



Dean's Message:

What Do You Know?

Do you know what you know? Most people don't. There's no question we each know a great many things – far more than we could ever list. Unfortunately, our minds don't come equipped with a handy table of contents. Rather, we bring forward what we know as the occasion warrants. In the course of a day, we generally utilize a very wide range of knowledge and skills that we call into play without much effort.

With all that we know, we are able to help others in our professional and personal lives solve a great many problems. But, since we don't really know how much we know and we lack an easy-to-access directory to the knowledge we possess, it is hard for us and our colleagues to know when we might have just the knowledge needed to solve a particular problem.

If it is hard for us as individuals to really know what we know, imagine the challenges that face an organization that is trying to figure out what it knows and how best to put that knowledge to use. An innovative high-tech firm may have hundreds or even thousands of staff members, each of whom is hard at work using bits and pieces of what he or she knows. Moreover, the firm probably has files that chart at least some of the work of former employees on past projects.

Knowing how a team of professionals approached a problem 20 years ago might be very useful to those in the organization facing a similar problem today. But how would today's team know of the existence of information in a 20-year-old file that might point them in the right direction or warn them about possible problems? Obviously, much time and considerable resources could be saved if the organization actually knew how much knowledge it possessed and how to access it.

The potential gains from better use of an organization's comprehensive knowledge is so significant that a growing number of public and private institutions are working to develop better knowledge-management strategies. In this edition of the *ExL Report*, you will read about how the University and a team of exceptional faculty from across the disciplines are working with representatives from industry to develop a new master's degree program to prepare professionals to deal with the challenge of knowledge management.

Among organizations, universities are rather remarkable in the scope and depth of what they know. The faculty, staff and students who comprise a university community possess a collective command of much of humankind's intellectual heritage as well as new knowledge and discoveries in a wide array of disciplines – many with direct relationship to professional practice in a number of fields.

One of the delights of our work in The Tseng College is that our charge is to get to know what this university knows and then create opportunities for the faculty to make knowledge across the disciplines accessible to midcareer professionals and their employers. This mission allows us not only to foster the creation of new and exciting programs but also to be perpetual students ourselves. All in all, a pretty great gig.

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

New Knowledge Management Program Embodies Comprehensive Approach to Outcomes-Based Program Development



Program co-coordinator Evan Scheffel (left) consults with Boeing Company experts Haroldeane Snell, Boeing library site lead; Kiho Sohn, knowledge management and innovation site lead; and Dennis Bowyer, librarian.

Last year, University president Jolene Koester announced CSUN's embarkation on a long-term process through which the institution is reconfiguring and redefining itself as a "learning-centered university." Because the act of teaching does not guarantee that learning will result, learning outcomes-based program development and assessment to ensure that learning objectives have been met are integral to this process.

According to Extended Learning (ExL) dean Joyce Feucht-Haviar, this new focus is of particular interest to the midcareer professionals served by The Tseng College as well as their employers. "These people need to know that our programs – whether noncredit or degree – have educational outcomes that resonate with their career and management development goals," she said.

Feucht-Haviar pointed out that the master of science program in information and knowledge management, which will start in fall 2005, will be the University's first in which a learning-outcomes-based approach has been used throughout the entire program development process. The objective of this two-year program is to equip students to manage knowledge in a variety of corporate and public settings.

The program is sponsored by ExL and the University Library in collaboration with the departments of Business Law and Systems Operations Management in the College of Business and Economics, the department of Computer Science in the College of Engineering and Computer Science, and the department of Political Science in the College of Social and Behavioral Sciences. ExL's Paul Krivonos, director of the public sector management program and former chair of CSUN's Department of Communication Studies, and Evan Scheffel, full-time lecturer in the Department of Management, are co-coordinators of the program's curriculum development process.

This process began with asking faculty who were going to teach in the program to determine the entire program's learning objectives rather than simply those for their individual courses. Next, faculty members worked in teams to outline goals for individual courses, which were subsequently reviewed and discussed by the group.

According to Krivonos, the process has also featured integrating assignments across several courses. "Offering the program in the cohort model allows us to integrate a topic introduced at an early stage with concepts that are taught farther down the line," Krivonos said.

"Our knowledge management faculty reports that this is the first time they have been able to talk

to others about the different ways that problems are approached from each of their disciplines," said Scheffel. "They are discovering that this process allows them to not only combine existing knowledge but also find new ways of thinking."

