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Upfront

An eMagazine from the
College of Extended Studies
San Diego State University

Senta Clinic Externships
Exclusive to SDSU Students

MANY PATHS TO SUCCESS

In This
Issue

Craft Beer Education Camp:
Save the Dates for Summer 2017

2017 SDSU Writers' Conference
Hosting Three Best-Selling Authors

DevelopU Conference a Hit:
Returning March 3 & 4, 2017



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MANY PATHS TO SUCCESS

- HEALTH CARE > 2
- AMERICAN LANGUAGE INSTITUTE > 4
- CONTRACT MANAGEMENT > 8
- CONSTRUCTION > 10
- DEVELOPU CONFERENCE > 12
- CRAFT BEER EDUCATION CAMP > 14
- LEAN ENTERPRISE > 16
- MARKETING > 18
- ONE-UNIT WEEKEND COURSES > 20
- PROFESSIONAL DEVELOPMENT ONLINE > 22
- REGULATORY SCIENCE > 24
- STUDY ABROAD > 26
- SDSU WRITERS' CONFERENCE > 28
- BUSINESS OF WINE > 30

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Upfront is an online source for information and insight on today's
most talked about topics in professional development.

Programs described in this publication are
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Senta Clinic Offers Externships Exclusively to SDSU Students



SDSU student Mackenna Wilcoxson and Senta employees in discussion.

San Diego is home to a world-renowned destination for disorders of the ears, and head & neck. Founded in 2004, Senta Clinic specializes in the diagnosis and treatment of diseases of the brain, spine, and skull base. Additionally, the ear clinic works exclusively with students of the Clinical Medical Assistant Professional Certificate program at SDSU's College of Extended Studies.

"For the last two years, once I discovered them, my only externship hires have come from that program," said Dr. Michael O'Leary, who made U.S. News & World Report's "2014 Top Doctors" list, along with colleagues Dr. Brian Weeks, Dr. Perry Mansfield, and Dr. Sanjay Ghosh. "SDSU students are, to a person, energetic, bright people going places. The high caliber of these externs, most of whom are on their way to other advanced degrees such as nurse practitioner and physician assistant, reflect the high-caliber individual working on our neurotology team."

Here's an in-depth look at Dr. O'Leary and SDSU's Clinical Medical Assistant externship program.

What's your background in medicine?

The Navy provided my medical education at Georgetown and although I only owed them three years, I stayed for 20 because of my highly specialized ear team at Navy Hospital Balboa [officially called Navy Medical Center San Diego]. I wasn't worried about anyone's financial

ability to see a doctor — that was a gift to me as I crafted my care in medicine. The program was very high end with very good doctors. We were mostly fellowship trained, and often at world-famous academic centers. Coming to private practice and holding on to that high standard was a challenge that we've accomplished at Senta Clinic. The SDSU program is a natural fit since as long as you stay connected to the pure "patient care" focus of health care, you'll love what you do!

What type of student is best suited for the Clinical Medical Assistant program?

The best students for this program are those who are on their way to something higher in health care. Physician assistant is a huge growth area; we really love people on track for that. In order to become a physician assistant, you need several thousand hours of clinical exposure. So a great way to get that is through medical assist, especially if it's closely connected to the doctor as we do here at Senta. We have a very "horizontal structure" with minimal bureaucratic management layers, which ensures students get extensive direct time with the doctor.

What's the duration of an externship and what does a typical day look like for students?

An extern usually spends a 40-hour work week during his/her four weeks at Senta Clinic, although this and the days worked are highly flexible. And there is no typical day. Some days are very busy with acute patients with new problems, whereas other days involve routine patients who've been cured of their acute problems and are now in preventive care. Some days are involved in the business of the practice while the surgeon is operating. Every day brings a new experience.

How does the fast-track aspect of the program — the 160-hour externship — benefit students?

In other programs that I've seen, I think too much time is spent in technical skillset training, i.e. venipuncture, EKGs, urinalysis, etc. They spend lots of time teaching students how to draw blood — 90 percent of whom will never draw another bit of blood in their entire career. And what you end up doing is putting people in a classroom setting instead of letting them experience health care. In the experience of health care is the information of whether you're the right fit or not. If you don't feel the positive patient feedback and really a joy of living and a desire to go further, you should probably choose a different career. This is a tough career. If you connect with patients and say at the end of your day, "I love what I did today, I can't wait to be at work tomorrow," then this is the right career for you. And I really think the fast-track program gives you that taste early before you make the wrong decision.

For people that are really aimed at being health-care providers and understanding the care component of that, they're going to love this program. They get a look at real medicine, which is a fast-paced, high-intensity thing which still keeps the patient as the main focus and priority. People are sick so there's a little bit of urgency. We're not an ER — we're doing outpatient care and we're doing a very high level, so students see the benefits of people coming in sick and after a few visits or so, getting better. So if you see my assistants, they're going to know the patient's first name when they come in, and they're very attentive to all the things that make this a bigger experience for the patient, meaning we're really there to serve them.

You achieved Eagle Scout status in 1969 and won a Navy Battle Effectiveness Award in 1981 and 1982. You started early on a course of service and excellence. To what do you attribute that?

Much of my dedication and leadership interest is a product of mentorship by my dad, Denis J. O'Leary, a chest specialist who graduated from medical school in Ireland and did his postgraduate training in Canada and then New York. He was a patient-oriented physician before it was "cool" and I greatly admired his sense of service and tireless dedication. I saw directly the benefits that come back from patients on a healthy track. ■



Learn more about the program in this video.

SDSU's College of Extended Studies offers five Professional Certificate programs in Health Care: Clinical Medical Assistant, Pharmacy Technician, EKG Technician, Nutrition for Optimal Health and Wellness (online), and Nutrition for Optimal Health, Wellness, and Sports (online). For more information, visit neverstoplearning.net/healthcare.



'I've lived more in the last few years than most people have in their lifetimes.'

— Carissa Baird

"What did I get myself into?!" was Carissa Baird's first impression upon arriving in Riyadh, Saudi Arabia in 2013 to teach English as a second language. By the time she left, six months later, she would write on her blog:

From the expats to the locals, fellow teachers and students alike, I have experienced some of the most genuine kindness I've ever come across in my life . . . I've received countless gifts and other expressions of gratitude and kindness from people I've only known a few months, sometimes just a few hours. I've been invited to their homes, their workplaces, and their social gatherings. If they cannot offer you food, they will always be ready with a smile, a greeting, a kiss. Their generosity is compelling.

"The TESL/TEFL teacher training program at the ALI [SDSU's American Language Institute] opened me up to a world that I didn't even know existed," said Baird. "Teaching English was just going to be a means for travel at the time I started, but I realized that it provided so much more. Not only have I been able to work and travel both domestically and abroad, but this certification made me realize that I LOVE teaching as a profession, and now I'm pursuing my master's degree in TESOL (Teaching English to Speakers of Other Languages). The program at ALI put me in touch with some great people, including my assigned mentor who I still seek out for advice now, three years later."

Baird shares her journey from trepidation to exhilaration:

Where did you go to school and how did you find out about the TESL/TEFL Certificate program at SDSU's American Language Institute?

I graduated from San Francisco State University in 2010 with a B.A. in art with an emphasis in art history. In 2012, I heard about teaching English as a second-language and researched programs to obtain my teaching certificate. I enrolled in the ALI program in spring 2012 and completed it 11 weeks later. I was a facilitator in the ALI classes for a few months until I got my first job teaching abroad.



Baird (left) and another ESL teacher in Saudi Arabia walking to the main road from their apartment, on their way to the DQ — Riyadh's Diplomatic Quarter. ("It was the only compound where we could run/exercise outside, without having to wear an abaya," said Baird. "Note our running shoes, haha!")



Baird with two of the four children she tutored privately in Saudi Arabia. ("I don't have many photos from teaching in Saudi Arabia because the women weren't allowed to take photos of their faces," said Baird. "So mostly you get photos of their hands forming 'peace' signs. Children are allowed to be shown because they haven't hit puberty yet and aren't required to cover up.")

How did the program's free worldwide job placement assistance work?

I would receive emails from Van [Hillier, program director] about teaching opportunities and apply for the ones I thought might be interesting. When the email for Saudi Arabia came through, I just thought . . . WHY NOT!?! How many people do you meet that can say they lived there? So I went for it out of sheer curiosity and potential bragging rights. (And the money was good). Also, before I left, they put me in touch with another teacher that was also going, so it was nice to have someone else along for the ride.

