree upon.

The following year, the policy on associate dean positions was changed. Originally, these were six-unit, reassigned-time positions, but in 1987 they became full-time administrative positions. So I applied for the associate deanship of what was then the School of the Arts, got the job and served in that capacity until 1999, when I became interim dean. That was the year I also became director of the Center for the Visual and Performing Arts. I became "real dean" in 2001.

It was in the mid-90s, while I was associate dean, that the college was reorganized. The departments of Speech Communication (now Communication Studies), Journalism and what was then Radio/TV/Film (now Cinema and Television Arts) and the radio station KCSN-FM joined with the School of the Arts to form what is now the College of Arts, Media, and Communication. Starting in the mid-90s, in addition to being associate dean, I held a series of administrative posts: administrator-in-charge of the

newly consolidated Department of Art, administrator-in-charge of the Department of Theatre, and acting general manager of KCSN.

My involvement with KCSN dates back to when the station was here in Nordhoff Hall. In those days, there were a lot of student hosts. One of my students was hosting a classical music program and asked if I would come on the air on Schubert's birthday to discuss "Did Schubert really finish the Unfinished Symphony?" I did and had a grand time. When I was invited back, I went on as a Russian musicologist with a phony accent. That was fun, too. Then I did a whole series of humorous pitches for the fund drives.

It was when we formed the new college and the radio station became part of it that I became acting general manager for six months while we did a search for a new manager. During this time, the then-program director said the station needed an opera show and asked me to do it. Well, we never stopped. It will be 10 years in August.

Of course, I'm very proud of the way the station has evolved. And one of the best things I've done is bring in Martin Perlich as program director. He's the best classical host in Los Angeles – if not the country.

As dean, my biggest challenge is to attract and retain quality, talented students in all the areas of the college – even though the more students you attract and retain, the more it costs to give them a quality education. It's a vicious cycle and all the deans have this problem, but it affects this college especially because we are so equipment intensive and the technologies change so fast.

As dean, my biggest challenge is to attract and retain quality, talented students in all the areas of the college – even though the more students you attract and retain, the more it costs to give them a quality education.

– William Toutant

We have eight theatrical productions a year, including two operas and a musical. We do hundreds of concerts and music recitals. In Journalism, we produce a weekly news show and news magazine. The Daily Sundial comes out of this college. We have a film soundstage and TV studio. In fact, our only somewhat traditional department is Communication Studies, which has a computer lab but doesn't require as much equipment as the others.

The new post-baccalaureate certificates from Communication Studies that are in development in collaboration with Extended Learning [see page 1] have the potential to be a great help to us, revenue-wise. We are exploring additional collaboration possibilities for other ExL programs for midcareer adults as well.

Editor's Note: Shortly before press time, William Toutant announced his resignation as dean of the College of Arts, Media, and Communication, citing health concerns related to his massive heart attack in 2004. He will continue to serve in his present position until the beginning of the fall 2006 semester, after which he will continue to oversee KCSN-FM and work on the development of the new CSUN Performing Arts Center.

Photos by Victoria Branch

ExL Briefs

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Online State Procurement Training

This spring ExL will begin delivering a second series of online professional development courses for procurement and contracting professionals employed by the State of California. The courses have been developed and are being delivered by ExL's distance learning group in collaboration with CSUN's Center for Management and Organizational Development in the College of Business and Economics under a contract with the State Procurement Online Training (SPOT) project. ExL delivered the first series of SPOT courses in summer 2004. The 2006 series will end this summer. A third series of courses is planned.

Events

Success of Seminars Series Grows

A total of 145 local business executives and managers attended The Tseng College's second series of four "Breakfast at CSUN" seminars, which concluded in March. This number was more than twice that of the guests attending the first series, which was introduced in fall 2004 to encourage local business people to view the university as a resource for their organizational education and training needs. The best attended event of the 2005-2006 series was the final presentation on "Conflict Resolution in an Organization" by Peter Nwosu, professor and chair of CSUN's Department of Communication Studies. Other topics covered in the recent series included "Using Knowledge Management to Improve Information Access," "Keeping Yourself and Your Employees Healthy and Well," and "Successfully Marketing Your Organization or Business."

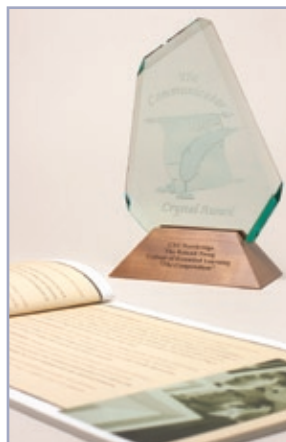
Awards

Additional Marketing Awards

ExL recently received additional awards for 2005 public relations, marketing and communications efforts. ExL's *Compendium of Programs for Advanced Professional Development*

won the Crystal Marketing Award "in recognition of excellence in marketing" from the Association for Continuing Higher Education (ACHE). The Council for Advancement and Support of Education (CASE) named ExL a "gold medal winner" for its print advertisements (human resources

"employee cultivation" *ACHE Crystal Marketing Award* campaign) and a "bronze medal winner" in the student recruitment category for the distance-learning educational leadership and policy studies program brochure.



