

When night descends on campus

Evening classes offer working adults flexibility and opportunity

It's five o'clock on Northrop Mall and the mass of pedestrians, bicycles, and knapsacks have pretty much cleared the area. But learning doesn't stop when the sun goes down. The evening students start filing in for another shift.

They're a mix of working professionals, traditional college-age students, retirees, intellectual joy-seekers, and adults trying to complete their degree or prepare for entrance exams. Chue Siong is one of them. If you've ever thought you had trouble keeping up with a busy schedule, just consider Chue's daily grind. She wakes at the crack of dawn, gets ready for work and tends to her four sons, whose ages are one, two, three, and four. From 8:30 to 5:00, she's an ESL (English as a Second Language) teacher in St. Paul. Ready for a break? Not yet.

On Mondays through Thursdays, she goes to the U of M, where she's taking biology and calculus. She studies until 10 p.m., then it's back home to her husband William – a Lutheran minister – and their children.

Siong is not a glutton for punishment. "I've decided to look for more," she explained. "I do have a bachelor's degree in education and a teaching license. For two years, I was a bilingual, bicultural teacher at an inner-city school in north Minneapolis, and now I'm teaching adults English in St. Paul. I like what I'm doing, but I want something more, so I'm going back to school to take my prerequisites for medical school."

When she was pregnant with her first son, she began routine visits to a gynecologist and developed an interest in the profession. Then she became absorbed. "I talked to my husband and told him that this was something that was interesting to me. I never thought about it in high school or in college. I looked into it and decided I wanted to be a gynecologist."

Siong is a non-admitted student, taking University of Minnesota courses through the College of Continuing Education. Her goal is to complete all the prerequisite courses for medical school and prepare for the medical school entrance exam, the MCAT. Because she works full-time and can take only two courses per semester, it will take her approximately three to four years to enter medical school.

"The hardest part is finding the time to study," said Siong. "I have an eight-hour job. I still have to prepare my materials for my students and organize field trips and speakers. I come home to a busy family, and there isn't a quiet place where I can study. My husband is a minister, so we frequently visit members of the congregation during the weekend. And then trying to cook and clean and keep the house in order when I'm not there – that's hard too."

Photo by Tim Rummelhoff



Chue Siong studies at Coffman Union.

There's simply no down time. Fortunately, Siong's mother is able to care for the children during the day, but it still leaves a void. "When I'm not at home, I'm at work, and I go straight to school, and my husband comes home and takes care of the kids. He feels like he doesn't have a wife at home and that there's no mother, because there's no one to cook and clean."

Her full-time job means she isn't able to meet with professors who have daytime office hours. And study sessions are usually held in the afternoon, making it particularly difficult for Siong to juggle work, school, and family, and to read and study in between.

In the end, what makes all this worth it is the fact that she can keep

her daytime job, which is a financial necessity for her family. Without her job, she could not afford to chase her dreams.

The College not only strives to provide the flexibility that working adults need, it also provides special resources such as career planning services and financial assistance. Siong receives a scholarship through the Women's Fund.

"My husband and I are really tight with our budget, so it has been very helpful not to have to find the money to pay for the entire cost of the classes. It saves a lot of headaches to not have to figure out where that money would come from."

Considering everything else that's on her plate, that's one headache Siong can do without.

Spring semester starts January 18. For more information about evening and distance learning courses available to adults, visit www.cce.umn.edu. Links on the left make it easy to download PDFs of the catalog or request a catalog. Or call 612-624-4000 to talk with staff at the Information Center.

information sessions career planning calendar

Free information sessions

If you have been taking a few courses and are thinking of enrolling in a program, these free information sessions will help you answer your question about which program is right for you. **For more information or to register**, call 612-624-4000 or www.cce.umn.edu/infosessions.

College of Continuing Education information session

The College offers adults access to the U of M's vast resources. Learn how going back to school can fit your schedule, needs, and budget. In breakout sessions, learn more about the College's bachelor's or master's degrees, credit certificates, or additional U resources and programs. Visit information tables including one on financial aid.

Location: Continuing Education and Conference Center, U of M St. Paul campus
Date: February 28 (6-8 p.m.)