How soon after completing the program were you teaching English abroad?

Six months, however it could have been a lot sooner if I'd pursued it more aggressively.

Where did you live?

The company I worked for arranged our housing and had us staying in our own apartments, which was basically a long-term-stay hotel out in the middle of nowhere. We weren't on a compound or anything. Our housing was paid for but we didn't have a choice as to where/what it was.

What did a typical day look like?

Be picked up by a driver in a van full of other female teachers at 7 a.m. and be taken to Saudi Electronic University to start classes at 8 a.m. (There's no mass transportation other than taxis, and women aren't allowed to drive, so transportation was provided by the company.) When I first started I had only one class per week, but as time went on I had more and more classes both at the original school and then at Princess Nora University. Classes — with all female students — were about 2-4 hours long, depending on the class, and levels ranging from beginning to advanced.

Some days, toward the end of my stay, I would teach two or three classes and then go to my private tutoring classes in the evenings. (Which is exhausting after a full day of regular classes, but a good way to make extra cash.) But staying busy in Saudi Arabia was a blessing, as there wasn't much else to do. After school, the driver would come back to pick us up and then drop us off at home, making several stops along the way since not all the teachers lived in the same place. Usually we would stay home after that, making dinner, watching TV, sleeping, or whatever.

KSA [Kingdom of Saudi Arabia] wasn't too accommodating when it came to entertainment or other recreational activities, especially for single, Western women without family nearby. Going to the mall or the grocery store was a common outing, or any events that the foreign embassies were putting on in the evenings, which were lifesaving, but hard to get into.

Why were foreign embassy events hard to get into and what kind of events were they?

Saudi Arabia is a "dry" country, so there is no alcohol or bars. Also, there are no movie theaters or live music/concerts (secular music) or dancing venues. A lot of the entertainment options we take for granted here are practically non-existent there, unless you have a hook-up at an embassy. The foreign embassies were like an underground social

Continued on page 6 >>

scene for expats in KSA. There were bars, live concerts, dancing and DJs, special dinners and festivals, etc. BUT to get into them, you usually had to have someone directly involved with the embassy to “sponsor” you, which basically meant they’d vouch for you to be allowed in, understanding that you wouldn’t do anything stupid. When you entered the event you had to be on a list, show a valid passport, check your cell phone at the door (no pictures allowed), then go through a physical screening process — metal detectors, etc. — before being allowed in. Once inside though, it’s like Pleasure Island from Pinocchio!

Were there TESL/TEFL instructors from other countries at your school?

Yes, there were instructors from the USA, the UK, Scotland, and even from Saudi Arabia, Jordan, and Oman. I’ve also met instructors from Australia and India.

Do you have anecdotes to share: small world occurrences, unexpected humor, places you explored?

Oh my gosh! I could go on and on about these things! Living abroad for the first time was insanely difficult in the beginning, but incredibly rewarding in the end. The cultural exchange and personal growth, as well as friendships that come out of it are invaluable. I have too many stories, but I’ll direct you to my blog: carissasade.tumblr.com.

Here’s an excerpt:

I met a guy in Saudi Arabia who happened to be staying at my hotel (although we weren’t really allowed to speak to each other) who was from San Diego, received his TEFL at ALI, went to school in San Francisco at the same time I was there, and then took his first job teaching abroad in Saudi with the same company as mine. We ended up becoming great friends and traveling together a lot. After losing touch for a year or two, we ran into each other again in San Diego, teaching at the same language school! SMALL WORLD INDEED!

How was the food?

Food in Saudi Arabia, when you can find the authentic stuff, is great! I really liked the traditional Saudi dish kabsa which is basically meat, rice, and sauce — but with lots of spice and flavors! Something typical that the girls would bring to class is Saudi “coffee,” which was basically cardamom tea that I grew accustomed to, but didn’t like at the beginning! This was usually accompanied by dates — a staple in the country — and lots and lots of sweets, candy, cakes, etc. Also, grape leaves stuffed with olives

and drenched in olive oil were delish! However, it seemed that the more “popular” places to dine were American restaurant chains, ironically! Applebee’s and a cheesy Italian place called Pietto’s were hot spots. But sometimes when you’re craving a little bit of home, this was nice.

Tell us about some of the friendships you made.

Gosh, I’ve made a lot of great friends both with colleagues and students alike over the past few years. In Saudi Arabia, I made great friends with a few teachers — male and female — that I got to travel with a lot while we were there, to Dubai, Sri Lanka, and Bahrain. The students I’ve had at the schools I’ve taught at in the U.S. have had such a significant impact on me. I still talk to many of them even now, almost two years later, and they tell me about their marriages, their moves to other parts of the country, and their newest educational and professional endeavors. (Facebook is a wonderful tool in this field of work!)

What do you think are the biggest strengths of SDSU’s TESL/TEFL Certificate program at SDSU?

Taking a similar class right now, I have to say that the SDSU program completely surpasses it on so many levels. I liked the support both in and out of the classroom, and I enjoyed the variety of instructors whose strengths were highlighted in different presentations throughout the program. The variety in teaching and learning new strategies was so awesome! It was great to be able to learn straight from the experts of specific aspects involved in ESL teaching. Also, being able to schedule and observe classes at the ALI was so great! In the class I’m in now, we have to go out and try to find our own classes to observe, which can be grueling. The ALI program was very hands-on and helpful in finding me a job after the program, even if it was as a facilitator there at SDSU. I felt very prepared.

Where are you pursuing your master’s in TESOL and where would you like to teach?

CSU-Fullerton. I’m hoping to obtain this master’s to have the ability to teach at a community college or university here in California, however I might have it in me to go abroad once again! Not sure where, but the possibilities are endless and that excites me!

Who was your mentor during the SDSU program and why do you still seek out him out for advice three years later?

Ken Levin was my mentor and yes, I still contact him from time to time, and even just meet up for coffee every once in a while! He’s great for intelligent conversation about the field and excellent advice. I’ve even had him help me out by writing recommendation letters for both graduate schools and professional opportunities. He’s always been super supportive and able to relate to the wacky world of international work.



Baird and her students at International House – San Diego, a private language school in Fashion Valley where she worked after returning from Saudi Arabia.

Anything you'd like to add?

Teaching English has introduced me to some amazing people from all over the world that I've formed lasting friendships with — students, co-workers, and administrators. There's a whole world of people that ESL teaching has opened me up to, with endless opportunities, and I'm so grateful that I fell into this amazing community! I really hope this helps and inspires anyone who is looking to go down this road. It seriously brings tears to my eyes and so much joy to think about what this little certificate has brought to my life! I've lived more in the last few years than most people have in their lifetimes and I'm thankful to TESOL for providing me with the confidence and means to pursue these otherwise overlooked opportunities. Travel and teaching are two passions I never thought would guide my life's path, but now, I can't think of any other way. Thank you to ALI for being the catalyst to this life of adventure! ■

For more information on the 130-hour TESL/TEFL Certificate program at SDSU's College of Extended Studies, visit ali.sdsu.edu/testeflcertificate.

Instructor Lands Article in Prestigious *Contract Management Magazine*

Dan Chalfant has been to the top of the mountain and back, scaling 14,505-foot Mt. Whitney in a single day last September.

An instructor for 15 years in the Contract Management Professional Certificate program through SDSU's College of Extended Studies, Chalfant recently reached another peak when the prestigious *Contract Management Magazine* published his article — "Analyzing Census Data for an Accurate Analysis: How to Conduct Price Analysis for Services."

With service contracting in the United States federal government ever increasing — in 2015, \$283 billion was spent on services versus \$164 billion on products — Chalfant sought to answer the question: "How do we know if the rates we are paying for these services are fair and reasonable?"

Using data from more than 25 years of research and empirical studies, he presents a method of using Economic Census data to accurately estimate "fully burdened" labor rates — the full hourly cost to employ a worker. This factors in wages and the "burden" of additional costs such as sick days, vacation days, holidays, fringe benefits, overhead, and administrative costs.

