Greetings from the Chair

Dear CPAE Colleagues,

This is my final letter as Chair of the CPAE Executive Committee. There has been good progress on many fronts in the last two years. The strengthening of AAACE has continued with support from CPAE. Amy Rose has provided leadership by experimenting with special topic programs to increase the visibility of AAACE and expand networking with other national professional and academic associations. These programs were held at University Park, MD, in 2007 and Chicago, IL, in 2008, and were supported by many CPAE colleagues. Details of the meetings are available on the AAACE website.

It is a pleasure to report that we had more than 110 registrations for CPAE at the AAACE Annual Conference in Denver (about 90 faculty/professional members and 20+ graduate students). CPAE continues to be the largest and most active Commission within AAACE.

A review of the CPAE Post-conference at Denver shows the activity of the SIGs and breadth of topics presented. Rosemary Closson and Lilian Hill deserve our thanks for their excellent work in developing this program. One addition of note was a special session on Neuroscience and Adult Learning: The Interconnection of Brain Science, The Body, and Social Constructivist Perspectives on Learning and Instruction. This could be focus for a new SIG if there is continued interest.

In terms of organizational issues, the Commission has accepted the Standards for Graduate Programs in Adult Education. The next step is to format the document for publication and make it available for use by members and share with other stakeholders (accrediting bodies, other professional associations, etc.). We must recognize Susan Bracken for her dedicated work bringing this project to a successful conclusion. Congratulations to Susan also for being recognized by CPAE with the “Early Career Award” at the 2008 Conference!

There have been upgrades in the CPAE listserv and website thanks to the work of Jim Berger and Doug Smith. The AAACE website is now hosted by Memberclicks. The services available from Memberclicks will enable the integration of CPAE content there with a new visual look to make it consistent with AAACE. These services will also provide enhancements to the online CPAE Membership database, including online updating by representatives of each graduate program. The CPAE Membership database should enable both internal communication and increased external visibility of programs through AAACE website traffic. Thanks to Lee Pierce, Membership Committee Chair, for starting work on this project this year.

My thanks to all who have contributed to the CPAE newsletter and Jim Berger and Lisa Baumgartner for their work to publish it. The newsletter has become a very good record of the activities of CPAE and our members’ accomplishments. I’d also

continued on p. 4
CONFINTEA and Convergence


Invitation to Submit Essays

Rosemary B. Closson, Assistant Professor at the University of South Florida, extends an invitation to submit interviews and essays to New Horizons in Adult Education and Human Resource Development. She writes:

As the Adult Education Perspectives editor for New Horizons in Adult Education and Human Resource Development, I invite you to submit an interview or an essay. The Perspectives section has published some fascinating interviews with Scipio Colin III, Phyllis Cunningham, and Hal Beder to name just a few. These interviews offer a rare opportunity to hear well-respected adult educators offer their “perspectives” on where we are now and where we might be going. They also provide an informal near-history of our field that I personally find refreshing as well as informative. In addition, I seek essays where educators provide their perspectives on teaching approaches or concepts or an issues of importance in the field.

To read some past perspectives, use this link: http://education.fiu.edu/newhorizons/past_journals.htm

To read a description of the various perspectives New Horizons has published, go to http://education.fiu.edu/newhorizons/Perspectives_on_PPRT.htm

To submit to Perspectives, follow the submission guidelines in New Horizons and send the submission to the Managing Editor at newhorizons@fiu.edu.

Call for Manuscripts

Adult Learning is a practitioner-oriented journal published by the American Association for Adult and Continuing Education. It is designed for adult educators to provide articles that approach practice issues with a problem-solving emphasis. The audience for Adult Learning includes all individuals who design, manage, teach, conduct, and evaluate programs of adult and continuing education. For more information, please visit http://www.aaace.org/ and click on the link to the magazine on the left.

Where to Submit

Mary V. Alfred of Texas A&M University is Editor of Adult Learning and manages the publication process. Please send your manuscripts to her at Department of Educational Administration and Human Resource Development, Texas A&M University, 559 Harrington Tower, College Station, TX 77843-4226, or malfred@tamu.edu. She can also be reached by phone: 979/845-2788.

