Should You Study **On-Campus** OR **Online**?

Marketing IN THE Digital Age

Providing the Lifecycle of Learning

Project Management vs. Agile: Which Works Best for Your Organization?

Peter the Anteater at the UCI Student Center Terrace
Welcome Back

BUT WE WERE ALWAYS HERE.

Our welcome back for the Fall 2021 term, the traditional start of the academic year, has a special meaning this year.

The slow but steady return to a pre-COVID world is in process, but the effects of the pandemic on our lives, our work, and our education will certainly persist into our futures.

As most of you know from your experience at UCI, and from an examination of our Fall program, most of our programs and courses have been, and will continue to be, online. As the acceptance of online communication and education has increased during the pandemic, even more of our students are comfortable, and successful, in a virtual environment.

Last Spring, we quickly shifted to a fully online program and see our future as one that builds on the many advantages that online education offers to our students. While we will continue to offer courses in our physical classrooms, where such a format makes sense, the rapid increase in the pedagogical effectiveness, and the convenience available to students of online education, will dominate our programs.

The pandemic has challenged most of us to reassess the work/life balance that we enjoyed, or suffered from, prior to COVID-19, especially those of us who have had to constantly work remotely from home. Today, our work is more tightly intertwined with our other personal responsibilities such as our roles as family members and caregivers. So, too is the integration of education with online technology to make education available to us anytime, anywhere, and anytime.

New pedagogical technologies promise an explosion in learning effectiveness and ease of access to education and training when it is needed. In addition, our response to the current situation, worldwide, has shifted and we have reimagined and redeveloped our online programs to be more compatible with mobile devices, to be shorter, and to interconnect more dynamically with practical, day-to-day professional development.

Our traditional University land-grant mission, is, and will continue to be, in service to our students to live and experience a better life, personally and professionally. The DCE’s promise to you is that we will bring you even more effective learning by utilizing new and proven pedagogical advances.

Learning, no matter how well-assisted, takes time, effort, and sacrifice. Our programs have been carefully and strategically designed to help you in your career transformation and advancement.

Welcome Back.

Sincerely

Gary W. Matkin, Ph.D.
Dean, Continuing Education
Vice Provost, Career Pathways
Fall 2021

UCI Division of Continuing Education

magazine

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HOW TO enroll

Online: ce.uci.edu
Phone: (949) 824-5414 (Press #1)
Fax: (949) 824-2090 Download enrollment form at ce.uci.edu/enrollmentform
Mail:
UCI Division of Continuing Education
Student Services Office
PO Box 6050, Irvine, CA 92616-6050
Please allow 7-10 days for your enrollment to be processed.

calendar

FALL 2021
COURSES BEGIN: SEPTEMBER 20
WINTER 2022
REGISTRATION OPENS: OCTOBER 21
COURSES BEGIN: JANUARY 3
Adopt a digital marketer mindset to create brand success

While a slew of new apps, platforms and personal devices continue to transform the communication landscape, some marketing principles remain timeless, as true now as when print media ruled, and broadcast TV offered just a handful of channels to choose from.

Reaching the widest possible audience with a strong, finely crafted message has forever been the gold standard — and digital technology makes it easier than ever. Anyone can send a tweet or go viral on Instagram. The difference, and the challenge, is that today's digital jungle is so fragmented, and cluttered.

Cutting through the noise is more difficult than ever, and to succeed it pays to look way back to the 1960s, said Gary Szenderski, author, speaker, and instructor in the Digital Marketing & Communications certificate program.

“In the 1960s Marshall McLuhan, considered the Father of Communications and Media Studies, famously wrote: ‘The Medium is the Message,’” he said. “He suggested that the medium becomes a symbiotic partner to the content and that this influence changes the perspective and outlook of the receiver to the message, thus changing the message.”

Fast-forward to the turn of the century when a new world of digital platforms like Google and AOL began to emerge. Soon after came social media hubs Myspace, Facebook and Twitter, right about the time print and TV began to decline dramatically. The communications landscape would never be the same.

“New apps and viral explosions have put everyone online nearly simultaneously,” Szenderski said. “That landscape is cluttered and segmented into countless interactions for a wide range of target market segments and users, transforming the marketing communications landscape forever.”

This is creating choices for marketers and advertisers like never before, “and if McLuhan’s assertion holds true, and I believe it does, the nature of all communications, not just marketing communications, will continue to evolve and change for the foreseeable future.”

The overarching challenge today is simply breaking through the noise and grabbing people's attention long enough to deliver a brand's Master Message.

“The numbers are huge in terms of audience reach, but the audience isn't paying attention as much, and the days when everyone watches the same TV show at the same time are increasingly rare,” Szenderski said. “Additionally, there are issues with hackers, personal security, fake news and the like that we must be mindful of and be prepared to work around if we want to be successful.”

There are as many challenges as there are opportunities for anyone aspiring to enter this exciting field — and this program offers the tools to succeed in the fragmented landscape, now and for the future.
Mastering the message

The Digital Marketing & Communications program provides a strong background in all aspects of the marketing, communications, and product management fields, providing tools to deliver effective messaging across the entire digital landscape. Students are exposed to the latest trends and best practices for advertisers and marketers as they develop targeted programs for a range of brands. The program consists of three required and one elective course and can be completed in about six months.

Intended for current as well as aspiring marketing communication professionals, the program addresses the research, writing, design and analytics skillsets necessary for success in the wide-ranging sector. Emerging tech such as artificial intelligence and augmented/virtual reality is touched upon, as well.

"Every student knows all about social media and how to use it — it’s native for most. What they learn in the DCE program is how to get the results they seek, to actually move the needle," Szenderski said. "This is more complex than simply posting messages or sending emails. It’s both a science and an art, and I believe our program is second to none."

Szenderski’s course, Integrated Marketing Communications, is focused on developing a strong Master Message for a company’s brand that maintains consistency across all platforms, adapted to each target audience based on the media selection. The curriculum addresses the challenges as well as strategies for developing content that supports a strong messaging plan.

"To craft a Master Message means we first have to do our homework," he said. "This means not only understanding our brand, but also identifying how our brand is differentiated from all others. Its power comes from understanding the market, the timing, and the relevance of your brand story against the massively cluttered backdrop of today’s digital world ... to be mindful and focused on the fact that message and delivery of that message must be aligned."

It’s a highly competitive field but packed with opportunity for candidates with the proper training. The most recent surveys show more than 660,000 job openings in the U.S. as of 2019, with a higher-than-average 22% growth projected through 2029. Median annual salary ranges from $63,000 to $121,000 for highly experienced candidates.

The digital future

Marketing communications is constantly evolving, always adapting to new technologies, increasing the need for continuing education. What’s new and leading-edge today might well seem quaint and anachronistic five years from now.

Similar to the way the “dot-com” bubble burst in spectacular fashion at the dawn of this century, the over-saturation of choice and options will surely shake out at some point, Szenderski said.

“We’ve already witnessed how playing in the digital arena can be both risky and rewarding. The metrics we use to track success are more sophisticated than ever. New tools on the horizon built by AI can track us, find us, and place ideas in front of us faster and more easily than ever.”

That’s why it’s more important than ever to stay aware of the latest tools and strategies available to marketers, and at the same time stay true to our authentic brand roots and timeless storytelling history, he said.

“It’s a blended world of art and science for communications experts. And regardless of the quantity of media, the quality of the message is what really makes the difference.”

