



SAN DIEGO STATE  
UNIVERSITY

College of  
Extended Studies

*never stop learning<sup>sm</sup>*

# Upfront

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

## Online Opportunities in Education

The SDSU CES eClassroom Is Open

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- BRIDGE** > Grant Program Provides Online Training
- HEALTH CARE** > Online Career Pathways Explored
- GREEN** > Making the World Better
- NETWORKING** > Classrooms Offer Connections

[www.neverstoplearning.net](http://www.neverstoplearning.net)

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Upfront is an online source for engaging, informing, and cultivating conversations on workforce topics. It provides up-to-date information, insight, and trends on today's most talked about topics in professional development.

## ONLINE LEARNING

# The Future Is Now

In the last decade, online learning has become a new phenomenon. However, there are still skeptics who believe teaching in the classroom is much more advantageous than eLearning - although learning preferences depend on the individual, research has shown that there is not a significant difference between online and classroom learning. If instructors implement the right tools for online learning, then students can learn just as much as they would in the classroom, if not more.

The College of Extended Studies (CES) at San Diego State University is a pioneering college when it comes to online learning. Realizing the needs of its students, CES has created 22 professional certificate programs that are fully online. There are even master's degrees as well as professional development courses that are online. Because people work, have families, and have other

duties in their lives, it is difficult to carve out time for school. With an online program, students can work from home, do not have to worry about making it to class on time, and have the flexibility to complete their assignments and listen to lectures when it is convenient for them.

Nevertheless, students may fear that an online class will block them from having that "personal touch" with the teacher and other classmates; however, if instructors use the right strategies in an online classroom, this issue can be avoided. As an illustration, instructors in CES' online classrooms use discussion boards where classmates can discuss topics with one another as well as post questions for the teacher. This creates well-rounded discussions with one another including receiving ideas and perspective from foreign students. This is also a clever way for instructors to answer common questions because students can see the answers via the board and do not have to individually send the instructors questions that other peers may have already asked.

**CES has created 22 professional certificate programs that are fully online.**

In many CES programs through the Blackboard platform, students are required to create personalized blogs about who they are, what they do, why they are taking the class, and what they are planning to do with the new knowledge. Students can then

meet others from all around the world and learn fascinating things about each other's lives. They can even communicate with each other via the blog to help one another with questions or share new ideas. Instructors also do this to get to know the students on a more personal level. Many students in a classroom course never even speak with their peers. With the online classrooms, they get the chance to read about each other's lives and get to know their peers.

Online classes provide several learning options to help the students learn about a particular

topic. Many of CES' online programs include videos, PowerPoint presentations, discussion posts, blogs, articles, job opportunities, hands-on projects, and external links to other resources. If a student is curious about a particular topic, they can follow external links for more information. Also, several instructors from the online green industry programs have their students go outdoors and report about green events that they have attended. This helps the other students become aware of what is going on in other areas around the world and thus creates closer online com-

munities. For instance, one class had to report about what they did on Earth Day and what sustainable initiatives their community was doing. This brought some fascinating stories and ideas to the discussion posts in which several students learned new ideas for Earth Day.

In our globalized world, online learning could not come at a better time. With all these benefits in mind, students can learn a great deal of knowledge, which may not come from a traditional classroom setting. Try online learning and see where it takes you.



## Reasons to Take an Online Class

1. No classroom
2. Flexibility – study any time any where
3. No driving
4. Student-centered teaching approaches
5. One-on-one attention
6. Watch the lecture as many times as needed

ONLINE | BRIDGE

## Mother Strikes a Work-Life Balance

Supriya Gaitonde is a mother of two boys who also happens to have a Ph.D. in cancer biology. She has worked on and off in a variety of positions, in the hopes of finding a work-life balance that would suit her needs and those of her family. She taught, but didn't find it challenging enough. She conducted research at an academic institution, but was gone weekends and she had to work late most nights. After research, she found the **Life Science Immersion Program (LSIP)** funded through the BRIDGE grant, and decided that studying the LSIP online would fulfill her wants and needs – work-life balance since she could study when she had time, and it fit into her work background. “I chose LSIP to pursue a research scientist position in a biotech industry environment in the hopes that I can do something that is meaningful and



Supriya Gaitonde

dear to my heart, but with some structure. And, my experience with the online program has been a positive one. It was my first exposure with online education, I love that I don't have to drive anywhere, can set my own schedule since it is self-paced and, I am learning a lot,” says Gaitonde.

Since she is looking to join the biotech industry, Gaitonde thought the program would better equip her to handle the transition from academics to the biotech industry. She adds, “I know it will be quite different from an academic setting where grants and publications drive research, but getting a more in-depth understanding of the business environment will help me when I get into the biotech industry. The LSIP will help me achieve this.”

The online experience is convenient, and has added features that you can't get in the classroom. For any given LSIP topic, videos are provided by the “upper echelon” of several San Diego-based biotech companies, which are used as a primer to each course. The online component also provides a PowerPoint presentation with notes on the side for lessons.

Gaitonde agrees that this is a good format, “I take copious notes from the slides. The information is very well laid out and organized and I haven't had any trouble navigating through the different components. There is a section

**“It was my first exposure with online education, I love that I don't have to drive anywhere, can set my own schedule since it is self-paced and, I am learning a lot.”**



### Biotechnology Readiness, Immersion, Certification & Degrees for Gainful Employment

on personality-type assessment that I found to be very interesting, since it goes beyond just learning what one's own style is but also how to deal with others' work styles."

"Through the LSIP program, I have learned that I am people-centric and would do well in a career that involved interacting with people,

and will consider project management-type positions. So for those who are thinking about online education I say 'Go for it!' My experience has been great and with the plethora of courses offered, you can't go wrong finding what would suit your needs to fill in the gaps. The process has been easy, and the gains already have been many."

To find out more about SDSU's BRIDGE program, go to [www.neverstoplearning.net/bridge](http://www.neverstoplearning.net/bridge).

### Online Education Life Science Immersion Program (LSIP)

Through web-based industry presentations and case studies, students of the online *Life Science Immersion Program (LSIP)* learn about life science – business environment, finance, product and process development, and marketing, sales, and business development.

Students in the program represent the spectrum of industries and training – individuals transitioning into another career, veterans seeking civilian work environments, individuals moving into higher level positions, and new hires from all sectors of the life science industry including biotechnology, pharmaceutical, medical devices, and diagnostics.

## The BioCollaborative

One of the benefits of studying under the BRIDGE grant is access to a learning portal, which provides **information and resources** to students who are in **career transition and who are seeking to move up the career ladder**.

Participants can **upload and download tools and materials, access information, and engage in forum discussions regardless of time or geographical location** — users are only a click away. The site also **highlights industry news and trends, and connects unemployed members to career opportunities**.

### Resources

- Learning materials developed by academic and industry professionals
- Video clips of current thought leaders and practitioners
- Interactive skill development assessments
- Networking via forum discussions, polling, and messaging
- Menu of workshops and webinars to continue skill development
- Connection to life science/industrial biotechnology organizations and community resources

## ONLINE | BRIDGE

# Online Program Helps Professional Sharpen Skills

**F**red Zeller has been a biopharmaceutical and medical device professional for 20 years with experience in upper management across multiple sectors of the life sciences industry. He has broad skills in strategic planning and operational control; and expertise in creating, leading, and integrating internal, outsourced, and virtual teams of medical, scientific, technical, quality, and regulatory staff; and in providing flexible capabilities that adapt to marketplace changes. Zeller is focused on business model innovation and execution, product development and commercialization support, and continually strives to improve efficiency and productivity while reducing total costs.