Inter-College Program (ICP) information sessions

This classroom-based degree allows innovative individuals to design unique bachelor's degrees pulling courses from among the University's over 100 different majors. You'll review the program in greater detail.

Location: Wesbrook, U of M campus, East Bank

Dates:

- January 3 (noon-1 p.m.), 6 (9:30-10:30 a.m.), 7 (noon-1 p.m.), 10 (noon-1 p.m.), 14 (noon-1 p.m.), 18 (2:30-3:30 p.m.), 21 (noon-1 p.m.), 24 (noon-1 p.m.), 28 (noon-1 p.m.), or 31 (noon-1 p.m.)
- February 3 (9:30-10:30 a.m.), 4 (noon-1 p.m.), 7 (noon-1 p.m.), 11 (noon-1 p.m.), 14 (noon-1 p.m.), 17 (2:30-3:30 p.m.), 18 (noon-1 p.m.), 21 (noon-1 p.m.), 25 (noon-1 p.m.), or 28 (noon-1 p.m.)
- March 3 (9:30-10:30 a.m.), 4 (noon-1 p.m.), 7 (noon-1 p.m.), 11 (noon-1 p.m.), 14 (noon-1 p.m.), 15 (2:30-3:30 p.m.), 18 (noon-1 p.m.), 21 (noon-1 p.m.), 25 (noon-1 p.m.), or 28 (noon-1 p.m.)

Program for Individualized Learning (PIL) information sessions

This degree program allows adults to create their own academically rigorous liberal arts bachelor's degree by integrating knowledge gained from University courses, work place settings, community contexts, and individual life experiences. These information sessions give more detail. Please visit www.cce.umn.edu/pil for more information prior to the session.

Location: Wesbrook, U of M campus, East Bank

Dates:

- January 11 (9:30-11 a.m.), 20 (5:30-7 p.m.), or 25 (9:30-11 a.m.)
- February 3 (5:30-7 p.m.), 8 (9:30-11 a.m.), 17 (5:30-7 p.m.), or 22 (9:30-11 a.m.)
- March 3 (5:30-7 p.m.), 8 (9:30-11 a.m.), 24 (5:30-7 p.m.), or 29 (9:30-11 a.m.)

Master of Liberal Studies (MLS)/Innovation Studies Certificate information session

This master's program is tailored to adult part-time students. The flexible program allows adults to draw on the expertise of the University's distinguished faculty to tailor a program to meet their personal interests or professional goals. The certificate, which can be used to lead into the degree, was created in response to society's growing need for knowledgeable employee-leaders. In this information session you'll learn more about both.

Location: TBD **Date:** February 1 (6-8 p.m.)

Successful Manager's Handbook Leadership Program information sessions

The University of Minnesota and Personnel Decisions International (PDI) have partnered to provide a new leadership certification program based on the popular *Successful Manager's Handbook (SMH), 7th Edition*. Learn about this new management training program that promises to develop managers and equip them with the skills, behaviors, and tools needed to be successful.

Location: Continuing Education and Conference Center, U of M St. Paul campus

Dates: February 8 (8:30-9:30 a.m.)

March 9 (8:30-9:30 a.m.)

Career Planning Workshops

In this workshop series you'll learn to understand your individual needs through proven assessments, learn how to search for opportunities that fit your needs, and then set goals and develop an action plan to achieve them. Register for just one workshop, or for the whole series. Each workshop meets for two sessions.

Who am I? Clarifying Your Career and Lifework Goals

Finding out your likes and dislikes and discovering what you want to get out of your career will go a long way in determining which careers are going to keep you feeling challenged and happy in the long run. Proven career assessment tools – the Strong Interest Inventory (SII) and Meyer-Briggs Type Indicator (MBTI), and other exercises – will be used to help clarify what gives you meaning and satisfaction.

Location: 200 McNamara Alumni Center, U of M campus, East Bank

Dates: January 19 and 26 (6:30-8:30 p.m.)

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

In the first workshop, participants developed criteria to identify career options that will provide meaning and satisfaction. Now comes the time to explore what's out there, narrow the search, and learn as much as you can about prospective opportunities. A career counselor will take you through resources and techniques for gathering information, networking and informational interviewing techniques, exploring educational pathways, decision-making, and more.