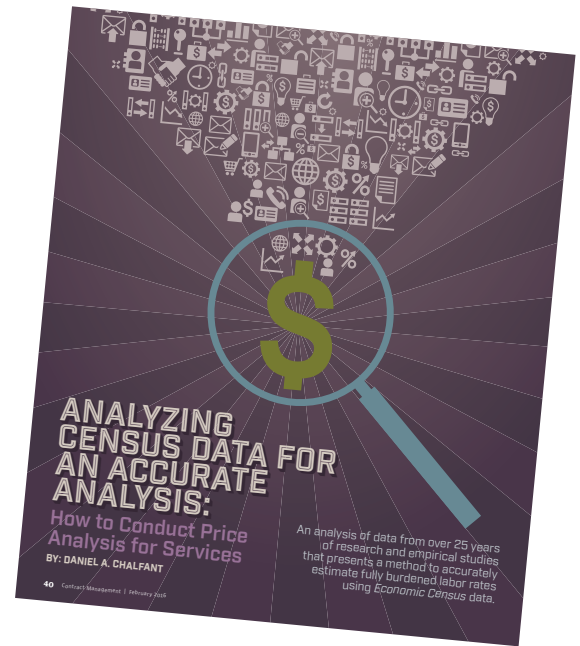


Daniel Chalfant

"Price analysis of services has always been a challenge for industrial buyers," noted Chalfant. "It's very different from buying goods or hardware. Analysis of indirect rates is commonly misunderstood. Many buyers use their own company's rates for comparison; but sometimes, this is not an apples-to-apples comparison."

An example from Chalfant's article is that a computer and information research scientist making \$58.99 per hour in the Washington, D.C. metropolitan area has a fully burdened labor rate of \$141.58 per hour. Calculating these fully burdened labor costs helps companies make decisions about managing their workforce and budget.

In Chalfant's "Sourcing and Cost/Price Analysis" course through SDSU's Contract Management program, students focus on how to maximize the use of adequate price competition in the source selection process. This process deals with removing barriers to competition and finding qualified, responsible sources at a fair and reasonable price. Cost elements include direct material, direct labor, indirect costs, and profit or fee. Using case studies, students learn about the techniques involved in cost/price analysis.



"I think good contract management is essential to good contract performance," Chalfant said. "In today's world, businesses contract out more and more. How well they manage their contractors can determine how well the company does."

Chalfant is a senior cost/price analyst for **General Atomics**, responsible for major subcontract cost analysis and negotiation. He was formerly the U.S. Navy contract manager for Accenture, and corporate manager of cost/price analysis at SAIC. He also currently serves as the vice-president of the San Diego Chapter of the National Contract Management Association (NCMA).

Chalfant said it was a natural transition to begin teaching at SDSU in 2001, since he had already been teaching price analysis within the industry since 1990.

"My hope is that students coming out of my course are able to analyze and negotiate better deals for their company, thereby increasing company performance," he concluded. ■

Contract Management Student Lands Great New Job While Still in Program

While going to school full time at San Diego State University, Mark Rivaldi began working at a print manufacturing company in El Cajon, Calif. He worked his way up the ladder to the position of director of procurement, ultimately investing 17 years with Graphic Business Solutions Inc. Then he “hit a plateau.”

“I always aspired to continue my education and develop my skills but I was stuck in a rut,” said Rivaldi. “So I looked to my alma mater for a solution. I found that the SDSU College of Extended Studies’ motto fit my own: ‘Never stop learning.’ This is when I found my new direction that would build on my international relations skills from college, and acquisition skills from my private sector employment.”

Rivaldi enrolled in the Contract Management program, and soon afterward secured a job in the Procurement department of the San Diego Housing Commission.

“I had a couple contract management courses under my belt at the time, which I was able to add to my résumé,” said Rivaldi. “I do believe that being enrolled in the program and having a focused direction toward a career in contract management helped me to be more employable. When I was offered the position, I was overwhelmed with joy and pride to work for such a great public agency.”

Rivaldi shares his experience in SDSU’s Contract Management program.

What are your primary duties as a contracts analyst for the SDHC?

My primary duties are managing/auditing the procure-to-pay system, contracts for certain departments, and asset disposition. With each class I complete in the Contract Management program, I gain more experience that I can directly apply. My skills and duties are always expanding and I’m excited about my future for the first time in a long while.

Can you give an example of something you learned in class that immediately translated to your job?

One prime example is the give and take between buyer and seller, and the movement between firm fixed-price and cost-reimbursement contracts. To be able to know where each party is coming from in the development of a contract is essential in building relationships with vendors and developing a great contract. ■



Mark Rivaldi

How many hours per week does SDSU’s Contract Management program take and how feasible is it to do with a full-time job?

Depending on occupational and family responsibilities, the program usually allows two classes per week for those working no more than 30-40 hours per week, with each class being three hours — that does not include homework. At this rate, one could technically finish the program in eight months. I am a married father of two, and one course at a time is perfect for my family and will still allow me to complete the program in a little over a year. I’m lucky to have a very supportive family.

How important is it that the program instructors actually work (or did work) as contract managers in local companies?

It was very important and immediately apparent that all of the instructors came from reputable organizations in San Diego. Their years of firsthand experience came through in all of their teaching styles.

BLOG

Continues on the blog >>

Construction Supervision Graduate: 'Having the courses 100 percent online made my success possible'



In just two years, Mark Gonzalez went from being a college student working as an entry-level intern, to an assistant superintendent for one of the Southwest's most award-winning builders. How did he do it?

While in his junior year of pursuing a bachelor's degree in public administration at San Diego State University, Gonzalez began looking for a program in construction management to supplement his internship with a local general contractor. Through SDSU's College of Extended Studies, he found the Construction Supervision Professional Certificate program.

"I did some research and loved the fact that SDSU's program was online to fit into my busy schedule," said Gonzalez. "I was going to San Diego State full-time and also working nights, so having the courses all online was a big help. I was able to dedicate two to three hours a week to the program, which took me about a year to complete."

His résumé immediately began getting noticed more on LinkedIn.

"When I was job hunting, I could see employers really liked I had taken coursework that was specific and relevant to the construction industry," said Gonzalez. "Courses in safety, scheduling, insurance, and liability address

things that are prevalent and ongoing in construction, so having a good educational background in these topics really stood out on my résumé in a positive way. San Diego State and the Extended Studies program are well known by many, and having complete coursework from these institutions is great to have on your résumé."

In June 2015, Gonzalez received an offer from Pardee Homes.

"I got on board with them as an assistant construction superintendent at a local new development in Pacific Highlands Ranch called Canterra. I'm loving my new job and I've been putting much of what I learned in the online courses to good use. Coupled with my internship experiences throughout the last few years, I'm certain the Construction Supervision certificates I received played a big part in securing my new job."

Gonzalez shares more about his experience in the SDSU program and his job search:

What do you think are the Construction Supervision program's biggest strengths?

Having the courses 100 percent online made my success possible, as I had a hectic schedule — so it was great that I didn't have to report to a class at a regular time on campus each week. I could adjust my study time each week depending on what I had going, so I really appreciate the amount of flexibility the online courses provided. Furthermore, each assignment is built to

encourage you to collaborate with your online classmates — you can then learn even more from the standard readings, as each person often builds a discussion based on past real-world experiences.

Can you speak to the quality of the instructors?

I really liked the fact that instructors had an extensive background in construction, and asked us to draw from our own experiences while going through the coursework and assignments. The modules and reading material were put together in such a way that was simple, to the point, and easy to comprehend. I'm still drawing from much of what I learned in these courses in my line of work on a regular basis.

How did you get the internship you had prior to taking the Construction Supervision courses?

Since I can remember, I've always had an interest in architecture and construction — growing up, I was a part of the **ACE Mentor Program** in high school. This after-school program was sponsored by a general contractor who brought in industry professionals to teach us the basics, and mentor us as we completed our capstone project. It entailed designing and building a mock schedule, budget, and model. At the end of the year, we presented it at our region's yearly building association meeting, and got to network with many professionals in the construction industry. After graduating high school in 2008, I received an offer for a paid



Mark Gonzalez on the job site at Pardee's Canterra in Pacific Highlands Ranch.

summer internship with the general contractor that sponsored my school! Interning summers turned into working part-time through my college career, providing me with a good foundation with practical, real-world experience.

What does your typical day look like working for Pardee?

I absolutely love my job — I get to interact with many people on a daily basis, and have come to learn so much about each trade. As assistant superintendent with Pardee Homes on a tract development, I'm given an enormous amount of responsibility and the ability to make big decisions on a regular basis. Those decisions I make can really make or break our baseline project schedule — so there's always a lot of critical thinking, looking ahead, and coordinating between all the trades on site. On any given project, I'm in contact with close to 100 different people! So good note-taking and record-keeping is a must.

Construction management is a good balance for me, as the job requires some computer work, field management at the job site, and providing good customer service interacting with homebuyers.

