Evolutions and Revolutions in Adult Learning!

64th Annual Conference
November 17 - November 20, 2015

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NEW!
Steck-Vaughn® Fundamental Skills Series

Do your adult learners need remediation of the basic skills before they can tackle high-school equivalency exams and/or seek meaningful employment? With Steck-Vaughn® Fundamental Skills, you can deliver instruction tailored to the needs of each learner.

The program offers age-appropriate skill development targeted to Beginning Literacy, Beginning Basic, and Intermediate Basic levels in reading, writing, and mathematics. Each subject area consists of print workbooks organized by content-area topics and progressing through the literacy levels. There is also an interactive online course for each content area. The choice is yours!

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Houghton Mifflin Harcourt™ is a Gold Sponsor of the 64th AAACE Annual Conference!

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## Schedule at a Glance

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<th>EVENT</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUNDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 pm - 9:30 pm</td>
<td>Commission for International Adult Education (CIAE) Opening Reception and Community Building</td>
<td>Off-site at the Adult &amp; Continuing Education Hall of Fame (HOF)</td>
</tr>
<tr>
<td><strong>MONDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Registration Hours</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>9:00 am - 6:00 pm</td>
<td>Commission for International Adult Education (CIAE)</td>
<td>Meeting Room 16</td>
</tr>
<tr>
<td>6:30 pm - 7:30 pm</td>
<td>AAACE Board of Directors Dinner</td>
<td>Room 6</td>
</tr>
<tr>
<td>7:30 pm - 9:00 pm</td>
<td>AAACE Board of Directors Meeting</td>
<td>Room 7</td>
</tr>
<tr>
<td><strong>TUESDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am - 5:00 pm</td>
<td>AAACE Conference Registration Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>9:00 am - 2:00 pm</td>
<td>Commission for International Adult Education (CIAE) continued</td>
<td>Meeting Room 16</td>
</tr>
<tr>
<td>9:00 am - 1:00 pm</td>
<td>Exhibitor Set Up</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>10:00 am - 7:00 pm</td>
<td>Connection Central Open / AAACE Central Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>3:30 pm - 5:30 pm</td>
<td>AAACE General Session &amp; Conference Welcome - Keynote: Dr. Steve Gillon</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>5:30 pm - 7:30 pm</td>
<td>President’s Reception and Exhibit Hall Opening</td>
<td>Pre-Function</td>
</tr>
<tr>
<td><strong>WEDNESDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 am - 5:30 pm</td>
<td>AAACE Conference Registration Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>7:00 am - 7:00 pm</td>
<td>Connection Central Open / AAACE Central Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>7:00 am - 7:45 am</td>
<td>Continental Breakfast (reservations required; included in conference fee)</td>
<td>Great Hall C</td>
</tr>
<tr>
<td>7:30 am - 11:00 am</td>
<td>IACE Hall of Fame Board of Directors Meeting &amp; Breakfast</td>
<td>Meeting Room 9</td>
</tr>
<tr>
<td>7:30 am - 6:00 pm</td>
<td>Speaker Ready Room</td>
<td>Meeting Room 6</td>
</tr>
<tr>
<td>8:00 am - 8:45 am</td>
<td>Commission Meetings (CABEL, CAO, CCMNFE, CDLT, CPM, CWPD)</td>
<td>Meeting Room 4</td>
</tr>
<tr>
<td>9:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>9:15 am - 10:00 am</td>
<td>Session 1: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 3</td>
</tr>
<tr>
<td>9:15 am - 10:00 am</td>
<td>Featured Concurrent Session: Cooperative Extension SIG</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>10:00 am - 10:30 am</td>
<td>Break</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>10:30 am - 11:15 am</td>
<td>Session 2: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 3</td>
</tr>
<tr>
<td>10:30 am - 11:15 am</td>
<td>Featured Concurrent Session: Distance Learning and Technology (CDLT)</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>11:30 am - 12:30 pm</td>
<td>General Session - Keynote: Dr. Katarina Popović</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>12:30 pm - 1:45 pm</td>
<td>Lunch on your own or join a group</td>
<td></td>
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<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Session 3: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 3</td>
</tr>
<tr>
<td>1:45 pm - 2:30 pm</td>
<td>Featured Concurrent Session: Sustainability and Environmental Education SIG</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>2:00 pm - 4:00 pm</td>
<td>IACE Hall of Fame Symposium/Panel</td>
<td>Great Hall D</td>
</tr>
<tr>
<td>2:45 pm - 3:30 pm</td>
<td>Session 4: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 3</td>
</tr>
<tr>
<td>2:45 pm - 3:30 pm</td>
<td>Featured Concurrent Session: Undergraduate Adult Learner SIG</td>
<td>Great Hall A&amp;B</td>
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<tr>
<td>TIME</td>
<td>EVENT</td>
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<tr>
<td>3:30 pm - 4:00 pm</td>
<td>Break</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>4:00 pm - 4:45 pm</td>
<td>SIGs: Networking / Meetings</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>4:00 pm - 4:45 pm</td>
<td>Session 5: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 3</td>
</tr>
<tr>
<td>5:30 pm - 7:00 pm</td>
<td>IACE Hall of Fame 20th Anniversary Celebration: Dinner &amp; Special Presentation</td>
<td>Great Hall C</td>
</tr>
<tr>
<td>7:00 pm - 9:00 pm</td>
<td>IACE Hall of Fame Induction Ceremony</td>
<td>Great Hall C</td>
</tr>
<tr>
<td>9:00 pm - 10:30 pm</td>
<td>IACE Hall of Fame Reception Sponsored by the University of Central Oklahoma and the IACE Hall of Fame</td>
<td>Pre-Function D-E</td>
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</tbody>
</table>

