



DEAN'S MESSAGE

A Commitment to Access

The lead story in this *ExL Report* introduces the University's newest online program — a master's degree in engineering management. CSUN's online programs are being developed to expand access to advanced education.

Expanding access has been a major theme of American higher education throughout the nation's history. Thomas Jefferson founded the University of Virginia in the belief that the public good would best be served if community leadership positions were filled by individuals who had been prepared by advanced education to address the challenges of the dawning 19th century.

The growth of publicly funded higher education over the last 200 years attests to our nation's heartfelt acceptance of this belief. To this end, the Federal legislation that created the land-grant universities carried with it the requirement that such universities serve the public good by expanding access to education, research and scholarship through public funding. This requirement led to the establishment of agriculture extension offices and programs across the country. Prompted by the core value of access and an abiding belief in the ability of higher education to transform lives and communities, many of America's early colleges and universities also started extension programs, correspondence schools and branch campuses, thereby expanding access to higher education across gender lines, racial boundaries and socioeconomic circumstances. Following World War II, the large number of community colleges built to serve the new communities created with the help of the G.I. Bill further expanded access to higher education.

While access has expanded over time, so has the need for higher education. More careers require at least some college preparation, and studies estimate that those who lack college educations will earn only half as much over their lifetimes as college graduates. In this context, it is clear that expanding access to higher education is as important to the future good of our society as it was at the nation's founding.

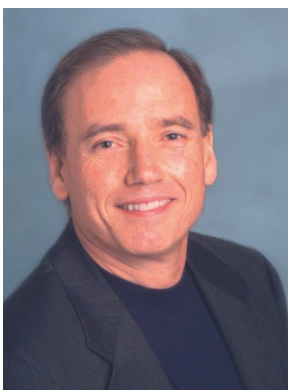
As a public university with a deep commitment to access, CSUN is strongly motivated to develop new instructional strategies, programs and modes of delivery. We in Extended Learning are dedicated to helping the University and its faculty find new ways to expand access by creating programs for the mid-career professional that provide access to higher education at its best.

Because online learning enables us to expand access not only across the region but also across the nation and around the world, students from very different places are now able to share ideas and learn to collaborate in a diverse and global community of professional practice. Which is to say, when we speak of access to the transformative power of higher education today, we are thinking in terms of enriching the broader human community by preparing its members for the challenges — and rewards — of our shared future.

Joyce Feucht-Haviar,
Dean, College of Extended Learning

New Online Master's Program in Engineering Management Builds On Proven Distance Learning Model

The College of Extended Learning (ExL), in collaboration with the Department of Manufacturing Systems and Engineering Management (MSEM) in the College of Engineering and Computer Science, is readying its second online graduate degree program for launch in the fall semester. Like ExL's pioneering online Communication Disorders and Sciences (CDS) master's program (introduced in 1999), the



Tyler Blake, Ph.D., director of distance learning, ExL

new Engineering Management (EM) master of science degree program is designed for mid-career professionals for whom pursuit of an advanced degree on campus is impossible due to their work-related responsibilities.

According to Tyler Blake, Ph.D., director of distance learning for ExL, the online EM master's program addresses an "epidemic deficit" in the managerial and people skills of engineering and technical professionals. "The days of people sitting alone in labs or cubicles doing their own thing are gone. Most of the important work being done today is team based and multidisciplinary, yet engineers and technical professionals are being asked to do a job for which they were never trained: leading project teams with diverse technical and cultural backgrounds in a complex, fast-moving, global environment," Blake said.

Like the online CDS master's program, the EM degree program is fully accredited, covers the same content and meets the same learning objectives as the well-established and recently updated campus program on which it is based. Students will progress through the new two-year program in cohorts of 20 to 30 enrollees.

"One of the greatest benefits of the cohort-based online model," said ExL dean Joyce Feucht-Haviar,

"is that it creates 'learning communities' in which students develop collaborative relationships that contribute significantly to their success during the program and provide support throughout their careers."

Feucht-Haviar noted that because the "self-support" online and "stateside" campus programs serve different audiences, they are highly complementary, with the online delivery mode constituting "a natural and evolutionary step." Blake explained that because MSEM was aware of the success of the CDS program and had previously collaborated with ExL in offering the EM program via closed-circuit television, "they knew we understood how to manage a distance learning program, and they contacted ExL when they decided to make their graduate program more accessible to working professionals."

