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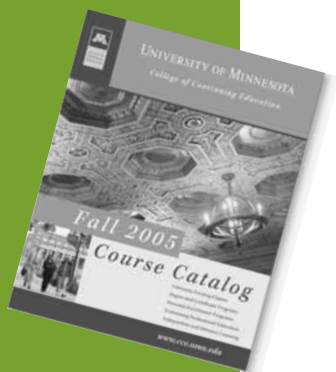
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- Curiosity Camp
- Great Conversations
- Split Rock Arts Program

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Spring 2005

ccetimes
A Newsletter for Lifelong Learners



DANCE INSTRUCTOR WINS College's
Distinguished Teaching Award, and hearts of students

Also in this issue:

April Great Conversations event pairs U professor with Graca Machel, children's rights advocate and wife of Nelson Mandela

*Summer weeklong retreats and day camp excursions renew creativity
College in the Schools energizes teachers and students*

UNIVERSITY OF MINNESOTA

Shine a little brighter

Distinguished Teaching Award recipient spreads wisdom and inspiration

There are teachers who forge a deep connection – a bond that remains with their students for the rest of their lives. Dance instructor Patricia Brown goes one step further. Her students will tell you that she’s actually changed their lives, or at least the way they approach it.

Since 1997, Brown has taught African-Based Movement to College of Continuing Education evening students. Her class registrations consistently reach and exceed capacity, and there are students who re-register for her classes over and over. She often remains after class or makes arrangements to meet with students wanting additional help – adding several hours per week to her workload.

Brown’s trademark is the way she creates a safe and nurturing atmosphere of learning, guiding students and allowing them to connect with each other and establish a level of trust. First and foremost, she instills a sense of community in her class.

“It’s important for all of us to know each other’s names,” said Brown, “to know a little something about each other, and know that we are a community of people.”

Last November, in recognition of Brown’s outstanding achievements as an educator, the College of Continuing Education named her

the recipient of the 2004 Distinguished Teaching Award. In return, she delivered a profound, heartfelt speech that elicited a standing ovation from the College staff, as well as her friends and family in attendance.

What makes her such a special teacher? Brown responded, “I genuinely care about my students and try to see beyond the physicality. I see those sparks of light or see

things about them that may be camouflaged, buried, or untapped, and I try to extract what people already have within themselves so they can shine brighter. It’s always about them.”

Her students, peers, and professional associates jumped at the chance to nominate Brown for the Distinguished Teaching Award and applaud her uncanny ability to motivate and inspire those around her.

Polly Peterson, a perpetual student of Brown’s, said, “The personal metamorphosis you experience as a result of Patricia’s belief in you brings to life what University

“We’re responsible for each other and not just ourselves.

We can all lend each other the support that any person

needs on a given day.”

Patricia Brown



Dance instructor Patricia Brown

education is meant to be. She teaches and seeds inspiration to community members of all levels, cultures, economic strata, and ethnicities. She stresses understanding and respect and artistry, and she inspires others to do the same.”

When you ask students why they are in her class or how they discovered the course, you will hear that they were inspired by what they saw or learned at an artist venue, a community event, a theatre performance, a school workshop, or just by watching through the glass of the Barbara Barker building.

The award has given Brown a sense of accomplishment and, more importantly, affirmation of *being* and *creating* positive change. Still, she’s always looking for a way to develop herself further. “Even though I’m a teacher, I need to be a student at the same time. From my students, I learn how to be a better teacher. I also want to study abroad, especially in Africa, because the more I learn and grow, the more I have to share with others.”

Many former students wrote the College in support of her nomination, and nearly all of them touch upon the same message, that Brown’s

communal village approach taught them more than African dance. It taught them how to connect with themselves and others on a deeper level.

“We’re responsible for each other and not just ourselves,” Brown explained. “We can all lend each other the support that any person needs on a given day. Some days, when I walk into the classroom, I may be that person, and I ask for it. I’ve taught classes at times, for instance, when my mother was in the hospital from having a heart attack, and I didn’t know whether she was going to make it or not. I came to the village for many reasons, some of which were to be fed, nurtured, and supported by the drum, dance, and the communal environment.”