An additional feature of the development process has been the inclusion of people from business and industry who would employ graduates from a program of this type. ExL also plans to circulate course descriptions to selected corporations and government agencies in order to obtain feedback on how effective they think this program will be in preparing someone to be an information manager in their environments.

Assessment is built into the new program development process as well. Faculty members have identified key assignments on which student performance will indicate whether or not the learning objectives have been reached. Feucht-Haviar noted that a similar built-in assessment process is being introduced to the existing public sector management program and that the master in public administration program is undergoing a major redesign that will include built-in assessment as well.

Among the assessment tools that ExL is introducing in its online courses is the "e-portfolio." This technology enables instructors and program developers to review student assignments and fine-tune the curriculum as needed. E-portfolios also allow students to map their own progress and keep an online record of their work to show to prospective employers. The online master's degree in educational leadership and policy studies program, which starts in spring 2006, will be the first CSUN degree program to employ this technology. E-portfolios also will be used by the first online knowledge management cohort, planned for fall 2006.

In addition, ExL is looking at ways to incorporate feedback from active practitioners in designated professions into the learning process.

"We aren't doing all of this just because 'assessment' is the current *in* thing," Feucht-Haviar said. "We really want to make sure that those who take our programs will be people who see themselves as change agents and that we've given them the knowledge, skills and habits of mind they'll need to make a difference in the professional contexts of their choice."

[Editor's Note: ExL is leading a pre-conference workshop on "Assessment and Outcomes-Based Program Design: Essential Concepts and Innovative Applications" at the 90th annual University Continuing Education Association conference in Boston this spring.]

ExL Briefs

Special Events

Warren Campbell (right), co-founder and co-director of ExL's master of public administration



program, shares an observation with Bruce Campbell, an instructor in ExL's fundraising and institutional advancement certificate program, at The Tseng

College's recent **Professional Development open house**. The event resulted in productive exchanges among students, instructors and consultants, who came to discuss course and program offerings and see the newly remodeled business and professional development area in the Bookstore Annex.



At a recent **"Breakfast at CSUN" seminar** at the University Club, Patrick Nichelson, chair of CSUN's Department of Religious Studies, initiated a lively discussion of personal versus institutional loyalty in the context of business and professional ethics. This series of seminars led by noted CSUN faculty members was created by The Tseng College to strengthen connections between CSUN and the local business community. The seminars are held free of charge for business executives and managers. Since the series was launched last October, participants have included representatives from Boeing, Goodwill Southern California, Hilton-Burbank Airport and Convention Center, Kaiser Permanente, Medtronics Minimed, the National Notary Association, Nestle, Northridge Hospital Foundation, Warner Center Marriott and Wellpoint. The first "Breakfast at CSUN" series ends this March. A second series is being planned for fall 2005. The Tseng College invites CSUN professors to submit their ideas for seminar topics of interest to local business executives to Caroline Miranda at ext. 4852 or Caroline.Miranda@csun.edu by June 1.



The Tseng College recently cohosted a reception and banquet at the University Club for an annual meeting of the International Training Center – Global Distance Collaboration Network (ITC-GNET), an **association of South American educational leaders**. The network was created nine years ago in collaboration with San Diego State University and is now an independent nonprofit association. The visitors included professors and administrators from the Dominican Republic, Ecuador, Mexico, Panama and Peru. Bob Brocklehurst (right), associate dean of The Tseng College, and dean Joyce Feucht-Haviar led the ExL contingent. The event also was attended by CSUN president Jolene Koester, vice president and chief financial officer Mo Qayoumi, provost Harry Hillenbrand, associate vice president Mack Johnson, and deans Fred Dorer, Fred Evans and S.T. Mau.

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International Programs Initiative Launched

In keeping with the University's ongoing effort to provide a rich and diverse intellectual and cultural environment, The Tseng College has begun an energetic expansion of its international education development, delivery and marketing activities. "With our broad experience in developing and delivering programs for international students, ExL is well-positioned to play a leading role in helping CSUN to meet this long-term objective," said associate dean Bob Brocklehurst.

ExL's new effort involves building upon and extending existing programs that are already successful with international students, such as the intensive English program; extending programs that are currently successful with the local community, such as Open University and distance learning programs, to targeted international student audiences; and developing new programs in areas of demonstrated expertise to serve international markets where demand is greatest, such as delivery of English-language support and test-prep programs for CSUN's growing international student community.