Even with all his experience and expertise, Zeller felt he needed more, "In the current marketplace, there is competition for every open position, not only across the country but also in my local target regions in San Diego and Orange County. I believed completing the LSIP would give me a competitive edge while sharpening my skills in a

broad array of topics related to life sciences."

For a busy professional, taking higher learning classes is difficult to manage, so Zeller was happy to enroll in the program, which offers online education, even though he was a bit hesitant about whether he would get a well-rounded experience.

"The online program was an awesome experience that allowed me to complete it at my own pace, during any time of the day, and review materials during or even after the course. It provided a great deal of flexibility. Having exposure to top instructors in their field at 10 pm on a Saturday evening, for example, is not something that one would have available to them in any classroom setting I am aware of," Zeller adds.

**"Having exposure to top instructors in their field at 10 pm on a Saturday evening, for example, is not something that one would have available to them in any classroom setting I am aware of."**



*Fred Zeller*

"The program's 43 lessons, exercises, and exams were comprehensive in scope and required a great degree of focus, concentration, and

diligence to successfully complete. The instructors were first-rate and very experienced and specialized in their respective areas. The instructor's styles also varied which is what one sees in a community college or university setting, so it was good real-world experience," Zeller adds.

Zeller is now using what he learned in the program as a tool to help prepare for phone or on-site interviews. He's been able to advance in the interviewing process at a number of life sciences companies, as

a result of the breadth of information relevant to life sciences he learned through the program. And he says, "By far the absolute best for anyone in the life sciences is the LSIP, whether you are in transition or employed. Enrolling and completing this 43-module online program will keep you at the cutting edge of knowledge and information.

ONLINE | BRIDGE

## Online Convenience – Biotech Future

**B**arbara Davids has followed an academic path her entire adult life – undergraduate work at Mid-West, Saint Mary’s College, and graduate work in Wisconsin. She then moved to San Diego to complete a post-doctorate. Following her post-doctorate, she took a faculty project scientist position, and spent the last 13 years conducting research like cell biology, biochemistry, and molecular biology.

While networking on LinkedIn with the Association of Women in Science (AWIS), she noticed an online biotech program. “I was looking to transition from academia to bio-

tech, so I saw this program, I thought ‘perfect,’” Davids says. “For me, there were pros to online education like having the flexibility and being able to schedule it and also work. I did a lot of my work on the weekends, and I would also get up before my son at 5 am and just sit on the couch and read. It was peaceful.”

Online education also allows a self-paced approach, and students have the ability to review lessons and material as many times as needed. “If you’re not clear on something you can go online and say, “OK, I didn’t really quite understand that so I need to review it again. Online education gives you that flexibility,” Davids adds.

There are many positives to online education and Davids agrees, “Online programs like the LSIP help students become better candidates for employment. Companies are not willing to hire people into more senior positions unless they have education. There are also internship opportunities and you learn how to market



*Barbara Davids*

yourself. I learned how to communicate more effectively since I had more interaction with my classmates online. I became more direct in the way I communicate. It sounds odd that I learned people skills in an online program, but I did.”

ONLINE | Health Care

## Student Gains Health Care Skills Through Online Education

In today's economy, finding a job can be tough. For online health care student Marci White, it was especially difficult to find a job in San Diego. After working 17 years in the pharmaceutical and biotech industry, she was laid off in 2011.

"I applied to all job opportunities but they were very scarce in the San Diego area," she said. "I had no desire to relocate, so I was unemployed for a year."

Having graduated from San Diego State University, White continued to receive the SDSU

College of Extended Studies catalog in the mail. She read a page about Workforce Partnership, a program that helps pay for dislocated and unemployed workers who are trying to gain new skills and knowledge to get back into the workforce. She realized she qualified because she was unemployed at the time. "I took the week-long workshops, waited for a new round of funding to come through and then started working with the helpful staff to get signed up with the training program. I selected **Medical Billing and Coding plus Medical Terminology Online** because I already had some experience with medical terminology."

When asked about the program White found it to be straight forward and easy to follow. Plus, in today's hectic world, doing an online program was a benefit because it was accessible anywhere and everywhere. And according to White,

"I signed up for an online course with the intention of finding another job right away and wasn't sure if I would be able to make the scheduled class time if my job required a long commute. Since the program is self-paced, I also don't stress if I have to leave town for a day or two because I know I can complete the work when I get back."

White is now an advocate of online education but does give a bit of advice when selecting a path, "Choose your program carefully. Talk to people working in that field if it is something different for you and make sure you can apply what you learn because otherwise you may not follow through."



Marci White





ONLINE | Health Care

## David Craven Carves New Path

**D**avid Craven was looking for a new career path in his life and decided to pursue a career in health care. He set his eyes on health information management, which is a growing health care need. However, coming from a background in sales and media production, he needed to gain the health care knowledge and experience to move into the industry. Therefore, he decided to take the College of Extended Studies **Medical Billing and Coding plus Medical Terminology** online program.

Today, Craven works as a medical records technician with the Military Sealift Command Medical Department at the Naval Base in Point Loma. "I work as a part of a team that coordinates occupational health care services for the Navy's Civilian Mariner Corps," he adds. However, there were definitely a few steps to get where he is today. Included in the program is a voucher to take the CMAA/CBCS (Certified Medical Administrative Assistant/Certified Billing and Coding Specialist) certification exam offered through the NHA (National Healthcareer Association) at no additional cost. Craven went further and also decided to add the CCA (Certified Coding Associate) certification through AHIMA (American Health Information Management Association).

In his view, "The program was the ideal preparation for the CMAA/CBCS certification. The Certified Coding Associate exam involved drilling down much more extensively into HIM specific topics, but the course provided

an excellent foundation to confidently begin mastering more sophisticated material."



David Craven

After becoming certified, Craven took his next step and became a volunteer at Sharp Memorial Hospital. This helped him receive the experience he needed to get his first job.

He was determined to finish the program quickly and find a job in the industry. An online program seemed ideal because Craven could finish the program on his own time. "The program provided me the opportunity I was seeking; to fast-track my training by working at my own pace. I devoted 30-35 hours a week to the courses and was able to finish the program in 12 weeks." His dedication certainly paid off.

## Career Pathways >>>>>>

**T**he best teachers are those who not only give students academic knowledge, but also help students use that knowledge effectively outside of the classroom.

One benefit about CES' health care programs is that they are led by instructors who are involved in the health care system. They are industry experts who use their career experiences to help others with their career goals. For instance, **Medical Billing and Coding** instructor Michael Reynolds, not only teaches, but is also a National Healthcareer Association (NHA) board member and holds five medical

billing and coding certifications. Reynolds helps direct students into a health care career path that is best suited for them.

SDSU created a "Career Ladder" to guide students in choosing their direction. For example, a student who earns a certificate as a clinical medical assistant can take the CCMA exam and move up the career ladder to become an occupational, physical, or respiratory therapist. Giving students a visual of which career paths are available and which steps need to be done to accomplish the goal has proven to be very useful.

One student exclaimed how the **EKG Technician** instructor Danish Farook helped find her career path. According to her, "Dr. Farook made the class very interesting and it made me want to become a cardiology nurse. I even ended up handing him a 38-page presentation about what I got out of the class."

This is what teachers want when their students leave the classroom. They want their students to succeed and take what they learned and put it toward their career goals.