The benefits of an online degree program to an existing residential program are several. MSEM chair Bonita Campbell, Ph.D., cited the opportunity the program gives faculty to reach additional professionals through a new delivery method without diverting their focus from content and pedagogy. ExL is responsible for student technical support and provides whatever training is necessary for the faculty to accomplish their educational objectives in designing their courses. The faculty can learn as little or as much about the technology as they desire.

"The department also looks forward to making good use of the interactive workshop and student advisement materials that are being developed for the online program," Campbell said.

Another valuable departmental benefit provided by Internet course delivery is flexibility for the online program faculty. As an example, Blake reported that one of the CDS instructors managed her course from Greece for three weeks during the 2002 summer session.

Students, of course, remain the primary beneficiaries of the ease of Internet connection. "Even if their employers send them to Singapore for three weeks, they can keep up with their course work," Blake said.

To help expand the distance learning programs offered by ExL, Elaine Boulay, Ph.D., senior program development director, and Barbra Frye, M.A., a senior program coordinator, have been assigned to work with the distance learning systems group.

ExL's public relations, marketing and communications department is supporting the launch of the new program with a twelve-page full-color brochure. Also, ExL will be promoting the program through various new e-marketing techniques in collaboration with an experienced outside agency. The e-advertisements are interactive, featuring both links to a real-time database for information requests and a button that will enable viewers to speak to a program representative within seconds of making the request.




Bonita Campbell, Ph.D., MSEM chair, CSUN

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Online EM program e-marketing ad

ExL Briefs

CDS Graduates Ace Praxis Exam

Since last May, 20 of the 24 graduates of the first cohort in ExL's online Communications Disorders and Sciences master's degree program have taken the national Praxis examination in speech-language pathology. Eighteen of these graduates passed the test on their first attempt, achieving first-time passing rate of 90 percent. This performance considerably exceeds the national average of 75 percent and is statistically equivalent to the performance of the graduates of CSUN's residential program. The second cohort, consisting of 17 students, will graduate this spring.

Awards

The University Continuing Education Association (UCEA) recently named the **Los Angeles County Training Academy** program as winner of its 2002-2003 "outstanding noncredit program award." Designed to meet workforce training and development needs, this program is a collaborative partnership between the County and the six California State University campuses in Southern California. It was initiated by CSUN and is administered by ExL. Courses are taught by University faculty and County staff.

Karen Jones Green, Ph.D., Communication Disorders and Sciences faculty member and distance learning coordinator for the online CDS master's program, recently received CSUN's Don Dorsey Excellence in Mentoring award. The award recognizes CSUN faculty who have demonstrated excellence in their approach to mentoring students and their involvement in ensuring the success of students from diverse backgrounds.



Morris Cutler (above left), founding president of the SAGE Society – the university's learning-in-retirement organization that operates under the aegis of the College of Extended Learning – was among the first recipients of a new CSUN service award for outstanding volunteer leadership. The inaugural awards ceremony honored 22 alumni and friends of the university. Cutler is pictured with ExL dean Joyce Feucht-Haviar.

Patti Cuthill, an independent graphic designer who produced CSUN Extension's "Admit It" newspaper advertising campaign in collaboration with **Russell Paquette**, ExL's director of advertising services, has received a 2002 PRISM Award of Excellence from the Public Relations Society of America.

ExL's public relations and marketing unit recently won three awards in the 18th annual Admissions Advertising Awards competition sponsored by *Admissions Marketing Report*, the national newsletter of admissions marketing. A brochure promoting ExL's contract programs for business and industry received a gold award, and the advertising campaign supporting the contract programs won the silver award. The brochure and advertising campaign were developed by D-Zone Studio, an outside creative services agency. *The ExL Report* received a silver award in the newsletter category.

(continued on page 4)

Growing Need for Court Interpreters Attracts Many to New ExL Program

Scavenging nearby classrooms for additional chairs wasn't how instructors Ruben Murillo and Patricia Seresi intended to spend the first 30 minutes of a recent open house for ExL's interpreting and translation program, but they weren't complaining. "Did you get my good side?" Murillo quipped to a photographer as he slid a borrowed chair into the last available space at the front of a room now filled to capacity with 65 bilingual prospective students.

