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A Newsletter for Lifelong Learners

PASSING THE FLAME

After 30 years, a successful writer and editor returns to school to learn, and then to teach (page 6)

Also in this issue:

Online mentoring program gives two wordsmiths what they need—the “write” advice (page 1)

Great Conversations launches new season—a visionary look into the future (page 4)

UNIVERSITY OF MINNESOTA



Julia Wendell

Carine Topal

The Write Stuff

College of Continuing Education offers online mentoring for creative writers through Split Rock Arts Program

Sitting alone with a pen and notebook or in front of the computer screen, it's hard to know whether the poem you've just written is ripe for publication, revision, or the wastebasket.

All writers need constructive criticism. But it isn't always easy to find someone with the experience, knowledge, and objectivity to provide it. Fortunately, writers can now receive one-on-one guidance through the Split Rock Arts Program's Online Mentoring for Writers.

autobiography, and a statement of goals for the mentorship. Mentors reply with comments on the writing, suggested directions for the mentorship, and practical ideas about how to achieve the desired goals. Participants can then register for three, six, or nine hours of the mentor's time.

Getting started

The program connects writers with mentors who provide individually tailored, constructive feedback to writers working with literary fiction, poetry, or creative nonfiction. All mentors are experienced writers who have taught in Split Rock's annual summer workshop program. Participants — who range from fledging writers to published authors — can choose a mentor or ask to be matched with an appropriate writer.

Mentorships begin with Groundwork, a no-obligation, modestly priced introductory exchange. Participants send up to 10 pages of writing, a short

"I knew it was a good match when he critiqued my writing during Groundwork.

He offered suggestions that I was afraid to suggest to myself, and he made them in a way that worked for me,"

Carine Topal

The heart of the poem

An accomplished poet, Julia Wendell had published two poetry collections, founded a small literary press, and taught writing. Then several years ago, she bought a horse farm near Baltimore, and began to teach riding and compete in equestrian events. "Since I left the literary world, I've continued to write and publish. But I was beginning to feel isolated and out of touch," she says.

Wendell has been working for over a year with poet Jim Moore, one of nine mentors in the program. "I love his feedback," Wendell says. "I tend to

overwrite, and I was having difficulty separating the wheat from the chaff. Jim is good at zeroing in on the heart of the poem and suggesting cuts or deletions that help crystallize the writing."

When she began the mentorship, Wendell was pulling together a manuscript. Moore suggested changes, cuts, and additions. Her poetry collection, *Dark Track*, was recently published by WordTech Editions. "Jim really helped me shape the book," she says. "I owe a huge debt to him."

A good match

Los Angeles writer Carine Topal is a writing teacher and published poet whose work has appeared in many journals in the United States and Canada. For the last year, she, too, has worked with Jim Moore. "I knew it was a good match when he critiqued my writing during Groundwork. He offered suggestions that I was afraid to suggest to myself, and he made them in a way that worked for me," she says.

Moore often gives her "homework," that includes ideas for revision and recommended readings. "For example, when I was writing prose poems inspired by works of art, Jim suggested I read *Black Iris* by Jean Joubert, a French poet who did something similar," Topal says.

During her mentorship, Topal completed a manuscript, "In the Heavens of Never Before," which she hopes to publish. She



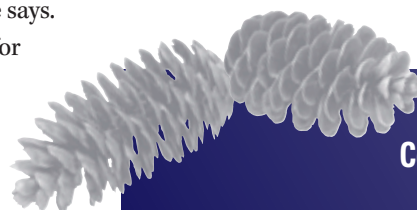
Photo by Tim Rummelhoff

Jim Moore

also has become a more sophisticated teacher. "I do online mentoring with some of my own students, and my work with Jim has helped me understand how to give constructive criticism that offers students concrete suggestions for revision," Topal says.

A boon for writers

Both Topal and Wendell agree that Split Rock's online mentoring program is a boon for writers. "An online mentor can help you fully achieve your writing goals — whether you've been published or you're a brand new writer," Topal says. Adds Wendell, "It's a really good way to get gentle feedback. I would encourage any writer to give it a try."



For more information about the College of Continuing Education's Online Mentoring for Writer's program, visit www.cce.umn.edu/mentoring or call 612-624-4375.

Looking for a Change?