“I always try to let folks know that we’re only as strong as our most challenged link, and that person can be any one of us at various times. The person who is challenged, we can’t let them go. We have to help them get there as best as they can. Give your best until your best gets better. In our classroom, we’re a community and we’re all in it together.”

For more information about dance classes offered this fall, call 612-624-4000. Fall courses start September 6, enrollment queues begin April 7 for students admitted to a degree program and April 29 for nonadmitted students.

professional development calendar

Broaden your knowledge in a specific skill set through short courses and certificate programs in business, management, professional development, or human resources. To register for one of these career-boosting courses, or to learn about additional upcoming courses, call **612-624-4000** or visit www.cce.umn.edu/professionaleducation.

Creating a Continuous Learning Environment

Explore the strategic role of training and development in a learning environment and discuss how human resources practices must be adjusted to facilitate learning on an individual and organizational level.

Date/Time: April 26 (9 a.m.-4 p.m.)

Price: \$395

Finance and Accounting to Improve Operational Performance

This course offers an overview of fundamental concepts, shows you how accounting data is compiled and organized into meaningful information, and helps you analyze financial statements.

Date/Time: April 26-27 (9 a.m.-4 p.m.)

Price: \$750

High Impact Presentations

This course shows you what to do verbally, vocally, and visually for high-impact communication. Learn how to plan a presentation, use supporting materials, and begin and end effectively. Also, focus on enhancing your natural speaking style.

Date/Time: April 28 (9 a.m.-4 p.m.)

Price: \$395

Successful Manager's Handbook Leadership Program

Based on the popular *Successful Manager's Handbook*, this program addresses managers' needs for understanding their roles as leaders and applying sound leadership principles. It provides participants with the skills, behaviors, and tools for success.

Date/Time: May 10-11, June 7-9 (8:30 a.m.-4:30 p.m.)

Price: \$2,995

Problem Solving and Decision Making

Whether it's a production, customer service, sales, or performance problem, this course helps you assess the effectiveness of your problem-solving techniques and suggests other techniques that may be more practical and productive.

Date/Time: June 2 (9 a.m.-4 p.m.)

Price: \$395

A Complete Guide to Performance Management

Professionals involved in the performance process need to understand the connection between organizational and individual performance. This course examines each component of the performance management cycle and suggests tools and techniques for use at each stage.

Date/Time: June 15-16 (9 a.m.-4 p.m.)

Price: \$750

All courses are held at the Continuing Education and Conference Center on the U of M's St. Paul campus. Many of these courses can be combined with others to earn certificates. See www.cce.umn.edu/certificateprograms for details. Certificate candidates, organizations sending three or more participants, dislocated workers, University of Minnesota Alumni Association members, and University of Minnesota employees receive course discounts.

UReads 2005

U faculty, staff, and students reveal the book that had the most impact on their lives

If your wish is to fill your nightstand, and yourself, with thought-provoking stories, you'll enjoy a new list of books that come highly recommended by the U's leading minds.

U Reads is an annual recommended reading list sponsored by the College of Continuing Education. The 2005 results are featured on www.cce.umn.edu/ureads. There avid readers can hear from recommenders why their books were chosen and order a free poster and bookmark featuring the list.

The titles, each recommended for a combination of the author's skill in capturing our imagination and keeping us glued to the page, include: an artist's struggle to bring meaning to his work; a touching travelogue; true tales of war, foreign policy, survival, and how social issues weigh on the American public; and thoughtful and insightful fictional accounts that weave in a little mystery and history. The titles are:

- *The Artist's Reality: Philosophies of Art* by Mark Rothko. Recommended by E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost
- *Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History* by George Crile. Recommended by J. Brian Atwood, Dean, Humphrey Institute of Public Affairs
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon. Recommended by Nora Paul, Director, Institute for New Media Studies
- *The Economist's Tale: A Consultant Encounters Hunger and the World Bank* by Peter Griffiths. Recommended by Lakeesha Ransom, Regent and Graduate Student
- *John Henry Days* by Colson Whitehead. Recommended by Douglas Armato, Director, University Press
- *Life at the Extremes: The Science of Survival* by Frances Ashcroft. Recommended by Serge Rudaz, Professor of Physics
- *RACE: How Blacks and Whites Think and Feel About the American Obsession* by Studs Terkel. Recommended by Greg Hestness, Chief of Police
- *Ten Thousand Miles Without a Cloud* * by Sun Shuyun. Recommended by Dennis Ahlburg, Senior Associate Dean and Professor, Carlson School of Management
- *The Uncivil War: How A New Elite Is Destroying Our Democracy* by David Lebedoff. Recommended by Barbara Muesing, Assistant to the Dean, College of Continuing Education
- *Unless* by Carol Shields. Recommended by Susan Hagstrum, wife of President Bob Bruininks.