Do you have any advice for others seeking to enter or advance in the construction industry?

Networking is key to being successful in the industry. It's the way many find out about new jobs, and you get your name out there. It really is about who you know! In today's job market it's important to have a proper, well-rounded education tailored to your career path, and the Extended Studies program provides just that. Getting experience through internships and never turning down a job prospect can lead you to big places in this field. I know many people who started as laborers and in entry-level positions and are now in supervisory positions running jobs. Just two years ago I was a college student working as an entry-level intern, and now I'm in a management role as an assistant superintendent building new home communities. Hard work, dedication, and persistence will go a long way in getting started and moving up the job ladder!

Anything else you'd like to add?

Taking courses through SDSU's Extended Studies program is one of the best educational investments I've made! ■

SDSU's College of Extended Studies offers five online Professional Certificate programs in Construction: Construction Supervision, Civil Sitework, Construction Estimating, Construction Practices, and Construction Project Management. For more information, please visit neverstoplearning.net/construction.



Attendees Found True Worth in Two-Day Event on Finding One's True Calling

"Helping people live more authentic, inspired, and successful lives" is Annette Gregg's mission. "It's the value that underpins my every interaction, whether it's leading a team, training or speaking," said Gregg, the award-winning transformation consultant behind Difference Makers Consulting.

This summer, she collaborated with San Diego State University's College of Extended Studies to create DevelopU, an interactive two-day conference where attendees learned how to leverage their natural strengths and preferences to attain their dream job, next promotion, or any life goal. Thus the conference tagline: "Thrive Professionally, Personally, Permanently."

Held at SDSU's Extended Studies Center,

DevelopU took place on Friday, June 17 – starting at 6 pm so that working professionals could attend – and all-day Saturday, June 18.

"One of the most powerful aspects of the conference was the diverse audience," said Gregg "From new college graduates to retirees, from longtime executives to stay-at-home-moms, everyone seem to find something they could learn from and relate to, to move them on to their next step."

By all definitions, the conference was a hit with attendees. Testimonials from a survey included:

"This conference was by far the most helpful I've attended in my career. I took away several concrete action steps that I can apply to both my professional life and my personal life, as well."

"Everything I learned, I will carry for the rest of my life. I will keep this tool kit in my pocket forever and inspire others to do the same. This conference has set the bar so high for other conferences, nothing can compete. I had no

idea what I was really getting into but this was definitely more than I expected. WELL WORTH THE INVESTMENT!"

"As the conference organizer, I was thrilled to find that the participants were pleasantly surprised with what they learned," said Gregg. "They came into the conference thinking it was a traditional work-skill development course, but walked away with so much more. The emphasis on personal accountability and soft-skill development as well as real-time exercises and immediate tools they could walk away with resonated with the audience."

Gregg facilitated "essential skills" sessions on emotional intelligence, time management, written and verbal communication, intellectual curiosity, and managing change. Then experts in their field led hands-on breakout sessions in Effective Résumés and Interviewing Skills, Creating a Powerful LinkedIn Profile, Being Your Own Boss: Becoming a Consultant, and Getting Your Finances in Order.

One attendee noted, "Adding a module on

“ What Attendees Said

“This was an amazing experience. I loved every minute of it. Thank you and keep doing these workshops!”

“This was money well spent.”

“Ms. Gregg’s enthusiasm, facilitation skills, and passion for the subject matter were the same hour one as they were hour nine. A Wonder-Woman type feat!”

“It was amazing and I am forever changed.”



THRIVE
Professionally,
Personally,
Permanently.



finances was an excellent way to round out the workshop content. Too often, people are uncomfortable talking about finances, and as a result don’t understand important information that impacts their financial decisions.”

Which is exactly why Gregg made sure this critical topic was addressed. “It’s hard to advance professionally if your personal finances are in chaos,” she said.

The 2017 DevelopU Conference is already set for Friday, March 3 and Saturday, March 4 at **AMN Healthcare Conference Center** in Carmel Valley.

“If you’ve been passed over for a promotion more than once; if you’ve been in the same

position for too long but don’t know how to get out of it; or you’re looking to choose a new career path altogether, then this conference is for you,” said Gregg.

So what is the key to living authentically, from an expert on helping people live more authentic lives? “I think the key is to have confidence that your circumstances do not dictate your worth,” said Gregg. “There are plenty of times in life when we’ll be knocked off our game, but if we know who we are at the core, what we stand for, and that we are still worthy, then we’ll have the courage to show up authentically and realize that the ups and downs of life are part of the journey of making us more whole-hearted people.” ■

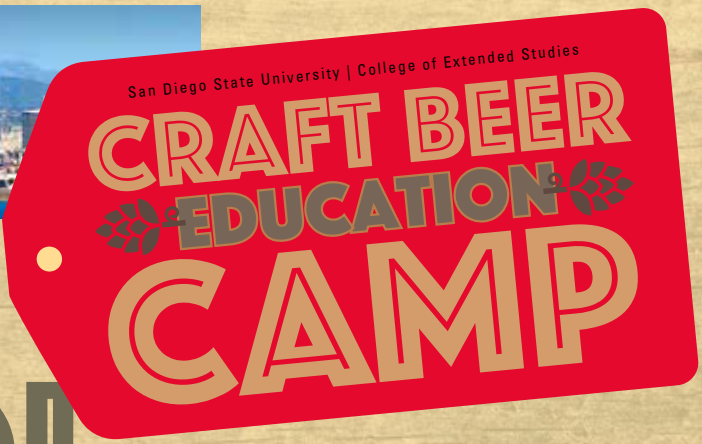


DevelopU Conference March 3 & 4, 2017

Cost: \$199, lunch included.

Register at
neverstoplearning.net/developu.

For more information,
call (619) 594-3986 or
email [annette@
difference-makersconsulting.com](mailto:annette@difference-makersconsulting.com)



SUMMER SCHOOL in San Diego



Inaugural Craft Beer Education Camp at SDSU a Hit with Students from All over the World

When San Diego State University's College of Extended Studies launched the Business of Craft Beer program in the fall of 2013, registration for the introductory course, Exploring Craft Beer, sold out in eight hours. The following fall it took 48 minutes.

The program's wild popularity reflects the explosive growth of the craft beer industry in San Diego, the current Craft Beer Capital of the U.S. At the time of this writing, there are **128 breweries** in San Diego County, with another 25 in planning.

The Business of Craft Beer provides hands-on training for those looking to enter or already working in the brewing industry on the business side, rather than the brewing side of operations. To make the program more accessible to beer aficionados worldwide, SDSU launched its newest offering: **Craft Beer Education Camp**, in summer 2016.

Students came from all over the U.S as well as Mexico, Brazil, Columbia, Venezuela, and Western Australia, to partake in Craft Beer Connoisseur Camp (intensive preparation for industry exams such as Cicerone® and BJCP) or Brewery Startup Camp (everything you need to know to launch a brewery). Some students attended both. Each camp offered eight days

of intensive instruction by local industry superstars such as "Dr." **Bill Sysak**, **George Thornton**, and **Dave Adams**; and one free day to explore San Diego. Wildly enthusiastic reviews from students indicate that Craft Beer Education Camp was a hit.

Student Damon Sherman shares his experience:

What's your connection to beer?

I began drinking craft beer in 1992 with the likes of Karl Strauss, Sierra Nevada, Sam Adams, etc. I never went back to poorly made yellow beer and have been challenging my palate ever since. I began home brewing in 1993 and from memory I remember a pretty good English Brown Ale and one incredible oatmeal stout. I quit home brewing shortly before entering the police academy in 1998, which has been my career since. I have continued to push my palate with different beers and food pairings and plan to start home brewing again soon.

How did you hear about SDSU's Craft Beer Connoisseur Camp?

I was in **Burning Beard Brewery** shortly after they opened. I picked up the #2 issue of Craft County Magazine and saw the ad on the back cover. I saw the dates coincided with my birthday, prompting me to say, "Happy birthday to me!"

What was your goal in attending?

I'm retiring from the police force and looking to reinvent myself through one of my



Rave Reviews from Students

"The overall experience was amazing and one of the best things I have ever done. I wish I was back in grade school so I get to answer the question 'What did you do over the summer?' Cheers to SDSU for an amazing job."

"The quality of instruction was incredible! Plus, I met so many valuable contacts who could help me in my future endeavors."

"I came in with zero craft beer experience or background. I felt comfortable with people in the class knowing way more than I did; they helped along the way. The instructors were great; they are at the top of the craft beer industry."