Robert E. Nolan, Professor of Educational Leadership, retired July 1, 2008 from Oklahoma State University after 22 years at OSU and 9 years at Northern Illinois University as Faculty Associate and Adjunct Assist Professor. He spent 34 years in Adult Education first at a community college and later at comprehensive and land grant universities. He has been a member of AAACE (formerly AEA) since 1977.

Rod Githens accepted an Assistant Professor position in the Department of Leadership, Foundations, and Human Resource Education at the University of Louisville.
The Third Update on Adult Learning Theory edited by Sharan B. Merriam for *New Directions for Adult and Continuing Education*, Issue 119 (Autumn/Fall, 2008) has been released in September. The special issue contains Editor’s notes (Merriam), Transformative learning theory (Taylor), Workplace learning: Emerging trends and new perspectives (Fenwick), Spirituality and adult learning (Tisdell), Learning through the body (Freiler), Teaching with the brain in mind (Taylor and Lamoreaux), Narrative learning in adulthood (Clark and Rossiter), Non-Western perspectives on learning and knowing (Merriam and Kim), Troubling adult learning in the present time (Hill), and Adult learning theory for the twenty-first century (Merriam).


I would like to thank Howard Walters for his continuing service as Secretary-Treasurer in maintaining the official record of the business of CPAE.

Finally, we need to report the results of the elections for the CPAE Executive Committee.

Chair: Mary V. Alfred (Term 2009-2010)
Past Chair: Henry Merrill (Term 2009)
Chair Elect: Elected November 2009 (Term as Chair Elect: 2010; Term as Chair 2011-2012)
Secretary-Treasurer: Howard Walters (Term 2008-2009)
Four At-large Members:
Lisa Baumgartner (Term 2008-2009)
Lilian Hill (Term 2008-2009)
Colleen Aalsburg-Wiessner (Elected Nov. 2008 - Term 2009-2010)
Dominique Chlup (Elected Nov. 2008 - Term 2009-2010)

Thank you for this opportunity to serve you and AAACE as Chair of the Executive Committee during 2007-2008. I appreciate the support of all CPAE members as we continue our work with AAACE and delineating the future directions the adult education and lifelong learning.

Sincerely,

Henry Merrill
Chair, CPAE
Adult and continuing education continues to evolve as both a strong discipline and a professional field of practice throughout the global community. Both adult educators and adult learners require a common and informed conceptual and theoretical framework to assist them in developing meaningful curricula for adult learners. This book, in a collective and unified manner, describes innovative strategies for developing curricula for adult learners in diverse social, cultural, and economic contexts.

**ABOUT THE AUTHOR**

Victor C.X. Wang, Ed.D., is an assistant professor/credential director of vocational and adult education at California State University, Long Beach. Wang's research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, curriculum development and cultural issues in vocational and adult education. He has published more than six books and dozens of chapters and refereed journal articles in national and international journals.

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Coming Soon

CURRICULUM DEVELOPMENT FOR ADULT LEARNERS IN THE GLOBAL COMMUNITY:
Volume II Teaching and Learning
edited by Victor C.K. Wang
Orig. Ed. 2009 ISBN 1-57524-300-8

Other Titles of Interest

PROGRAM PLANNING FOR THE TRAINING AND CONTINUING EDUCATION OF ADULTS:
North American Perspectives
edited by Peter S. Caskon
Orig. Ed. 1998 528 pp. ISBN 0-89464-767-9 $73.00
The program planning process touches on all forms of organized learning for men and women, regardless of the institutional or program context. The ways in which that process applies to different settings, however, can vary greatly, so examples are provided from different fields of practice. The text will familiarize readers with conceptual and theoretical underpinnings of program planning. It examines particular tools for the systematic design of learning activities for adults, and explores options for specific steps in planning education or training programs. The intended readers for this guide are those professionals, managers, educators, and trainers who attempt to understand and increase their skills and knowledge with respect to the training or educational design for adults.

ADULT LEARNING METHODS:
A Guide for Effective Instruction, 3rd Ed.
edited by Michael G. Gabbard
Adult Learning Methods, is a clearly written guide to understanding the complex aspects associated with techniques and methods of the teaching and learning encounter. It is designed for the practitioner and is written from a practical "how-to" perspective. The book is comprised of three parts: Part One, "Understanding and Facilitating Adult Learning," contains 8 chapters that examine such topics as characteristics of a good teacher, understanding adults as learners, philosophical and teaching style orientations, designing instruction, motivation strategies, and ethical reasoning. Part Two, "Methods and Techniques," contains 14 chapters that describe in detail an array of methods and techniques to use in the classroom.