ACHE Crystal Marketing Award

Chamber Participation Recognition

The Encino Chamber of Commerce recently recognized ExL with a certificate for its participation in the chamber's wellness committee. The committee itself received an award for being the most effective ongoing committee in the organization at a recent chamber function. The wellness committee provides speakers and education to the local community on health and wellness issues, including the business and administrative side of healthcare. Caroline Miranda, director of public relations, is ExL's liaison with the local chambers of commerce in the Santa Clarita and San Fernando Valleys.

Editor's Note: Just before press time, the University Continuing Education Association (UCEA) announced its 2006 Marketing and Publications awards. See note to "Advertising Campaign" story, page 2, for ExL's latest honors.

On-Demand Education Provides Greater Flexibility for Professional and Organizational Learning

Many professionals – especially in the health services fields – are required to earn continuing education units (CEUs) on an ongoing basis to retain their licenses or certifications. In California, speech-language pathologists (SLPs) are required to complete 24 CEU credits every two years.

This spring, the university is launching a series of online interactive tutorials that will enable SLPs to earn CEUs for maintaining their certifications and advancing their professional development while studying at their own convenience. The new tutorials were designed by ExL's distance learning group in collaboration with the Department of Communication Disorders and Sciences in the College of Health and Human Development.

According to Tyler Blake, ExL's director of distance learning and special projects, the online tutorials are an example of on-demand education, which allows students to begin courses whenever they wish within a specified time frame and to proceed at their own pace, stopping and repeating learning segments as needed. The first online CDS-CEU tutorial, "Tools to Control Stuttering," uses multimedia lectures, video segments and participatory activities to help SLPs learn useful techniques for working with people who stutter. Upcoming offerings include "Relationship-Based Early Intervention," and "Adaptive Augmentative Communication."

"On-demand education reflects the fact that training needs are always changing," Blake said. "As fast as courses can be put together, the needs evolve. It was clear we would need a new model for creating, updating and delivering courses for both individual end-users and organizations with complex training needs. We decided on a database-driven approach."

This strategic approach involves designing discrete learning modules for specific topics related to areas of content that have relevance for users. The modules are stored in a database, so that their learning objectives can be updated as needed and the modules themselves can be assembled and organized into courses in a very fast and customized way. Courses can be assembled from updated modules quickly and placed on a Web site so that authorized students immediately start learning, completely online and at an appropriate level of depth.

"This modular strategy takes less time, costs less money and provides more flexibility and customizability than traditional course development – which makes on-demand education practical for professional training," Blake said.

While the new CDS-CEU tutorials are designed for individuals, ExL's first on-demand program for an organizational application was developed in collaboration with the Center for Management and Organizational Development in the College of Business and Economics for the State Procurement Online Training (SPOT) project. In this application, the database-driven approach's flexibility and ease of customization is particularly valuable because training in the state's procurement processes must be applicable to all employees in whatever agency or capacity they function. [For more on the SPOT project, see "Briefs," left.]

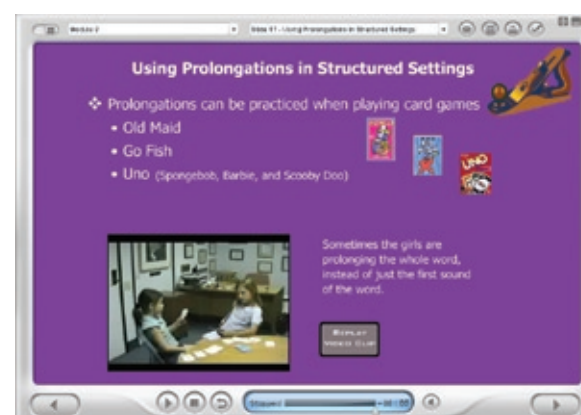
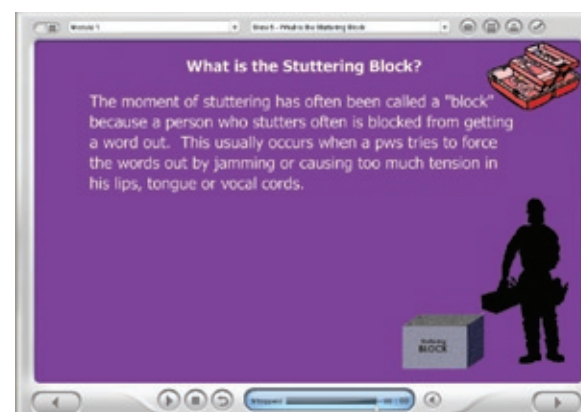
According to Blake, the same database structure that has been developed for on-demand education can



ExL introduced its online tutorials for speech-language pathologists at a recent American Speech-Language-Hearing Association (ASHA) conference. ExL's Myriam Cedeno [left] and Elaine Saler await visitors at the CSUN Distance Learning booth.

also be used for knowledge management and task support on the job. "This technology is more than just flexible course development. It's a basic infrastructure for how to manage information for any number of purposes."