Career Workshops

Who am I? Clarifying Your Career and Lifework Goals (includes the newly revised *Strong Interest and Skills Confidence Inventory* and the more detailed *Myers-Briggs Type Inventory Step II* career assessments) Two meetings: January 11 and 18, 6:30-8:30 p.m.

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

Two meetings: February 1 and 8, 6:30-8:30 p.m.

How Do I Get There? Setting Goals and Taking Action

Two meetings: March 1 and 8, 6:30-8:30 p.m.

Workshops, which are offered at the McNamara Alumni Center on the Minneapolis campus, can be taken individually or as a three-part series. Series cost: \$275. Or, cost for the first (Who am I?) workshop is \$155; second and third workshops are \$85 each. For more information or to register: 612-624-4000 or www.cce.umn.edu/careerservices. University of Minnesota Alumni Association members and College of Continuing Education learners admitted to College degrees, credit certificates, and those enrolled in noncredit professional development certificates receive discounts.

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.

January 10, 6-8 p.m.

Continuing Education and Conference Center, St. Paul campus

Dream Big: Continuing Education Fair

In a casual, open house-format, learn more about College of Continuing Education and other U of M programs that were designed with adults in mind. February 15, 4:30-6:30 p.m.

Borders, Block E, Downtown Minneapolis

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 dates (evening dates describe a new Inter-College Program track that allows adults with previous college experience to complete their degree in the evening):

Lunch hour sessions (noon-1 p.m.) – January 5, 9, 12, 19, 23, 26, and 30

Evening sessions (5-6 p.m.) – January 9 and 30

Wesbrook Hall, Minneapolis campus

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 dates:

January 23 (5:30-7 p.m.) and 31 (9:30-11 a.m.)

Wesbrook Hall, Minneapolis campus

For more information, or to reserve your space: 612-624-4000 or www.cce.umn.edu/infosessions.

Career Matters

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 Pelto

Changing careers is never an easy transition. Most people dissatisfied with their jobs would like to try something completely different. But even when we're tired of doing the same old thing and genuinely want change, it's difficult to forge a new path and have the comfort of "knowing" that it's the right path. But, one cannot "think" their way to the answer.

While most people unhappy with their lifework can tell you very clearly what they don't like about their job or situation, they do not know what else they can do. Self assessment and reflection of skills, interests, values, and personality is important in clarifying satisfying lifework, but it is not enough.

More meaningful lifework is only found in a very serendipitous, trial-and-error, non-linear way. Small steps lead to big changes. So, test out your ideas...experiment...take some risks. It matters less what you do; what matters is that you do *something*.

My experience is that people wanting to gain clarity in what will provide more meaning in their career need to "try on" – experiment – with possible career ideas.

This approach is reinforced in the groundbreaking research by Herminia Ibarra, a highly regarded professor at the INSEAD Institute in France. I highly recommend her book, *Working Identity: Unconventional Strategies for Reinventing Your Career* (Harvard Business School Press, 2003) if you are in career transition.

Know that career transitions usually take longer than what we hope or anticipate. Don't wait for a catalyst, sign, or any sort of what might be considered a "divine intervention." Windows of opportunity open all the time; take advantage of whatever life sends your way. Then, most importantly, think and reflect about new ideas, perspectives, possibilities, and options, and integrate this new information into how you see yourself and possibilities in the world.

Sincerely,

Janet Pelto

Career and Lifework Consultant
College of Continuing Education
University of Minnesota

Payment Policy Reminder

If you are taking credit classes but are not admitted to a degree program, your tuition and fees are due in full by the first billing due date – February 15 for spring 2006 term. Payment for late registrations (including extended-term Independent and Distance Learning courses) and other charges that occur after the first billing date are due on the next scheduled due date. For more information go to: http://onestop.umn.edu/onestop/Tuition_Billing/wwwpay.html. Your registration will be cancelled if payment in full is not received by the scheduled due date. In that event, if you'd like to reregister for your course, call 612-624-4000 to learn how to submit a petition to the College's Scholastic Committee.

news notes

U of M Libraries launches new Web site, including a “virtual library”

Sometimes the sheer amount of data – articles in newspapers or journals, books, Web sites, blog postings, etc. – available today is a little daunting. This is increasingly true for students whose search habits mean they are faced with plucking the most pertinent information from a sea of possibilities returned in a Google Web search. The added complexity is that those results don’t discriminate between pages that contain substantiated research or expert opinion and those that contain less credible facts.