## Instructor Jay Katz Personalizes Online Classes

Jay Katz has been writing grant proposals since 1990, and started his own business as full-time grant writer in 1995. Today he teaches grant writing online and works with multiple organizations to secure grant money.

### What are the benefits of studying grant writing online?

I think in a way people have a lot more opportunity to interact with me one on one. They have more time to think and reflect on what they are learning, and then to ask questions. Whereas in a live classroom, the lecture might be too quick – meaning the information may be flowing too quickly and they may not have the opportunity to ask questions.

### So students receive more attention?

Yes, more attention and more time. I know personally I am a very deliberate learner. I like to stop and think about what I am learning rather than having a one-hour lecture. During lectures you have to constantly be on. With an online structure, students can pause the lecture, write notes, email me, or post something on a message board. Where in a classroom situation, they just have to keep on target or interrupt the instructor.

### How do the students communicate with you?

A discussion and message board is used to com-

municate with me and the entire class. What I like about it is that many students have the same questions or have their own personal experience with the subject and they want to share, the board gives them an opportunity to do so.

### Which types of activities, homework or projects do you assign?

Students do everything from researching and funding opportunities, to writing an actual letter of inquiry, which is a short proposal that goes to foundation grant makers. They learn how to dig into grant research by looking at tax forms for private funders to see where grants are awarded. They learn how to work with federal grant opportunities and how to understand whether or not the opportunity is a good one to pursue.

### What makes this online grant writing class unique to other grant writing programs?

I know there are webinars and I know there is prerecorded stuff out there, and this program is way more sophisticated than a webinar. I have attended webinars; however, you don't get to practice the information that is being presented and you don't get personal attention.

### Who should take this online program?

People who will benefit the most are those who are in the nonprofit field and looking to build on their skills. There are those who may be pursuing a career with a nonprofit organization, and they want to gain skills and make themselves more attractive to potential employers. Then there are people who are generally interested in learning



Jay Katz

more. They were or are volunteers with their organizations and they are interested in acquiring a new skill.

### What's the best advice that you have to share?

Get a mentor.

### Is there anything else?

I have my own resource website for grant writers at [www.sandiegogrants.org](http://www.sandiegogrants.org). It has tips and information on it to help grant writers. And, I always tell people who are interested in careers in grant writing to get experience before you start to pursue a career. The best way to do this is to become a volunteer.



# Regulatory Affairs Online Instructor Brings Students Together

Joyce Williams has worked in the field of regulatory affairs for over 30 years and for the last several years she has been the principal consultant at ProFocus Regulatory Solutions. She teaches two online courses – ***Introduction to Food and Drug Law*** and ***Investigational and Marketing Applications for Drugs, Biologics, and Medical Devices*** in the Regulatory Affairs program at SDSU.

## Why did the program switch to being online?

When the program was originally created in 1999, all courses were in a campus classroom during the evenings since students who entered the program were mainly working professionals. Since this was one of the first programs in regulatory affairs in the U.S., SDSU decided to switch to an online option, so it would allow people outside of the San Diego area to sign up as students.

## Why was the online aspect a good option?

The online program allows much more flexibility for students. It allows more flexibility for the instructors too. We don't all have to be in San Diego necessarily. And after work at five o'clock trying to get to campus on time for class is a hassle. Students now can work on their assignments whenever they want. Each week starts on a Monday so that they have a full week to do the readings, work on the assignments, and hand them in. It works really well and I have had students from all over the U.S., Canada, Japan, and Europe.

## How do you communicate with students?

We have discussion boards, and the lectures are all online recorded with PowerPoint. I exchange a lot of emails with students, and I am basically online with the students all day long and during the week to help them with their assignments.

## What are some of the assignments like?

In one class that I teach, we role play a real situation – meaning we pretend that we are



Joyce Williams

all working for a company. For example, we use a student paper responding to a warning letter from the FDA. I then divide the students into different departments like regulatory, quality, marketing, finance, or whatever is appropriate. They have a week between the 4-5 students in each departmental group to complete a strategy on the issues, how they might respond from their group's perspective, and then we all get together on a one-hour phone call to discuss the issues. I run the call like a company meeting. I am the president and I ask what we are going to do about the situation. The students love it because that's one of the things that you usually don't have in online classes. You don't get a chance to talk to each other. So usually at the end of class when we do evaluations that assignment is one that the students say that they enjoyed the most.

To find out more about SDSU's Regulatory Affairs Certificate program, go to: [www.neverstoplearning.net/regulatoryaffairs](http://www.neverstoplearning.net/regulatoryaffairs)  
Or the Master's program, go to: [www.neverstoplearning.net/regulatoryaffairs](http://www.neverstoplearning.net/regulatoryaffairs)

ONLINE | Web and Mobile

## Student Lands Job at Facebook

Recently, Justin Boseant moved to the Bay Area to start a job with the most visited and known website in the world, Facebook. Today, he is a data warehouse engineer, which means he is a part of the team that keeps Facebook's massive data storage up and running for its 901 million monthly active users.

"I get to work with some of the brightest minds on some of the most challenging intellectual problems computer science is facing right now. We're literally building computing solutions, abstractions, and services that didn't exist last month. And better than that, I get to do so at a company that is committed to providing something valuable and making a difference in this world," says Boseant.

Before his epic move to Facebook headquarters, he graduated with a physics degree; however, during his years at college he discovered Linux, and in doing so, uncovered a lifelong passion for computing and what he describes as "nerdy things" like data mining and computational efficiencies.

After college Boseant decided to go back to school and update his skills in the SDSU **Web and Mobile Applications Development Certificate** program. He adds, "I enrolled for two reasons. The classes were considered transferable credit toward a master's degree. And second, web development has exploded in the last decade and good developers are still much in need. I anticipate that this will expand and shift toward mobile platforms in the coming months and years. Regardless of what type of computer systems development one does, knowing and understanding the mobile and web software stacks are going to be crucial to a successful career."

Boseant took advantage of the program's Hybrid option for taking courses (learning on-campus and online) since his life was busy with his family and full-time job. "I used both classroom and online for when



Justin Boseant

I missed class and a few times to review topics several weeks later. I'm not one to take notes; I find that if I spend my time writing it distracts from actually learning the material, especially when the topic is practical learning. It was surprising to me that the videos were the first place I'd go to reference something and remarkably easy to find what I was looking for by remembering when in the lecture I heard it," he says.

Today he credits the program for landing the job at Facebook; however, not in a straightforward way. "The role I was hired for requires several years' experience with databases and systems, but with a company like Facebook, they look for some of the most outstanding engineering talent on the planet. Mere experience with database wasn't likely going to be enough. The interview, for example, isn't just about being able to write code on the board — good code design matters; appropriate algorithm matters; selection matters; and, good solid naming conventions and readable code matters. These are some of the advantages that taking the certificate courses provided me."

## ADVICE FROM JUSTIN

### How does one balance work and school?

- I didn't let myself get behind. Every day I was looking at something, studying something, reading something and programming something.
- This comes with experience — get a sense of how long a project will take.
- Get your projects done early.

### What should a student get out of the program?

- There's always a better solution if you're willing to make the investment.
- Real acknowledgement of your classmates; projects are always better in pairs or groups — meaning how to engineer with engineers has made all the difference for me.