Location: 200 McNamara Alumni Center, U of M campus, East Bank

Dates: February 16 and 23 (6:30-8:30 p.m.)

How Do I Get There? Setting Goals and Taking Action

Now you know what you'd like to do, but figuring out how to get there isn't always cut and dry. It may require more education, and determination to begin anew. A career counselor will help you clearly define goals and develop a concrete action plan.

Location: 200 McNamara Alumni Center, U of M campus, East Bank

Dates: March 2 and 9 (6:30-8:30 p.m.)

Cost for the series is \$230 (includes cost of assessments). Cost for the first workshop is \$130 (includes costs of assessments); second and third workshops are \$70. **For more information or to register**, call 612-624-4000 or visit www.cce.umn.edu/careerservices. University of Minnesota Alumni Association members and College of Continuing Education degree and certificate students receive discounts.

news notes



The holiday gift that lingers in the mind

Gift certificates for enrichment programs

College of Continuing Education gift certificates make the perfect gift for those who seem to have everything but long for something more. Know someone who loves ancient history and modern mystery? Have a friend who dreams of designing their own knitwear, clothing, or home interior? How about an uncle who wants to capture stunning images through photography; an aunt who has a passion for literature? Maybe your mother wants to learn more about writing memoir, or your father has an interest in astronomy. If your daughter's New Year's resolution will be to learn more about Latino literature and your son wants to delve into Minnesota politics, then a College of Continuing Education gift certificate is the answer! From Alfred Hitchcock to ecology, your shopping begins and ends here. For more information about gift certificates that can be used toward enrichment short courses, lectures, workshops, and retreats, call 612-625-5760 or visit www.cce.umn.edu/giftcertificates.

"Unique Pathways" luncheon

Celebrating another year of bringing together motivated adult learners and visionary teachers



Photo by Tim Rummelhoff

Nearly 100 people gathered on October 14 to celebrate the amazing stories of adult students.

On October 14, nearly 100 people gathered at a luncheon at the McNamara Alumni Center to celebrate the amazing stories of adult learners reinventing and revitalizing their lives through programs at the College of Continuing Education.

Attendees heard from College Dean Mary Nichols, former *Star Tribune* travel editor and longtime Split Rock Arts Program instructor Catherine

Watson, and Program for Individualized Learning student Douglas Bright. Bright was one of 136 students who received a College scholarship over the past year – many of whom were in attendance.

Photo by Tim Rummelhoff



Douglas Bright, Program for Individualized Learning student and Nolte-Miller scholarship winner.

Bright describes his story of returning to school at age 42 as the result of going from mid-level management to midlife crisis. "After being laid off and facing a protracted job search, I did some deep reflection," he says. "I determined I had become 'static.'"

After deciding he wanted to spend the rest of his work life blending his experience and his passion, he returned to the University to seek a B.S. in International Project Management in Developing Countries through one of the College's unique interdisciplinary degree programs.

It took a little adjustment, he admits, both financially and emotionally. Not to mention, he explains, learning how to "readjust to college classroom desks, long lectures, and detailed analytical readings." But, he says, the Program for Individualized Learning staff and the College's financial aid staff really helped make the transition easier. "The College of Continuing Education helped transform midlife crisis into midlife opportunity."

For more information about applying for financial aid visit www.cce.umn.edu/financialaid (includes access to the online Financial Resources Wizard) or call 612-624-4000.

There is a wide range of financial aid and other resources available for the College's credit and non-credit courses. Since deadlines vary by program, it is important to identify your options as soon as possible. Options may include grants, scholarships, loans, employer tuition benefits, funding from Dislocated Worker Programs and other government agencies, federal education tax credits and deductions, discounts, and tuition installment plans.

For more information about giving to scholarship funds, call Kathleen Davoli at 612-625-1253.



GREAT CONVERSATIONS Spring 2005



Anne Taylor (above) and Vivian Pinn

One nation, indivisible, with quality health care for all

Great Conversations event analyzes disparities in race and gender in health care

With approximately 45 million Americans not covered by health insurance, health care reform has long been a heated subject of debate among U.S. policy makers. Among the issues of concern, one that has been subsequently overlooked is whether America's women and minorities have been denied equal access to medical treatment.