—Gary Szenderski, instructor
Digital Marketing & Communications certificate program

Learn more:
● ce.uci.edu/dm
## Upcoming Free Events:

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<th>Event</th>
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<tr>
<td>Going Digital: Growing Your Spa Business through Social Media Advertising</td>
<td>Monday, July 19</td>
<td>11am-12pm (PDT)</td>
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<tr>
<td>Interactive Video for eLearning, Simulation Training, and Beyond</td>
<td>Wednesday, July 28</td>
<td>11am-12pm (PDT)</td>
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<tr>
<td>Let’s Learn: Summer Book Club - Ryan Foland, Ditch the Act</td>
<td>Friday, July 30</td>
<td>12-1pm (PDT)</td>
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<td>Live-Online LSAT Strategy Workshop</td>
<td>Tuesday, August 10</td>
<td>6-7pm (PDT)</td>
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<td>Are Your Students Struggling With a Mental Health Disorder?</td>
<td>Wednesday, August 11</td>
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<td>Live-Online GMAT Strategy Workshop</td>
<td>Tuesday, August 17</td>
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<td>Live-Online GRE Strategy Workshop</td>
<td>Thursday, August 26</td>
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<td>Let's Learn: Summer Book Club - Stacey Gordon, UNBIAS: Addressing Unconscious Bias at Work</td>
<td>Friday, August 27</td>
<td>12-1pm (PDT)</td>
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<td>Contract Management Career and Program Information Session</td>
<td>Tuesday, August 17</td>
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<td>Supply Chain Management Career and Program Information Session</td>
<td>Tuesday, September 7</td>
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<td>Paralegal Career and Program Information Session</td>
<td>Thursday, September 9</td>
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*Sign up at ce.uci.edu/events*
UCI Division of Continuing Education partners with a number of universities to provide you a “next step” on your educational pathway. We have articulation agreements with the universities listed. These schools accept coursework from select UCI Division of Continuing Education certificate programs as credit toward specific degree programs.

Learn more at [ce.uci.edu/transfer](ce.uci.edu/transfer)

<table>
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| Clinical Trials: Medical Device and Drug Development | Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management  
Rutgers School of Health Professions, Master of Science in Clinical Research Management |
| Contract Management                              | Concord Law School at Purdue University Global, Executive Juris Doctor (EJD)                  |
| E-Learning Instructional Design                  | University of San Diego, Master of Science in Learning Design and Technology Program         |
| Embedded Systems Engineering                     | University of Wisconsin-Platteville, Master of Science in Engineering                        |
| Medical Device Development                       | Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management  
Rutgers School of Health Professions, Master of Science in Clinical Research Management  
University of Wisconsin-Platteville, Master of Science in Engineering |
| Organizational Leadership and Communication      | University of Wisconsin-Platteville, Master of Science in Organizational Change Leadership   |
| Paralegal                                        | Concord Law School at Purdue University Global, Executive Juris Doctor (EJD)                  |
| Personal Financial Planning                      | Cal Lutheran-California Institute of Finance, Master in Business Administration               |
| Project Management                               | University of Wisconsin-Platteville, Master of Science in Project Management                 |
| Regulatory Affairs and Compliance                | Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management  
Rutgers School of Health Professions, Master of Science in Clinical Research Management |
| Systems Engineering                              | Drexel University, Master of Science in Systems Engineering                                  |
| Supply Chain Management                          | University of Wisconsin-Platteville, Master of Science in Integrated Supply Chain Management |
Online learning has been on the rise for some time. But the outbreak of COVID-19 and the subsequent lockdowns sent its adoption rate into overdrive. Today, almost every major college in the world has integrated some form of remote learning into its traditional programs, and these new technologies are here to stay.

While this will change how current students learn and interact with each other, the growth of online learning has much broader potential. Accessible and affordable education means more people than ever can enroll in classes and programs, whatever their situation. Online education can help single parents become working professionals. It can give late bloomers a second chance at the job they’ve always dreamed of. And it can help those stuck in unrewarding careers make a positive change. In short, online education is removing the barriers that prevent people from becoming the best versions of themselves.

Skills, not qualifications
Having a degree is never going to harm your job prospects or career opportunities. Studies have found that university graduates earn around 20% more over their working life than those without a degree. But now that more people than ever have a degree, it’s important to find an extra edge to make yourself stand out from the crowd.

That’s where online learning can help. Although many online learning programs provide a broad overview of a particular subject, others take a more skills-focused approach. In other words, they are tailor-made to equip you with the specific skills employers are looking for. And shorter online learning programs mean you can pick up a new skill in months rather than years. Also, the online format means it is possible for many to complete these programs without taking a career break.

Online education is going mainstream
A recent FutureLearn study found almost half of all employers see an online qualification as a big bonus during the job application process. And 58% of those surveyed either agreed or strongly agreed with the idea that people with online qualifications have a greater earning potential. Having the right technical skills is only part of the reason. Employers see an online qualification as a sign of independence, initiative, and personal responsibility. It proves you can take control of your future, manage your time effectively, and see a task through to the end under minimal supervision. Every good company wants employees like that.

Online learning creates more opportunities
Online learning is the next big leap forward in the democratization of higher learning. In theory, it means that anyone with a laptop and a WiFi connection now has access to education and training that could change their lives for the better. What’s more, education doesn’t have to end when you leave college. Instead, it can be
an ongoing process where you’re continually developing and gaining new skills, and taking on fresh personal and career challenges. As such, we’re no longer pigeonholed into one job or profession. And a previous college degree or qualification doesn’t have to define your future career options anymore.

The flexibility of online learning has other benefits, too. We’ve come a long way in our understanding of how different people learn. However, there is still a tendency toward a one-size-fits-all approach to university curricula and teaching styles. Online education provides genuine alternatives. Message chat boards give shy or reticent students a chance to participate in ‘classroom’ discussions. At the same time, video conferencing apps provide the same opportunity for the more gregarious. Students can rewatch pre-recorded lectures, allowing them to process information at their own pace. Or they can watch these lectures at a time when their brain works best, which is great news for the night owls who are forced to struggle through those 9am Monday morning lectures.

This flexible approach to learning is an excellent opportunity for professionals looking to continue their education while working. In fact, online and part-time remote courses are an increasingly popular option for professionals looking for a career change, a step up the corporate ladder, or a lateral shift to another area within their current industry.

Continuing education meets career preparation

UCI DCE offers a wide range of fully online courses and certificates that can help you land a job or promotion in competitive industries, including law, business, finance, engineering, and healthcare.

Or maybe you’re more interested in positioning yourself to achieve big things in emerging industries like data analytics and machine learning? If so, our Tech Programs are the right option for you. The Machine and Deep Learning program asks the big questions about the future of artificial intelligence while also showing students how to develop self-improving systems that will increase a business or organization’s ability to compete in the global, digital marketplace. Other high-tech programs include Predictive Analytics, Cybersecurity, Python Programming, and the 21st century’s sexiest industry: Data Science.

“I went into the course without advanced knowledge of IT,” says one recent graduate of the Full Stack Web Development certificate. “The pace of the course was fast, but that actually helped me. I was pushed to focus and learn the knowledge I was lacking. I learned so much new stuff relating to IT. And the culture at UCI was very welcoming.”

At UCI, we understand that the future of education is flexible, remote, and accessible. But, more importantly, we have what you need to upgrade your skills and advance your career in a way that suits you.
Q. Why did you decide to become an instructor?
A. I realize how few people consider a career in the nonprofit sector. I am so grateful to the mentor who introduced me to the nonprofit sector and asked if I had ever considered a career in the academy or a nonprofit, that I decided to dedicate part of my career to helping promote careers in the nonprofit sector. Our field is still relatively new, having only been in the academy for about 30 years, so I want to help students connect the dots between what they are good at and passionate about to find rewarding careers that make a difference in the world. I enjoy teaching students about the best practices and research in our field that will allow them to be effective in their careers or even as board members for organizations.

Q. What’s unique about your teaching style?
A. My teaching style is grounded in practice. Although I deeply value theory and research, I know most nonprofit executives and board members have limited resources, and time is one of those. I want students to see the relevancy of the topic and how powerful it can be for their organizations. So, I design courses where the students dedicate most of their time to assignments and projects that can be applied at their organizations. Rather than just learn about the theories and process of strategic planning, I like students to leave with questions they can explore at their organizations and an outline that they can use to facilitate planning at their organizations long after the course.

Q. What’s your favorite lesson to teach and why?
A. My favorite subject to teach is strategy for nonprofit management, and my favorite lesson from that is helping students understand that the process of strategic planning is as valuable as the resulting plan. I like taking a topic that many people dread and showing students that it is a creative process that gives them a chance to involve, and connect with, their stakeholders. Also, I like them to see how dependent the process is on leadership and communication because that gives them permission to think differently about strategic planning. My goal is for them to understand that planning is more dynamic and relevant than they imagine.