COMING SUMMER 2017

Take an Education Vacation in San Diego

- CRAFT BEER CONNOISSEUR CAMP
July 26-August 3
- BREWERY STARTUP CAMP
August 4-12

Email craftbeer@sdsu.edu
or call (619) 594-1138.

neverstoplearning.net/craftbeercamp

BLOG

Continues on
the blog >>

Chromalloy's Commitment to Continuous Improvement: Sending Employees to SDSU's Lean Enterprise Program Since 2000



In 1950, a small group of entrepreneurs in New York City bought the patent rights to a European invention – a process for depositing chromium on the surface of carbon steel at elevated temperatures to protect turbine airfoils from corrosion. The process converts the outer layers of steel to chromium alloy or “chrom-alloy.” Today, **Chromalloy** is a \$1 billion company with locations in 11 countries, making it one of the world's largest providers of advanced coatings, and authorized repairs and parts for gas turbine engines.

Chromalloy's San Diego facility specializes in overhaul services on a wide variety of aircraft engine components and aeroderivative engines (designed to run on a range of alternate fuels) for the original equipment

manufacturer, airlines around the world, and military platforms. In keeping with the company's dedication to excellence, employees have been taking part in the Lean Enterprise program at SDSU's College of Extended Studies since the program's start in 2000.

Chromalloy San Diego's Director of Operations Kevin Rhodey shares insights on the program's affect on operations.

What are your responsibilities as director of operations?

I am responsible for the overall operations of all production, engineering, and customer service-related functions. That means providing the leadership to ensure a work environment that fosters and encourages customer focus, technical excellence, process change and improvement, teamwork, health and safety, and environmental awareness. My role is also to lead continuous improvement initiatives to ensure the business unit embraces their goals and objectives.

How have you been able to successfully apply Lean principles in such an untraditional environment – i.e. you don't know what a jet engine repair entails until you take the engine apart?

As part of our growth, we constantly develop repair capabilities on new product. We use Lean principles right out of the gate in the development phase before any product or equipment goes out on the shop floor.

Can you give a specific example of a practice or procedure that was changed or streamlined by the application of Lean principles?

Our facility in San Diego transferred the manufacture of a product from another site in the company's global network, and improved the yield rate significantly. Throughout this transfer, using the Lean principles taught at SDSU, the team improved the yield rate to 95 percent.

What do you think are the program's biggest strengths?

One of the program's strengths is the classes held off campus at a facility that practices Lean. When students can see Lean in use, it really “connect the dots” to what they learn in the classroom. [Editor's note: Every semester, four classes take place off-site at three different companies.

BLOG

Continues on the blog >>

Lean Enterprise Program a Natural Fit for Lloyd Pest Control's Philosophy of Continuous Improvement

In the 1930s, San Diego's downtown construction boom set off another kind of boom — rodents. Their trail of destruction in warehouses and businesses caused many a panicked proprietor to call Lloyd Pest Control, which at the time was simply James Albert Ogle. His weapon of choice was a .22 caliber rifle loaded with bird shot. Ogle's aim, diligence, and desire to discuss results and strategies for improvement with his clients led to exponential growth for the business.

Today, three generations later, Lloyd Pest Control covers Southern California with more than 200 radio-dispatched trucks, 200 licensed technicians, supervisors, a quality control staff, an entomologist, and a biologist. And Ogle's philosophy of continuous improvement is alive and well.

Lloyd Pest Control has been sending employees through the Lean Enterprise Professional Certificate program at SDSU's College of Extended Studies since 2013. Chief operations officer Scott Crowley was among the first to go through the program. He shares how the Lean philosophy of improving quality

while decreasing costs has influenced this family-owned business.

How did you find out about SDSU's Lean Enterprise program?

Chris Wellons from **Taylor Guitars** is in my **Vistage** group and he had talked about it at a couple of our meetings. [Vistage is an executive coaching organization with locations worldwide.] I approached him to see



Lloyd Pest Control's Chief Operations Officer Scott Crowley

if he thought we could benefit — at the time I thought it was primarily a manufacturing industry tool (and they are definitely manufacturers!), and Chris let me know that he was of the belief it could definitely help us.

Yes, people often think Lean applies only, or mostly, to manufacturing processes. Can you speak to that?

While I think that Lean is certainly a great tool for manufacturing, the principles and concepts are easily adapted to just about any type of business. The Lean processes by which organizations can identify bottlenecks,

for example, can be applied to just about anything— processing of documents, completion of a work day for our route technicians, etc. Kaizen events can be held to review just about any process, manufacturing or otherwise. We've held half a dozen here that have helped us tremendously and we are definitely not in manufacturing!

What does a Kaizen event look like and did the course teach you how to conduct one at your workplace?

We have each branch office select candidates whom they feel will be willing to actively participate AND are comfortable or familiar with the topic we're trying to address. For example, they would

not send me a termite technician to help us address smoother route completion, as they don't work on routes in the same manner. We determine the size of the event based on the particular topic, and yes, we were guided by the Lean course in how to proceed. Also, one of the gentlemen that was attached to our group in my Lean course had a lot of experience in conducting these where he worked. He came out to us and ran the first one so we got to experience one in person.



Continues on the blog >>



Marketing Certificate Program Leads Student to Launch Boutique Agency

A few years ago, Michaela Rosdahl had no idea what she wanted to be when she “grew up.” After putting college on hold in 2011 to pursue a career opportunity in media, she was soon promoted to the position of media consultant and became a nationally ranked top performer in the company.

“My clients were local and regional businesses who relied on me to recommend marketing and advertising strategies for their television and digital campaigns,” explained Rosdahl.

So what led this successful media consultant to SDSU’s Professional Certificate in Marketing program? “Marketing and media are so hand-in-hand that I wanted more in-depth

education on marketing itself,” said Rosdahl. She got that and more. After completing the program, Rosdahl launched her own company – **Briteldea Consulting** – a boutique agency dedicated to supporting local entrepreneurs and businesses. “Shop local” is the battle cry of Rosdahl and her team.

We trace her journey from media consultant to agency owner.

What made you choose the Marketing program at SDSU’s College of Extended Studies?

I worked over 60 hours a week and going back to school and leaving my job was not an option. I was drawn to the Marketing program at SDSU because of its flexibility and the access to instructors, who were leaders in the marketing/media industry, versus instructors with zero hands-on experience in the field. My instructors were marketing agency owners, media executives, etc. I knew there would be a

lot to learn from these folks who were experts in the industry in which I was emerging.

Did the program meet your expectations?

The program definitely met my expectations. The courses were thorough and the instructors’ assignments truly gave me real-world experience. For instance, I was able learn how to draft a complete business plan – one that can be immediately executed on. Also, I learned the art of preparing creative briefs, designing logos, developing marketing strategies, designing social media campaigns, etc. The program was fantastic. So fantastic, in fact, that it inspired me to quit my six-figure sales job and jump in the proverbial trenches to start my own business.

What do you think are the key strengths of the program?

The instructors provide valuable lessons and assignments, on top of creating an environment where you feel comfortable



asking questions, receiving feedback, and collaborating with other like-minded professionals. Other strengths are the ability to take classes that don't interfere with an existing work or school schedule. The relevancy of the content taught was exceptional.

How instrumental was the Marketing program in regard to starting your own business?

It opened my eyes to the many sides of marketing and began to inspire me to start my own agency. The program gave me perspectives from the client side as well as the agency side, while also giving me tactical skills (handling social media accounts for businesses, building a marketing strategy, designing a creative brief, developing a business plan, and more). The program gave me a broader perspective of the possibilities with a career in marketing, and I

knew after graduating that I eventually wanted to do this on my own.

Did the networking aspect of the program help you?

Many of the students enrolled in the program were marketers for local businesses, which gave me the opportunity to network and share my business services. Two of the instructors even offered me jobs at their respective agencies/media stations. That was cool.

Tell us about Briteldea Consulting and what you do.

I started Briteldea Consulting after having enough courage to leave corporate America last year. We are a boutique marketing agency with a handful of team members who are highly-skilled in the craft. Briteldea supports small- and medium-sized businesses and acts as an "in-house" marketing team covering a range of

services. We are a full-service marketing agency and handle social media, SEO/SEM, content writing, graphic design, website design/development, marketing/branding strategies, reputation management, and more.

Anything you'd like to add?