The Saturday morning orientation started with a presentation by Gregory Drapac, manager of litigation support interpretation services for the Superior Court of Los Angeles County. According to Drapac, the approximately 600 interpreters who work as independent contractors for his agency represent half of the total number of court-certified and court-registered interpreters in the State of California. Drapac said, "We need more all the time. My first question to anyone who becomes State-certified in court interpreting is when can you start?"

Drapac's office provides interpreter services in 116 languages and dialects ranging from Abo to Zapoteco del Valle. The most-requested language is Spanish, for which the Superior Court currently contracts with 425 interpreters. The second and third most-requested languages in the system are American Sign Language and Korean, respectively.

On July 1, court-certified interpreters who have been working as independent contractors for Los Angeles County will have the option of transferring to employee status. According to Drapac, this change will help to ensure that the County's needs are met. The change is also an acknowledgement that the status of interpretation has risen.

"It's a profession now," Drapac said, "not just something people do between jobs or after they retire. Court-certified interpreters have matters of life and death in their hands. We need the best-trained people we can get in our courtrooms."

The State offers three types of interpretation certifications: medical, civil and administrative proceedings, and court. The court certification qualifies the receiver to work in all three professions. Those who receive civil and administrative certification are qualified to do medical interpretation as well.

The ExL program for court interpreters consists of five core courses, which must be taken in sequence, plus a two-part bilingual grammar review. Instructor Murillo, a certified Spanish/English court interpreter and developer of fast-paced, workshop-style language instruction classes for attorneys, physicians and police officers, is the program's coordinator.

Murillo shared that the ExL program is modeled after the "mother of all interpretation programs" – the federal government's program at the University of Arizona – in that each course includes practice in simultaneous interpreting, consecutive interpreting, sight translation and interpretation and written translation. This method contrasts with most programs, which typically concentrate on one skill per class. After the introductory course, which is open to anyone who is interested, students move through the program as a cohort, taking one course at a time.



Guest speaker Gregory Drapac

According to Daniele Dibie, senior program director for language and cultural studies at ExL, most of the 65 currently enrolled students are working people. Since not all aspiring interpreters desire to become court-certified, ExL will offer a medical interpretation program in spring 2004 and is developing a program covering legal terminology for civil and criminal law.

"One of the markets we hope to reach with our interpretation program are bilingual and multilingual people who have lost their jobs due to physical disabilities but are still able to work with their language skills," Dibie said. She noted that there is a high demand even for noncertified interpreters everywhere, from working in insurance, law and medical offices to responding to users of freeway call boxes.

Nor are ExL's offerings aimed solely at bilingual Spanish/English speakers. New this spring are two language classes for interpreters who wish to work in languages other than Spanish: a review of English grammar and a course in court interpreting for people who are bilingual in Korean and English. "We will add courses in additional languages as needed," Dibie said.

Holders of state interpreting certifications are required to take post-certification courses to maintain and improve their skills and keep their vocabularies current with recent forensic, legal, scientific and slang terminology. ExL is developing workshops that will satisfy at least part of the 30-unit Court Interpreter Minimum Continuing Education fulfillment package.

ExL also has applied to become a designated site for the certification examinations. At present, the only examination site in the Los Angeles area is in Long Beach.

ExL's court interpreting program is expected to become a full-fledged CSUN Extension certificate program in the fall semester. Advisory board members in addition to L.A. County interpreter services manager Drapac and program coordinator Murillo include Jenny Carrion, a representative for California state senator Richard Alarcon, and



Lloyd Nash, site judge for the L.A. County Superior Court in Santa Clarita.

Program coordinator and instructor Ruben Murillo

STATEMENT OF PURPOSE AND VISION

Purpose: The 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.

ExL Salutes – Michael Spagna

Taking CSUN to Learning's "Cutting Edge"

"ExL Salutes" is a regular ExL Report feature spotlighting noteworthy educators who have succeeded in "making a difference" in educational access or quality in our region. Readers are welcome to nominate candidates for "ExL Salutes" recognition. Please contact the editor for submission guidelines.