* While not currently published in the United States, this book can be obtained at Amazon.co.uk.



Looking for a Change?

Career Workshops

Workshops can be taken individually or as a series (*Who am I? What's Next for Me? How do I Get There?*). Those registering for the series pay a discounted price.

Who Am I? Clarifying Your Career and Lifework Goals

Two meetings: April 6 and 13, 6:30-8:30 p.m. OR

Two meetings: June 22 and June 29, 6:30-8:30 p.m.

What's Next for Me? Exploring Career and Educational Options

Two meetings: April 27 and May 4, 6:30-8:30 p.m. OR

Two meetings: July 13 and 20, 6:30-8:30 p.m.

How Do I Get There? Setting Goals and Taking Action

Two meetings: May 18 and 25, 6:30- 8:30 p.m. OR

Two meetings: August 3 and 10, 6:30-8:30 p.m.

Free Information Sessions

College of Continuing Education information session

Find out more about a wide variety of programs that meet adults' needs, budgets, and schedules.

May 10, 6-8 p.m.

Master of Liberal Studies (MLS) and Innovation Studies (IS) information sessions

Learn about this self-designed interdisciplinary graduate program and a post-graduate certificate program focusing on "innovation."

April 13, 6-8 p.m. or June 7 (time to be announced)

Inter-College Program information sessions

Find out how you can create an undergraduate degree drawing on course work from the University's over 100 majors. Choose from these times:

April 20, 9:30-10:30 a.m.	May 6, noon-1 p.m.
April 22, noon-1 p.m.	May 9, noon-1 p.m.
April 25, noon-1 p.m.	May 13, noon-1 p.m.
April 29, noon-1 p.m.	May 16, noon-1 p.m.
May 2, noon-1 p.m.	May 18, 9:30-10:30 a.m.
May 4, 9:30-10:30 a.m.	May 20, noon-1 p.m.

Program for Individualized Learning information sessions

Create your own project-based liberal arts degree and work at your own pace to complete it. Choose from these times:

April 21, 5:30-7 p.m.	May 10, 9:30-11 a.m.
April 26, 9:30-11 a.m.	May 19, 5:30-7 p.m.
May 5, 5:30-7 p.m.	May 24, 9:30-11 a.m.

For locations and reservations,
call 612-624-4000 or visit www.cce.umn.edu.

Career Matters

— A new column with advice from a University of Minnesota career consultant with years of experience helping motivated adults explore their options, chart their course, and reach their goals.



Janet Peltó

Knowledge-seekers:

You love your job, but you want to move ahead. Or perhaps you're considering an entirely new career. We can help. That's because more education is often the key to more options at work and more personal fulfillment in life.

But maybe it's been a while since you've done any formal studying, and you're worried that you won't do well. If so, take heart! Here at the College of Continuing Education, we've found that adults often make the best students. That's because they bring a unique perspective to the classroom. And they have the time management skills and good work habits needed for academic success.

Perhaps you're not sure yet where you want to concentrate your studies. Don't let that stop you. Pick a topic that interests you and "test the waters." Anyone can take University courses through the College of Continuing Education without being officially admitted to a specific major or program. In fact, to better serve the "non-admitted" or "non-degree-seeking" student, we've launched a new "e-orientation" site (www.cce.umn.edu/eorientation/) especially for adults unfamiliar with the U. The orientation consists of two parts: an approximately 10-minute video that presents the big picture and a series of Web pages with additional details and helpful links. You'll learn about important University policies, as well as the nuts and bolts of registering for a course.