To implement this new effort, Eddie West, student

services and international projects coordinator for the intensive English program, has been appointed chair of ExL's new international projects "hub." This hub will serve as a networking, information collection and project exploration base from which to coordinate the College's present and future international endeavors.

In recent months, Brocklehurst, West, dean Joyce Feucht-Haviar and other members of The Tseng College program development team have engaged in research, discussion and collaboration with other CSUN colleges in a number of areas related to serving – and attracting – international students. Examples include collaborating with the College of Engineering and Computer Science in formulating model study programs that integrate English language-support with existing graduate degree programs and with the College of Business and Economics in the development of a program that will enable students from selected overseas business colleges to enroll in CSUN business courses for one semester.

Certificate programs in international business also are being explored.

TRENDS IN LIFELONG LEARNING

Online Education Enters the Mainstream

The most recent Internet usage survey by The Pew Internet & American Life Project shows that about 63 percent of all American adults are (or have been) Internet users. Of those, 60 percent have also gone online to "do research for school or training." According to the 2004 survey, this percentage continues to increase as the total number of online Americans itself increases.

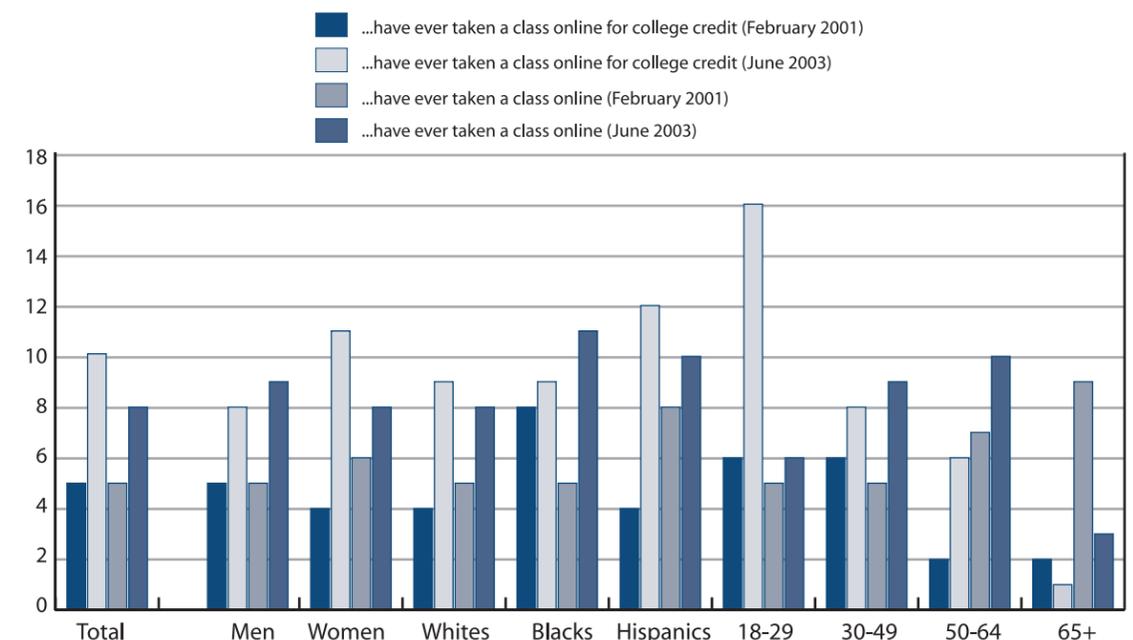
According to the previous year's survey, only ten percent of adult Internet users had ever taken a college-level class online for credit, while eight percent had taken some other kind of class via the Web. Nevertheless, for the courses offering credit, this represented a notable increase from 2001, the first time PEW researchers asked respondents about online education. (See chart.)

PEW's most recent survey also shows that men, minorities and younger adults (ages 18-29) were

somewhat more likely to use the Web for education-related research than their counterparts in other demographic groups.

According to a recent study by the Sloan Consortium ("The Quality and Extent of Online Education in the United States, 2003 and 2004"), more than 1.9 million students were studying online in fall 2003 and the number was expected to exceed 2.9 million in fall 2004. The same survey found that three quarters of academic leaders surveyed at public colleges and universities believe that online learning quality is equal or superior to face-to-face instruction.

Excerpted with permission from In Focus, the newsletter of the University Continuing Education Association, Nov./Dec. 2004.