NON-WESTERN PERSPECTIVES ON LEARNING AND KNOWING
by Sharan B. Merriam & Associates
Orig. Ed. 2007 204 pp. ISBN 1-57524-280-X $29.00
As with other areas of education, the knowledge base that has developed around adult learning and education has been firmly lodged in Western values and culture. But we need only look beyond our borders as well as to our own indigenous Native Americans to find major systems of thought and beliefs embedded in entirely different cultural values. Chapters on Native American perspectives, and African indigenous knowledge will acquaint readers with alternative understandings of learning and lead, it is hoped, to a more holistic understanding of adult learning.

FIVE PERSPECTIVES ON TEACHING IN ADULT AND HIGHER EDUCATION
by Daniel D. Pratt & Associates
Foreword by Stephen D. Brookfield
Five Perspectives on Teaching in Adult and Higher Education is a blend of theory and practice, derived from several years of studying the teaching of adults in Asia and North America. It presents five different perspectives on teaching adults. Perspectives are explained as “something we look through, rather than at” as we go about the business of teaching. Each perspective is described as an interrelated set of actions, intentions, and beliefs and then is illustrated within contexts of adult education practice. 1998 Cyril C. Houle Award for Outstanding Literature in Adult Education

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Western Region Research Conference on the Education of Adults

Where: Western Washington University
When: October 23-25, 2009

To register or for more information visit us on the web at:

http://www.wwu.edu/wrrcea/

Or call: 360-650-2977

WWU is an AA/EO Institute. To request accommodation, contact Sandra Daffron at (360) 650-2977.

The 2009 WRRCEA conference is sure to be a great success! The 2009 theme will focus on enriching communities through adult education and you won’t want to miss it!

If you are considering presenting at the conference keep checking the website for dates and details regarding next year’s RFPs.

We look forward to seeing you there!

“Together We Grow: Enriching Communities Through Adult Education”

Co-Sponsoring Universities: Eastern Washington University, Montana State University, North Dakota State University, Portland State University, Sacramento State University, San Francisco State University, Seattle University, University of Alaska, University of British Columbia, University of Idaho, University of Victoria, University of Wyoming, University of Alberta, Western Washington University
Email <marsick@exchange.tc.columbia.edu> to let us know you are interested or request more information

8th Transformative Learning Conference

Images from 2007 7th International Transformative Learning Conference: Stephen Brookfield & Terrence Maltbia; Jack Mezirow & Patricia Boverie; Kazuho Tsuchiya, Nora Dominguez, Urusa Fahim, & Janet Ferguson; Patricia Cranton

A multicultural experience in Bermuda November 18-20, 2009

The theme for the 8th Transformative Learning Conference is **Reframing Social Sustainability in a Multicultural World.** When people learn in transformative ways, they recognize how their actions have been based unconsciously on beliefs, values, feelings and judgments assimilated from others. They often reframe their deepest understanding of how things work personally and professionally . . . and in the groups, communities, organizations and society in which they live and work.

Transformative learning looks and feels very different in different cultures. This conference will explore differences THROUGH GLOBAL VOICES in a truly multicultural setting — in light of social sustainability. Social sustainability calls for rethinking and reframing basic ideas about LIFE itself. Dr. Hina Pendle (iGreenBuild.com) describes:

"Many of us are looking for life-affirming ways of seeing, doing and being that don’t compromise the present or the future well-being of life on earth. . . . Western civilization is indoctrinated with over 5000 years worth of conditioning to conquer and fight or flee and hide. All that conditioning is habitual, unconscious and unexamined. Our current model of leadership and support comes from this era. How do we move into the future consciously and deliberately? By asking bigger questions about our values, our purpose: What’s important to us? What are the consequences of our actions? How do we relate to one another, our communication and considerations?" How can current thinking in transformative learning influence how we “operate a business, a community, a government, a world in the context of social sustainability? What is true sustainable leadership?"