But we know that e-orientation can't answer every question. So we encourage you to contact staff at the Information Center, a one-stop-shop for adults who have questions about going back to school for a degree or certificate or for short professional development or

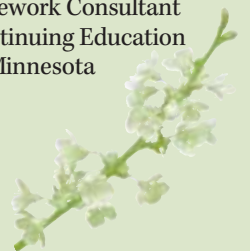
personal enrichment workshops or events. You can reach staff by phone (612-624-4000), e-mail (info@cce.umn.edu), or in person (101 Wesbrook Hall, Minneapolis campus). The Center's learning representatives will answer your questions and show you a variety of possible options. They'll also acquaint you with the range of services offered by the College, including information sessions and career workshops. And when necessary, staff at the Information Center can refer you for further advising.

If you're concerned about paying for your education, we have another resource you would be especially interested in – the Financial Resources Wizard at <http://frw.cce.umn.edu/frwizard>. This interactive Web tool will help you identify options. You may be eligible for scholarships, loans, employer tuition benefits, funding from community, religious, or professional organizations, and federal tax credits and deductions.

At the College of Continuing Education, we know that change is inevitable. And whether that change is a new job or an entirely new career, it's our business to help you prepare for it.

Sincerely,

Janet Peltó
Career and Lifework Consultant
College of Continuing Education
University of Minnesota



Patchwork Wrap
by Rebekah Younger

Joined at the seams

*The Split Rock Arts Program
features internationally
renowned fiber artists*

A thirty-foot boat made of knitted wool. A patchwork poncho of discharged and gradient-dyed knit panels. These are the realizations of two of today's top fiber artists.

The Split Rock Arts Program offers approximately 45 weeklong workshops each summer, including creative writing and traditional art forms. Since its inception 22 years ago, the program has featured instructors who are some of the top fiber artists in the world. This year, the six weeks of weeklong workshops will run June 26 through August 6.

Fiber arts workshop participants will explore specialized ways of making things – the possibilities are nearly endless – from fiber. Participants often build on a basic functional level of knowledge to raise their knitting, weaving, crocheting, and other fiber manipulation techniques to a higher level.

"Contemporary art encompasses many materials and ways of working with materials," said Andy Gilats, director of the Split Rock Arts Program. "Fiber art is a means of creative expression. Even if the object produced is functional, such as wearable art, it remains essentially a work of art."

In the mid-70s, a revolution occurred that gave birth to contemporary fiber art. Artists who were trained in fine arts programs as painters, print makers, ceramic artists, or glass

artists began to experiment with working with fibrous materials like cloth or rope.

"As a result," explained Gilats, "a greater acceptance of materials ensued, and fine artists started branching out. Instead of working with paint on canvas, they might work with dye on cloth."

Fiber arts encompasses many techniques and forms of display. There's a specialization in fiber art called surface design, in which you embellish, alter, or manipulate the surface of a piece of cloth and then do what you will with it. Maybe it becomes a wall hanging, maybe it becomes a garment.

"Our fiber arts workshops are very popular," said Gilats, "Many Split Rock participants come in with very solid skills, but they want to go to the next level. Others want to use their skills in more creative ways."

For example, this summer's workshops with knitters Katherine Cobey, Rebekah Younger, and mixed-media fiber artist Allie Kay, all combine creative expression with learning new techniques and approaches. Here are their stories:

Rebekah Younger
*Knitwear: Exploring Color
and Design*
June 26-July 2

Rebekah Younger first learned to knit at the age of seven with the help of her mother. She immediately enjoyed the repetitive, rhythmic, almost meditative quality of the process. "To be able to take one strand of fiber and create a garment was magical to me," said Younger.

Trained as a fine artist, Younger looked for a way to pursue her art career while making a living. One day a friend observed that Younger would take three years to complete a painting, but would obsessively stay up all night knitting a sweater. She began devoting her artistic talents to fiber arts.

"Wearable art was beginning to be exhibited around the United States and newly formed galleries dedicated to it were cropping up in many of the major cities," said Younger. "I began sending my creations to these consignment galleries and designing hand-knitted patterns."

"My unique signature was added when I incorporated hand-dyed surface design elements to my garments, moving them out of the realm of the mass-marketed garment. As I developed this into a marketable design, I applied to retail and wholesale craft shows."

Over the past ten years, she has successfully earned her living through these venues, and maintained a satisfying channel for her artistic expression.