Q. What do you find most rewarding about being an instructor?
A. The most rewarding part of teaching is when I see the students applying the material they are learning. So, I look for both the “ah-ha” moments when it is clear they understand a concept and when they share how they tried to apply concepts in the real world. I love knowing that students feel like they can have a direct impact on their organizations.

Q. What advice would you give to anyone interested in pursuing a career in nonprofit management?
A. For anyone interested in pursuing a career in nonprofit management, welcome! The work our sector does is critical to communities, and we need more talented people entering our sector. My advice is to take time to learn about the nuances of nonprofit work – like volunteer boards and fundraising – and then to choose the subsector you are passionate about for your work. Start there and investigate the types of careers available. You can find a way to do what you love and make a difference in the world.

ce.uci.edu/nonprofit

“I enjoy teaching students about the best practices and research in our field that will allow them to be effective in their careers or even as board members for organizations.”
By enrolling in Concurrent Enrollment, you can take advantage of a full catalog of UCI undergraduate and graduate courses without formal admission to the university, based on available space and permission of the course instructor and/or department. Courses carry university credit, may count toward a degree, and are taught by distinguished UCI faculty. Registration in Concurrent Enrollment does not constitute admission to UCI.

**Concurrent Enrollment is ideal for you if you are:**
- returning to school
- completing degree requirements from another college or university
- a high school student wanting to get a head start on college
- considering applying for admission to UCI
- preparing for graduate or professional school
- a lifelong learner

**When are Concurrent Enrollment classes offered?**
Concurrent Enrollment is offered during the fall, winter, and spring academic quarters.

**How many classes can I take?**
You may enroll in a maximum of 2 courses not to exceed 8 units per quarter. Students intending to transfer course credit to another college or university should first verify acceptance of the course at that institution.

**How do I obtain a UCI catalogue or schedule of classes?**
Course descriptions are listed in the UCI General Catalogue, online at catalogue.uci.edu. The schedule of classes can be viewed online at websoc.reg.uci.edu.

[ce.uci.edu/concurrent](ce.uci.edu/concurrent)
This certificate graduate was at a turning point in her career and is using her education to become a leader in the facilities field.

Erin Fitts, a Facilities Management certificate graduate, is a seasoned expert in her field. She currently serves as the Facilities, Retail, and Visitor Services Director for a large and successful retail business in Miami, Florida.

During her extensive career, Erin found herself becoming the problem solver. She experienced the difficulty of two directors moving on to new positions, and, she was asked, and had the opportunity, to take on many new roles during this transition.

"After we had two facilities directors leave within a short period of time, I was able to create a solution to repair our broken-down trams. Following their departure, I was tasked with additional responsibilities, and eventually was promoted to lead the entire facilities department."

Impressively, Erin has quite a bit of experience under her belt with purchasing, contracts, and relationship building with contractors and vendors—she has the natural instincts to supervise the facilities process efficiently and effectively.

Using continuing education to evolve and revolutionize an industry.

Considering these new responsibilities, Erin had the desire to use continuing education to further develop her skills. And so began her pursuit to find the right fit in terms of new training, vetting several different university-level certificate programs during her search.

"I felt like I did not have the technical knowledge of maintenance, repairs, and professional standards that are necessary for job performance. That is when I decided that I needed to upscale my skills and search for a program that would give me the education that would help me execute my job to the best of my ability."

Erin selected UCI as her program of choice. "What drew me to the UCI program was the extensive and industry-relevant subject matter and the thought-leadership of the course instructors. And importantly, the program was designed to help me pass the Certified Facilities Management (CFM) exam, which I believe is critical for my career today and in the future."

UCI’s completely online format meant that Erin had the convenience to design her own educational path, while still accommodating the time constraints of her many professional and personal aspirations. "The virtual environment allowed me to go at my own pace. I was able to take one course per quarter so that I also could remain focused on work and family obligations."

Erin was impressed by the challenging curriculum and felt that she completed the program with a solid understanding of the foundational aspects of facilities management. "Now I have a more well-rounded understanding of what works and what doesn’t. Importantly, I know what questions to ask so that I can scope out and strategically design and deliver innovative solutions that work. As an upcoming leader, I also maintain a good understanding of capital budgets and financial accounting."

THE DEMAND FOR FACILITIES MANAGEMENT PROFESSIONALS IS EXPECTED TO GROW BY OVER 11% THROUGH THE YEAR 2028

Source: Economic Modeling Specialists Intl.
The upside of a fully online certificate program.

Continuing education plays a vital role during our careers and in fact, over a lifetime. Our goal at UCI is to unveil new opportunities and open new doors for our students. Many students might perceive that an online program format may not provide the same networking opportunities as that of a face-to-face program. The fact is that online courses are just as robust and still result in meaningful connections with peers—and based on Erin’s experience, she agrees.

“I felt that the online courses provided relationship and network opportunities because our instructors required weekly discussions. In most classes, we had to post answers to questions and then respond to at least two other comments. And I found that many of the same students followed me through several of the classes, and it was always nice to see a familiar name posting discussion comments. The Project Management Essentials for Facilities Professionals course provided the most peer interactions because we were assigned group work almost every week. My team chose to meet on Zoom, which was a nice opportunity to meet and interact with some of the students in the class. During one Zoom session, we were all having a difficult time with a specific question, and the group leader asked the instructor if he could join the Zoom call, which he did. That was especially valuable from my perspective because the instructor was very knowledgeable and gave us fantastic information.”

The great news for Erin, and all facilities management professionals, is that the industry is growing at a rapid rate. Even during the COVID-19 pandemic, the demand for facilities management professionals is still very significant. In fact, the job market is expected to grow by over 11% through 2028, according to the International Facility Management Association (IFMA).

Upon completion of the program, Erin’s commitment to the facilities management industry grew even stronger. “I do have a college degree, but since it’s in a completely unrelated field, I think the addition of my certificate completion on my resume proves to future employers that I am serious about working and growing as a leader in the industry.”

Learn more:
ce.uci.edu/facilities

“What drew me to the UCI program was the extensive and industry-relevant subject matter and the thought-leadership of the course instructors.”

—Erin Fitts, Facilities Management certificate graduate
Travel the world with a TESOL certificate.

The demand for qualified TESOL instructors is high and the Teaching English to Speakers of Other Languages program will equip you with the precise knowledge and real-world classroom skills you need to begin a new adventure teaching English to non-native speakers here at home or around the world.

Whether you’re currently an educator, a recent college graduate, or you’re contemplating a career change, this fully online certificate delivers the core education required to dive into this exciting field.

PROGRAM BENEFITS:
• Learn from industry experts
• Acquire practical skills you can apply immediately
• Earn your certificate in as few as 9 months
• Enjoy the convenience of 100% online courses

“Once you complete the online TESOL certificate, you’ll have all the background you need to launch an exciting and gratifying new career... there are so many rewarding opportunities in so many countries, in state-run language schools, private schools and private tutoring.”

—Lesley Clear, Ph.D.
TESOL instructor/program advisor

Learn more today! ce.uci.edu/tesol
Post-Baccalaureate Premedical Program

Two-year program designed for people who are interested in applying to health profession programs and are in need of science prerequisites and guidance. This program is particularly suited to people who are career-changers and non-science undergraduates. It gives students the necessary academic preparation and competitive advantage that can help them get accepted into medical school or other desired allied health program.

Post-Baccalaureate Program in Psychological Science

Designed for anyone with a bachelor’s degree (in any discipline) with an interest in pursuing a graduate degree and/or career advancement in psychology. This certificate program provides the opportunity to acquire foundational knowledge, research experience, and/or internship experience needed to make your graduate school application more competitive.

POST-BACCALAUREATE PROGRAMS

Learn about admission requirements, curriculum, and application deadlines at ce.uci.edu/postbacc
With the delivery of education rapidly changing in the face of COVID-19, you have probably found yourself wondering if on-campus or online learning is right for you. There are benefits and drawbacks to both but wading through all of the information can be a bit overwhelming. Here is how you can decide if you should study on campus or online.