### Do you have career advice?

1. Own your career. 2. Own your education. 3. Own your life.

# Australian Student Finds Success

By Emily Moore

**S**killed computer programmers – especially those able to develop web and mobile apps – are in high demand. The rapid changes inherent to this industry make lifelong learning essential for ongoing success, but taking coursework – especially at the graduate level – can be challenging for professionals in high-tech fields. A student in SDSU's **Advanced Certificate in Web and Mobile Applications Development**, Emma Piggott, shared how taking the program's hybrid/online courses enhanced her learning, leading to professional achievements and the desire to pursue a master's degree.

Piggott, a native of Australia who came to the U.S. as an undergraduate student, has been a computer programmer in California since earning her B.S. in computer information systems in 1998. She entered the **Web and Mobile Applications Development Certificate** program in fall 2011 "to freshen up my skills a bit," since it had been "a long time" she'd last received formal training in the field.

"Because I hadn't had any refresher courses in a while, these classes made me realize I developed bad programming habits. My code

had become a little too verbose and sloppy. These classes have definitely helped me clean that up and write far more efficient code. I use what I've learned in both of Professor Riggins' classes every single day. Before I would kind of piece together JavaScript and CSS code to force a result, and now it's more of a well thought-out plan, because I understand the fundamentals better," she says.

Piggott notes that her employer, ClearBalance, has been "very understanding" with her decision to further her education, especially since the program's schedule has allowed her to work the same amount of hours as before. She attends "hybrid" classes on campus in the late afternoon or evening, which incorporate online content including recordings of all lectures and discussion boards. She explained why she liked the combination of face-to-face and online learning, "I went to class every day, then I would re-watch all the lectures to study for the exams." The availability of recorded class sessions changed her approach to learning; while attending class live, she could focus on the content, and "actually absorb what is being said instead of furiously writing notes." Then, she could "go back and get all the little details I would need for an exam later."

In balancing her professional and personal responsibilities while taking these graduate-level courses, Piggott also found the discussion boards on Blackboard (SDSU's e-Education platform) to be helpful. No matter what time of day or night, she could turn to the online learning community for advice. If she had a question, she often found that there would be "someone else who has had a simi-



Emma Piggott

lar issue who had posted a discussion thread about it on Blackboard." She continues, "or if not, I could post the question and there would usually be some other student up at the same hour with similar issues or suggestions."

While the flexibility and anytime-anywhere access to course information and support have enhanced her learning experience, both she and her employer have reaped the benefits of her updated knowledge. Piggott quickly found that her new and enhanced skills "have definitely not gone unnoticed at work." In addition to being given "much larger and higher profile projects. She found that the biggest thing I have gained from this experience is confidence. All in all I would say it has been a great experience and well worth the time, money, and effort."

As she prepares to complete the Web and Mobile Advanced Certificate this month, Piggott has set her sights on what Professor Alan Riggins has called "the sweet spot in terms of career advancement and earning potential" for computer science – a master's degree. She applied for admission to SDSU's MS in computer science to pursue further studies, and was accepted – she is excited and hopeful to continue her journey of lifelong learning.



*Brian Hughes, General Manager, Omni Hotel*

ONLINE | HTM

## Innovative HTM Master's Program Debuts

The American hospitality industry is one of the largest employers in the nation after the U.S. government. Comprised of multiple segments, the industry includes hotels, restaurants, resorts and casinos, theme parks, cruise lines, travel and tourism, recreation, and meeting and event management. As the field continues to grow – both here and abroad – its appetite for new leadership candidates is nothing short of voracious.

While SDSU's still young and vibrant L. Robert Payne School of Hospitality and Tourism Management has crafted an enviable reputation during its first decade for producing top-notch young leaders, the school's focus has been – appropriately – aimed at entry-level managerial positions.

### But that's about to change.

Beginning in the summer of 2012, the Payne School will offer a **Master's of Science in Hospitality and Tourism Management** degree targeted at working industry professionals with at least five to 15 years of demonstrated leadership experience. This new program has been designed to take the up-and-coming mid-level executive in the industry and prepare them for the next stage of their careers and, hopefully, put them on the path to the executive

suite. With that goal in mind, the new program's structure is somewhat unconventional.

The HTM Master's approach permits the degree candidate to stay in his or her job while completing the degree requirements because 95% of the content will be delivered in a hybrid online format. There are only two required weeks on campus: one at the front end of the program and one to conclude it. The balance



*Renee Herron, Catering & Conference Coordinator, Omni Hotel*



of the 30-credit curriculum will be delivered in a largely asynchronous format so that the candidates can effectively manage their degree work with the demands of their day-to-day career and familial responsibilities.

The degree is designed to be completed in only fifteen months and students will move through the curriculum as a cohort made up of veterans of each of the key hospitality segments: hotels, restaurants, gaming, recreation and tourism, and meeting and events management.

The program features a world-class faculty that combines decades of industry experience with significant classroom credentials and the course content has been designed to mirror the real-world problems and challenges that up-and-coming leaders will have to master in this new century.

Students will be assessed prior to starting the program and – to the extent feasible – their path through the program will reflect the opportunities and gaps identified in those assessments.

“This will be a very intense but useful experience for the students that can gain acceptance,” says Jeff Campbell, program director and former CEO of Burger King Corporation and senior vice president of the Pepsi-Cola Company. “Rather than an exercise in ticket-punching, the new HTM Master’s will be all about giving each student a meaningful, personal competitive edge.

To find more information on SDSU’s College of Extended Studies HTM Master’s program please visit [www.neverstoplearning.net/htm](http://www.neverstoplearning.net/htm)

## INSTRUCTOR PROFILE

# JEFF CAMPBELL

### HTM Master’s Degree

Jeff Campbell’s experience is impressive and he certainly knows the hospitality, tourism, and management (HTM) industry. He was the chairman and CEO of Burger King for five years, the senior vice president of brand development at the Pepsi-Cola Company for four years, and has been a Brinker executive resident for the past seven years.

Campbell is not only an instructor in the **SDSU HTM Master’s** program; he is also the program’s director. We caught up with him and asked him a few questions on why this new program is special.

#### What are the benefits of a hybrid (online, on-campus) program?

This program conforms to a working professional’s life. It conforms to all the challenges that individuals have to balance. Also, students can revisit material. They can fast forward through material that they know and linger on the things that they are grappling with.

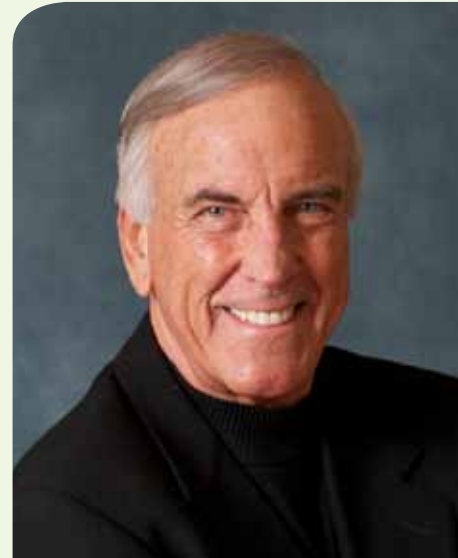
#### What are the benefits of a program that is open to students worldwide?

This program is open to students worldwide and it’s open to people across each segment of the hospitality industry. There’s an enormous opportunity for cross-fertilization between different points of view from different countries, and different ways of approaching and solving problems across different segments. The unanticipated benefit is the exposure to other ideas.

#### What are the new trends in the HTM industry?

The big trend is that the industry has to completely reinvent the way it does business. So many companies struggle with managing change, how to generate innovation, and how to deal with shrinking resources but no shrinkage of objectives. And, throw in rapidly advancing technology into that mix and there’s a lot to know, learn, and manage.