That’s why the University of Minnesota Libraries, which includes 14 libraries on the Twin Cities campus, has launched the new Undergraduate Virtual Library (<http://www.lib.umn.edu/undergrad/>). It’s two main attractions are a new “Google-like” search box that pulls back results on available books, articles, or newspapers and a search function that allows visitors to search across many full-text article databases. But these are just two of the features College of Continuing Education students will find helpful.

“The assignment calculator is a particularly useful tool for students taking distance education courses through the College. It helps students develop a timeline with target dates for completing their assignments and exams,” explained Marc Curie of the Independent and Distance Learning program. The calculator offers day-by-day tips of how to access resources and keep the assignment moving. “Without the forced discipline of face-to-face classroom instruction, our students can sometimes lose momentum and the assignment calculator can help them stay on track to complete the course.”

Another library program that Independent and Distance Learning students will find helpful according to Curie is the Learning Resources Center (<http://lrc.lib.umn.edu/>). “Our students can freely access audio programs for several courses and also make arrangements to borrow course videotapes by mail. Everything is done online, so this saves students both time and money.”

For more information about U of M Libraries’ resources, call the Wilson desk at 612-626-2227, sign up for the many helpful workshops at www.lib.umn.edu/registration, or visit the main Web page at www.lib.umn.edu.

Compleat Scholar kicks off winter season with lively Sampler event

In the winter, spring, and fall of each year, the Compleat Scholar program invites you to indulge your passion for learning through an ever-changing array of short courses in the arts and humanities; literature, reading, and writing; history; science; and more. Each season kicks off with a lively evening “Sampler” event – a taste of what’s to come.

On January 17, Compleat Scholar will offer a sampler that examines no less than the truth about extraterrestrial life, the politics behind some of the most far-reaching decisions made in the Supreme Court, and Jackson Pollock – the art, the man, and the myth.

In one night, you’ll get a sneak preview of three of the 22 courses to be offered starting in January and February. U political science professor Timothy Johnson will give a provocative look at the Politics of the Supreme Court, examining how justices are chosen and the inner workings of the court itself. U of M astronomy professor Terry Jones presents Astrobiology: The Search for Extraterrestrial Life. Learn about this exciting new field of research and how it attempts to answer the age old question, “Are we alone?” And Weisman art curator Diane Mullen examines Jackson Pollock: The Art, The Man, and The Myth. Mullen will expose the secrets behind “Jack the dripper’s” brand of abstract expressionism and delve into his impact on the art world.

The Sampler will be from 6:30-8 p.m. and will be at the Continuing Education and Conference Center on the U’s St. Paul campus. Cost for the Sampler is \$20 (which can later be applied to any winter Compleat Scholar course). For more information on, or to register for the Sampler event or any of the 22 full-length classes, call 612-624-4000 or visit www.cce.umn.edu/scholars.

New certificate program helps business adapt to a diverse, changing workplace

Today, four generations — ranging from individuals in their 60s and 70s to young people in their teens — work side by side. In addition, the workplace includes people of varied ethnic, racial, and religious backgrounds, sexual orientation, and levels of ability.

Effective professionals and managers must go beyond their own cultural frame of reference and experience. To help them do this, the College of Continuing Education has created the Diversity in the Workplace Certificate.

“Sensitivity to diversity simply makes good business sense,” says consultant and lead instructor Lila Kelly. “Companies that understand diversity find it easier to hire and retain employees. And they also do better in the market

place because consumers are also more diverse. They prefer to buy from companies with employees who look like them and speak their language.”

The noncredit certificate is designed for supervisors, managers, and human resource professionals. The program includes three daylong courses: Leading Your Cross-Generational Team, Intercultural Communication Strategies, and Diversity Recruiting and Interviewing. A fourth course, Managing Diversity, meets for two days.

Courses begin in February 2006 and can be taken in any order. The certificate can be completed in as little as four months.

“We hope to help people move beyond tolerance and begin to value and celebrate the richness of diversity in today’s workplace,” Kelly says.

To enroll in the Diversity in the Workplace Certificate, visit www.cce.umn.edu/certificateprograms/div or call 612-624-4000.