I would not have been able to start my business without the knowledge that I gained at the College of Extended Studies' Marketing program. Without it, I would have had to seek this information on my own, and who knows how costly and time consuming that would have been in comparison to this program.

Although I have continued to educate myself in the field, SDSU's program kick-started my passion, understanding, and comfortability with marketing. ■



(L to R): Attorney Justin Brooks and client **Brian Banks**, who was wrongfully convicted at age 17.

Wrongful Convictions: One-Unit Weekend Course Illuminates How Life Can Be Derailed in an Instant

“There are few things in life that are worse than being in prison for something you didn’t do,” says Justin Brooks, director of the **California Innocence Project** at California Western School of Law. In 1999, Brooks and Professor Jan Stiglitz co-founded the project — an in-house law school clinic that investigates and litigates cases of factual innocence while training law students to be advocates for justice. The project has been recognized with numerous awards, as well as international media attention for its success in exonerating the wrongfully convicted.

This spring, Brooks brought his vast knowledge of this fascinating and tragic topic to San Diego State University's One-Unit Weekend program through the College of Extended Studies. One-Unit Weekend courses allow SDSU students to earn extra units for graduation while also learning about the latest developments on important current issues. Course topics are so intriguing that community members often take advantage of the fact that they're open to the public.

Brooks — also the director of the Institute for Criminal Defense Advocacy, and California Western's LL.M. in Trial Advocacy Specializing in Federal Criminal Law — gives us an overview.

How many Innocence Projects existed in the U.S. when you co-founded the California Innocence Project?

There were projects in New York, Wisconsin, Washington, Arizona, and Chicago.

Was there a specific catalyst for founding the California Innocence Project or just the natural progression of your career as a criminal defense attorney?

I had represented a 21-year-old woman on death row in Illinois. I was shocked to find out that she had been convicted and sentenced to death on a plea bargain in a case with compelling evidence of innocence. I investigated the case with law students and we were able to get her death sentence reversed. That case made me realize there were innocent people in prison who needed help and that the best way to train students to be great lawyers was to work with them on real cases. Thus, the birth of the California Innocence Project.

Who was the first-ever wrongfully convicted client you exonerated?

Jason Kindle. He was sentenced to life on a

robbery based on a bad identification. We proved another person committed the crime by using a photo of the robber entering the store and calculating his height based on the door height. The actual robber was six inches taller than our client.

One-Unit Weekend courses allow SDSU students to earn extra units for graduation while also learning about the latest developments on important current issues.

What were students of your Wrongful Convictions One-Unit Weekend course most shocked to learn?

I think it's hard for anyone to realize how easy it is to be wrongfully convicted. I talked about cases where faulty eyewitness testimony, false testimony, false confessions, bad science, and bad lawyering put people behind bars for many years before we could exonerate them.

What percentage of incarcerated people are innocent?

There is no way to exactly know, but a recent federal study found that 4 percent of death row inmates had been found innocent after being sentenced to death. Death row cases receive the most media scrutiny, have a more thorough trial process, and get automatic review by the state Supreme Court. If 4 percent of death penalty cases lead to wrongful convictions, then the number is much higher for lesser crimes.

Are most people unaware of the amount of innocent people behind bars?

Twenty years ago I think that was true. Now, the media has saturated the news, movies, television, and books with these tragic stories.

Still, I think some people refuse to believe it because if you believe there are wrongful convictions, then you must accept it could happen to you or a loved one.

Can you share an anecdote that you always share when teaching — either a long-fought victory or an outstanding injustice?

All of the cases I do involve incredible stories of injustice. I like to always tell students about the moment my client walks out of prison. That feeling is obviously overwhelming for them, but for me as well. There is no

greater joy I have felt in my life than that moment — when someone gets their life back.

Incorrect ID by eyewitnesses was a factor in over 70 percent of wrongful convictions and the very reason the national Innocence Project was established back in 1992. Now that DNA evidence plays such a huge role, is eyewitness testimony dramatically less relevant?

Faulty identifications are still putting people in prison regardless of DNA. DNA typically only plays a role in rape and murder cases. Those are a small percentage of the criminal cases filed each year.

One of the goals of the CIP is to change laws and procedures to decrease the number of wrongful convictions and improve the justice system. Have you actually seen a decrease?

That's hard to say exactly, but I believe that we have. We've been deeply involved in the reform movement including, for example, the reform of how eyewitness procedures are done.

That decreases the number of wrongful convictions and



Continues on the blog >>

Graduate of SDSU's Online Supply Chain Management Course Now Excels at Solving Supply Chain Issues



Michael Evans

Michael Evans' foray into the high-tech/semiconductor field was more by chance than choice. After years of warehouse operations experience in the food industry, he "got a foothold" with Motorola's supply chain operations.

"From there, I transitioned to production line management and supervision. It was in this field that I truly gained an understanding and appreciation of just how incoming product quality from customer vendors truly plays a huge role in being able to meet final product shipping dates," said Evans.

Indeed, the oversight of materials, information, and finances as they move from supplier to manufacturer to wholesaler to retailer to consumer is critical to every organization.

While at his next career stop – Hewlett-Packard – Evans' decision to take the online Supply Chain Management course through San Diego State University's College of Extended Studies proved even more fortuitous when a kink in the HP

supply chain occurred.

Evans shares his experience.

What was the catalyst that prompted you to take the Supply Chain Management course?

I was working at Hewlett-Packard at the time and was in between obtaining my Six Sigma Green Belt and my Black Belt. I saw this course offering by SDSU, and the combination of the price, ease of instruction, what it would accomplish in complementing my belts, and the course content, convinced me that this would be something of significant benefit to me.

There were also some work-related items going on at Hewlett-Packard that prompted me to dive into this course. The fact that a yield excursion event was taking place within the production line at the time, and eventually determined to be supply chain-related, made the timing of my decision optimal. It was coincidental that this excursion occurred pretty much simultaneously with my taking the course, and, coupled with my Six Sigma Green Belt knowledge, helped me to convince management that this issue was supply-chain related, and not process or manufacturing centered.

What is a "yield excursion event"?

We had a precipitous drop in our overall yield rates within a number of manufacturing zones that produced (and supplied) component parts between themselves. In essence, they acted as internal customers to one another, but the common thread was that they all shared the same supply source in that it came externally and at one point of entry. We were receiving HP-manufactured computer die from another plant, and then using these components to assemble and manufacture our product along the line. So when all of a sudden the yields dropped, a task force was created to try and figure it all out. The term used for this in the official paper was "yield excursion task force" and the "event" was the one that was taking place at the present time.

Why did you choose the online Supply Chain Management certificate offered by SDSU?

Convenience was one major factor in that with my busy work schedule, I could go on it when there was a window of time that allowed me to do so. SDSU's reputation in the work world also played a factor. A certificate from SDSU is

recognized and respected within the working world. If you've taken courses from this institution, it lends an element of credibility. And third, the staff who worked with me before and after my admission were first-rate in all facets of my time throughout the program. You truly interact with the staff on a personal level, and they truly care that you're getting something out of the course and program in which you signed up for.

Give us an example of how the Supply Chain Management certificate helped you on the job.

I just recently started a job up in Silicon Valley with a semiconductor-based company. For our new product introduction prototype, engineering was puzzled at trying to contain both a contamination and defect-related issue that seemed to be getting worse as time went on. Usually in a case such as this, either the process that's developed or how manufacturing carries out the process is the first suspect as to root cause. However, in communicating with operators on the floor who were first-line involved with the manufacturing process, my assumption was that our incoming supply chain was the main cause of our failures.

When a design-of-experiments scenario was devised to test this hypothesis, it showed that this was indeed the case, as our incoming quality screen for materials was not robust enough to handle the spec



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the blog >>

Supply Chain Management is one of dozens of Professional Development Online Courses in high-demand fields offered through SDSU's College of Extended Studies. See all the options at neverstoplearning.net/pdol. If you require a customized program, please email pdol@sdsu.edu or call (619) 594-2193.

In Partnership with Educators for Over a Century

SDSU's College of Extended Studies also offers **Professional Development for Educators** by partnering with international schools, Department of Defense Educational Activity schools, local school districts, and other organizations committed to excellence in education, in providing graduate-level professional development courses.

One such partnership is with the American School of The Hague in the Netherlands. Founded in 1953 to provide an American-style education to children of government employees, the school serves more than 1,200 students ranging in age from 3 to 18.

Hague Instructors Shared Their Insights on SDSU's Professional Development for Educators program:

"Coordinating the courses on our campus promotes flexibility, easy accessibility, and efficiency of time. It has been nothing but a positive experience!"