**THURSDAY**

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am - 7:00 pm</td>
<td>AAACE Conference Registration Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>8:00 am - 7:00 pm</td>
<td>Connection Central Open / AAACE Central Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>7:00 am - 7:45 am</td>
<td>Graduate Student Breakfast (Reservations and tickets required)</td>
<td>Meeting Room 20</td>
</tr>
<tr>
<td>7:00 am - 7:45 am</td>
<td>Continental Breakfast <em>(Reservations required; included in conference fee)</em></td>
<td>Great Hall C</td>
</tr>
<tr>
<td>7:15 am - 8:45 am</td>
<td>Past President's Breakfast (By invitation)</td>
<td>Meeting Room 7</td>
</tr>
<tr>
<td>7:30 am - 6:00 pm</td>
<td>Speaker Ready Room</td>
<td>Meeting Room 6</td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibits Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>8:00 am - 8:45 am</td>
<td>Adult Learning Editors’ Meeting</td>
<td>Meeting Room 19</td>
</tr>
<tr>
<td>8:00 am - 8:45 am</td>
<td>Session 6: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 4</td>
</tr>
<tr>
<td>9:00 am - 9:45 am</td>
<td>AEQ Editors’ Meeting</td>
<td>Meeting Room 12</td>
</tr>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Session 7: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 4</td>
</tr>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Featured Concurrent Session: Military Education SIG</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>9:00 am - 9:45 am</td>
<td>Shared concurrent sessions</td>
<td>Meeting Room 19</td>
</tr>
<tr>
<td>9:45 am - 10:15 am</td>
<td>Break</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>10:15 am - 11:00 am</td>
<td>Journal of Transformative Education Editors’ Meeting</td>
<td>Meeting Room 20</td>
</tr>
<tr>
<td>10:15 am - 11:00 am</td>
<td>Session 8: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 4</td>
</tr>
<tr>
<td>10:15 am - 11:00 am</td>
<td>Poster Sessions</td>
<td>Meeting Rooms 14&amp;15</td>
</tr>
<tr>
<td>11:15 am - 12:30 pm</td>
<td>General Session - Keynote: Dr. Alan Knox</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>12:45 pm - 2:00 pm</td>
<td>Awards Luncheon <em>(Reservations required; included in conference fee)</em></td>
<td>Great Hall C</td>
</tr>
<tr>
<td>2:00 pm - 3:30 pm</td>
<td>CPAE Opening Session</td>
<td>Great Hall E</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>How to Write for AEQ, AL, JTED</td>
<td>Meeting Room 17</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>Poster Sessions</td>
<td>Meeting Rooms 14&amp;15</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>Session 9: Concurrent Session and Roundtable Discussions</td>
<td>Under Tab 4</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>Featured Concurrent Session: Action through AAACE - Popular Education SIG, Minority Education SIG, Sustainability and Environmental Adult Education SIG, and the Commission for Community, Minority, and Non-formal Education (CCMNFE)</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>3:00 pm - 3:30 pm</td>
<td>Break</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>3:30 pm – 4:15 pm</td>
<td>Session 10: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 4</td>
</tr>
<tr>
<td>3:45 pm - 4:15 pm</td>
<td>CPAE Breakout Sessions A, B, C</td>
<td>Meeting Rooms 16, 17 and 18</td>
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<tr>
<td>TIME</td>
<td>EVENT</td>
<td>ROOM</td>
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<tr>
<td>3:30 pm - 4:15 pm</td>
<td>Featured Concurrent Session: Action through AAACE - 2nd Session Popular Education SIG, Minority Education SIG, Sustainability and Environmental Adult Education SIG, and the Commission for Community, Minority, and Non-formal Education (CCMNFE)</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>4:30 pm - 5:15 pm</td>
<td>SIGs: Networking / Meetings</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>5:15 pm - Until</td>
<td>Dinner on your own or join a group</td>
<td></td>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
<td></td>
<td></td>
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<tr>
<td>7:00 am - 7:45 am</td>
<td>Continental Breakfast (reservations required, included in conference fee)</td>
<td>Great Hall C</td>
</tr>
<tr>
<td>7:00 am - 8:00 am</td>
<td>AAACE Board of Directors’ Breakfast</td>
<td>Meeting Room 20</td>
</tr>
<tr>
<td>8:00 am - 9:00 am</td>
<td>CPAE Concurrent Sessions A, B, C</td>
<td>Meeting Rooms 16, 17 and 18</td>
</tr>
<tr>
<td>8:00 am - 11:00 am</td>
<td>AAACE Conference Registration Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>8:00 am - 2:00 pm</td>
<td>Connection Central Open / AAACE Central Open</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>8:15 am - 9:00 am</td>
<td>Session 12: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 5</td>
</tr>
<tr>
<td>9:15 am - 10:00 am</td>
<td>Session 13: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 5</td>
</tr>
<tr>
<td>9:15 am - 10:15 am</td>
<td>CPAE Concurrent Sessions A, B, C</td>
<td>Meeting Rooms 16, 17 and 18</td>
</tr>
<tr>
<td>10:00 am - 10:30 am</td>
<td>Break</td>
<td>Pre-Function</td>
</tr>
<tr>
<td>10:30 am - 11:15 am</td>
<td>Session 14: Concurrent Sessions and Roundtable Discussions</td>
<td>Under Tab 5</td>
</tr>
<tr>
<td>10:30 am - 11:30 am</td>
<td>CPAE Closing Session</td>
<td>Great Hall E</td>
</tr>
<tr>
<td>11:30 am - 12:30 pm</td>
<td>General Session - Keynote: Dr. Michael Fire</td>
<td>Great Hall A&amp;B</td>
</tr>
<tr>
<td>12:50 pm - 2:00 pm</td>
<td>AAACE Annual Business Meeting and Lunch</td>
<td>Great Hall C</td>
</tr>
<tr>
<td>2:15 pm - 3:00 pm</td>
<td>Conference Planning Committee Debrief</td>
<td>Meeting Room 19</td>
</tr>
</tbody>
</table>
Message from AAACE President