The importance of lifelong learning

Navigating the constant evolution of the workplace is important and having in-demand skills will help you land a great job after graduation. Therefore, it is beneficial to consider yourself a lifelong learner. Whether you have left university to pursue a career or are a first-time student, it is essential to keep up with the latest skills. As the Corporate Finance Institute reports, “The corporate world is continuously evolving, with industries and jobs expanding at a rapid rate. Job descriptions change and skill sets that used to be needed for a particular job may not be enough nowadays.” Therefore, being open to continuing education is one of the best ways to make sure you will be a viable candidate.

As time goes on, lifelong learning will become more and more normalized as part of our educational experience. While in the past, folks trained for one career and generally stayed on that path throughout their lives, that is not so much the case now. As Roger James Hamilton, Founder and CEO of Genius Group, writes in Global Banking and Finance Review, "With technology blurring the lines between sectors and speeding up processes, working adults are more likely to jump from sector to sector, picking up new skills and acquiring new knowledge." Therefore, you will also need to discern how you want to accomplish continuing education in the long run, be it on campus or online.

On-campus

Students who attend classes on campus get full access to all the university has to offer, from in-person support services, clubs, organizations, tutoring, and other activities. Additionally, being on campus allows you to meet and mingle with other students who may share similar interests, which can be helpful for sparking friendships or creating study groups.

Attending school on campus allows students to partake in student life, which can include living on campus in residence halls, dorms, or apartments. This can give you opportunities to be involved, make friends, and stay better connected with your university. But of course, to study on campus, or at least to experience the full, immersive benefits of doing so, often requires a lot of time and financial resources. Many students can save on accommodation, transportation, and food and drink by studying at home.

Online

There are many pros to choosing online education. First, you are no longer restricted by geography, meaning you can have access to the top nations for education in the world, such as the USA, from wherever you are based. Wherever you can take a laptop and get reliable internet access, you can learn.

Additionally, you will be able to engage with a wide range of people quickly, while also receiving swift assistance from educators, and other university officials when you need help. Learning how to navigate an online learning environment can also help you gain valuable experience with utilizing different platforms, which can be helpful down the road in your job search.

For many students, an online education proves to be more cost-effective than in-person schooling. This allows students the opportunity to remain at home, have more flexibility in their scheduling to accommodate work and family schedules, as well as save money on commuting to campus.

With the pros, there are of course some cons. Depending on their personality and the set-up of the program in question, students who choose to go to
school online may feel they miss out on the in-person engagement on campus. Additionally, they will need to be comfortable with receiving support virtually and get used to working primarily over computer screens with professors and peers. Finally, online students will miss the benefits of visiting a student center where many student affairs offices, as well as other learning and social opportunities, are often housed.

**The Choice Is Yours**

UCI Division of Continuing Education (UCI DCE) offers students on campus and online programs for you to choose from. For example, to prepare students for the expanding needs of employers in the technology industry, the three-month Accelerated Certificate Program (ACP) in Data Science covers a wide array of topics in data science, making it a great choice for students who want to enhance their skillsets – whether they want to learn on campus or from their home country.

There are tons of other great offerings, particularly for international students. Students from abroad can participate in English Language Programs, Certificate & Internship Programs, and can even customize their own learning plan. No matter where you are in the world, you can find an education program that fits your needs and gets you prepared for a career in your chosen field.

Mariana Boeira Pozas enrolled at UCI DCE after leaving her marketing business in Brazil to move to the United States. Realizing she needed to freshen up on her skills to attract American clientele, she enrolled in an ACP at UCI. She created her own educational pathway by combining studies in Data Science, Data Analytics, Digital Marketing and Communications, as well as Business English. After graduating, Pozas earned an internship at retail marketing innovator AWM Smart Shelf, which led to a full-time data analyst position.

Fernanda Figueira, Brazil, UCI DCE graduate said, “My program was very organized, and all the teachers had a wide range of knowledge in the subjects they were teaching. For me, the biggest benefit of the program was definitely the networking. I will apply everything I learned during the program to my professional life.”

Students choosing to return to campus or to continue their education online are sure to find support from DCE, which provides many activities and opportunities for students to engage in the classroom and local community. Whether you’ve been out of school for a while, or are continuing on after graduation, you’re sure to find activities and organizations that support your academic and personal goals.

Ultimately, choosing whether to pursue more education on campus or online is a decision only you can make. However, with DCE’s wide array of options, there’s lots to explore...

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**Fernanda Figueira, Brazil, UCI DCE graduate**

“For me, the biggest benefit of the program was definitely the networking. I will apply everything I learned during the program to my professional life.”

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New Business Continuity Planning certificate program addresses the growing need for professionals to manage natural and man-made disasters.

Creating an effective business continuity plan requires plenty of foresight, strategizing and painstaking preparation, putting multiple resources in place to keep the wheels turning and employees safe in the event of every possible emergency scenario — even those you might never see coming.

Many organizations fortified their efforts to deal with increasingly destructive weather events like a hurricane or flooding. And in California, the possibility of The Big One rocking 8.0 destruction is always looming. But an unknown virus literally shutting down the entire world?

Not surprisingly, businesses with the most foresight fared far better than those without during the height of the pandemic. The stakes were exceedingly high, affecting commerce and supply chains as well as lives and livelihoods. Businesses large and small closed or filed for bankruptcy, putting millions out of work.

But there’s an upside, if you could even call it that. Consider it a stress test like no other that exposed flaws in even the best-prepared organizations.

“The pandemic exercised the existing plans and forced those that did not have plans to react in real-time for business survival,” said Joe Layman, advisory committee member for the new UCI Division of Continuing Education (DCE) Business Continuity Planning certificate program. “It exposed gaps in business continuity planning that a tabletop exercise or IT disaster recovery test would not. Going remote exposed possible IT security challenges, employee internet speed issues, work area issues, operational policy and procedures, and more.”

“It was a loud wake-up call for anyone who had been taking continuity planning lightly. Every business is waking up to the realization that they will likely be faced with a risk at some point,” Layman said. Insurance companies, regulatory sectors and vendor partnerships are just a few areas requiring business continuity management programs to lower insurance costs and protect investments.

Many have reacted by strengthening preparation plans and beefing up response and mitigation resources. Suddenly, business continuity planning is front and center. And that means a wealth of new opportunities for anyone looking to enter this field.

“Due to natural and man-made disasters increasing the past several years, the need for business continuity managers has opened the eyes of organizational leaders in all sectors,” Layman said. “The pandemic has heightened the awareness. In speaking with recruiters, they have not seen this level of interest previously. The posted positions begin at the intern level up to VP.”

Investing in preparation

On a personal level, implementing a strong plan is similar to signing up for an auto insurance policy or roadside service, Layman said. You make the investment, hope that it never has to be used, but it’s a good and essential Plan B to have just in case. And chances are good it will be used at some point.

“The program will provide the foundation... for building a business continuity and IT disaster recovery plan, pandemic response and methodology on incident management.”

—Joe Layman
Advisory Committee Member
Manager, Disaster Recovery & Business Continuity, Bright Horizons
Business continuity planning is all about paying heed to FEMA’s five basic foundations of emergency management: planning, prevention, mitigation, response, and recovery. When disaster strikes and disruption occurs, there must be a plan in place to relocate employees and resources, while keeping essential business running. And every scenario must be considered, even historically devastating events.

The two hurricanes that leveled Puerto Rico in 2017, Irma and Maria, stand out as a good teaching example, Layman said. He was director of business continuity for a major healthcare provider that had multiple offices across the island territory as well as throughout the continental U.S. All of the locations had continuity plans in place.

If an interruption occurred in Puerto Rico, the work would be completed manually or transferred by use of technology to alternate offices, maintaining continuity of operations. The prospect of storms powerful enough to level the entire island was considered far-fetched, but Puerto Rico was left in ruins, entirely without power and nearly all of its cellphone towers destroyed.