— **Christine Fuentes, Middle School Learning Support Teacher**

"SDSU courses have provided me with the most valuable professional development experiences offered at ASH by addressing topics that are relevant to my teaching practice: from the gender leadership gap, to adolescent literacy skills, to visible thinking strategies, and planning service learning experiences. Through the courses we formed true professional learning communities that are teacher-driven; help us plan and improve instruction, assessment and grading; and include hands-on strategies we can use in our classrooms. In addition, the courses helped us create a true culture of collaboration where we value and learn from our colleagues' insights and experiences."

— **Paola Lopez, High School Spanish Teacher**

"The SDSU courses provided me with the opportunity to learn from and with professionals outside of my normal working pattern. The groups cross over grade-levels and disciplines, which always makes the conversations rich with experience and new perspectives; I always look forward to the classes and come away with new understandings."

— **Stefanie Donnelly, High School Special Education Teacher**

"I've already created and taught lessons based on ideas inspired by the texts I read. I have collaborated with colleagues and have introduced interdisciplinary and multiple-grade-level activities based on the discussions and relationships built as a result of the meeting times with colleagues. In addition, reading best practices in texts and recognizing that many of these best practices already exist in my classroom was extremely validating, as much of our hard work goes unnoticed."

— **Nadine Galante, Middle School Math Teacher**

For more information on partnering with SDSU's College of Extended Studies to offer your programs for academic credit, please contact Program Director Eleanor Garcia Mazzini at emazzini@mail.sdsu.edu or (619) 594-1923.



With a bachelor's degree in molecular biology, Anna Freed was working in a primarily quality assurance role with a small medical device company two years ago. Today, she manages a team of QA consultants for a large, international client. What happened in between? She took the Master of Science in Regulatory Affairs online program through San Diego State University. We trace her journey.

What prompted you to take SDSU's Master of Science in Regulatory Affairs program?

The company I was working for at the time was very small and the QA department also

SDSU's Master of Science in Regulatory Affairs Program Student Saw 'Immediate Difference' in Career

performed regulatory affairs functions. QA and RA are closely related, so you need a good understanding of the regulations and requirements in order to be successful in a QA role. I was still relatively new to QA/RA; I had only two years of experience in the field. My manager had received her M.S. from SDSU's RA program. She knew I was looking to grow in my career and suggested the program as a way to help me reach my career goals.

What had you hoped to gain and how did the program meet your expectations?

I was really hoping to gain an understanding of the regulations behind the job that I had been performing. The program definitely met my expectations. I learned about regulations behind a variety of topics, but more importantly, I learned how to interpret the regulations and apply them to different companies and situations.

What do you think are the program's key strengths?

The flexibility and industry focus of the program are definitely its key strengths. The instructors are all industry professionals with a lot of experience to share, and they provide a framework to understanding course topics from a real-world perspective. The program also includes classes that cover both pharmaceutical and medical device regulations, and there's a variety of electives and special topics to choose from that fit individual needs.

How long did the program take?

It took me two years to complete the classes, and five months for the final capstone (thesis) project.

What was your thesis project?

My thesis project was to develop a program for a company looking to transition from an unregulated, research use only [RUO] company, to a company that manufactures diagnostic Class III devices that are regulated by the FDA. The program I developed is meant to allow customization to any company size and structure and to change the culture of the company with minimal disruption to manufacturing.

What did you think of the caliber of instructors and their accessibility?

All of the instructors were great. They were extremely knowledgeable about their subjects and because they are industry professionals, they included real-life case studies and examples in many classes. The instructors were accessible and answered any questions that came up while I was working on assignments for each class.

Can you speak to the networking aspects of the program?

Every class had students share their LinkedIn profiles and I connected with a few individuals who were working or had worked in the same medical device companies as I. I found it useful to connect with the other students and discuss our career paths and challenges.

SDSU's Master of Science in Regulatory Affairs Program Graduate Now Finds 'Common ground with colleagues in all aspects of drug development'

From biochemistry major at Berkeley, to Harvard Medical School graduate, to cancer surgeon at Johns Hopkins Hospital, Dr. Kenneth A. Kern has been on a trajectory of professional growth his entire life. He's currently a senior medical director at a pharmaceutical company, designing and overseeing clinical trials that test novel compounds in the treatment of a variety of cancers.

In keeping with Kern's constant pursuit of excellence, and given that regulatory affairs is an integral part of any drug development program, he recently earned his Master of Science in Regulatory Affairs through San Diego State University's online program.

"I enjoyed the program so much," said Kern, "that had a Ph.D. in Regulatory Affairs been available, I would have been the first to sign up for it."

Kern gives us a closer look at his journey.

Please recap your education and career.

I graduated from the University of California, Berkeley as a biochemistry major, after which I obtained my medical degree from Harvard

Medical School. I then trained as a cancer surgeon at Johns Hopkins Hospital, and the Surgery Branch of the National Cancer Institute, a division of the National Institutes of Health. I specialized in research in cancer-related metabolism, and I also spent an additional year of research training in cancer metabolism and nutrition from the University of Cincinnati. After completion of this training, I was a clinical professor of surgery, and obtained a master's degree in Public Health, from the University of Connecticut.

About 12 years ago I decided to change career paths and, given my background and training in oncology, biochemistry, and metabolism, a career in pharmaceutical drug development focused on oncology was a natural choice. I have worked for two large pharmaceutical companies in early- and late-phase drug development of small molecules in oncology.

What was your goal in entering SDSU's Master of Science in Regulatory Affairs program, and how did it meet your expectations/objectives?

Regulatory affairs is an integral part of any drug development program. While there are specialized divisions within pharmaceutical companies focused solely on regulatory matters, I believe it's important that those working on clinical trials not in these divisions to have a thorough understanding of the entire process of drug development. This would include an understanding not only of



Kenneth A. Kern, M.D., M.P.H., M.S.

how to create medications, but also what is involved with registering pharmaceutical drugs for use by physicians and patients, including small molecule drugs and biologics. This principle also applies to medical devices.

A thorough education of this type would include a study of manufacturing, pre-clinical testing, clinical testing, quality control and quality assurance, advertising, interacting with the FDA and EMA, and how to write clearly and effectively.

My objective in entering the SDSU Master of Science in Regulatory Affairs program was to broaden my theoretical and technical skills in all of the areas mentioned above, to help me perform my job even better as a clinical trialist. On a technical level, it meant obtaining more in-depth understanding of Good Manufacturing Practice [GMP], Good Laboratory Practice [GLP], Good Clinical Practice [GCP], and the workings of the FDA in assuring the U.S. public that drugs and devices are both safe and effective for human use.

I have a master's degree in Public Health, and since the FDA is the

BLOG

Continues on the blog >>

The Passion and Serendipity Behind One of SDSU's Most Popular Study Abroad Programs

From Half Dome in Yosemite, to Il Duomo in Italy, Kevin Petti has always followed his bliss. And his unique career is the perfect example of what can happen as a result.

In winter 2015, Professor Petti led the first-ever group of San Diego State University students in a new study abroad program that explores the clandestine relationship between art and anatomical science in Medieval and Renaissance Italy. *Connecting Art & Science: The Cultural History of Art and Anatomy in Italy* was an instant hit, with the program quickly filling to capacity every semester since.

How such a fascinating program came to be in the SDSU study abroad roster leads us to Petti's bliss trajectory.

After his sophomore year at Penn State, the native Philadelphian took a two-year hiatus from college to live in Yosemite National Park and rock climb. Among his significant climbs was an ascent of the Northwest Face of Half Dome. Next, he got a B.A. at Humboldt State, an M.A. at SDSU in exercise physiology (emphasis in biomechanics), and finally a Ph.D. from the University of San Diego.

Since 1987, Professor Petti has been teaching courses in human anatomy and physiology, human dissection, applied anatomy and kinesiology, and health science, at San Diego Miramar College. Then a trip to Italy in 2009 with his wife

and teenaged children led to an entirely new dimension of his career.

"We visited the typical tourist destinations, but I also incorporated visits to venues important to the history of anatomy education," said Petti. "I knew anatomy in the medical curriculum began in Italy, and that the ancient dissection theaters — and more! — still exist. I also managed to connect with Italian anatomy professors who were happy to host me."

Petti spoke about his experience at a conference of the Human Anatomy and Physiology Society (HAPS), of which he is president emeritus, explaining that a trip to Italy can be a deeper experience for anatomists at these rarely visited sites.