For the entire interview go [here](#).



*Jeff Campbell, director, HTM Master’s program*

ONLINE | Green

## From Belarus to the Bay Area

For 25 years, Sveltiana Kotova worked as an architect in Belarus. When she and her family moved to the U.S. ten years ago, she suddenly found herself working a retail job, studying English, and looking for an architectural job. She finally found a job in her professional field, but was laid off when the economy tanked. After being unemployed for almost a year, she decided to go back to school and find a program that would fit her skills and improve them.

That program was SDSU's **Green Building Construction**. "I was not able to find any

program locally, and I needed to take classes in green building because I was planning on taking the LEED exam. A requirement of the exam is to take classes. The only program I found was at SDSU, and I thought 'San Diego, no way. I live in the Bay Area.' I then realized it was online," Kotova says.

Since Kotova had never taken classes online, she was a bit hesitant. She says, "I heard from people that there were many negatives to online education. One of them was there isn't interaction with other students. However, communication with my classmates was great. In the classroom you don't talk much to people, you go to class, do your homework, and listen to the instructor. With the online version, it was a requirement to engage, and respond to other's posts. I learned from the instructor but I also learned from my classmates."

The Green Building online program is rigorous and well-rounded with required reading,



*Sveltiana Kotova*

homework, and a weekly quiz. "With the online program, I felt like I had to read more, and had to do more research to answer all questions on the online board. I believe I learned more in taking the program online than if I had done it in a class," Kotova adds.

Today, Kotova happily works as an architect at Aetypic in San Francisco and she says that taking the Green Building online program helped her secure employment.





## Making This World a Better Place

Christina Zimmerman earned a bachelor's degree in finance, and has worked in the banking and financial industry for many years. Recently, she decided to take classes at SDSU.

"My reason for taking online courses in **Energy and Water Management** is that I want to convert my business degree and background into the fastest-growing industry. I promised my children I would leave this world a better place, taking these classes allows me to fulfill this promise and better my own financial outlook," she says.

Zimmerman chose online classes because she lives at the top of a mountain in Lake

Arrowhead. "Getting down the mountain is an ordeal as we are somewhat removed from urban life. Being able to take classes in my own home and not having to commute, fight congestion on the freeways and roadways, is a true luxury. I set aside time to study that was convenient for my hectic schedule," she says

Many students tend to believe that an online option is not the same as in-classroom work. However Zimmerman doesn't agree with that thought, "The work was varied. It consisted of listening and taking notes on weekly lectures and reading assignments, conversing with fellow students on discussion boards, completing homework assignments, and taking quizzes."

Students in the program state that the takeaways from these classes are learning

cutting-edge tools and information about transformations taking place in the renewable energy, energy management, and water management fields. And,

Zimmerman offers another advantage, "I was able to converse with people all over the country and the world about how to implement new ideas and technologies into our daily lives and work places."



Christina Zimmerman and children

## Creating Community in an Online Classroom

At CES, all of the Green Industry programs are online to reach a worldwide audience and gain multifaceted perspectives. Instructors integrate interactive features in the online classroom as well as create activities beyond the classroom. Potential students might be skeptical about losing the personal touch with the instructor and other students; however, CES instructors use various methods to create a sense of community. For example, in David Voss' **Converting to Renewable Energy** course, the students use a discussion board to answer questions about that week's assignments. This allows the instructor to see if they are understanding the materials presented and also allows

the students to share their own views as well as any new "green industry knowledge" from their own areas.

Students also have to create a personal profile blog – introducing themselves, what they do, and what they intend to learn. Students

can then comment and talk to each other via the blogs and gain new perspectives and friendships.

Instructors also try to link the classroom with the community in which the students currently reside. For instance, **Water Essentials** instructor Rick Halperin celebrated World Water Day by asking students to visit their local watershed instead. Through this field trip, students saw how water use and conservation affect their own communities. Everyone then shared their experiences with others in the class creating a whole-some perspective of water rights and usage around the world.



## PM Students Make Career Transitions Via Networking

For project management students, networking is extremely important when trying to find a job. Two PM students, Julie Baxter and Andreia Forbes took advantage of the networking opportunities available to them and landed two project management jobs at different companies. Below, each talk about their stories including Veeral Chudasama, one of the project manager advisors at the College of Extended Studies who posted one of the jobs on the LinkedIn board. Sometimes your future career is right in front of you, if you network with the right people.

### Julie Baxter

Frustrated with her career, Julie Baxter dreamed of something else. She worked for years as an administrative assistant and was introduced to project management while working on various projects. She found an affinity with project management and decided it was a path she would like to explore.



Julie Baxter

After research, Baxter chose and enrolled in SDSU's Project Management program. "I took the very fast paced track where you take two classes per week for six months. It started in April and I graduated at the end of October. It felt like a full-time job, but it was so worth it," she says.

During the program, Baxter began attending a study group (PMP prep) to prepare for the Program Management Institute exam to become

a certified project manager. During these meetings she showed dedication, intellect, and willingness for more. She impressed the instructor so much that the instructor offered her a job.

Baxter adds, "My prep course instructor knew I was taking the SDSU program and I was taking the PMP prep to break into a better opportunity for myself. She was brought on to Scripps and when that happened she began looking for good people to build her team. She really liked me, said I was a great student, and I applied myself. She knew I was actively looking and so she told me to forward my resume. She interviewed me and I got the job."

Today, Baxter is a senior project analyst. "I work for the project management office at Scripps. I follow the project management methodologies and processes I learned. Everything that I learned in the program I have been able to apply." Her decision to go back to school changed her life.

"I was just so unhappy and decided to make a sacrifice. At the time I wasn't making a lot of money and worked two jobs, but the program made my life so much better. My advice is to really take it seriously, go into it with an open mind, study, and make sure you participate in class. If you network correctly and use the LinkedIn Project Management group it can open doors. It did for me and it did for a lot of us in the

program. From personal experience, my income jumped up by 30% right after I graduated," Baxter says.

### Andreia Forbes

Andreia Forbes was in a job that she didn't feel challenged, so after research she decided to enroll in SDSU's Project Management program to take her skills to the next level. During her time