Where do her ideas originate? "My love of color and the feel of fiber," said Younger. "I have found color in nature – sunsets, flowers, and other organic life forms – to be very influential in my palette choices."



Alexander Woods by Allie Kay.

Allie Kay
Beneath the Surface
July 24-30

"For many years," remarked multimedia fiber artist Allie Kay, "landscape and natural forms have been the inspiration for my work, particularly the colors and textures of my birthplace – sea-surrounded Cornwall in the southwest of England – and the many faces of my adopted country, Ireland."

Kay's early loves were cloth and clothing, and she had perhaps the best-dressed dolls in the neighborhood. In college, experimentation with dyes and fiber structures led to a small hand-weaving workshop that produced short runs of couture fabrics sold through prestigious London stores.

"Let the fiber speak,' could now be my mantra," said Kay, who was forced to re-evaluate her artistic direction in the early 1990s because of rather cataclysmic personal circumstances. "I realized that the textural and visual qualities of materials could suggest responses in the viewer beyond the ability of pictorial images."

Working with mature students over the past ten years has reinforced this belief in the power of materials as language and image tools. Kay added, "It's marvelous to be able to help a student discover the means of personal, even intimate, expressions through the use of fiber. Sometimes it comes as a shock to realize how powerful this communication can be."

Her workshop will explore and experiment with new ways of approaching materials and techniques as tools of expression.



Boat with Four Figures
by Katharine Cobey

Katharine Cobey
The Geometry of Knitting
July 31-August 6

She started knitting at the age of 11 but didn't take it seriously until she was well into adulthood. In 1984, the self-taught artist began perfecting a technique for knitting three-dimensional shapes, which allowed her to take more risks in her art.

"Many years ago," said Cobey, "I saw two pictures: one was a 3,000-year-old string skirt rescued from a mound grave in Denmark. The other was an Egyptian bed frame made of carved wood, gilded gold and blue, held off the floor by four winged gods. Both of these objects have been my mentors."

Her most stunning creation is a thirty-foot boat, *Boat with Four Figures*, which the *Philadelphia Inquirer* said "crafted its place in modernity." The piece took six years to produce.

Cobey believes the resurgence in the popularity of knitting is due to a need to use our hands to create something. "People are tired of being just an audience. There's a tremendous connection between our brains and hands that people are starved for. We do so much that's cerebral, and except for handwriting, we're not doing anything with our hands except flicking switches.

"Knitting is a place where women – particularly in this culture – can

make that connection between their brains and their hands and make something tangible. Lots of work that women do in the home disappears. You make a meal and it disappears. With knitting, you're creating something that's lasting."

Split Rock Soirées

If you can't spare a week to indulge in your passion for art, you can meet Younger, Cobey, and Kay, along with all the other 2005 Split Rock faculty artists, at the Split Rock Soirées. These Tuesday evening events feature readings and artists' talks that celebrate the artistic accomplishments, energy, and talents of Split Rock faculty. Open to the public, each lively Soirée is followed by a reception.

For more information including locations, please contact Split Rock by calling 612-625-8100 or by e-mail at srp@cce.umn.edu.

Curiosity Camp promises a summer of fun for adults

It's field trip day.

You spring out of bed. Soak in the sun as you race out the door. Feel a rising sense of excitement as you meet your fellow campers over coffee. And you never thought stepping back on a school bus could be this much fun.

Curiosity Camp is a series of day-long retreats designed to entice you to take a day for yourself. University and community experts will help you see a favorite topic in a whole new light and send your imagination soaring.

- Get rollin' on the river **June 16**. Learn about the development and ecology along the banks of the mighty Mississippi with an urban studies professor and leading environmentalist. After lunch, travel the river road and tour the U's fascinating St. Anthony Falls Lab.

- On **June 30**, step foot in the three major biomes of North America – prairie, hardwood, and conifer forests – all at the Cedar Creek Natural History Area. Watch an experimental time machine predict Minnesota's ecological future and create a "sustainability bouquet" from native plants.

- Take a revisionist look at the life and times of Oscar Wilde on **July 14**. Hear from scholars of gay theory and European theater, meet the director of *The Importance of Being Earnest*, and then climb aboard the Showboat for a matinee performance of "the greatest stage comedy of all time."