“Puerto Rico is prepared for hurricanes,” Layman said. “However, the thought of a hurricane leveling the island was considered unlikely, similar to not thinking a pandemic would have an impact across the world. The devastation not only impacted the offices, it more importantly impacted employees and families. The lessons learned included updating our plan for business to be conducted in the U.S. and Puerto Rico. Operational staff were cross-trained to support each other during an incident.”

**Saving businesses and jobs**

The Business Continuity Planning certificate program takes a deep dive into the foundational principles of the job, with an eye to recognizing potential threats and developing a strong Risk Assessment and Business Impact Analysis plan. Students learn how to support employees during an emergency and develop an incident response structure. The program is offered fully online and can be completed in 9-12 months.

It’s intended for a wide range of candidates, including IT and cybersecurity experts. Professionals working in human resources, finance, insurance, supply chain management, legal and more can earn a certificate in this challenging and rewarding field. It can be especially beneficial for government agency employees, as well.

“The DCE Business Continuity Planning certificate program will provide the foundation for companies of all sizes for building a business continuity and IT disaster recovery plan, pandemic response and methodology on incident management,” said Layman, manager, disaster recovery & business continuity for Bright Horizons.

Curriculum stresses the need for building relationships with business leaders in your region, as well as local, state, and federal officials that could supply needed resources and assistance during an emergency.

The program also underlines the importance of including the entire organization in a continuity plan, Layman said. “That includes legal, human resources, risk management, facilities, IT, safety, physical security and more. The certificate program will address each of the disciplines to guide the student to build a business continuity management plan for their sector.”

*Learn more: ce.uci.edu/bcp*
Providing the Lifecycle of Learning

Following her passion, this DCE alumna invested in her own professional development to become a thought-leading trainer for learners at all levels.

Erica Beggan is certainly one of those unique trainers that we will meet during our lives, and never forget, because they impacted us so significantly and built memories that will last a lifetime. In her own right, she has an unwavering ambition and commitment to play a pivotal role in training learners from various demographic groups.

During her extensive career, she has shared her expertise with youth who are learning how to leverage their talents; collegiate volunteers who are building capacity and sustainability to statewide providers; and other professional working adults who need to learn how to navigate a competitive job market.

"For me, it all comes down to this. I know that my core mission has always been to help others find their ‘ah-ha’ moment—using training and development as the catalyst."

Erica is exceptionally driven and motivated to be the best in her field. And she left no stone unturned when it came to engaging in activities and pursuits that could help grow her career—like her involvement with the Association for Talent Development (ATD), a globally recognized nonprofit organization that purposely develops students and professionals for the world of work.

By 2017, Erica had secured a role within a Training and Development department where her primary function and purpose was to execute on her passion. “I learned what specific Knowledge, Skills, and Abilities (KSAs) were coveted in traditional talent and development positions. I realized that whatever curriculum development acumen I was able to bring to the table from my previous positions was just not going to cut it. It was predominately geared for instructor-led environments, and I quickly realized that if I didn’t expand my capabilities on the development side of training, I would become irrelevant.”

**UCI unveiled itself as an answer.**

As Erica progressed, she learned that UCI offers an E-Learning Instructional Design program. She believed that earning her certificate could play a part in her efforts to “seal the deal with future employers.”

Erica selected UCI for several reasons. UCI is a known and respected local university, it offered an eLearning program that has a strong reputation within the talent and development community, and the 100% online format was achievable for her as a working professional because it could be successfully completed within 9-18 months.

Erica adds, “Since ‘eLearning’ and ‘instructional design’ are both in the program’s name, I recognized that I would be provided with the curricular experience I needed to bridge the gap between the two.”

**The impact of online education during a pandemic.**

It is no surprise that working professionals were impacted by the pandemic in significant, and perhaps even catastrophic, ways. The uncertainty of working life posed a great deal of stress and fear for many individuals.

When Erica was furloughed in March of 2020, she became acutely aware of the time she would have to complete the program, which seemed like an unintended win. “In a twist of fate, I was informed at the beginning of July that I’d be laid off by the end of the month—this was right as I started the practicum. But I found that the program transcended into a sort of catharsis. My instructor’s willingness to empathize and guide me while I was trying to keep it all together to succeed in the practicum was huge in helping me find success during a point in my life when I felt like everything was crashing down all around me.”
Networking in a virtual learning environment.

Individuals seeking professional development might be hesitant to invest in an online program due to a belief that the virtual format may not offer a learning experience that helps them connect with peers and instructors on a personal level and work to expand their professional networks.

After years of developing and delivering online education, UCI has demonstrated through programs like E-Learning Instructional Design, that the virtual learning format is just as effective as face-to-face interaction, and the results present students with a variety of opportunities to connect with one another throughout their academic journey and beyond.

“I would definitely say my experience helped me meet and connect with other people that create new professional opportunities,” Erica said. “However, I would like to note that it is dependent upon ourselves to do our part to develop meaningful connections and not be transactional with the individuals we meet.”

UCI ignites change.

Erica used her programmatic project management skills to accept a contract position in October of 2020.

She found that UCI helped her discover the prospect of change. “The most important changes I found are the ones that, again, were closely tied to the foundational elements of sound instructional design. By doing so, I’ve increased my confidence to recognize what is necessary to produce effective training.”

Erica is now in a position of legitimacy and power as a leader in her field. “By completing the UCI E-Learning Instructional Design program, I have been able to build my credibility on the development side of my training coin, which was exactly what I set out to do. In doing so, I feel even more aligned with my purpose and passion as a Training and Development professional. It’s the key reason why I can now say that I provide the lifecycle of learning while designing and delivering the fun, functional, and fulfilling to all my learners.”

— Erica Beggan, E-Learning Instructional Design program graduate

By completing the UCI E-Learning Instructional Design program, I have been able to build my credibility on the development side of my training coin, which was exactly what I set out to do.”
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05 RESOURCES AVAILABLE TO YOUR TEAM
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Preparing students at the forefront of a revolution in medicine and healthcare delivery.

Sometimes it takes a massive disruption to accelerate historic advancements. Take the COVID-19 vaccines, a small miracle of science. Researchers had been working on messenger RNA (mRNA) vaccines for years, but the life-and-death urgency to tackle the pandemic ramped up efforts dramatically — and healthcare analytics was a key factor in the rapid development of the shots.

"Unlike swine flu, for instance, the COVID-19 vaccines were developed in an exceptionally short period of time," said Shaju Puthussery, Chief Operating Officer for Overjet, an artificial intelligence (AI) company and instructor for the Healthcare Analytics specialized studies program. "These synthetic mRNA vaccines once injected direct protein production in cells throughout the body to fight the virus. This is transformed into an on-demand drug factory within the body. It normally would have taken three to five years, but these were developed in a matter of months, and it was due to advances in biotechnology, using analytics, machine learning (ML) and drug discovery and the urgency to accelerate the process."

Because the coronavirus genome was mapped and shared widely early on, scientists had a head start developing mRNA shots that prompt the body to produce antigens needed to defeat this deadly virus. It’s a landmark accomplishment and an example of how data analytics is being used with AI, ML and cloud computing to revolutionize the science and delivery of healthcare.

"Healthcare analytics is a convergence of all these technologies that are amplifying the power of the process," Puthussery said. "You have this massive amount of data available that can be accessed anywhere through the cloud. The data can then be fed and processed through AI and ML to develop treatments and deliver accurate diagnoses faster and more accurately than physicians in many cases."

It’s powering remote services such as Teladoc® that can deliver quality healthcare to even the most remote regions in the world, with doctor consultations and exams conducted from connected devices. "Accurate screenings for skin cancer, for example, can be made by uploading a photo of a mole or rash and having it analyzed through AI and ML," Puthussery said.

"Healthcare analytics is evolving quickly, and within the next five years we’ll see it cause massive disruptions in the healthcare industry.”

– Shaju Puthussery, instructor Healthcare Analytics specialized studies program

It’s simply a matter of oncologists and machine learning scientists teaching these machines what cancer looks like and what it doesn’t look like, he added. "Case studies have shown that once this data is processed, the technology can often produce a more accurate diagnosis than humans."