Michael Spagna, Ph.D., serves as the first Eisner chair and executive director of the Center for Teaching and Learning in the Michael D. Eisner College of Education at CSUN. The Eisner Chair in Teaching and Learning and the Center have been established under a \$7 million grant (the largest single donation in the university's history) from the Eisner Foundation. The Center's mission is preparing educators to encourage and support the success of all types of learners through cutting-edge innovations in teacher training.*

I was born and raised in Philadelphia. My father was a heart surgeon and both of my grandfathers were general practitioners. I remember from my childhood a spirit of scientific inquiry in our family. At an early age, I became very interested in individuals with all types of disabilities. Through a work-study program in my senior year of high school, I tutored kids who had a severe type of spina bifida known as myelomeningocele and became fascinated by the dynamics of their learning processes. Through the same program, I also spent time working as an intern at a psychiatric hospital, where I was exposed to psychometric testing. This experience whetted my appetite for what later became my specialty: psycho-educational assessment.

From Pre-Med to Education

I started at Northwestern University in Chicago as a pre-med major, but switched to communicative disorders in my freshman year after taking a course that opened my eyes to the human learning issues I could explore in that field.

After graduation, I came to UCLA for my M.A. in education with an emphasis in special education.

After receiving my master's, I became a classroom teacher at Landmark West, a private school in Culver City whose students were "high average" with specific learning disabilities. This position enabled me to blend some of my clinical expertise with classroom pedagogy and gave me the "real world" experience I felt I needed before pursuing my Ph.D.

Best of Both Worlds

I selected the special education doctoral program at UC Berkeley because it was offered in collaboration with San Francisco State University. Being associated with both a high-end research institution and a Cal State school with a teacher education focus represented the best of both worlds. During this program, I became more proficient in student assessment through working as a learning disabilities specialist at a community college in Livermore. I also taught a class in assessment and supervised teachers at San Francisco State. In addition, for three of my four years at Berkeley, I served as co-director of a program that provided services to university students with specific learning disabilities.

As I was finishing my doctorate, I interviewed for the position of assistant professor in CSUN's Department of Special Education. I started here in 1991, specializing in methods courses and directly supervising on-the-job teachers and interns. With my promotion to associate professor in 1997, I became the department's teacher education

**Michael Eisner is chairman and CEO of The Disney Corporation. His wife Jane is president of the Eisner Foundation.*



Michael Spagna, Ph.D.

coordinator. In 2001, I became acting chair of our department for a semester while our chair, Claire Cavallaro, took an interim leave. Shortly after that, I became a full professor.

The Levine-Eisner Connection

I've always been a big fan of people who do innovative things in the field of education. In the last decade, no one has impressed me more than Dr. Mel Levine, a professor of pediatrics at the University of North Carolina Medical School who is also director of UNC's Clinical Center for the Study of Development and Learning. In 1995, Levine founded the nonprofit All Kinds of Minds institute to develop products and programs that help parents, teachers, clinicians and children address learning differences. As he points out in his recent book, *A Mind at a Time*, it's only of K-12 school children that our society demands uniformly high performance in every academic discipline. For adults, we all know that "one size fits all" expectations are unrealistic.

Here in Southern California, another innovator, Dr. Michael Held, has been trying to reform Jewish day schools to allow for kids who learn differently to be accommodated. In 1995, Held's organization, the Etta Israel Center (EIC), hired Richard Goldman, a former Landmark West colleague of mine who had worked with us here at CSUN, to bring a Levine-created program called "Schools Attuned" to a group of day schools managed by Etta Israel. Schools Attuned is essentially a model for training classroom teachers in Levine's neurodevelopmental method of learning, which gives educators a new perspective on how kids learn based on the latest medical and educational brain-based research.

As it happened, Michael and Jane Eisner also were very interested in Levine's work. Through the Eisner Foundation, they had made a donation to All Kinds of Minds and learned about the Schools Attuned program. They wanted to see this program implemented, so they sponsored teachers receiving Schools Attuned training through the EIC Los Angeles Regional Training Site for Schools Attuned with Rick Goldman as director. As this program started, Rick was looking for mentors for teachers

who had gone through the 35-hour core training. I became a mentor and had a great experience working with some of these teachers.