Welcome to the 64th Annual Conference of the American Association for Adult and Continuing Education! The theme of this year’s conference, “Evolutions and Revolutions in Adult Learning,” reflects our constant focus on the evolution of our field, on the changes in adult, community, and continuing education that enhance our impact on the lives of adult learners, their families and communities. Conference presenters and keynote speakers provide examples of how our field has been revolutionized by increasingly penetrating research, the incorporation of myriad technological innovations into every aspect of life, and by the realities of the globalization of our world. Our conferences assist us to continually keep our practice current with these changes in order to achieve our common vision of “helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.”

Each year we are fortunate to be able to partner with associations that hold visions similar to that of AAACE. This year we are very pleased to have the 34th Annual Research-to-Practice Conference scheduled as a two-day pre-conference. Their theme of “Accessibility and Sustainability,” is again reflective of critical societal and global concerns we must continually learn how to address. AAACE also has the distinct honor of hosting the annual meeting of the International Adult and Continuing Education Hall of Fame, housed at the University of Oklahoma. During a special ceremony at the conference, 25 adult and continuing educators from around the world will be inducted into the Hall. Additionally, we will be celebrating the 20th Anniversary of the Hall of Fame, with a special dinner and presentation given by Dr. James P. Pappas, Executive Director.

I encourage everyone to attend all the general sessions and to participate in as many concurrent sessions, roundtables, and poster sessions as possible throughout the conference. As always, the diversity of the field is represented here with sessions focused on international adult education, community and non-formal education, post-secondary education, distance learning and technology, adult learning and development, and much more. Connecting with colleagues is a strong focus of the conference, as evidenced by Connection Central and AAACE Central, dedicated spaces for supporting conference attendees in developing long-lasting professional and personal relationships. AAACE conferences are unique in that they provide opportunities for scholars and practitioners from every corner of the field to exchange their unique perspectives while simultaneously recognizing their common commitment to adult learning. It’s here that we come to more fully appreciate the rich history and vast breadth of our field.

Finally, there is no way to adequately express appreciation to the Conference Chair and President-elect, Dr. Margaret Eggleston, and the entire 2015 Conference Planning Committee for their intense, year-long planning efforts. We also recognize the incredibly valuable support of the AAACE staff in working collaboratively with the committee to make this conference possible. On behalf of the AAACE Board of Directors, we wish you a week filled with your own personal “evolutions and revolutions” as you learn from, and connect with, old and new colleagues and friends. Again, welcome!
November 1, 2015

Ms. Jean Fleming