"My colleagues said they would love such an experience but didn't know where to begin," said Petti. "I posted on the HAPS Listserve that I would lead a group of interested colleagues to Italy on a unique itinerary exploring the history of anatomy education and its connection with the art of the Renaissance Masters. My inbox was flooded and **AnatomiaItaliana.com** was born."

Through Anatomia Italiana, founded in 2009, Petti began offering customized travel; professional development courses for anatomy professors, with graduate credit through the Human Anatomy and Physiology Society; and unique lectures all over the world.

One of those lectures was in November of 2013 at the Timken Museum in Balboa Park, and one



Professor, Kevin Petti, Ph.D.

of Petti's SDSU professors, Dr. Lindsay Carter (now retired) was in attendance.

"I invited him as a dear friend and mentor," said Petti. "He mentioned that the SDSU College of Health and Human Services now requires an international experience, and asked if the program I was running with anatomy professors could be modified for undergraduates, as there was not (and still is not) much international programming speaking to students in the health sciences. I, of course, said Yes! He arranged for me to meet various SDSU administrators to discuss this, and I wrote a proposal that was eventually approved."

The rest is history.

In May 2016, *Connecting Art and Science: The*

Cultural History of Art and Anatomy in Italy was nationally recognized by The Forum on Education Abroad as a “unique approach and best practice” to study abroad. As such, The Forum — an online instructional resource for education abroad professionals — put Petti’s program in its new Curriculum Toolbox as a definitive model of quality.

BLOG

Continues on
the blog >>

For more information on SDSU’s Study Abroad program, please visit neverstoplearning.net/studyabroad.



Winter 2016 students stand before the 2000-year-old Apollo Belvedere at the Vatican Museums.



One of the oldest and largest anthropological collections in the world, the Luigi Calori collection at the University of Bologna has more than 2000 human skulls.



Dr. Petti lecturing about the frescos celebrating historic physicians in the halls of the University of Bologna

2015 SDSU Writers' Conference Attendee Gets a Book Deal and Returns to the 2016 Conference as a Presenter



Richard Lister

The SDSU Writers' Conference has a long history of launching literary careers, and one of them is attorney Richard Lister's. As a lifelong football fan, he always wondered why no one had ever written a third-person account of NFL referees. "I was curious about their dual lives; regular working folks Monday through Friday, then in a glaring spotlight Sunday," said Lister. "I guess I was of a similar mind to Toni Morrison. If I wanted to read a book that hadn't been written, why couldn't I write it?"

Why indeed. Lister wrote and independently published *The Third Team: NFL Officials – Their Lives, Their Stories*. One thing led to another, and he met and collaborated with Howard Mudd, an NFL All-Decade player and renowned offensive line coach, to draft a proposal for a book about the offensive line. That proposal is what Lister brought to the 2015 SDSU Writers' Conference.

Among his scheduled appointments was a consultation with Sarah Younger, an agent

with Nancy Yost Literary Agency. A consultation is a Q&A opportunity to pitch a project and discuss its viability in the marketplace. Conference attendees also have the option of scheduling an advance reading, which requires submitting the first 10 pages of a manuscript prior to the conference. The SDSU Writers' Conference was among the first to pioneer these 1:1 appointments with agents and editors, giving writers unprecedented access to top-tier publishing professionals – many of whom interact with unpublished authors only through conferences.

Younger, also a zealous football fan, immediately loved the project.

The View From the O-Line: Football According to NFL Offensive Linemen and an Uncommon Coach, is scheduled for release this fall by Skyhorse Publishing.

At the 2016 SDSU Writers' Conference, in a session titled "Pitch, Sign, & Sell: A Nonfiction Tale of Success from SDSU 2015," Lister, Younger, and Howard Mudd discussed how the project came to life, and the process of developing a nonfiction proposal that publishers want.

Lister shares his journey.

Did your career as an attorney come in handy when it came to tracking down and interviewing NFL officials for *The Third Team*?

Not as much in tracking them down as it did to pique my interest in decision makers applying elaborate rules in a high-pressure and visible setting.

Were the NFL officials thrilled that someone would go to that length to acknowledge their contribution to the game?

Yes. And they remain so to this day. They appreciate that someone had an interest in them and their work. Their job's nature keeps them under the radar. They were grateful for the chance to share their stories.

Can you share an intriguing anecdote about the lives of NFL officials?

There are so many. I suppose one that highlights who they are and their dedication is about Bill Carollo. Bill was vice president of International Sales for IBM. He had a Sunday night game in Pittsburgh. Right after the game he flew to make a connection to a flight taking him to Shanghai where he was due Monday. He worked there for a week before returning for the following week's game. He not only had to coordinate his weekly conference call with his crew to accommodate the time difference, he had to take his uniform with him for the next game. Since he didn't trust the laundries there, he washed the striped shirt, knickers, and socks in his hotel bathroom.

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- Keynote Speakers on Saturday and Sunday: **R.L. Stine** and **J.A. Jance**
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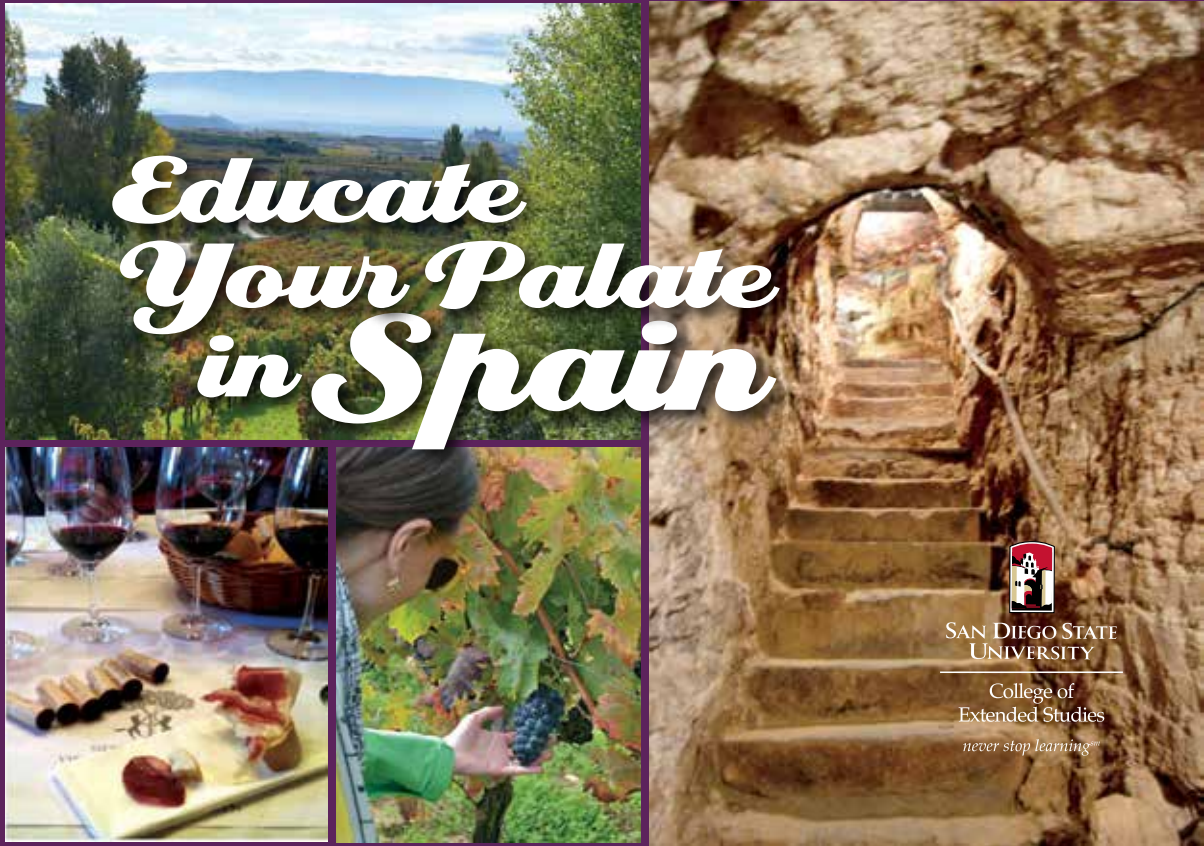
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*Lisa Redwine, advanced sommelier, and sales representative for Regal Wine Company, is the former food and beverage manager at The Marine Room and La Jolla Beach and Tennis Club.



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