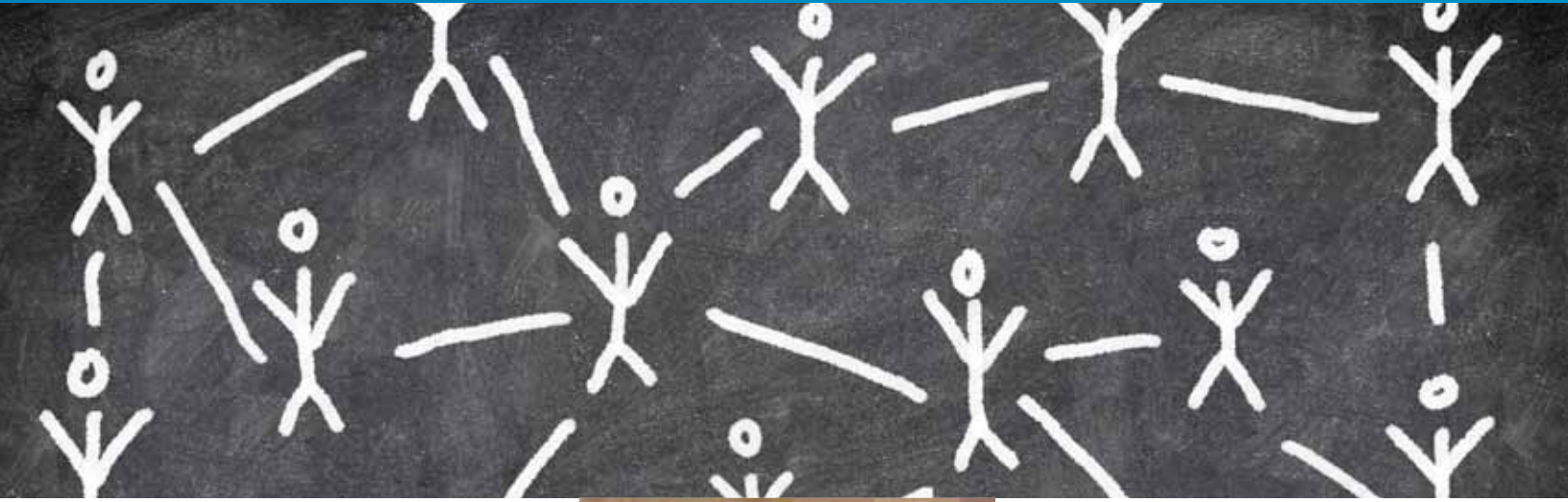


Andreia Forbes

in the program she joined the Project Management LinkedIn group – to interact, engage, learn, and network with others.

After a few months in the program and engaging on the PM group page, she saw a job posting that a former PM student posted on the board.

"The job was on the LinkedIn board and since I was a member of the group I was able to contact the poster of the job directly. I said I was



interested in applying,” says Forbes. Originally, she thought her direction would be in project management and information technology, but when she saw the posting for the CareFusion position she said, “I saw the position and realized that this was a great direction for my career in project management.”

During the interview process Forbes went into detail about what she was learning in the **Project Management** program. This sealed the deal. Today, she conducts data analysis at CareFusion and says, “I use a combination of everything – especially the team building skills because I work on teams now. I learned a lot in the program, and I met great people. It helps to network and engage with other students.

### Veeral Chudasama

Serving on SDSU’s Project Management Advisory Board, Veeral Chudasama not only contributes to the program, he also engages in social networking to support the students. Recently, he posted a project manager job on the [SDSU CES Project Management LinkedIn group](#). He says, “The LinkedIn PM group is a good professional networking tool and I think



*Veeral Chudasama*

you get in touch with a lot of people who are in the same field or who have the same interest. And it’s also a good way to put the word out because LinkedIn is a professional network where people are looking for career growth.”

Chudasama thought posting the job on the group’s page was a great idea since he took classes in the certificate program and got to meet other students, where he discovered they were serious, directed, and would make good job candidates. He adds, “The fellow students that I came in contact with were very sharp and they knew that this was the area that they wanted to focus on. They were very driven and very educated, and also the quality of education that the **Project Management Certificate** was providing, I knew that it put out really good students. So I said, ‘OK if I can

hire someone from this program, I would potentially be getting a good candidate for my team.”

One individual, Andreia Forbes, who went through the program and saw the announcement on the LinkedIn board, responded to the job posting and landed the job. “Hiring Andreia worked out pretty well. She has the knowledge that is needed because of the project management classes. It helps because we work on various projects, big and small, and she has the training to get the job done,” adds Chudasama.

The program offers valuable and useful information to students – the exercises in classes imitate real-world situations. Students also experience team dynamics. There are projects in each class and program participants get an idea of what it’s like to work on a project with different people who each have different backgrounds and come from different places. Chudasama adds, “The goal is to work together and cohesively as a team to achieve the end goal of a project and the courses do a very good job of simulating that work environment.”

## Social Media Means Professional Networking Opportunities

**A**sako Suzuki works as a project coordinator at a large commercial real estate brokerage firm, where she assists three top-producing brokers who sell and buy multifamily properties in the Southwestern United States. Before she landed the job she went through SDSU's **Project Management Certificate** program and used social media to help network with organizations and hiring managers.

### Which social networking sites do you use?

I use Facebook and LinkedIn. I tried other social networking sites, like Twitter, MySpace, FourSquare and Google+, but Facebook and LinkedIn are the only two that I stuck with.

### How has social networking been beneficial to you?

LinkedIn helped me communicate with hiring managers. Social media gave me the chance to reconnect with old friends, reinstate some long-forgotten relationships and meet new people. I utilize LinkedIn groups a lot for information. I find the message board helpful, and I like to exchange valuable information with other professionals. I learned people want to help others, and communications are almost always honest and sincere. I enjoy human interactions, but how often can you get a good piece of advice from

someone you don't know at all? That's definitely an advantage of social networking.

### Which social networking site do you recommend and why?

I recommend LinkedIn the most. I admit I like Facebook, a lot. However, it's "too public," and there are so many unnecessary distractions and unsolicited ideas. Facebook easily consumes my time. LinkedIn, on the other hand, is more career- and interest-focused, which provides a lot of useful and reliable information. I learned through my job hunt that LinkedIn is almost always used to screen candidates (and hiring managers, of course!), and it's a good way to learn about the companies one is interested in.

### What did you find interesting about the Project Management program?

In my 15 years in the entertainment industry, I was constantly working on projects. I wanted to get more education on project management. The course work helped me understand why certain things happened (or not) during projects, and I gained a much better understanding of project management. Also, meeting people with different career backgrounds was stimulating – I gained more knowledge about different industries and how they plan and manage projects.

### Did you use the PM LinkedIn group and if you did, did it help you network?

I am a member of several project management-related LinkedIn groups. I volunteer at the Proj-



*Asako Suzuki*

ect Management Institute, so the PMI LinkedIn group is a good place to get information about upcoming events. I've posted a couple things on the SDSU CES PM board about events. So, yes, LinkedIn groups often help me network.

### What was a takeaway from the Project Management program?

Better understanding in project management, and most of all, meeting my classmates from different career backgrounds. The program also helped me reassess my future career goals.

### What advice would you give to future Project Management students?

If their goal is to take and pass the PMP exam, listen to the instructors. I didn't take any prep course, but I passed the exam on my first try. Most of the test questions were what we learned in the classes. The instructors are fantastic, and they are there to help you. All the assignments and class projects were challenging, but informative.

### What is one unique thing about SDSU's Project Management Certificate program?

Instructors are outstanding; they are very knowledgeable and attentive. The program provided a top-notch, quality learning environment.

## SDSU Project Management on LinkedIn



People usually perceive social networking as only a place to keep in touch with friends and family, to post photos, and to express their daily life. However, it can be much more beneficial than that. With an unpredictable economy, social networking sites have been used to find jobs. This is what LinkedIn aims to do; it strives for users to post resumes, network with others who are in the same field of study, and find jobs that are relevant to the users' experience. Not only is it a form of social networking, it is a new type of job networking.

Realizing that some of the project management students were looking for jobs, a LinkedIn group, College of Extended Studies Project Management Group was created to help students network who have taken or are currently taking project management courses. The group has turned out to be quite a success.

Currently, there are 125 members and several who are actively using the LinkedIn group. Posts range from project management job openings to Project Management Institute events. And for the pessimist who thinks people cannot find jobs through social networking, think differently. Through this group alone, people have found jobs through other classmates and/or job posts from the director and coordinator of the program. Recently, one former student received a job offer from CareFusion, which was posted on the

### College of Extended Studies Project Management Group was created to help students network.

LinkedIn group site. Even graduates from the Project Management program are returning asking how to help the program. As an illustration, a former student inquired how he could be a part of the advisory board meetings. Students are grateful for their education and want to continue helping current students find jobs.