AAACE President
1827 Powers Ferry Road, Bldg. 14, Suite 100
Atlanta, GA 30339

Dear Dr. Egleston,

On behalf the residents of Oklahoma City, we’re happy to welcome attendees of the 64th American Association for Adult and Continuing Education Annual Conference to our community.

If it’s your first time in OKC, or you haven’t been here in a few years, we hope to exceed your expectations. We’re in the midst of an urban renaissance in OKC with unique dining, entertainment, sports, arts and cultural offerings.

We hope you’ll take the time to enjoy the Bricktown canal, Land Run Monuments, dining and entertainment in the lively Bricktown entertainment district. The more active-minded members of your group can try kayaking, tackling the ropes course or zip line across the river at the nearby Boathouse District. The Stockyards area is a five minute drive down the road for authentic western shopping and dining. We also invite you to visit the peaceful grounds of the Oklahoma National Memorial and Museum – especially in the early evening hours.

We hope you enjoy your stay in Oklahoma City.

Best,

Mick Cornett
Mayor
Thank you to all of our Sponsors of the 64th Annual 2015 AAACE Conference. We are fortunate to have their support and appreciate their contributions to AAACE, the annual conference, and the field of adult, community, and continuing education.

THANK YOU TO OUR 2015 SPONSORS

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Vision
The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills and values needed to lead productive and satisfying lives.

Mission
The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.

About AAACE
AAACE Board of Directors
President - Jean Fleming
President-Elect - Margaret Eggleston
Past-President - Steven Schmidt
Secretary - Jill Zarestky
Treasurer - Chad Hoggan
Director-at-Large - Christy Rhodes
Director-at-Large - Jonathan Taylor

Commission Directors
Steven Frye, Commission of Affiliated Organizations (CAO)
Joanne Kantner and Federico Salas-Isnardi, Commission for Adult Basic Education and Literacy (CABEL)
Nancy Fire, Commission for Community, Minority and Non-Formal Education (CCMNFE)
J. Bernard Bradley, Commission for Distance Learning and Technology (CDLT)
Marcie Boucouvalas, Commission for International Adult Education (CIAE)
Larry Martin, Commission for Professors of Adult Education (CPAE)
Steve McCaskey, Commission for Program Management (CPM)
Charles E. Baukal, Jr., Commission for Workforce and Professional Development (CWPD)

AAACE Past Presidents
1983 - 1984 Don Seaman
1984 - 1985 Alan B. Knox
1985 - 1986 Waynne B. James
1987 - 1987 Mary G. Williams
1987 - 1988 Carroll A. Londoner
1988 - 1989 Elaine K. Shelton
1989 - 1990 Jane Evanson
1990 - 1991 William S. Griffith
1991 - 1992 W. Franklin Spikes
1992 - 1993 Peyton Hutchison
1993 - 1994 Ken McCullough
1994 - 1995 Ellen M. Ironside
1995 - 1996 Beverly Grissom
1996 - 1997 John Henschke
1997 - 1998 Lorilee Sandmann
1998 - 1999 Tom Kinney
1999 - 2000 John Boulmetis
2000 - 2001 Margaret Mims
2001 - 2002 Linda Stacy
2002 - 2004 Fran Tracy-Mumford
2004 - 2006 Marjean Buckner
2007 - 2008 Amy D. Rose
2008 - 2009 Douglas H. Smith
2009 - 2010 Catherine Hansman
2010 - 2011 Clare D. Klunk
2011 - 2012 Henry Merrill
2012 - 2013 Linda Morris
2014 - 2015 Steven Schmidt
Special Thanks to the AAACE 2015 Conference Committee