- On **July 28**, learn how to enhance the enduring bond with a beloved pet with advice from a leading animal behaviorist and a behind-the-scenes tour of an extraordinary facility dedicated to all creatures great and small.

- Examine Minnesota's flourishing publishing industry cover to cover on **August 11**. Hear engrossing stories from a noted historian and the founding editor of the nation's largest independent press. In the afternoon, board the bus for a lively tour of U of M Press headquarters.

All camps run from 9:30 a.m. to 4:30 p.m. and take place at the Continuing Education and Conference Center on the U of M's St. Paul campus. Each includes lunch and a field trip. Cost is \$120 each (\$95 for U of M faculty, staff, students, and Alumni Association members). For more information, visit www.cce.umn.edu/curiosity or call 612-624-4000.

To learn how you can join these or other master artists and writers in a weeklong exploration of creativity, visit www.cce.umn.edu/splitrockarts or call 612-625-8100.

GREAT CONVERSATIONS

Spend an evening with Graça Machel

Meet Machel in person when she shares the stage with Allen Isaacman for the season conclusion of the College of Continuing Education's 2004-2005 Great Conversations series – public discussions teaming prominent U faculty with experts from around the world. Isaacman and Machel have been friends since 1976 when she was Minister of Education and co-chair of the Mozambican Education Fund.

He plans to ask:

- What was it like growing up in a racially segregated and divided Mozambique under a colonial regime which denied Africans, women in particular, their most basic rights and which tried to obliterate the history and culture of Mozambique?
- What were the challenges Machel faced as Minister of Education in a country which was 95 percent illiterate, had few books, few schools, and where the colonial educational system taught Africans a great deal about Portugal and virtually nothing about their own history?
- What is the impact of war on the most disadvantaged groups of society, especially children, in southern Africa and elsewhere?

The Struggle and Hope for Southern Africa

Allen Isaacman & Graça Machel
Tuesday, April 19, 2005, 7:30 p.m.

Tickets are \$28.50 (\$23.50 for U of M faculty, staff, and students and members of the University of Minnesota Alumni Association and Presidents Club). This event will take place at the Ted Mann Concert Hall on the U of M's West Bank. For tickets call 612-624-2345 or visit www.cce.umn.edu/conversations.

Paving the way for peace and progress

Great Conversations event delves into the social and political landscape of southern Africa

In some ways, the life of Graça Machel – the internationally acclaimed child and education advocate – mirrors the coming-of-age of her nation.

Machel came from humble beginnings in the Portuguese colony of Mozambique, a nation which shares a border with South Africa and whose development was later impeded by elements of South Africa's apartheid rule.

Machel managed to defy oppressive colonial racial and gender discrimination to get a college education. Then, in 1973, she joined the revolutionary struggle for the liberation of Mozambique.

"She's an extraordinary woman who knows the power of education," said Allen Isaacman, Regents Professor of History at the U of M who will share the stage with Machel at an April 19 Great Conversations event. "She fought to get an education in colonial Mozambique, and then used the education not to profit for herself, but to fight for independence. Her main role in that struggle was as an educator."

The Mozambican liberation movement not only achieved independence in 1975, it also made a serious commitment to overhaul its education system. When the new government was installed, Machel was named the first Minister of Education.

Of her successful tenure, Isaacman noted, "While she was Minister of Education, the number of students enrolled in primary and secondary schools went up from approximately 40 percent to over 90 percent for males and 75 percent for females."

After she resigned in the mid-'80s, South Africa's apartheid regime intensified its campaign to destabilize the majority government of Mozambique. It used a group of Mozambican dissidents known as RENAMO to target and attack rural communities. As these attacks persisted, Machel became a powerful defender of children under siege, both in her native country and around the world. In 1994, at the request of the Secretary General of the United Nations, she wrote a



Graça Machel and Allen Isaacman

groundbreaking study and subsequent book, *The Impact of War on Children*.

Isaacman added, "Her work is not only focused on the devastation of war on children, but also the war-related AIDS pandemic that has devastated so many families. She's also been a powerful advocate for rehabilitating children whose families have been killed or destroyed by war."

Today, Machel is the chancellor of the University of Cape Town. She is also the president of a community foundation which helps support poor people in Mozambique, and remains on several international boards including the United Nations Foundation.