So what is the upshot of all this? Network! Join a group, post a job opportunity, or recommend career advice to fellow classmates or colleagues. As Confucius once stated, "Find a job you love, and never work a day in your life."



## Osher – Stories from the Classroom

# Reforging an Old Friendship

Spending just a few minutes with former college roommates, Christine and Maria, it is quite obvious they are friends. They can't stop laughing and talking about their college days. Both women were "sheltered, had come from all-girl's Catholic high schools, and had strict parents" before entering college. The women met when they shared a dorm room together, and "instantly clicked."

"We finally had freedom," says Maria. "And, we both had boyfriends within a couple of weeks of starting school," Christine adds. After living with each other for the year, the two moved out of the dorms. "We lost touch around the second year. I think we saw each other but only occasionally. Christine was living at the student apartments. Then after that she moved to San Francisco," Maria says.

Christine adds "When we lost touch 40 years ago, I kept on thinking, 'Where is my Maria?'" They both have been thinking about each other all these years. "I thought about her a lot over these years. I had a lot of pictures of us. I thought about her all this time," Maria says.

Forty years later, kismet happened. Both women decided to take an Osher class,

**Coffee: The Journey from Bean to Cup – Lecture and Tasting**, at SDSU. "I walked in the class and there were no seats available except one seat in the back. I got to the seat and asked the woman next to the seat, 'Can I sit here?'" She said 'Yes, of course.' The woman next to me was Christine. We both didn't recognize each other," says Maria.

Christine adds, "When I saw the course sign-in sheet I saw her name on the list. I thought to myself, 'Wow, is it possible that this is my Maria?' I vowed to find out who this Maria Ibarra was." Maria says, "I noticed she kept looking at me while the class was going on. I would smile at her. So, finally at the break she asked me, 'Are you *the* Maria Ibarra?' I looked at her name tag and I was like, 'Christine?' We then both said at the same time, 'Oh my gosh, we were roommates. You were my roommate!'"

"We hugged, and we stayed a couple hours after class that day to catch up. Ever since then we take classes together and we go out for dinner and lunch, and go to the movies together.



College roommates Christine and Maria, reconnected in an Osher class.

"We've even gone dancing," Christine says.

Today, the two are taking Osher classes together and creating new memories. "Osher has wonderful classes because there are such a variety of subjects," says Maria. "The classes

are great. You don't have homework and they are inexpensive. The whole experience has been really cool," adds Christine.

### Maria

#### Favorite Memory of Christine

It was during the Chicano Movement and I belonged to an organization called MEChA. At the time they were very exclusive about who could be a part of the group. You had to be Latino, Mexican-American, or Chicano. It was actually a political group. They used to have parties and Christine always said, "I want to go with you, I want to go

with you.” I would say, “Yeah, but you are not Latina and you are not Chicana, so you can’t go.” She would reply, “No, I’m going with you. I will change my name. I am going to tell them that I am Chicana.” And, so we get to the party and right away they asked her, “Are you Chicana?” She said, “Yes, my name is Christine.” She gave them a fake last name too. The girls were suspicious, but the boys were very welcoming. After that party, the guys kept asking about my roommate.

## Christine

### Favorite Memory of Maria

She was always understanding of me. I was disorganized and a bit messy. I lost my room key once and I asked if I could borrow Maria’s key. Well, I lost Maria’s key as well. Another time, I had this electric frying pan, which was a big deal back then because there was no kitchen or microwave. The pan was on the desk and I cooked something on it and just left it there. The food was floating in greasy water. After a few days, Maria came in and said, “Do you think you will ever clean that pan?” At the time, I felt embarrassed and I now look back and think, “My gosh I was a pain.”



## BigTent

The Osher program uses a fun and innovative tool for students and instructors to communicate with each other outside the classroom, which is hosted on the website BigTent.com. So far, 236 Osher students and instructors have joined.

BigTent is an optional online platform where Osher students can access course materials, learn about upcoming events, and discuss topics of interest with other Osher students and instructors. It is an exciting way to keep in touch with those in the classroom and continue discussions about the classroom topics online.

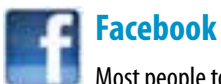
One class that is familiar with BigTent is the *Travel Writing for Fun and Profit* Osher course. Taught by Kathi Diamant, she teaches her students how to write their travel experiences in a captivating way. What Osher students can do is upload their own travel pieces on BigTent where other students in their class can read, enjoy, and critique each other’s writing. Furthermore, there is a discussion board where instructors and students can talk about current class topics or post announcements – just recently, Diamant posted a travel opportunity to students in her class.

BigTent is an excellent way to keep the conversation going after the classroom period is over. Osher students can easily stay in touch with their classmates as well as stay up-to-date with new events and opportunities.

## Meeting and Event Planners Network Through Social Media

To be a meeting and event planner, one must have a strong attention to detail as well as interpersonal skills when communicating with others. This is important because event planners are dealing with people every minute of the day, and to be successful in this competitive field their customers must be satisfied.

However, in a technologically dominated world where face-to-face time is not easily available, event planners must look to social media to keep their customers well-informed and satisfied. Social media can also be used as a great tool for networking with other meeting and event planners for jobs as well as internships. Astonishingly, this occupation has a projected 44% growth rate according to the Bureau of Labor Statistics. The jobs are out there, it is just a matter of finding them. Because the use of social media has grown exponentially, employers are now posting jobs on social media sites and prospective employees are now looking for jobs through these sites – these include Facebook, Twitter, and LinkedIn.



Most people today know and use Facebook solely as a social outlet to keep up with friends and family. However, companies

and prospective employees are realizing the capacity it has for job networking because most people are familiar with Facebook. For instance, the College of Extended Studies at San Diego State has a Facebook page for only meeting and event planning students. This site is important for them because the coordinators and directors post jobs and internships available to these students. As an illustration, Donovan's Steakhouse, La Jolla Playhouse, and Bliss Events have all posted on the page to help the meeting and event planning students find a job or an internship. Postings vary from the restaurant industry to the bridal industry to meet every student's dream career.



Twitter can also be useful when finding job postings on the go. If one is a follower, they can get updates on their phone almost instantly from companies or certain industries that may be hiring. The purpose for the CES Meeting and Event Planning Twitter page is to inform students of job openings and class information as immediately as possible. This is critical because a student looking for a rewarding career in the meeting and event planning industry can get updates without having to check their email every hour or having to sift through job searching sites.



LinkedIn is crucial in social media if



one is looking for a job and wanting to network with other professionals within the same industry. CES acknowledges this and created a LinkedIn page for all students in the Meeting and Event Planning program. What sets this apart from Facebook and Twitter is that the meeting and event planning instructors are very involved in helping their students find jobs and internships as well as updating them with relevant information. For example, meeting and event planning instructor Annette Gregg posts etiquette tips and job boards for her students. Even people who already work in the meeting and event planning industry post job opportunities on the LinkedIn group.

All in all, social media is key for career searching, establishing and maintaining relationships, and most of all networking with other industry experts. It is also great for communicative purposes and customer relations purposes. Since all of these things encompass a meeting and event planner, MEP students should also reach out to these outlets to make the best and the most out of their careers.