Margaret Eggleston, Chair, AAACE President-Elect, Capella University, Minneapolis, MN
Josie Andrews, Troy State University, Troy, AL
Marcie Boucouvalas, Virginia Tech, Northern Virginia Center, VA
Leslie Cordie, Auburn University, Auburn, AL
Amanda Cribbs, Oklahoma State Department of Health, Oklahoma City, OK
Moni Dickerson, University of South Florida, Tampa, FL
Steve Frye, Tennessee Tech University, Cookeville, TN
Phil Gerke, University of Arkansas, Fayetteville, AR
Kenda Grover, University of Arkansas, Fayetteville, AR
Jo Ann Hallawell, Ivy Tech Community College, Louisville, KY
Yvonne Hunter-Johnson, University of South Florida, Tampa, FL
Clare Klunk, Virginia Tech, National Capital Region, VA
Viviane Lopuch, Marist College, Poughkeepsie, NY
Shaquille Marsh, Auburn University, Auburn, AL
Steve McCaskey, Indiana State University, Terre Haute, IN
Lynne Orr, William Patterson University, Wayne, NJ
Joann Olson, University of Houston-Victoria, Victoria, TX
Christy M. Rhodes, East Carolina University, Greenville, NC
Linda Sayre, Synergy Solutions Consulting, New York, NY
Cedric Scott, Texas State University, San Marcos, TX
Melanie Wicinski, University of South Florida, Tampa, FL
Connection Central (CC)
The Connection Central (and welcome area) is expanding its reach at this year’s AAACE conference! Our main goal is to create and enhance the conference experience, by “connecting and networking” at AAACE!

The main location for Connection Central is across from Registration in the ballroom foyer, next to AAACE Central (see below). Register for the conference and then come visit us to ask questions, review the conference program, and start connecting with friends and colleagues!

Connection Central can help provide a general orientation to the conference, along with tips on networking, schedules for meeting with keynote speakers and authors, exhibit information, job postings, and numerous ways to connect with members and other conference attendees! We can even help with the conference app!

Connection Central has several areas to connect and sit comfortably in the ballroom foyer area and there’s even a special area for Graduate Students! The Connection Central Annex provides space for special meetings of small groups up to 10/12 people.

Please stop by Connections Central after Registration - or anytime - and get CONNECTED!

AAACE Central (located next to Connection Central)
AAACE Central is back again this year to showcase how our international association makes a difference! There are two sessions scheduled for anyone interested in learning how to become more involved in AAACE and wishing to contribute their leadership skills to the development of the association. Those sessions are scheduled on Wednesday at 11:2 am and Thursday at 9:00 am, and are facilitated by our 2016 Directors-at-Large, Christy Rhodes and Jonathon Taylor.

Additionally at AAACE Central, you will find information on our Special Interest Groups (SIGs) and Commissions, as well as on our three journals (Adult Learning, Adult Education Quarterly, and Journal of Transformative Education) and on our Handbook of Adult and Continuing Education, published every ten years. Of course there will also be information on how to join AAACE if you are not already a member, and assistance with getting the most out of your membership.

Please stop by to say hello and find out more about your association! We look forward to seeing you at AAACE Central!
Honors & Awards

AAACE confers several categories of awards to recognize and honor exemplary contributions to adult continuing education. The awards are a highly visible component of the association’s statement about standards of excellence in the field. The AAACE awards process is under the leadership of the National Awards Committee.

Guiding Principles:
The AAACE awards process is based on:

◆ Having a limited, select number of association-wide awards to truly honor and recognize outstanding contributions to the field.
◆ Honoring leadership, service, knowledge, learners and practice in the field.
◆ Recognizing both individual and team or collective efforts.
◆ Open communication about the awards, the selection criteria, and process for each award.