Debate, analyze, question, counter, agree (if only “to disagree”). Repeat. Conversations move the community forward.

This February, the U will launch a new season of Great Conversations featuring world-renowned faculty, their thought-provoking guests, and you

We live in an increasingly interconnected world. We can look ahead and see a populace graced with healthy, productive lives; safe, welcoming cities filled with culture and commerce; and an ecosystem teeming with diverse life. But we each need to shape how the community gets to that future.

Before there can be action, there needs to be conversation. Since 2002, nearly 15,000 Minnesotans have taken part in 21 ground-breaking discussions between the U’s faculty experts and their peers around the world – an inspiring group of visionary activists, political strategists, ground-breaking researchers, and Nobel and Pulitzer Prize-winners.

These electric evening events are part of the College of Continuing Education’s Great Conversations series. The 2006 season promises to offer a visionary look into the future:

- **February 28:** Deborah Swackhamer, Director of the U’s Water Resources Research Institute, compares perspectives with award-winning Canadian ecologist David Schindler on how to protect water sources such as the Great Lakes for future generations.

- **March 28:** Ann Forsyth, Director of the U’s Metropolitan Design Center, envisions the future of affordable housing with Nicolas Retsinas, current Director of Harvard’s Center for Housing Studies and former Federal Housing Commissioner for the Clinton administration.
- **May 1:** In the wake of the devastating hurricanes in the Gulf Coast, Judith Martin, Director of the U’s Urban Studies Program, welcomes visionary Congressman Earl Blumenauer, founder of the House Livable Communities Task Force, to assess the unprecedented opportunity to rethink our urban environments.

- **May 16:** Phyllis Moen, the U’s McKnight Presidential Chair in Sociology, is joined by Marc Freedman, author of *Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America*, for a lively discussion of the social forces reshaping retirement.

All conversations take place at 7:30 p.m. at the Ted Mann Concert Hall. Series tickets are \$95 and single

event tickets are \$28.50 (\$80 and \$23.50 respectively for U of M faculty, staff, students, and U of M Alumni Association members). Great Conversations is produced by the University of Minnesota College of Continuing Education with additional support from the University of Minnesota Foundation and TIAA-CREF.



Deborah Swackhamer



Dave Schindler



Ann Forsyth



Nicolas Retsinas



Judith Martin



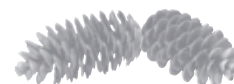
Earl Blumenauer



Phyllis Moen



Marc Freedman



For tickets, call 612-624-2345. For more information, visit www.cce.umn.edu/conversations.

Tribute to a consummate professional

Meet the College's Distinguished Teacher Award winner – Judith Martin

The year was 1977. Discos were king, Paul Wellstone was a college professor, and the Foshay Tower had just been eclipsed as the tallest building in Minneapolis.

It was also the year that Judith Martin began teaching for the College of Continuing Education. Today, she's nationally renowned in the field of Urban Studies and last month, the College recognized and rewarded Martin's far-reaching achievements by naming her the 2005 Distinguished Teacher Award recipient.

Margy Ligon, director for the College's Personal Enrichment Programs, nominated Martin for the award. "I can think of few people more deserving of this

"I think the main thing is the projection that we will add close to a million new people in the next 25 years. We have to solve the questions of where they're going to live, where they might work, and how much infrastructure capacity we have to add to smooth the transition for the people who are living here today."

Judith Martin

honor," said Ligon. "For nearly 30 years, she's taught literally thousands of our students in nine of our distinctive programs. It's hard to imagine anyone more committed to our mission of helping motivated adults explore new possibilities to enrich their personal and professional lives and cultivate their passion for lifelong learning."

Going back to the beginning of her career, civic involvement has gone hand-in-hand with teaching. Her research has informed numerous public policy debates and decisions, particularly around urban development and growth issues. Martin has served on the Planning Commission for the City of Minneapolis for almost 15 years including six as its president – an extraordinary commitment of time and energy.

What's new on the horizon for the Twin Cities? "I think the main thing is the projection that we will add close to a million new people in the next 25 years. We have to solve the questions of where they're going to live, where they might work, and how much infrastructure capacity we have to add to smooth the transition for the people who are living here today."