A woman having a heart attack is twice as likely to die as a man, as women are less frequently treated with angioplasty or other advanced techniques. African-Americans are one-third more likely than all other Americans to die from cancer, and they have the highest rate of hypertension in the world.

You can delve deeper into this subject on February 8 at "Gender and Race in Medical Treatment." This is the next topic in the College of Continuing Education's Great Conversations series – public discussions teaming U of M faculty with experts from around the world. This evening event will bring together two nationally renowned authorities on women and minority health issues – Dr. Vivian Pinn and the U's Dr. Anne Taylor.

Dr. Pinn is the Director of the Office of Research on Women's Health at the National Institutes of Health while Dr. Taylor is Professor of Cardiology, Associate Dean of the Medical School, and Director of the U of M's National Center for Excellence in Women's Health. To help balance the scales of medical treatment, she believes it is necessary to educate health care professionals as well as consumers.

According to Taylor, "We have to make sure that physicians are educated in such a way that they don't make assumptions about their patients on the first contact."

Assumptions can be deadly. Older people and women especially experience heart attacks differently from middle-aged men. Instead they might occasionally suffer severe fatigue, shortness of breath, or pass out; they might feel pain in an atypical place, like the jaw.

African-Americans have a unique risk profile. "There's a higher prevalence of hypertension and diabetes by comparison to other ethnic groups," said Dr. Taylor. "There are also significant risks involving access to care, in the sense that African-Americans are less likely to have adequate health insurance, less likely to be referred for special procedures, and less likely to be screened

and treated in a preventive fashion." Dr. Taylor also points out that women and minorities have been largely excluded from clinical trials. "We have to encourage scientists and funding agencies to be aggressive about the inclusion of women and minorities in clinical trials. They need a sufficient number to generate data on whether there are or are not differences."

Her efforts to improve health care for women and minorities include directing a national clinical drug trial, "The African-American Heart Failure Trial," involving 1,050 African-American men and women with congestive heart failure.

The trial was recently stopped because of a highly favorable effect of treatment on mortality and will be presented to The Association of Black Cardiologists to develop community education programs. The trial has also sparked controversy, with some critics claiming the drug would work equally well for all races, and others believing that it will lead to racial profiling.

She also edited a book, *The Black Women's Guide to a Healthy Heart*. Dr. Taylor said, "The book was designed to educate African-American women about the risk factors for heart disease and to help them interact productively with health care providers to develop strategies to adjust that risk, and on how to negotiate the health care system. I think it's true that by educating women, you educate the whole family."

This series teams prominent University faculty with world-renowned thinkers to converse with Minnesotans in a series of lively evening events. Upcoming events include:

Gender and Race in Medical Treatment

Anne Taylor & Vivian Pinn
Tuesday, February 8, 2005, 7:30 p.m.
Two experts in women's health discuss the relevance of race in preventive medicine and the disparities in access to quality health care determined by gender and ethnicity.

Design of Everyday Life

Wendy Pradt Lougee &
Henry Petroski
Wednesday, March 9, 2005, 7:30 p.m.
Two leading thinkers discuss how curiosity and research can unravel the extraordinary stories behind ordinary objects.

The Struggle and Hope for Southern Africa

Allan Isaacman & Graça Machel
Tuesday, April 19, 2005, 7:30 p.m.
An inspiring advocate for human rights discusses the ravages of war on its most innocent victims with a renowned scholar of African history.

Tickets are \$28.50 per event (\$23.50 for U of M faculty, staff, and students and members of the University of Minnesota Alumni Association and Presidents Club). All events 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.

It's not a career. It's a calling

College of Continuing Education instructors crystallize the learning experience

Teachers really do have the power to change the course of their students' lives and careers. Year after year, many of the University's brightest professors, as well as experts from the Twin Cities and around the world, share their knowledge and passion through the College's courses and programs for adult learners.

For an up-close and personal look, we've profiled two current instructors who share an extraordinary passion for teaching.