2015 AWARD RECIPIENTS

2015 Presidential Award for Exceptional and Innovative Leadership in Adult and Continuing Education

Dr. Jim Pappas – University of Oklahoma

Cyril O. Houle Award for Outstanding Literature in Adult Education

Dr. Carlos A. Torres - UCLA

Malcolm Knowles Award for Outstanding Adult Education Program

B.S. Degree in Adult and Career Education, Indiana State University

Imogene Okes Award for Outstanding Research in Adult Education

Dr. Eric Platt – University of Southern Mississippi
Dr. Lillian H. Hill – University of Southern Mississippi

2015 Lifetime Service Award

Cle Anderson
2015 PRESIDENTIAL AWARD FOR EXCEPTIONAL AND INNOVATIVE LEADERSHIP IN ADULT AND CONTINUING EDUCATION

Dr. Jim Pappas – University of Oklahoma
Dr. Pappas serves as Vice President for University Outreach; Dean of the College of Liberal Studies; and Professor, Departments of Educational Psychology and Liberal Studies, University of Oklahoma (OU). He received a doctorate in clinical psychology from Purdue University, with Masters and Bachelor degrees from Ohio University and the University of Utah respectively.

Dr. Pappas oversees the program of academic outreach for OU that serves over 100,000 participants and includes a Kellogg Conference Center. In addition, his unit has numerous federal and state grants. These include supervisory and executive training for the Postal Service, a nine state substance abuse prevention program, two US Department of Education comprehensive centers serving a seven state region, and the Advanced Programs, which delivers graduate degrees to armed forces bases throughout the US and Europe. The outreach division also offers business and executive programs in economic development, banking, engineering and management. As Dean of Liberal Studies, he administers a stand-alone academic degree college which offers online, on-site and blended bachelors and masters degrees for working adults.

Honors & Awards (Continued)

CYRIL O. HOULE AWARD FOR OUTSTANDING LITERATURE IN ADULT EDUCATION

The Cyril O. Houle Award was established in 1981 to honor the scholarship and memory of Cyril O. Houle, Professor of Adult Education at the University of Chicago. It is given annually by the American Association for Adult and Continuing Education (AAACE) for a book published in English in the previous year that reflects universal concerns of adult educators. Nominated works should exemplify outstanding literature in adult education.

Carlos Alberto Torres, Distinguished Professor of Education, UNESCO Chair in Global Learning and Global Citizenship Education and Director of the UCLA Paulo Freire Institute has also been Director of the UCLA-Latin American Center (1995-2005). He is a political sociologist of education who did his undergraduate work in sociology in Argentina (B.A. honors and teaching credential in Sociology, Universidad
Honors & Awards (Continued)

del Salvador), his graduate work in Mexico (M.A. in Political Science, FLACSO) and the United States (M.A. and Ph.D. in International Development Education, Stanford University), and post-doctoral studies in educational foundations in Edmonton, Canada (University of Alberta). He is also the Founding Director with Paulo Freire of the Paulo Freire Institute in São Paulo, Brazil (1991); Buenos Aires, Argentina (2003); and UCLA (2002). Dr. Torres has been a Visiting Professor in universities in North America, Latin America, Europe, Asia and Africa. He has lectured throughout Latin America and the United States, and in universities in Argentina, Bolivia, Brazil, Canada, China, Costa Rica, Egypt, England, Finland, India, Italy, Japan, Korea, Mexico, Mozambique, Portugal, South Africa, Spain, Sweden, Taiwan, and Tanzania.

MALCOLM KNOWLES AWARD FOR OUTSTANDING ADULT EDUCATION PROGRAM OF THE YEAR

Malcolm Knowles has been a major influence in the practice of adult and continuing education. In his name, this award recognizes teams or individuals for outstanding leadership to programs, in accordance with andragogical processes, that demonstrate particular effectiveness, relevancy, creativity, immediacy, institutional cooperation or collaboration and legislative impact.

Stephen J. McCaskey, Ph.D. is an assistant professor in the Department of Human Resource Development & Performance Technologies at Indiana State University. He earned his B.S. in Aviation Management in 2004 after a rewarding 20 year career in the U.S. Navy. From start to finish his journey to a bachelor’s degree was 25 years since the day of his first college class. He then moved on to complete his M.S. in Workforce Education and Development in 2006 and his PhD. in Workforce Education and Development in 2009. All three degrees were conferred from Southern Illinois University Carbondale. Dr. McCaskey currently teaches courses in adult learning theory, critical thinking, problem solving, team building, and leadership, as well as the Introduction to Adult and Career Education course. In addition to coordinating the Adult and Career Education program, he also coordinates M.S. in Career and Technical Education program. He may be reached via email at steve.mccaskey@indstate.edu.