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.

Joyce Feucht-Haviar, dean

Editorial comments, suggestions and contributions are welcome.

Marcella Tyler, executive director, public relations, marketing and communications

Phone: (818) 677-3129

Fax: (818) 677-7639

Victoria Branch, editor

E-mail: victoria.branch@csun.edu

Rika Toyama-Gaines, art director

Mailing address: The Roland Tseng College of Extended Learning, California State University, Northridge, 18111 Nordhoff Street, Northridge, California 91330-8383

Hildamerie Reyes, graphic designer

ExL Salutes - Aida Metzenberg

CSUN Associate Professor of Biology and Director, Genetic Counseling Program

As the center for higher education in this region, CSUN is committed to creating lifetime learning opportunities for members of the community through its intellectual resources. "ExL Salutes," a regular ExL Report feature, spotlights noteworthy University educators whose careers exemplify this commitment.

I grew up in Berkeley, California. No one in my family was involved in science. My parents were musicians, so I don't know what happened to me. In high school, I wasn't encouraged to take sciences. Even though I did very well in genetics and marine biology – we had great specialty courses in our high school because this was before "Prop 13"* – no one suggested that I take chemistry. I think this was because I was a girl. I really enjoyed my high school genetics class, though. Then I took chemistry and physics in college and just loved that.

I received my B.A. in biology from Reed College in Portland, Oregon. I chose Reed for my undergraduate work because I wanted a small liberal arts college with strong academic preparation.

Field Fuses Dual Interests

As graduation neared, I thought maybe I wanted to go to medical school. I applied, but I didn't get in. Someone suggested that I should look into genetic counseling because I'd been doing crisis counseling since high school. I set up a rape crisis hotline in Portland and received an award for this while I was at Reed.

When I looked into genetic counseling, the field sounded perfect because it fused counseling with my other great interest: biology. At that time, there were only four graduate genetic counseling programs in the country. One was at University of California, Irvine, so I went there for my M.A. Then I rushed back to Portland to marry Stan [Metzenberg, now associate professor of biology at CSUN], who was still at Reed, majoring in biology and mathematics. At our wedding reception, guests signed the flyleaf of our shared copy of Stanbury's *The Metabolic Basis of Inherited Disease* instead of a guest book.

After our marriage, we worked in laboratories at Oregon Health Sciences for about one year before applying to grad school. Stan and I went together to the University of Wisconsin in Madison to continue our educations. I thought that if I went back to the lab – which I loved – I could do something in some small way to help families. That's why I pursued a Ph.D. in genetics. I worked as a genetic counselor in the University lab while earning my doctorate.

Program Attracts "Opinionated" Director

We returned to California as postdoctoral fellows at the University of California, San Francisco. During the five years we spent at UCSF, I worked in the prenatal clinic.

While we were there, my advisor said, "You're so opinionated about how genetic counselors should be trained, maybe you should be running a program." Knowing that there were only about 20 genetic counseling programs in the whole of North America, I said, "That's not going to happen." But very soon after that, this position as director of CSUN's genetic counseling program opened up. This was in 1995. The program had already been started, but they needed help with getting accreditation from the American Board of Genetic Counseling. The position involved running not only the program but also a research laboratory plus teaching several classroom courses and a graduate seminar in human genetics. Of course, I accepted. Fortunately, Stan was able to work here part-time for a couple of years before the full-time faculty position in molecular biology for which he successfully applied opened up.

Program Challenges

The really wonderful and special thing about our two-year master's program is that it's a collaboration among three departments – Biology, Educational Psychology and Counseling, and Special Education. However, coordinating everything is a lot of work.

So is managing clinical rotations for our students. During the program, each student gets 1,000 hours



PHOTO BY VICTORIA BRANCH

of clinical training at clinics and hospitals around Los Angeles. This means setting up and maintaining relationships with a number of genetic counselors and physicians. Right now, we have 17 students doing rotations. We currently have 41 genetic counselors who supervise our students and about 20 physicians – primarily geneticists, ob/gyn perinatologists and radiologists – who donate time to training them.

Another big challenge is recruiting. Since I came to CSUN, the program has grown from nine to 17 students, but we would like to have more. Our growth has been limited, I think, because the field itself is not widely known. Also, people don't know that genetic counselors need backgrounds in both science and counseling. I answer a lot of queries about the program via phone and e-mail. I usually hear from biology majors who need crisis counseling experience – we try to refer them to places where they can get that – or psychology majors who haven't had the chemistry. Genetic counselors need introductory *and* organic chemistry and biochemistry because they need an acquaintance with molecules in order to take our human biochemical genetics course and to really understand the bases of genetic disease. This knowledge enables them to work with physicians as well as with the families they will be counseling.