Join us at the Hamilton Princess

We invite scholars and practitioners to join us at the Hamilton Princess Hotel in dialogue about the transformative potential of learning for social sustainability.

Earlybird conference fee is $395 ($345 for students) with a great hotel package and optional opportunities on November 18 to experience transformative learning in action on site in Bermuda as integral to the conference activities. Fee covers materials, some meals, & event costs.
Call for Papers and Innovative Experiential Sessions

We invite you to submit proposals in three categories — paper presentations, innovative experiential sessions, poster sessions — on transformative learning for individual personal and professional impact... as well as the transformative learning of individuals, groups, organizations, communities, and society!

Our focus is SOCIAL SUSTAINABILITY and its REFRAMING in the context of GLOBAL VOICES in a MULTICULTURAL WORLD; and other advances in practice, research, and theory. We hope to juxtapose ideas and views in conversation with each other, exploring differing definitions and visions of transformative learning, appreciating existing contributions, and envisioning future possibilities.

Proposal Submission

Please submit a proposal cover sheet with the following information:

- Title of presentation
- Type of presentation (paper presentation, innovative experiential session, or poster session on transformative learning)
- Name(s) and affiliation(s) of those submitting the proposal
- Mailing address(es) and phone numbers of submitters

Begin proposal on separate sheet with title of the presentation. Limit text to a two-page single-spaced summary. Use one-inch margins, 12 pt font. Times New Roman. Include a Warrant Statement for each author (provided below). Name(s) of submitter(s) should not appear on the proposal.

Submit proposals electronically in Microsoft Word documents by March 2, 2009 to:

Dr. Patricia Cranton & Dr. Edward Taylor
8th International Transformative Learning Conference
dwt1@psu.edu

Use “TLC Proposal 2009” in the subject heading. Label the name of your file with your last name first, then the initials of your first (e.g., TaylorE, CrantonP).

Submission Schedule

March 2, 2009: Proposal deadline

May 4, 2009: Proposal acceptance notification

August 16, 2009 (midnight): Paper / session description / poster
Email <marsick@exchange.tc.columbia.edu> to let us know you are interested or request more information.

**Paper Presentations**

All accepted papers will be published in *Conference Proceedings* if the author (or one of several co-authors) registers for the conference. Presenters are expected to pay conference registration fees.

Papers must deal with transformative learning. Please be clear about how you use this concept. Indicate the focus of your paper. Examples include:

- **Social sustainability and transformative learning**: rethinking and reframing basic ideas of how we live and work in a multicultural world—views, strategies, cultural perspective, leadership, ways of being and acting through business, community, government and society.

- **Transformative learning theory**: theoretical perspectives on the process of transformative learning.

- **Specific goal-directed transformative learning**: the learning experiences necessary to achieve a particular goal: environmental awareness, racial or gender equality, health and wellness, learner self-confidence, psychological reorientation, spiritual fulfillment, social action, democratic citizenship, and other related experiences.

  *Transformative learning in specific contexts*: professional and educational settings, workplace organizations, leadership, adult literacy / education programs, the family, labor education, social movements, custodial institutions, non-profit organizations, religious and spiritual communities, community groups, and other contexts.

- **Theory-based practices**: methods, materials, assessment or role of the educator

- **Research and research methods** for the study of transformative learning.

- **Interpretations of transformative learning**: derived from varied disciplines, ideologies, and epistemologies.

**Innovative Experiential Sessions**

These sessions showcase innovative practices using creative, interactive formats that integrate theory, practice, and experience. That is, you will bring your experience in a particular practice format or genre with a particular theoretical frame. We encourage presentations using video, drama, graphic arts, poetry, movement and other art forms, recognizing that sometimes the method is the means. Each Innovative Experiential Session will last one hour.

In the proposal include a one-page description of the format and style of the presentation, describing use of time and participants’ involvement in the session. In addition, the proposal must include a one-page description of the theoretical perspective in which the proposed session is framed. Papers must follow the guidelines and submission timeline outlined above. These sessions should not be paper presentations that describe innovative topics . . . they should break new ground by engaging people in the experience of innovative practice or research.

**Poster Sessions**

Poster sessions are works in progress of new research, theory and practice of transformative learning. In the proposal include a one page description of the work in progress. If the proposal is accepted a poster (2 max.) will be required for presentation.
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