Martin is known for going to great lengths to make learning a



Photo by Tim Rummelhoff

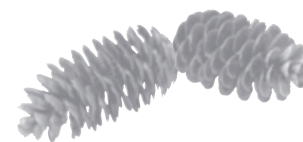
Judith Martin

dynamic experience. Every course she teaches involves a field project, in which she requires her students to get out of the classroom and look at the city. Frequently, she takes them out herself to tour the sights. "On all of the tours that I've led, the focus is always running a tangent between what used to be here and what's here now. I try to cover the historical background of parts of the Cities, and then look at the current issues and current challenges and why those changes are occurring."

She also has strong views on the role of continuing education at the University. "I think it's part of the fundamental role of a land grant university – that the University does research, teaching, and

outreach – and what the College of Continuing Education provides is a combination of teaching and outreach. I see that as a critical part of an institution of this sort."

Despite her extraordinary work for the College, the Distinguished Teacher Award came as a pleasant surprise to Martin. "Anytime your work is recognized, it's a bonus," she said. "To have people validate that what you think is important is, in fact, important, is a great gift."



For more information about the next chance to hear Martin's take on urban issues, see the Great Conversations story on the opposite page. On May 1, she'll be discussing urban planning in the wake of Hurricane Katrina's devastating effects on the cities of America's Gulf Coast.

Passing the Flame

An adviser and student shared a love of learning, and of teaching

Two years ago, when Pamela Hill Nettleton left her position as editor of *Minnesota Monthly*, she was approached by friends at three different small colleges who urged her to teach journalism at their schools. Suddenly, the fact that she didn't have an undergraduate degree — much less a master's or Ph.D. — was a barrier to her plans.

Nettleton had entered journalism school in the early 1970s, but soon heard the “real world” calling. Over the next three decades, she built an impressive résumé as a writer and editor. To date, Nettleton has authored 25 books, and has also written numerous articles for *Minneapolis/St. Paul* magazine, *Minnesota Monthly* magazine, the *St. Paul Pioneer Press*, as well as *Redbook*, *Sports Illustrated for Kids*, *Family Fun*, *Fine Gardening*, and *Better Homes & Gardens*.

Realizing that she wanted the option of teaching at the college level, Nettleton did some research and went to an informational seminar about the Program for Individualized Learning (PIL), one of three individualized degree programs in the College of Continuing Education that are designed with adults in mind. Teaming up with academic adviser JoAnn Hanson and faculty adviser Nancy Roberts, Nettleton designed and completed a Bachelor of Science degree in journalism with emphasis in applied freelance writing. She graduated with Honors in 2005 at the age of 50.

As Nettleton discovered, the adviser/advisee relationship can be as unique and rewarding as the degree program itself. Most students find that it is more collaborative than they would find in a traditional University program. This was very true of the partnership that Nettleton experienced with all of her advisers, including JoAnn Hanson.

Hanson's background as an educator, researcher, writer, facilitator, community volunteer, and oral historian has given her a broad perspective in helping adult learners with the process of designing their own individualized baccalaureate degrees (Bachelor of Arts or Bachelor of Science). Over the years, she has advised students in a variety of interesting degree programs— such as robotics, transformation art, and child advocacy.

Serving as Nettleton's adviser, Hanson found the quality of their relationship especially rewarding. “We were colleagues. Working with Pam, on more of an equal plane, made it a much more enjoyable and fulfilling experience. I'm proud of her.”

This past summer, just a few weeks after her graduation, Nettleton captured some of her University experiences in an article for the *Southwest Journal*:

“For astronomy homework, I bolted out of board dinners and orchestra concerts to go measure the moon's midnight progress across the sky. In biology, I memorized the Hardy-Weinberg equation (ask me sometime and I'll draw it for you on a dinner napkin) alongside lab partners who somehow, bless their hearts, resisted the urge to call me 'mom.'”

Nettleton is just one of a diverse cross-section of adult learners who have benefited from the various



Photo by Tim Rummelhoff

Pamela Hill Nettleton (right) and her College of Continuing Education adviser JoAnn Hanson

degree paths offered by the College of Continuing Education, whose other degree programs include the Bachelor of Applied Science and the interdisciplinary Inter-College Program and the Master of Liberal Studies.