Career Opportunities, Societal Implications

Most graduates of our program work in clinics or hospitals. A few are employed by government agencies in the public policy area. Some work in laboratories, interpreting data for doctors. Some coordinate research studies. All of our students find employment in the field within a few months of graduation, and many receive job offers before they graduate. Compared with the starting salary for a CSU professor, they earn quite a lot of money.

Recent advances in diagnostic technology are giving doctors more information. This means that genetic counselors are needed to help people understand their test results, so they can make decisions according to the needs of their own families and not someone else's formulas. For example, if a pregnant woman has a test that shows an increased risk of Down syndrome for her child, her physician will refer her for genetic counseling. The State pays for this service under a huge program for prenatal diagnosis of diseases.

Another area in which major advances are being made is with the big three adult-onset diseases: cancer, diabetes and heart disease. Cancer genetics took off about 10 years ago – the year I came to CSUN – when a gene called BRCA1 was discovered. It was found that if a person had this mutation in the BRCA1 or 2 gene, she or he would be at high risk of developing breast cancer. Also, if a person is diagnosed with breast

cancer, she or he might want to have genetic counseling to find out if there's a family predisposition. If children or family are at risk, they might need genetic counseling as well. All this has really changed things. Now there are cancer genetics clinics and adult-onset genetics clinics out there. We make sure that our students receive training in these areas.

Of course, there are societal implications. So far, people haven't been disqualified from insurance coverage because they have a genetic predisposition for a disease, but this is clearly a major concern in regard to both insurance eligibility and the possibility of employment discrimination. National and state legislatures have worked on this. There is some protective legislation, but who knows if it will work?

Genetic Counseling and Continuing Ed

The phrase "lifelong learning" is thrown around a lot, but a genetic counselor really needs to do that because genetics technology is changing so rapidly. Genetic counseling doesn't have licensure in California yet, but counselors do have to be Board certified and they need to earn the CEUs provided by the ABGC.

So far, I'm doing our continuing education program independently. In January, I held a two-day conference on embryology and fetal pathology. Participants were genetic counselors, genetic counseling students from CSUN and UC Irvine, biology students from CSUN, doctors from UC Irvine and UCLA, and faculty from all three institutions. It was two days of lectures, and I was on the edge of my seat the whole time! I try to hold one of these conferences every other year so I can catch each of our classes, but everyone was so enthusiastic this time that we'll probably do another one next year. Our Center did the organization. We had help from our distinguished speakers and Research and Sponsored Projects. The program was also supported by UCLA and UCI.

We would like to collaborate with the College of Extended Learning here at CSUN. A distance component could work well for us. There are attempts to start a genetic counseling program in northern California. It would be really great if we could share some courses.

University and Personal Support

The widespread support we have is wonderful. I mentioned that three departments from two different colleges are involved. We also have administrative assistance provided by the College of Science and Math and an associate director, Fiona Field, who has taken over the clinical placements. Both of those positions are half-time, but they need to be full-time if the program is to expand. Training genetic counselors is very labor-intensive.

On the personal side, Stan and I learned how to support each other through long hours of working very hard at graduate school. Since he was a molecular biologist and I a molecular geneticist, we spoke the same language and were always able to talk over our experiments. This pattern of support saw us through balancing parenthood with research through graduate school, postdoctoral fellowships and as professors at CSUN. We are fortunate to have side-by-side laboratories and are able to consult with each other easily.

I am very happy to be working at CSUN. One of our medical geneticists once described CSUN as a "people's university," and I really feel that this is true. It is quite different from institutions that emphasize research only. It's a pleasure and an honor to help students realize their career dreams.

*Enacted in 1978, Proposition 13 reduced property tax revenues and fundamentally changed how public services, including education, are financed.

ExL Program Briefs

(continued from page 2)

New Computer Lab

ExL recently began instruction in Digital Media and Design and other computer courses in its own computer laboratory in the Matador Bookstore building. Previously, computer courses were taught in other campus buildings. The new lab is equipped with 25 Gateway Profile MX5 computers, which feature wireless networking technology and use the fasted Pentium 4 processors available. Each computer has a built-in monitor with an 18" LCD screen. According to Jim Moran, ExL's systems coordinator, the response from instructors as well as students has been "enthusiastic."