The same type of technology has been used to perform screenings for prostate cancer, diabetes, and diabetic retinopathy. Portable devices can track and record detailed data on cardiac performance, blood pressure and more — even track effectiveness of brushing and its impact on oral care for customized dental care.

Decoding DNA

Perhaps the most exciting and revolutionary area of healthcare analytics, gene editing has the potential to detect specific defective genes and alter them before they can mutate into cancer or other diseases.
"It’s still in the early stages, but this science has the potential to eradicate disease even before a child is born," said Puthussery. "Already it has shown promise in curing sickle cell disease and diagnosing a potentially devastating cause of childhood blindness."

Advanced analytics clearly has potential to streamline our healthcare system, increasing quality and efficiency, while improving patient experience and lowering costs. It’s one of the most promising growth fields today, opening a wide new world of possibilities.

"Healthcare analytics is evolving quickly, and within the next five years we’ll see it cause massive disruptions in the healthcare industry," Puthussery said.

The healing business
The Healthcare Analytics specialized studies program is designed for a range of healthcare and IT professionals looking to master the research and analytic skills needed to gather, organize and interpret data with unprecedented power and precision. Analytics provides the skillsets for optimizing business operations, an increasingly important consideration in our complex system, especially as the U.S. population ages.

Students gain a strong background in health informatics and advanced analytics, along with the latest science on precision medicine and disease prevention based on genetics. Courses also address security and privacy issues, along with population health management and data governance. The four-course program can be completed fully online in 6-12 months.

A wealth of career opportunities are available to qualified candidates — more than 400,000 job openings were posted in the most recent round of available data, and nearly 20% growth is projected through 2029. Median annual salary is in the $100,000 range. (Source: Economic Modeling Specialists Intl.)

Driving innovations
The program is popular with a diverse group of professionals, Puthussery said, as reflected in his own class, Healthcare Data Acquisition and Management. "My students come from many different backgrounds: physicians, healthcare professionals, IT, biotech. Some of them are interested in digital security and the policy side, as well. It's nice to have so much diversity."

Healthcare analytics encompasses so many different aspects and moving parts, all of them converging to create a dynamic system that goes beyond the sum of its parts. To visualize how it all works, look no further than a typical Tesla, Puthussery said.

"Teslas use so many different technologies working together in unison. You have cameras and sensors, cloud computing and GPS satellite-tracking all working together to help guide the automation of the car’s direction and performance. That's how healthcare analytics works, bringing so many different machines and algorithms together in a unified system."

Although progress so far has been stunning, it's safe to say that healthcare analytics still has a long way to go in its evolution, especially with gene editing science. And let's hope that it won’t take another deadly global emergency to speed up the process.

Learn more: ce.uci.edu/healthcareanalytics
Project management and Agile methodology are constantly evolving. Here’s how to keep your company up to speed.

Project management has a long history that goes as far back as the Great Pyramid of Giza. Archaeological evidence suggests that Pharaoh assigned managers to lead the planning and construction of each aspect of the massive structure. But it wasn’t until 1969, when the Project Management Institute (PMI)® was launched, that it was brought into the modern age.

Fast forward to the early ‘90s, when Agile began to revolutionize the software industry, helping to propel tech titans such as Apple, IBM, and Microsoft. This innovative approach to PM proved to be highly effective for navigating a fast-changing landscape with small, flexible teams dedicated to finding creative solutions for each project.

Today, traditional project management and Agile are both ubiquitous in a wide range of industries and organizations. So, which one is the best fit for your needs? The first step is taking a hard look at the parameters of your project, according to a pair of DCE subject matter experts who spoke at length on the topic during a recent webinar.

Ask yourself: Does the task at hand involve new technology or more familiar content? Are the requirements established from the outset, or are they kind of fuzzy?

“How you answer those questions determines which approach is best for your needs,” said Bob Tarne, Agile coach at Accenture and an instructor for the Agile Project Management certificate program. “I find that an Agile approach is more appropriate when your requirements aren’t clearly defined, when you’re working in some new area, whereas a more traditional approach works well when you have a good understanding of the problem you’re solving and the technology you’re using to solve it.”

In the latter case, it’s usually best to employ a traditional top-down PM strategy called Waterfall, said Megan Williams, program manager at GE Healthcare and an instructor for the Project Management certificate program. Waterfall is a more linear and sequential process rather than Agile’s fluid and iterative strategy.

“I’ve learned from my experience that if you have a very defined scope, then you probably want to do Waterfall,” she added. “For example, a construction project or other highly regulated project where you have a lot of documentation along the way. But I’ve seen a growing trend where we have a mix between Agile and Waterfall.”

**Scrum and sprints**

Created in the early days of software development, Agile mandates a focus on individuals and interactions, short cycles over linear processes. One framework that is used to implement this methodology is Scrum, which relies on smaller teams and incremental project advancement. Each iteration, or sprint, is a cycle that lasts from one to four weeks long.

Both terms are lifted from rugby, referring to the way players lock arms in a Scrum to move the ball forward in short sprints, similar to how an Agile team joins with a Scrum master to advance projects. Scrum is an especially effective way to develop products when the parameters are fluid, Tarne said.

“The Scrum master isn’t really in charge of the team, like a traditional project manager,” he added. “They’re there to help the team understand and follow the principles of Scrum. They make sure the team is doing their planning every two weeks, see that the team is reporting impediments so that the Scrum master can help resolve those impediments. With Scrum, the traditional role of a project manager goes away.”
That way teams can remain, well, agile and adaptable as they move forward developing their project step-by-step, especially those involving software development or new tech products that require some brainstorming from concept to completion. Waterfall is usually more applicable to traditional organizations where the process is unambiguous, with a number of stakeholders providing feedback and input along the way. “There’s no one-size-fits-all method in managing a project. Therefore, it’s crucial to know which method to use depending on the project and your organization,” Williams said.

Adding to your toolkit

A UCI Project Management certificate can burnish the credentials of a wide range of professionals, covering all principles, theories, and practices laid out in the latest edition of *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*, the industry bible. After completion, candidates will be qualified to sit for the Project Management Professional exam, the gold standard for excellence.

Taught by experienced professionals, the program is designed for current managers, or any aspiring PM looking to take their team or company to the next level. Each course addresses a different stage or aspect of project management, from launch to execution, with each instructor drawing on their own areas of expertise.

“We teach you the fundamentals and the knowledge, so then you have all these tools under your belt,” Williams said. “From that point on, it’s all about deciding which approach is best for your project and organization.”

Mastering the Agile mindset can provide a major boost for PMs who want to advance their company or move it forward on a new path. The Agile Project Management certificate program is a powerful way to help your organization transition to Agile or update employee skillsets to stay versatile and abreast of this ever-evolving methodology.

Taken together, they provide an exceptional foundation for staying flexible and current in today’s business landscape, regardless of the type of company or project. “A continuous learning mindset is really important,” Tarne said. “I would stress the need for experimenting and trying different things out.”

“You have to be adaptable,” Williams added. “You can’t just learn one method and resist learning Agile or anything that feels uncomfortable. You have to be willing to try new things because the world is constantly changing, especially if you work in technology. The skills you learn might not be specific to a certain project, but they can advance your leadership skills, improve communication as well as emotional intelligence.”

- **Project Management:** [ce.uci.edu/pm](http://ce.uci.edu/pm)
- **Agile Project Management:** [ce.uci.edu/agile](http://ce.uci.edu/agile)

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*Megan Williams, MBA, PMP,* is an enthusiast and knowledgeable program manager at GE Healthcare. Williams has extensive experience managing large-scale projects pertaining to complex mergers and acquisitions, strategy, healthcare, HR, and innovation/technology.

*Bob Tarne, M.S., PMP, CSM, PMI-ACP,* is an agile coach at Accenture and has an extensive career coaching and directing process improvement initiatives using lean/agile project management techniques. Tarne has led efforts across large organizations, including IBM Software Group, PM Solutions, Sprint, and the U.S. Navy.
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Remote Study Benefits
- Study from a location that you choose
- Save time and money on travel and housing
- Accommodate your studies to your life situation: working, living outside Southern California, parenting
- Connect with classmates, teachers, and UCI student services virtually

ce.uci.edu/international
Giving students the right tools to learn and thrive is essential to their future success — and no skill is as fundamental as reading. Teaching children how to read and comprehend effectively at an early age is the key to unlocking a world of knowledge and intellectual curiosity, not only in their schooling but life in general.