The Center for Teaching and Learning

It was at the regular meetings Rick held for Schools Attuned mentors that I became acquainted with Jane Eisner and learned of her family's desire for every teacher in America to receive the Schools Attuned training. My response was that this vision could best be realized by creating partnerships between Levine's organization and institutions of higher education. Since CSUN is one of the largest public university producers of teachers in California, a series of conversations involving the Eisners, Held, Goldman, our dean Philip Rusche and, eventually, president Jolene Koester and provost Louanne Kennedy followed. The result was the Eisners' most generous gift. The charter of the new Eisner-funded Center for Teaching and Learning is to study innovations in education. The first subject of our study is the work of Mel Levine. This project has three phases.

Phase I, the Teacher Education Initiative, is the preservice component. Its purpose is to introduce Levine's work to CSUN faculty – not from the standpoint of saying, "You must adopt this," but rather, "Please take a look at this and give us your feedback on the pros and cons based on your experience as an educator." Over the next three years we are going to be conducting a large-scale research project, in collaboration with All Kinds of Minds, to measure the effectiveness of Levine's work. I am encouraging any interested faculty members to participate in the Schools Attuned training (I will sponsor them), so that we can start a dialogue about how this model might better inform our preparation of teachers.

Phase II, the Regional Training Initiative, is the in-service component. It isn't enough for us to train teachers before they get into the classroom; we need to reach those educators already working with students. This phase enables our college to partner with the EIC Schools Attuned training site and coordinate our preservice efforts with their established in-service training.

Phase III, the Instructional Assessment Initiative, involves building and staffing a comprehensive student assessment and service center on campus that will function as a demonstration site for all of the educational innovations the Center elects to investigate and possibly implement, as well as a vehicle for delivering our college's existing STARS (Support Training Assessment and Resource Services) programs.

Working with the University

As most educators know, CSUN is one of four American universities selected by the Carnegie Corporation to participate in a landmark initiative to strengthen K-12 teaching. This project is designed to look into what the best institutions of higher education are doing in the way of teacher training. One of the project's design principles focuses on pupil learning. Because the Eisner Center will be investigating the aspects of Mel Levine's work that address student achievement, we will certainly be interfacing with those involved in the Carnegie project in this area.

The Center is also working with the College of Extended Learning. ExL will be handling registration for our Schools Attuned teacher training programs. Down the line, if our investigations validate the training, we will be looking for ways to disperse it through the CSU so that participants can get academic credit. Continuing education and distance education would be excellent avenues for fulfilling the Eisners' original desire to spread this training across the country.

For more information on the Center for Teaching and Learning, please contact Dr. Spagna at (818) 677-7494. For information on the work of Dr. Mel Levine, please visit www.allkindsofminds.org.

ExL REPORT

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Joyce Feucht-Haviar, dean

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

Victoria Branch, editor

Rika Toyama-Gaines, art director

Hildamerie Reyes, graphic designer

Editorial comments, suggestions and contributions are welcome.

Phone: (818) 677-3129 Fax: (818) 677-7639

Email: victoria.branch@csun.edu

Mailing address: CSUN Extension, California State University, Northridge, 18111 Nordhoff Street, Northridge, California 91330-8383

Intensive English Program Offers New Graduate Placement Option, Shifts Priorities, Broadens Scope

Starting with the spring 2003 semester, ExL's Intensive English Program (IEP) for non-native speakers of English is offering a university placement service to prospective CSUN graduate students.

"We engineered the graduate option in keeping with our plan to expand the number of avenues via which students may access and enroll in our program," said Mayumi Kowta, IEP director of student services.

IEP continues to offer placement services to prospective undergraduate students who desire to enroll at CSUN or one of the program's partnering junior colleges. Students in the advanced levels of the English language program have always been able to take undergraduate university classes as part of their IEP course of study, a feature that enables them to begin earning credits toward their undergraduate degrees before completing the program.

According to Bessie Karras-Lazaris, IEP academic director, all instruction is provided in regular university classrooms, so IEP students mix into the university community to a greater extent than those in more sequestered programs.

Since its inception in 1977, more than 24,400 students have completed the CSUN IEP program. Enrollment for the spring semester is 83 IEP students plus 16 foreign Open University students. (IEP administers full-time Open University studies for international students, enabling them to take regular university credit courses.) The currently enrolled IEP students come from 14 countries. The leading countries of origin are Japan, Korea, Thailand and Taiwan. [See "Trends in Lifelong Learning," below.]