Awards

The Los Angeles chapter of the American Society of Training and Development recently presented **Jo Lynn Feinstein**, senior program development director for corporate education and business development, with a "Directors' Distinguished Service Award." The award recognized her contributions to the organization's Training Manager Exchange, an annual conference for training managers and directors. Feinstein also received an ASTD "Shining Star Award" for her work on membership retention for the chapter.

The *San Fernando Valley Business Journal* nominated **Marcella Tyler**, executive director for public relations, marketing and communications, for its annual "Women Who Mean Business" awards. These awards recognize female achievers in the Valley's business and professional community. Ninety-five women were honored at the *Business Journal's* latest awards event.

The Tseng College recently received a **merit award from Admissions Marketing Report** for its series of contract program advertisements in PIHRA, the national publication of the Professionals in Human Resources Association. The ad was produced by ExL's advertising agency, The Fourth Wall.

Degrees Awarded

The following ExL staffers received university degrees in 2004. **JoLynn Feinstein** received an Ed.D. from Nova Southwestern University. **Mustafa Oransel**, technical lead for distance learning projects, received an M.S. degree in engineering management from CSUN. **Jesse Chavez**, registration specialist in Client Services, and **Paulette Razo-Avila**, administrative human resources coordinator, received B.A. degrees in Chicano/a Studies. Congratulations to all!

Service Anniversaries

The *ExL Report* also congratulates the following ExL staffers on their long-term service to the University as of 2004: 25 years – **Beverly Palmberg** (Information Systems and Services) and **Sari Small** (University Access); 15 years – **Daniele Dibie** (Noncredit Programs and Business Development) and **Ardis Flenniken** (University Access); ten years – **Rosi Guerra** (Intensive English Program); and five years – **Victoria Branch** (Public Relations, Marketing and Communications) and **Bob Brocklehurst** (associate dean).

CSUN to Offer Degree Programs for Midcareer Professionals at Glendale Community College Regional Site



Classrooms in Glendale Community College's newly renovated Science Center (at left, with planetarium dome) feature desks with hookups for laptop computers.

ExL and Glendale Community College have recently entered into a partnership through which the newly renovated science complex on the Glendale campus will become a regional site for selected CSUN degree programs for midcareer professionals. All programs offered at this site will be in the cohort format, with 20 to 40 students starting at the same time and proceeding through the course of instruction as a group.

The first offering – a bachelor's degree-completion program in business with an optional emphasis in management – will begin in fall 2005. A master in public administration (MPA) cohort is planned for spring 2006, and baccalaureate degree-completion programs in liberal studies and sociology are expected to follow in the fall.

"We think this is going to be a particularly fruitful partnership," said ExL dean Joyce Feucht-Haviar. "Instead of charging rent, Glendale will be charging student fees, which is a good deal for our students because they will have access to all GCC student services."

Glendale Community College is the newest of the off-campus sites developed since 2003 in connection with CSUN's regional strategy of creating offerings that can be taken to many different off-campus locations where demand exists. As part of this effort, CSUN already has a relationship with College of the Canyons in Santa Clarita, where a bachelor's degree-completion program in sociology and an MPA program cohort started in February. The public-sector management B.A. degree-completion program has cohorts in the Antelope Valley and Santa Barbara and started a new cohort this spring at the Los Angeles Department of Public Works headquarters in Alhambra. MPA also has a Santa Barbara cohort and has received a request to bring the program to the City of Industry.

"The reputation of our programs is causing us to expand them to sites we hadn't considered," Feucht-Haviar said. "We'll probably do others as departmental interest in taking programs to sites such as Glendale Community College grows."

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.

Statement of Nondiscrimination and Disability Services Information

Cal State Northridge does not discriminate on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran status, as monitored by the Department of Labor (Office of Federal Contract Compliance) and the Department of Education, or in violation of section 504 of the Rehabilitation Act of 1973 and the regulations adopted thereunder.

For information concerning special services to accommodate a physical, perceptual or learning disability, please contact Students with Disabilities Resources on campus at (818) 677-2869 or (818) 677-2578 (TTY/Message).

The Roland Tseng
College of
Extended Learning

California State University
Northridge

18111 Nordhoff Street,
Northridge, California 91330-8343

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