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email [mabeyta@mail.sdsu.edu](mailto:mabeyta@mail.sdsu.edu)



# Summer 2012 Course Calendar

## Professional Certificate in Digital and Social Media

Publishing on the Web	June 5-26	Tuesdays
Photography in the Digital Age I	July 14-August 4	Saturdays
Beginning Social Media	August 2-23	Thursdays

For details, contact [mabeyta@mail.sdsu.edu](mailto:mabeyta@mail.sdsu.edu) or [www.sdsudigimedia.org](http://www.sdsudigimedia.org)

## Professional Certificate in Marketing & Media

Media Planning and Buying	June 6-27	Wednesdays
Media Sales	July 11-August 1	Wednesdays

For details, contact [mabeyta@mail.sdsu.edu](mailto:mabeyta@mail.sdsu.edu) or [www.neverstoplearning.net/marketing](http://www.neverstoplearning.net/marketing)

## Health Care Career Programs

Clinical Medical Assistant	June 5-Oct. 18	Tuesdays/ Thursdays
Electronic Health Record Management	June 11-Sept. 26	Mondays/ Wednesdays

**Health Care Career Programs Online** | Register between May 1 and August 31

Pharmacy Technician

Medical Billing and Coding + Medical Terminology

Clinical Dental Assistant

Administrative Medical Specialist with Medical Billing and Coding + Medical Terminology

For details, contact [ydevlin@mail.sdsu.edu](mailto:ydevlin@mail.sdsu.edu) or [www.neverstoplearning.net/healthcare](http://www.neverstoplearning.net/healthcare)

<b>Professional Certificate in Human Resources</b>   SUMMER 2012		
Introduction to Human Resources	July 23-Oct. 15	Mondays
Compensation	July 25-Oct. 17	Wednesdays
Human Resource Management and the Law	July 26-Oct. 11	Thursdays
For details, contact <a href="mailto:rbeard@mail.sdsu.edu">rbeard@mail.sdsu.edu</a> or <a href="http://www.neverstoplearning.net/hrm">www.neverstoplearning.net/hrm</a>		

<b>Web &amp; Mobile Applications Development Advanced Certificate Online</b>   See website for details	
CS 545, Introduction to Web Application Development	CS 645, Advanced Web Application Development
CS546, Human Computer Interfaces	CS 646, iPhone/iPad Mobile Application Development
CS 547, Programming and Scripting Languages for Web Applications	CS 648, Emerging Web and Mobile Technologies
For details, contact <a href="mailto:beck@cs.sdsu.edu">beck@cs.sdsu.edu</a> or <a href="http://www.neverstoplearning.net/mobile">www.neverstoplearning.net/mobile</a> .	

<b>Professional Certificate in Lean Enterprise</b>   FALL 2012	
<b>Free Information Session: Friday, August 17, 9-10:30 am. Call (619) 594-1153 to register.</b>	
Sept. 20-Dec. 13	Thursdays
For details, contact <a href="mailto:lean@sdsu.edu">lean@sdsu.edu</a> or <a href="http://www.neverstoplearning.net/lean">www.neverstoplearning.net/lean</a>	

<b>Professional Certificate in Business of Wine</b>   SUMMER 2012		
Intensive (French Wines)	June 4-18	Mondays
World Wine Market and Competition	July 9 & 16	Mondays
Intensive (Spanish Wines)	July 30-August 13	Mondays
For details, contact <a href="mailto:rbeard@mail.sdsu.edu">rbeard@mail.sdsu.edu</a> or <a href="http://www.neverstoplearning.net/wine">www.neverstoplearning.net/wine</a>		

# Summer 2012 Course Calendar

<b>Professional Certificate in Contract Management</b>   All courses from 6-9 pm		
Effective Negotiation Skills and Techniques Level II	June 4-July 9	Mondays
Acquisition Planning & Solicitation Development	July 10-Aug. 14	Tuesdays
Contract Types and Effective Contracting Methodologies	July 12-Aug. 16	Thursdays
Introduction to Contract Management	Sept. 4-Oct. 9	Tuesdays
Effective Negotiation Skills and Techniques Level I	Sept. 6-Oct. 11	Thursdays
Effective Proposal Writing and Communication	Sept. 10-Oct. 15	Mondays
Financial Management of Government Contracts	Sept. 26-Oct. 31	Wednesdays
Teaming, Partnering, and Subcontracting	Oct. 18-Nov. 29 (no class Nov. 22)	Thursdays
Sourcing and Cost/Price Analysis	Oct. 23-Nov. 27	Tuesdays
Essential Contract Management Techniques	Oct. 29-Dec. 10 (no class Nov. 21)	Thursdays
Legal Aspects of Contracts	Nov. 7-Dec. 19 (no class Nov. 21)	Wednesdays
For details, contact <a href="mailto:cm-ces@sdsu.edu">cm-ces@sdsu.edu</a> or <a href="http://www.neverstoplearning.net/contract">www.neverstoplearning.net/contract</a>		

<b>Professional Certificate in Project Management</b>   All courses from 6-9 pm		
Microsoft Project for Project Managers	May 23-June 27	Wednesdays
Procurement	June 4-July 2	Mondays
Scope, Time, and Cost	July 11-August 8	Wednesdays
Project Risk Management	July 16-August 13	Mondays
Earned Value Management	August 15-Sept. 19	Wednesdays
Human Resources and Communications	August 20-Sept. 24	Mondays
Introduction to Project Management	Sept. 4-Oct. 2	Tuesdays
Team Building	Sept. 6-Oct. 4	Thursdays
Microsoft Project for Project Managers	Oct. 9-Nov. 13	Tuesdays
Capstone: Project Simulation	Sept. 26-Nov. 7	Wednesdays
For details, contact <a href="mailto:pm-ces@sdsu.edu">pm-ces@sdsu.edu</a> or <a href="http://www.neverstoplearning.net/pm">www.neverstoplearning.net/pm</a>		

<b>Construction Certificates Online   SUMMER 2012</b>
<b>Professional Certificate in Construction Estimating</b>
Introduction to Construction Estimating
Essential Construction Math
Construction Blueprint Reading
Estimating and Bidding I and II
Construction Materials and Processes
<b>Professional Certificate in Construction Practices</b>
Introduction to Construction Estimating
Essential Construction Math
Construction Blueprint Reading
Estimating and Bidding I and II
Construction Materials and Processes
<b>Professional Certificate in Supervisory Series</b>
Accident Prevention and Loss Control
Construction Productivity Improvement
Project Management for Construction Supervisors
General and Specialty Contractor Dynamics
For details, contact <a href="mailto:construction-ces@sdsu.edu">construction-ces@sdsu.edu</a> or <a href="http://www.neverstoplearning.net/construction">www.neverstoplearning.net/construction</a>

<b>Professional Certificate in Green Energy Management Online</b>	
Environmental Economics and Policy Making	July 2-Sept. 2
<b>Professional Certificate in Residential and Commercial Sustainability Practices Online</b>	
Creating High Performance Green Commercial Offices	June 4-August 5
Global Sustainability and Future Trends	July 9-Sept. 9
<b>Professional Certificate in Green Building Construction</b>	
LEED for New Construction: Applying the Guidelines	June 25-Sept. 2
Building Green Buildings: The Contractor's Perspective	
Construction Materials and Processes	
<b>Professional Certificate in Water Management and Landscape Sustainability</b>	
Water and Wastewater Treatment	May 29-July 29
Sustainable Landscape Practices	August 6-Oct. 7
For details, contact <a href="mailto:ydevlin@mail.sdsu.edu">ydevlin@mail.sdsu.edu</a> or <a href="http://www.neverstoplearning.net/green">www.neverstoplearning.net/green</a>	