But the hard truth is most students haven’t been taught to read at an appropriate level. As a result, 15-year-old Americans rank 24th out of 72 countries in overall literary comprehension, and lowest among the world’s English-speaking nations, according to the Organization for Economic Cooperation and Development (OECD).

Past practices based on ineffective pedagogy continue to be utilized in many of today’s classrooms which is impacting reading development for a significant number of students, but that can be corrected with a well-researched, uniform approach called the Science of Reading, said Tami Zylla, instructor for the DCE Reading certificate program and Director of Instructional Support and Improvement for a regional school district.

“Children come to school primed to learn how to read,” she said. “They simply must be taught how through explicit means. Teaching all students to read by default creates a more equitable system as literacy is the foundation upon which all other disciplines are built. To show mastery of any subject, students must have good reading and writing skills.”

Unfortunately, teachers have been using methods based on faulty theories, from picture association to learning naturally, simply by being exposed to literature. The Science of Reading, a trending teaching model, supports a standardized method based on phonics — learning letter-sound relationships. It has proven to be the most effective way to teach reading, Zylla said.

“Students do not read or memorize whole words but rather sound-to-print relationships. Therefore, a sight-word is a word that students instantaneously recognize not by the shape of the word or by the whole word itself but by the letter-sound relationships in the word. The science tells us that students must be taught how to read rather than just be exposed to literature.”

“I believe that it is teachers, as opposed to programs, who can and will improve student achievement, so investing into both informing teachers about and training teachers in the Science of Reading will be key.”

– Tami Zylla, DCE Reading Certificate instructor
The Science of Reading is a paradigm shift in foundational reading instruction, a concept that has "opened people’s eyes to the fact that most teachers are not taught how to teach reading in their teacher-prep programs, which shows there’s a great opportunity to make changes."

The online DCE Reading program aims to give teachers the additional training needed to become reading and literacy specialists. Upon completion, the 10-month program qualifies credentialed K-12 teachers to apply for the Reading and Literacy Added Authorization (RLAA) with the California Commission on Teacher Credentialing (CTC). It also helps sharpen the skills of community college instructors, tutors, and anyone in adult education.

Zylla, named L.A. County Teacher of the Year in 2009, took the time to share her thoughts on the Science of Reading and how it can improve early education.

**Can you give some background on the Science of Reading?**

The science recognizes the fact that learning to read is not a natural process and must be taught. It refers to orthographic mapping — how parts of the brain work together to instantaneously recognize words. And how students must be able to work with sounds before being introduced to print, which leads to orthographic mapping. Students who have been taught to memorize words rather than learn sound-to-print relationships will lack the ability to decode unknown words, particularly those that are polysyllabic. The Science of Reading contends that systematic and explicit phonics instruction benefits all students.

**What are the most common misconceptions of how children learn to read?**

One is that students learn to read words as a whole, leading to memorization of sight words. Many also believe that if students are exposed to a print-rich environment and immersed in literature that they will naturally learn to read. It’s also believed that there are many different ways to read unknown words, and this leads to students being taught to use pictures and context, identify the first letter in a word to guess the word or just skip words that they don’t know. Unfortunately, many don’t realize the role that phonological awareness plays in students learning how to read, which means that often this is underdeveloped in students. Most current curricula devote time to phonics but not necessarily explicitly, systematically, and cumulatively.

**How have these been holding kids back in their early reading development?**

Students with weak phonics skills struggle with fluency which in turn affects their ability to comprehend. It is very common for reading deficits to not be identified in students’ early academic years because learning to read is developmental. So, there is a spectrum within which students are expected to fall, but the problem is that by the time the deficit is identified, students are older and phonics is no longer addressed with the depth and emphasis that it is in lower grades.

**Tell me about the DCE Reading program and how it prepares teachers to be more effective in this area.**

The program covers many different topics within a broader concept. One course I teach focuses on the language comprehension elements of reading, such as vocabulary instruction, activating background knowledge, writing, narrative text structures, strategy instruction. These skills work in tandem with word recognition skills to contribute to and enhance comprehension. The second course focuses quite a bit on foundational literacy, including understanding the difference between phonological awareness and phonics, which is often misunderstood by teachers. We examine fluency, and how to use different assessments to target specific needs along with instructional strategies in these areas.

**How is the Science of Reading being implemented in schools?**

In my position as the Director of Instructional Support and Improvement, I’ve placed a heavy emphasis on improving foundational skills instruction. We have invested time and resources into developing and purchasing supplemental materials and training for primary teachers including those in our dual-language classrooms. I believe that it is teachers, as opposed to programs, who can and will improve student achievement, so investing into both informing teachers about and training teachers in the Science of Reading will be key.

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Women encounter more obstacles than men in the workplace. Organizations can help remove these barriers and support women throughout their career. Recapped in this article are recommendations from UCI’s panel of experts.

There is a significant gender gap in leadership. According to the Bureau of Labor Statistics, 51.8% of management occupations are held by women as of 2019. Yet, most senior management roles and board seats are still held by men. In 2020, The Fortune 500 list highlighted the gap between CEO’s: 37 women compared to 463 men. Access to the leadership ladder is important for women to succeed and is often blocked with outdated expectations and limiting policies.

The pandemic has been particularly taxing on women professionals, notably mothers, leading to increased stress. Juggling a job from home while dealing with children and household duties is challenging as women traditionally bear the brunt of these duties, even when a father, domestic partner or other resource is available to assist.

It has been reported nearly 3 million women in the United States have dropped out of the labor force in the last year. In many instances, jobs have disappeared, there has been longstanding pay inequities and undervalued work. Organizations have a responsibility to self-evaluate, take responsibility, and address the issues at hand.

Following are five key considerations for creating a more equitable organization, gleaned from a recent UCI webinar, Leadership Strategies: Women in Leadership — The Balancing Act, featuring four professionals from the corporate and academic world.

**Address the Gender Pay Gap**

Check the numbers, and if pay inequity exists in your organization, recognize it and take concrete steps to correct the imbalance. According to the latest figures from the U.S. Census Bureau, women on average with full-time jobs earn just 82% of what their male counterparts take home. When reviewed with a lens to intersectionality the gap widens significantly.

It’s essential that we recognize pay disparities for women across the board within the organization, said Telaireus “T.K.” Herrin, VP of Inclusion and Diversity Programs at Medtronic. “It’s a process of self-examination to keep it at the forefront, make sure we’re providing equal pay for equal work. And I’m happy to say that in my own organization, Medtronic, there’s an intentional effort to do this.”

Still, the gender gap persists because many organizations fail to address or even acknowledge it. “There needs to be a call to action for those who find themselves in positions to influence decisions and processes for women, and make sure that’s not the issue in your workplace.”

**Make Caregiving a Priority**

Organizations need to recognize that women are typically the primary care givers; often taking on the bulk of responsibilities — three times more when it comes to household work and double the duties for childcare, said Mahtab Jafari, director of the UCI Center for Healthspan Sciences.

The pandemic exacerbated what is already a difficult juggling act, prompting many women to “step back” from their careers due to childcare and caretaking issues, said Judith Lukomski, CEO of Transitions Today Inc. Organizations need to acknowledge this inequity and take steps to address it, such as examining expanded flex hours, she added.

Having help with parenting duties can ease the burden substantially and lead to more career success. Moms who
Institute Wellness Programs
Promoting a healthier organization improves productivity and reduces employee stress. Self-care is especially important. The good news is there are simple ways to boost wellness that can be easily implemented, such as embracing meditation and mindfulness techniques, Lukomski said.

"Heightened stress really impacts productivity and effectiveness, even longevity," she said. "That's why more organizations are looking at wellness as an integral part of their business, introducing simple but effective techniques into the workplace like starting every meeting with a collective breath to help focus and calm the mind."