Jim Moore **Online Mentoring for Writers**

When he was a little boy, his 60-year-old grandmother decided to write a novel and produced a book, *The Lemon Jelly Cake*, which made it to the *New York Times* best-seller list. Now that's inspiration.

A poet by trade, Moore has been teaching for 30 years, beginning at a small junior college in Illinois. More recently, he has taught aspiring writers for the Split Rock Arts Program and Online Mentoring for Writers (OMW) program – a year-round program that connects professional writers and students for one-on-one mentoring sessions.

"Often, what students need," said Moore, "is someone to read and respond carefully to what they've already written. Sometimes they want help with a specific project. For example, they may want to edit a book or a chapbook or they might want help putting together a manuscript in order to apply to graduate school or for a contest."

OMW instructors and their students use an interactive Web site designed to share manuscript submissions and feedback through a one-on-one exchange. Students can work at their own pace and choose their own mentor from the program's roster of professional writers. The online nature of the program fosters a unique kind of intimacy, according to Moore, "one that occurs only in the medium of the language itself."

"I'm a poet," continued Moore, "so usually my students and I are working with the vision and the voice behind the poem. Is the poem as clear and imaginative as it can be? Often it seems to come down to pacing. In the end, what I think I really help with is something a little harder to pin down: writers need to have an objective reader for their material, a 'listener' as it were, who has their best interests at heart – a listener who will support them but also tell them the truth about their work."

Renowned poet Jim Moore mentors adults in the College of Continuing Education's Online Mentoring for Writers program.



Miriam Vaughn-Lee **Continuing Professional Education**

This is one instructor who knows how to help her students – working professionals – improve their performance and move their careers forward.

Miriam Vaughn-Lee began as a classroom teacher, then moved into human resources at Dayton Hudson. After demonstrating an uncanny knack for developing and enhancing her employees' careers, she started her own business, Vaughn-Lee Associates, which specializes in diversity training, leadership development, and HR consulting.

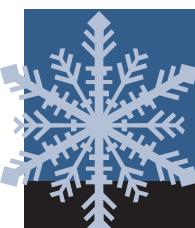
Now, as one of the Twin Cities' leading speakers in her field, she teaches continuing professional education courses for the College of Continuing Education. Her upcoming course "Supervising Across Generations" (March 17, 9 a.m. – 4 p.m.) helps guide supervisors to a better understanding of how to motivate employees of different generations.

"Supervisors must be very involved," said Vaughn-Lee, "getting to know people more than just on the surface, understanding their needs, their wants, their desires, their values, which we translate into that thing we call work ethic. You can't know that just by looking at someone or making assumptions about them."

For instance, older workers must be provided with opportunities to learn new skills. With Baby Boomers, it's important to recognize their need for independence while emphasizing the need to work collaboratively. And with Gen Xers, let them try new things and multitask.

Vaughn-Lee added, "The traditional way of managing – 'do what I tell you' – just isn't the way most workers arrive at their best performance. Leaders attending my class will discover ways to create environments in which all of their employees can be successful regardless of what age group they might fit into."

"I have been involved in some form of teaching forever. It's wonderful when you see a person get it. You can see that light bulb go on. When you're dealing with training and development in human resources, there's no greater satisfaction than to watch people grow and then be able to use what it is that they've learned to implement new and better ways."



For more information about Jim Moore and other writing mentors, call 612-625-8100 or visit <http://mentoring.cce.umn.edu>.

For more information about "Supervising Across Generations" and other short, noncredit business courses, call 612-624-4000 or visit www.cce.umn.edu/business.

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
c.c.e. times
(USPS 711-240)

Volume 6, Number 4

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c.c.e. times is a newsletter for College of Continuing Education University of Minnesota students published by the College of Continuing Education, University of Minnesota, 340 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108-6080.