The Impact of 9/11

Before the terrorist attacks of Sept. 11, 2001, IEP

was attempting to increase enrollment diversity by recruiting greater numbers of students from Europe, Latin America and the Middle East.

"That the attacks undercut our efforts to recruit Middle Eastern students is quite an understatement," said Eddie West, IEP international projects coordinator. "For now, we are re-focusing on our core constituency in Asia, though efforts to recruit Latin American students are continuing as well."

Kowta noted that IEP still welcomes new students from the Middle East. "Educational exchange is the best way to develop cooperative relationships and foster the kind of mutual understanding that can make tragedies like 9/11 less likely to occur in the future."

Innovative and Improved Offerings

While enrollment in IEP has not fallen since 9/11, the department has broadened its collaborative efforts and is developing new offerings. IEP is collaborating with the university's Department of Music on a contract program that will provide visiting music teachers from Chile with information on current trends in music pedagogy and training in the use of computers in teaching music. The Summer English Experience, a new series of three- and four-week courses, is designed for foreign students who are looking for short English-language study programs that include excursions to local tourist destinations.

IEP also is working on a grant proposal for a new computer-based language laboratory that will afford many opportunities to integrate technology into traditional classroom instruction. For example, this spring the IEP is piloting an online learning component with a small class of current IEP students.

ExL Briefs (continued from page 2)

Appointments



Bonnie Abbott has joined ExL as senior program coordinator with the contracts and certificate programs team. A former president and two-term vice president of the Trainers Association of California, Los Angeles Chapter, she has more than 12 years of experience in adult education with emphasis on curriculum development, training, consulting, teaching, marketing, administration and coordination. Abbott has extensive knowledge about information technology, instructional design, multimedia and Web-site development.



Pat Lyon has joined ExL as senior program coordinator for the Public Sector Management degree program. In that role, she will administrate the program, provide support to instructors and students, and assist with marketing and public relations.

Most recently, Lyon served as director of human resources for San Diego-based Giftware Holdings, Inc. She has consulted in human resources and administration and spent a number of years as a benefits and compensation manager. Lyon is a CSUN alumna with a B.S. in business management.

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 Disabled Student Services on campus at (818) 677-2869 or (818) 677-2578 (TTY/Message).

TRENDS IN LIFELONG LEARNING

Who Sends Students to the United States

According to *Open Doors 2002*, the Institute of International Education's most recent survey of international students at U.S. institutions, the number of foreign students increased by 6.4 percent to 582,996 between 2000-01 and 2001-02. This matches the previous year's increase, which was the largest in the preceding 20 years.

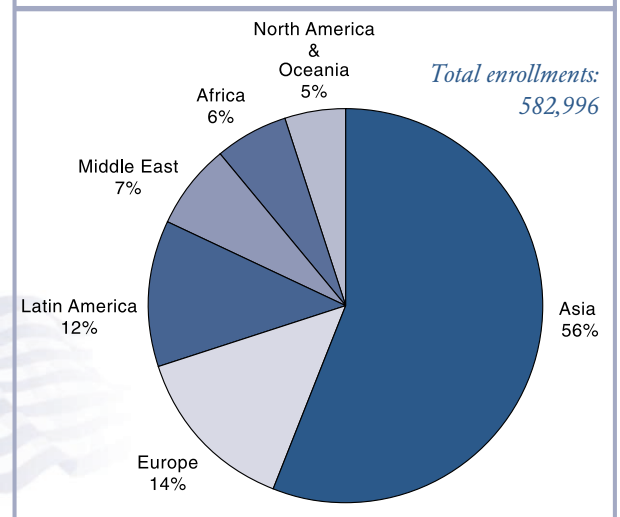
Of the ten countries sending the most students to the U.S. during the 2001-02 academic year, seven were in Asia. The top five (in descending number of enrollments) were India, China, South Korea, Japan

and Taiwan. Indonesia and Thailand were in ninth and tenth place, respectively.

A smaller online survey conducted on 2002 enrollments indicated that the overall level of international enrollments has remained steady despite a post-9/11 drop from some Middle Eastern countries.

Excerpted with permission from "In Focus," the newsletter of the University Continuing Education Association, November/December 2002.

Percent Distribution of International Students By Continent of Origin, 2001 - 02



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