Making the workday less hectic by avoiding back-to-back meetings, scheduling time to think through projects, and establishing walking meetings are additional ways to reduce the epidemic of stress that has been consuming American workers and students since even before the pandemic.

Promote Inclusion and Belonging
There are many advantages to having a diverse staff: a rich variety of viewpoints and experiences to draw from, as well as leadership that mirrors the myriad communities and cultures it seeks to represent and attract. Yet, the most compelling reason to ensure inclusive policies is that it's simply the right thing to do.

"We need to set the right intention to increase diversity," Jafari said. "I've been recruiting women and minorities for my lab, and I make an effort to mentor them. As a result, the majority of the students eventually end up going to really great medical schools, pharmacy schools, PhD programs, or even join the workforce directly."

Diversity and gender balance also attracts consumers who base their purchasing choices on social consciousness, Lukomski added. "I love this change in consumerism. People are becoming very conscious of what organizations are doing and what they choose to support, because dollars talk."

Speak Up
Every member of an organization needs to advocate for positive change, to point out any conditions or inappropriate behavior that contribute to an unfair or discriminatory culture. It's everyone's responsibility to join the effort to create a healthy and inclusive workplace and promote supportive policies, Herrin said.

"At the end of the day, we're all in this together," he said. "We need to recognize that there are people who, from an equity standpoint, are starting in their jobs and careers from different places. We're all involved in making changes, and if I have a platform, I'm going to use it. If I see something that isn't right, I'm going to speak up."

When you are in a position to help inform and create change, just do it. Proposing leadership programs and volunteering to mentor newer or less empowered coworkers are excellent ways to promote a more equitable workplace, Lukomski added. It is only by working together that lasting change happens.

- Watch recording: Women in Leadership: The Balancing Act
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“If first-level women managers were hired and promoted like men, there would be 1 million more women in management over the next five years.”

–Source: LeanIn and McKinsey & Company 2019
Never has the urgency of effective emergency management (EM) been more apparent than in the past five years. First it was a string of extreme weather events and increasingly destructive wildfires that were obliterating entire communities, putting preparation and recovery efforts into overdrive. Then along came 2020 and COVID-19.

Suddenly the world was met with unprecedented life-and-death challenges, in the moment and on the fly. Government and private sector efforts had to deal with a new, deadly, fast-spreading virus while transitioning a national workforce into remote mode virtually overnight — an especially challenging mission for those tasked with saving lives.

"The biggest change to emergency management has been adapting to the remote environment. The UCI Emergency Operations Center was fully active and operating for a month over Zoom," said Randy Styner, Director of UCI Emergency Management. UCI still conducts all logistical and planning coordination over Zoom and, of course, classes have been fully online and are accessible to all students.

All the tumult of the past year has sparked a growing awareness and interest in emergency management as a career, he added. "I get a lot of questions and interest from younger people when I tell them what I do."

The EM role has gained a higher profile — and so has the Emergency Management and Disaster Response Specialized Studies program, which was recently approved by the International Association of Emergency Managers (IAEM). The affiliation puts the UCI program squarely among the most prestigious in the nation and offers graduates a myriad of benefits, Styner said.

"Being approved by IAEM is a huge step for the program. This shows that the curriculum is in line with the requirements for the IAEM Certified Emergency Manager (CEM®) designation, the gold standard in the EM field that is highly sought-after by potential employers."

It can be the first step to an exceptionally rewarding career, one that directly impacts lives and families. This hit home especially hard for Styner shortly after he joined the Cal Office of Emergency Services as State Division Supervisor, assigned to Mendocino County just a few weeks after the horrific California firestorms of 2017 decimated Redwood Valley and the surrounding region.

Styner surveyed the devastation, walking along a small, winding road that was littered with charred husks of cars, scattered and askew, left there by panicked residents trying to flee. Nine of them didn’t make it. Thousands of structures had been reduced to ash throughout the area.

"I'm a veteran of Desert Storm and I had never seen that level of devastation," he said. "I stood there looking up that road, knowing the story of those burnt-out cars and the people who rode in them. I personally met survivors of that fire, hundreds of them. It put a human face on the tragedy. It made me understand why I did this job. It
wasn’t as sexy as physically going in and rescuing people, but it saves lives. This is what emergency managers do.”

Certified success
Becoming IAEM-approved is an achievement that signifies UCI’s course content is in line with the highest standards required by the world’s leading emergency managers and offers an opportunity to achieve the prestigious CEM® designation.

The program provides IAEM-approved coursework required to apply for the CEM® and take the exam, including classes that prepare students to pass the open-book test. Graduates of the program also gain access to a wide range of valuable career resources, including one of the largest and most well-respected networks of EM professionals in the world.

“IAEM membership allows individuals to gain access to representation on government working groups addressing vital issues such as terrorism preparedness, emergency management standards, communications, disaster assistance delivery and others,” Styner said. “The association also provides extensive job boards and resources for the up-and-coming EM including professional development and access to the IAEM annual conference, the largest emergency management conference in the world.”

Whether seeking employment or currently working in emergency management, the CEM® designation is a major career-enhancing credential — and IAEM is the world’s only organization that offers this internationally recognized professional certification.

Laying the foundation
The Emergency Management and Disaster Recovery program provides the insight and training required to protect communities and facilitate continuity of essential services in event of natural, human, or technology-related emergencies. The program is offered fully online and can be completed in about 12 months. Course are taught by experienced instructors and titles include Principles of Emergency Management, Response & Recovery Management and Disaster Mitigation.

Qualified emergency managers are increasingly in demand in virtually every sector and industry, from large corporations to government agencies, medical facilities to universities and more. Nearly 8% job growth is projected through 2029 with median annual salary of around $74,000 — up to $141,000 for highly experienced EMs.

“Emergency management is an incredibly fascinating career,” Styner said. “There is no such thing as a ‘normal’ day when you are an EM professional. One day you may be in your office writing a plan and the next you may be working with leadership to develop a response to a wildfire or smoke event. There are many, many great career opportunities and I encourage up-and-coming EMs to take advantage of them.”

- Learn more: ce.uci.edu/EM

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We are Going Back to the Office.

careerZOT Talk
by Kathy Seaton

It is clear that the “return to work” is upon us. For more than a year now, we have found ourselves staring at each other from our laptops and cell phones. And that certainly has impacted our emotional ability and strength to remain connected with our teams and to be enthusiastic about the day-to-day grind.

Now, the framework for building motivation amongst employees is more important than ever—and it starts from the top down. Leaders need to redefine the feelings of excitement, creativity, and the ingenuity to re-create a workplace experience that is much better and more engaging for employees than any time before.

Research conducted at MIT proves the power of motivation. According to the data, organizations with a top-quartile employee experience achieve twice the innovation, double the customer satisfaction, and 25% higher profits than organizations in the bottom quartile.

The aftermath of COVID-19 is resulting in employees wanting more—a new significance, a new meaning of contribution, and a new way of feeling valued. This is where leaders need to step up in progressive ways. Considering this, your staff might be thinking about how their motivational expectations are different. They are most likely hoping to be re-connected to the evolving goals of the organization.

“I want a say. I want to have some sense of control over what I work on and how I need to get that work done.” A leader should respond by giving an employee the right to be empowered and trusted. Employees thrive on the ability to set their own course, which will naturally support their own conceptualization of the corporate vision.

“I want a connection. I need to be engaged and feel like I belong to something greater than myself. And I have the desire to have my objectives built upon purpose and meaningful values.” Leaders must understand that it is much more significant than just dictating a mission statement to the staff. Rather, it is the deliberate consciousness to build a new reality that is derived from a heightened dedication to employee satisfaction.

“I want to be an expert. I must be effective, successful, and powerful. I wish for the opportunity for growth and continued learning.” Leaders should consider the provision of a mentor or thought-leading expert who can impact the employee’s subject matter mastery and create the possibility for upward mobility.

Motivation is something that comes from the heart. And it presents itself in many ways—compassion, affirmation, and respect. This is the time to rise up and conquer the turmoil that has changed all of us. And, indeed, it is a time to motivate a force of professionals who are asking to experience change and revolution.

● Read more at ce.uci.edu/careerzot
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