In these programs that cross disciplines, some students are drawn by the prospect of creating a unique degree that is based on their experiences, interests, and goals. Others are looking for academic credentials to expand their choices in their current profession, or they may simply want to finish something they started years ago. Students can enroll in courses from among the University of Minnesota's 20 Twin Cities campus colleges and in the PIL specifically they can create individualized study projects for credit.

Hanson revealed, “The adviser/advisee relationship is intimate in

the sense that we don't have 700 students to one adviser. The ideal is 50 students to one PIL adviser; at the moment, I probably have closer to 65.” This means that her time and energy can remain focused on helping students with the degree planning process—both by advising them, and also by teaching the two foundational courses that all PIL students must take.

The first of these courses is the Degree Planning Seminar, where students learn to research their options and develop a customized baccalaureate program that meets University of Minnesota requirements. By the end of this seminar, students should have a solid rationale behind their degree plan, as well as a practical

roadmap to begin their course of study. Once a degree plan has been approved, students can enroll in the Project Seminar. This class highlights one of the central components of PIL— projects that allow students to

“I would hope that people would see that it's NEVER too late. If getting an undergraduate degree has been a goal of yours, and you haven't quite gotten there, it doesn't mean that it can't happen.”

JoAnn Hanson



Pamela Hill Nettleton

demonstrate college-level learning in a given subject area. Students must include one Major Project and at least two smaller Individualized Study Projects in their degree plan. According to Hanson, “Adult learners who have a lot of life and work experience can come in and get credit for their learning through projects.”

In general, Hanson indicated that advisers and students who are pursuing individualized degrees share a high level of understanding and respect for one another. “What’s different in our program from a traditional one is that the student’s status is more leveled with the adviser, because they are in a dialogue. They have to provide rationale for their choices.”

Hanson said that she enjoys her work immensely. She smiled, “I am never bored . . . it’s very interesting!” She explained that all individualized degree programs must meet the rigors of a baccalaureate degree granted by the University of Minnesota. However, there is freedom within those parameters, and she finds satisfaction in helping students delve into that creative realm.

As Hanson frequently tells her students, the freedom that is inherent in the PIL also carries with it a lot of responsibility. Pam Nettleton couldn’t agree more — she emphasized there was “nothing lightweight” about her PIL experience.

“It was a very academically rigorous program,” Nettleton reflected. “Actually, it was really good preparation for grad school.” But thankfully, she was not alone in the process.

“To have somebody to help navigate was essential,” said Nettleton, referring to Hanson’s guidance. “She understood that at my age, I really didn’t have a lot of years to spend drifting around or not getting it right, or just waiting. So she understood that I was pretty ‘on fire’ to get my undergraduate degree really fast — and I was able to get that in about a year and a half.”

But Nettleton wasn’t the only one pushing. As an adviser, Hanson regularly prods students to break free of the limitations that others have imposed on them, or that they have imposed on themselves.

“I believe in lifelong learning,” articulated Hanson. She said she always hopes that when students achieve an educational goal, the experience will make them hungry for more. Hanson is especially delighted when students decide to make learning an ongoing part of their lives. She believes the torch has been passed when they see education as something they value and want to share with others.

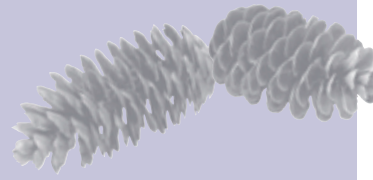
As for Nettleton, she is currently a graduate student in the U of M School of Journalism and Mass Communication, and she is even teaching a magazine writing class there. Since her goal is to continue

teaching at the University level, Nettleton is also in the process of applying to a Ph.D. program in mass communications.

Hanson said she admires the way Nettleton has fully embraced the concept of lifelong learning. “Pam is now in graduate school, she’s teaching ... she’s carrying on the flame, so to speak.”

Are there any other lessons in Pam Nettleton’s story? Hanson replied, “I would hope that people would see that it’s NEVER too late.” She continued, “If getting an undergraduate degree has been a goal of yours, and you haven’t quite gotten there, it doesn’t mean that it can’t happen.”

Hanson concluded, “That’s the fun part of it—to watch students go beyond what they ever dreamed was possible.” She smiled, “That’s why I do what I do.”



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.

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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.



For more information about College of Continuing Education degrees, please visit www.cce.umn.edu or call 612-624-4000.