"In one sense," said Isaacman, "her whole life has been dedicated to the welfare of children in Mozambique and Southern Africa, and indeed throughout the world. She's an extremely compassionate and intelligent person, and a person with an enormous commitment to social justice and to helping protect the rights of the most disadvantaged."

The mission of the College of Continuing Education is to provide adults with quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth.

UNIVERSITY OF MINNESOTA

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Editor:
Elizabeth Sagisser Turchin

Writers:
Hojo Willenzik
Nancy Giguere

Graphic Designer:
Linda Peterson

CCE Information Center:
101 Wesbrook Hall
Telephone 612-624-4000

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For address changes, send entire address panel to **c.c.e. times** at address above.

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The contents of this publication and other University bulletins, publications, or announcements are subject to change without notice. The information in this publication is available in alternative formats. Call 612-625-1711.

Disability accommodations are available upon request. Call the information number given for the specific programs described in this publication, or call 612-625-1711 for referral.



Return on Investment

The College of Continuing Education builds bridges between high school and college, serving both students and teachers in unique and important ways.

According to the National Commission on the High School Senior Year, we need to raise our sights in preparing students for post-secondary education.

The Commission's 2001 report concludes that we can help students by improving the transition from high school to college.

Here in Minnesota, a 2004 Citizen's League report found that the percentage of Minnesotans aged 18 to 24 enrolled in higher education is slipping, and many who do go on to college are ill prepared.

Both reports recommend improved training and preparation for teachers and expanded post-secondary opportunities for students. These recommendations may seem new, but for nearly 20 years, the College of Continuing Education has been putting them into practice through College in the Schools.

Opportunity for students

In 2003-2004, this concurrent enrollment program allowed more than 3,645 students from 62 high schools to take U of M courses taught by their own teachers in their own classrooms. The high school students use the same textbooks and follow the same syllabus as students on the University campus. College in the Schools students also enjoy University e-mail accounts and full privileges at the University libraries. Ninety-eight percent of participating



Joyce Malwitz, literature and composition teacher at Andover High School and College in the Schools instructor.

students successfully complete their courses, earning both high school and college credit. Their grades appear on an official U of M transcript. "Students are able to graduate from high school with some college work already completed," says Joyce Malwitz, a literature and composition teacher at Andover High School. College in the Schools is often compared to the popular Advanced Placement (AP) program. That program offers students the opportunity to qualify for college credit. Students take the standardized AP tests in May each year. Those who receive scores of 3, 4, or 5 are eligible to receive credit from the college they later attend. In 2004, 67 percent of Minnesota AP tests received qualifying scores. Credit is awarded at the discretion of the college, and increasingly, colleges are recognizing only scores of 4s and 5s.

"Students are much more likely to receive credit through College in the Schools than through Advanced Placement," Malwitz says.

Professional development

College in the Schools benefits participating teachers, too. Qualified instructors are accepted into College in the Schools as affiliated University faculty. They are appointed as Teaching Specialists with preparation and ongoing collegial training provided by University faculty from sponsoring departments.

Professional development is based on the cohort model. After an initial

workshop or study directed by University faculty and staff, teachers attend three to six days of discipline-specific workshops on campus each year.

Malwitz and her colleagues, for example, look at student work, discuss best practices, and review trends. The result, she says, is "rich, multidimensional, and focused staff development."

"Most school districts simply can't offer professional development that concentrates on one subject or particular teaching techniques," Malwitz explains. "But College in the Schools can."

Rigorous teaching

"Many of the teachers I work with in College in the Schools are the only German teachers in their building," says Ginny Steinhagen, senior lecturer in the University's department of German, Scandinavian, and Dutch. "When we meet, they share best practices with colleagues in other schools, which means they don't have to keep reinventing the wheel."

Steinhagen notes that foreign language is an elective, and many high school students drop it after the first two years. But the possibility of earning University credit can motivate students to take more advanced courses. "And because these are University courses, teachers can be rigorous and really challenge the students," Steinhagen says.

She believes that College in the Schools helps smooth the transition from high school to college. "I've had CIS students who've come directly into third year German classes here at the University. And they've done well," she says.

For more information about College in the Schools, visit
www.cce.umn.edu/cis or call 612-625-1855.