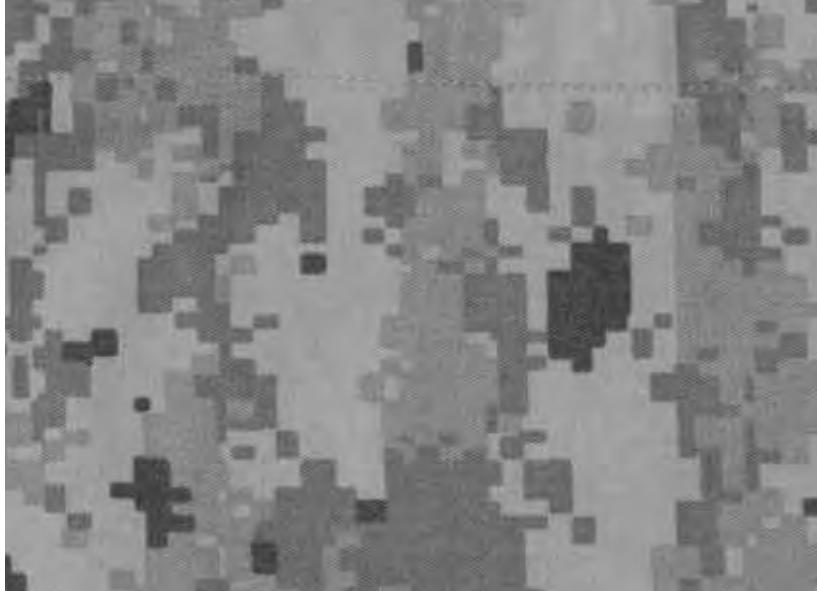
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Disability accommodations are available upon request. Call the information number given for the specific programs described in this publication, or call 612-625-1711 for referral.



Above and beyond the call of duty

For military personnel deployed overseas, you'd think that keeping up with course work in pursuit of a bachelor's degree would be one of the last things on their mind. In the case of three Minnesota soldiers, it's actually top of mind.

Bridgett Rocheleau, a staff sergeant with the Minnesota Air National Guard, took courses in history, foreign relations, and German while supporting Operation Iraqi Freedom and Operation Joint Guardian (Kosovo).

Brian Minkler, a Marine corporal serving in an Aviation Logistics squadron, studied chemistry and calculus during his deployment in Kuwait earlier this year.

Adam Jennings, a Specialist with a Finance battalion in the Army National Guard, is presently stationed in Kosovo. He's taking macroeconomics and introduction to financial reporting.

All three soldiers enrolled in distance education courses through the College of Continuing Education's Independent and Distance Learning program, which

provides access to the University of Minnesota's world-class faculty through challenging credit courses offered by mail or via the Internet. The program's flexibility makes it the perfect choice for students on active military duty.

Jennings said, "It's a good way to continue your course work when you find you don't have the luxury of regular class attendance. While it allows you to work at your own pace and finesse a sometimes-sporadic schedule, you need to have the discipline to make time for your course work."

Rocheleau took courses overseas not only to work toward her degree, but also to do something "fun" in her free time. "In support of a military operation," she explained, "mission always comes first, but when you do have downtime between shifts, it can be very healthy to have something else to focus on and relieve stress."

While these soldiers have different paths and career aspirations, they are bonded by their love of country and a strong desire to continue their education.

Brian Minkler graduated from high school in Buffalo, Minnesota, in 2000 and quickly joined the Marines. "After about a year," he said, "the light came on in my head that school was very important." Stationed near San Diego, he began to take night classes and will enroll at the U of M next year when he completes his five-year enlistment. Minkler plans on earning a bachelor's degree in chemistry and then perhaps going on to medical school to study ophthalmology.

Jennings is an Oklahoma native who moved to Minnesota in 1995 and enrolled at the U of M shortly thereafter. Along the way, he began working full-time at the U's Department of Pediatrics while taking night classes. But with the time constraints, he wasn't able to attend classes as often as he would have preferred. Six months after 9/11, he joined the service because he felt the need to get involved.

"While I contemplated other branches of military service, I ultimately chose the Army National Guard because it would allow me to stay close to Minneapolis and would also allow the U.S. to call upon me more readily if another event like 9/11 were to occur."

He is currently on track to earn a B.A. in English literature in 2005 and plans to resume working with Ford Motor Company in the Twin Cities when he returns.

Bridgett Rocheleau has an A.A. degree from North Hennepin



Independent and Distance Learning students (left to right) Bridgett Rocheleau, Brian Minkler, and Adam Jennings.