"While we didn't build the technology for this purpose – we built it for commercial delivery of the tutorial courses – we are now 're-purposing' it to help the academic departments. This is an example of how distance programs can significantly help the residential programs," Blake said.



ExL's first online CDS-CEU tutorial, "Tools to Control Stuttering," uses multimedia lectures, video segments [lower screen shot] and participatory activities to help speech-language pathologists learn useful techniques for working with people who stutter.

EXL REPORT

The *ExL Report* is published twice yearly for the faculty and constituents of The Roland Tseng College of Extended Learning, California State University, Northridge, by the ExL Public Relations, Marketing and Communications department.

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ExL Develops Eight University Credit Certificate Programs in Collaboration with Three of CSUN's Colleges

(continued from page 1)



Kathryn Sorrells, professor of communication studies and director of academic programs, Center for Human Relations

According to Sorrells, one of the advantages of collaborating with ExL is that it allows the department to broaden its focus to include not only matriculated students but people who are out in the working world. "That's an advantage to us in two ways: it augments our curriculum because some of the courses in the certificate programs will be available to our graduate students. It also gives our faculty another arena in which to use their skills and backgrounds," Sorrells said.

She added that the most personally interesting aspect of the collaboration has been bringing in experts in several fields from around the country to brainstorm the new curriculum and assist in course development. "One of the benefits of developing a program like this is that it begins to challenge some of the artificial boundaries between disciplines. While disciplinary boundaries have some advantages, it's really informing and creative to take a more systemic approach that works across these divisions – particularly when dealing with our topic: communication and conflict," Sorrells said.

Also starting in fall 2006 is an online credit certificate in instructional design and adult development (IDAD), designed by ExL's distance learning group in collaboration with the Department of Educational Psychology and Counseling in the Michael D. Eisner College of Education to meet the growing need for more effective trainers and course designers in a variety of business and community settings.

According to Tyler Blake, ExL's director of distance learning and special projects, this new program grew out of discussions with corporate training departments while marketing other online programs.

"We learned that there are a lot of people doing training in organizations who have to use technology to train adult learners, but some were either never formally trained or were trained in an 'old-line' model that didn't include the concept of lifelong learning or the breadth of technologies and applications that are now available," Blake said.

As a result, ExL and Educational Psychology became interested in putting together a certificate that,

"wouldn't just teach trainers how to use the latest software but rather give them a basis for understanding how people learn," Blake said. He stressed that this understanding is especially important since adults learn differently than traditional students and technology is always changing.

The IDAD program will enable trainers and course designers to keep up with the rapid pace of change in instructional technology.

– Tyler Blake

"The IDAD program will enable trainers and course designers to keep up with the rapid pace of change in instructional technology. It will provide them with a practical but sophisticated methodology for matching training techniques to the needs of both adult learners and the organizations that employ them," Blake said.

Yet another series of new credit certificate programs is being developed for public sector employees who want to specialize in a particular area, such as nonprofit management or performance measurement and management. There are four programs in the series, which is planned for launch in fall 2007. According to Henrik Minassians, ExL's director of public sector programs, each of the courses in these programs will carry an "MPA" designation, which will enable students to transfer their certificate course credits into the master of public administration program if they so desire. It is also possible to earn the new credit certificates after completing the MPA degree.

"MPA programs are usually 'generalist,' but we expect that our students can gain skills to solve specific and real problems, so the ability to receive formal training in these additional areas of specialization will be highly beneficial to those seeking professional advancement," Minassians said.

MPA programs are usually 'generalist,' but the ability to receive formal training in these additional areas of specialization will be highly beneficial to those seeking professional advancement.

– Henrik Minassians

In addition to the upcoming credit certificates, ExL offers an existing certificate in "Public Policy and Management" in both on-campus and online versions. Many of ExL's public sector programs are offered in collaboration with the College of Social and Behavioral Sciences. Dean Stella Theodoulou tied the development of these programs to The Tseng College's mission when she said [see "ExL Salutes," page 3], "I think that more and more we have a responsibility to offer programs that are for midcareer professionals or for people who want to return to the workforce and don't want or need a traditional education."

Statement of Purpose and Vision

Purpose: The Roland Tseng College of Extended Learning (ExL) exists to expand access to and strengthen the influence of the scholarship and teaching of the University and its faculty. ExL develops and offers exemplary study opportunities, credit and noncredit, which are rooted in the University's scholarship and teaching and are designed to ensure that the individuals, communities and organizations served by the University achieve their lifelong learning goals.

Vision: ExL will use its full capabilities and resources with integrity, versatility and imagination to make a positive difference both within the University and in the larger community through the power of lifelong learning.

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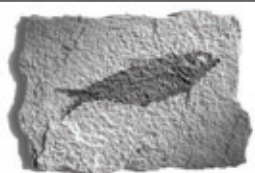
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[See "Ad Campaign," page 2.]

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