Community College and is working toward a B.A. degree in global studies/political science at the U of M. Since her return from Kosovo in April, she is a full-time student, as well as a certified weather forecaster at the National Guard's 133rd Airlift Wing in St. Paul.

She plans on continuing her military service with the Guard as a lifelong career; however, once she graduates, Rocheleau wants to enter government work. She said, "My short-term goal is to get an internship with the State Department and my long-term goal – well, I never narrow the possibilities."

Independent and Distance Learning covers a wide range of subjects, from biology to art history to women's studies. The material is as in-depth as classroom study, and the instructors are equally as committed. Many courses are offered in an "extended term" format that gives students up to nine months to complete their studies.

Some students may be challenged by the lack of face-to-face communication with instructors and peers, and a greater tendency to procrastinate. "One needs to remain focused," said Jennings. "It's important to remember, because it can get away from you if you're not careful. I really like working at my own pace. When my schedule decides to throw me a curve ball, I'm not nailed to a deadline."

Of course, these soldiers frequently face obstacles above and beyond what the typical student might face. As Rocheleau said, "Doing course work in a combat zone is quite a bit different from at home, in comfort-

able surroundings. There are more obstacles to overcome when traveling and operating outside of your home. But I would not call them difficulties as much as I would challenges. You learn to deal with situations as they come along and not lose your focus."

Minkler added, "The most difficult part is the inconsistencies in the work schedule – working late or having to come in early. Returning home from work and almost falling asleep on the way makes it hard to open a calculus book and absorb what you're studying.

"That's the good thing about the program: I can make my own schedule and not have to worry about missing a class or running out of time for an assignment. But it can be a tough way to learn if you only have Marines to ask questions and try and explain things – you'll usually get more out of asking a rock outside the tent."

And there's always the looming threat of violence to contend with. Adam Jennings talked about witnessing riots in Kosovo in March. A great deal of violence had erupted, amongst other places, in the town directly next to his base.

"You could hear the crowd of protesters who were gathered outside the front gate," said Jennings. "Helicopters patrolled the skies throughout the night and armed patrols were extended to stabilize the situation. At the time, it was difficult to know what direction it would go. In retrospect, relative to the other things occurring in the world, it seemed relatively small. "A few days later I found myself driving through Pristina while

"Doing course work in a combat zone is quite a bit different from at home, in comfortable surroundings. There are more obstacles to overcome when traveling and operating outside of your home. But I would not call them difficulties as much as I would challenges. You learn to deal with situations as they come along and not lose your focus."

—Bridgett Rocheleau

some of the buildings and automobiles still smoldered. I had been assigned to guard an outpost nearby. Although I wasn't directly involved with any of the uprisings, it had an impact on my ability to concentrate completely towards school. Normally, it's not a problem. Every once in a while things happen, but that's to be expected given the line of work."

All three soldiers spoke glowingly of their experience with distance learning. Rocheleau summed it up: "I found the courses to be very efficient, and feel that I learned just as much as I would have from traditional classroom instruction. I was impressed by the commitment and care that the program gave to me when I was deployed overseas. They worked with any issue that came up involving time constraints and slow mail service, and I appreciate the excellent program and instructors that followed my progress through three countries."

For more information about

Independent and Distance

Learning courses,

call 612-624-4000 or visit

www.cce.umn.edu/idl.



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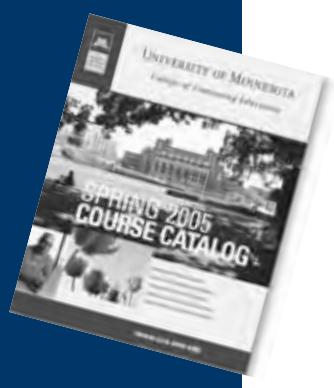
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**Spring Semester starts
January 18. For more
information about classes:**

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MP-326/11.04

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Winter 2005



WHEN NIGHT DESCENDS ON CAMPUS,
evening classes offer working adults flexibility and opportunity



Also in this issue:

Medical experts will take race and gender to heart during a Great Conversations event examining how social distinctions govern access to health care

Two College of Continuing Education instructors share their excitement for working with adult students