Cindy L. Crowder, Ph.D., is an associate professor and Department Chair of the Department of Human Resource Development & Performance Technologies at Indiana State University, where she teaches International and Cross-Cultural Training, Fashion Show Planning, Characteristics of Human Resource Development, Organizational Development, Introduction to Textiles, Apparel, & Merchandising, and Employee Evaluation. Prior to her career in academia, she worked in the hospitality industry for 10 years in the areas of event planning, and employee development, training, and staffing. Her academic publications focus on student success, work-life integration, teaching methods & strategies, employee discrimination, and diversity training. She may be reached via email at cindy.crowder@indstate.edu.

IMOGENE OKES AWARD FOR OUTSTANDING RESEARCH IN ADULT EDUCATION

Nominations are invited for the Imogene Okes Award. This award honors the memory of Imogene Okes, whose reports on adult
education participation have been widely used and quoted in the field. It is given annually by the American Association for Adult and Continuing Education (AAACE) for a report of original research done by single or joint authors and published in English in the previous year for a work that reflects the ideals for which Imogene Okes stood. Nominated works should exemplify outstanding and original research in adult education.

Eric Platt completed his doctorate in Educational Leadership and Research with a research minor in historiography from the Louisiana State University in 2011. He earned a master’s degree in Adult Education at the University of Southern Mississippi in 2006. Eric has worked in both higher and continuing education for the past 14 years and, while employed in the Louisiana State University Department of Continuing Education, aided in the development of academic intersession courses, evaluated professional development instructors, and manage IRB protocol for the Louisiana Science and Engineering Fair. Eric currently serves as an Assistant Professor of Higher Education at the University of Southern Mississippi. As an educational historian his research centers on issues of religion, institutional survival, and informal learning practices in the American South. Eric has worked in tandem with various Southern and New Orleans based archival collections; published his first book, Sacrifice and Survival: Identity, Mission, and Jesuit Higher Education in the American South in 2014; and is finalizing his second book, For the Sons of Sugar: Jefferson College and the Creole Planter Class of South Louisiana, 1831-1931.

Lilian Hill completed her doctorate in Adult Education at the University of Georgia in 1999. She earned a master’s in the same subject at the Ontario Institute for Studies in Education/University of Toronto in 1987. Lilian has worked in the field of adult education and higher education for the past 33 years and has been employed in both Canada and the United States in a variety of capacities, including program development and administration, conference management, faculty development, and teaching and advising. She currently serves as Professor and department Co-Chair at the University of Southern Mississippi. Much of her research lies at the intersection of health and adult learning. Her work has involved publications translating information from the health care arena to education and contributed to the health education literature in adult education, especially in regards to health literacy and cultural competence. She has published and edited a number of articles and chapters in the topic areas described above, and has published a New Directions for Adult and Continuing Education volume entitled Health Education for Health in development for publication in 2011.
General Sessions and Special Events

Tuesday, November 17
3:30 PM – 5:30 PM  
Conference Welcome & Keynote Address

**MOOCs: Revolution and Evolution**  
*Great Hall A&B*

Dr. Steve Gillion  -  Steve Gillon is the Scholar-in-Residence at The History Channel and Professor of History at the University of Oklahoma.

5:30 PM – 7:30 PM  
President’s Reception & Opening of Exhibits

Wednesday, November 18
11:30 am – 12:30 pm  
General Session

**A Short Walk Through the History and Geography of Adult Education**  
*Great Hall A&B*

Dr. Katarina Popović  -  Dr. Katarina Popović is the new Secretary General of the International Council for Adult Education (ICAE), and a Member of the International Adult and Continuing Education Hall of Fame.

Thursday, November 19
11:15 AM – 12:30 PM  
General Session

**Metaphors, Mosaics, Movements**  
*Great Hall A&B*

Dr. Alan Knox  -  Dr. Alan B. Knox is internationally known as a scholar and speaker about adult, community and continuing education. As a past president of AAACE, he remains deeply dedicated to the Association’s unique mission in the field. His publications span adult development and learning, helping adults learn, program leadership, and program evaluation. His 2015 Stylus book is on Improving Professional Learning: 12 strategies to enhance performance. He recently became a professor emeritus at the University of Wisconsin, and continues conducting staff development sessions for helping professionals, through the medical school office of continuing professional development.

12:50 PM – 2:00 PM  
AAACE Awards Luncheon - *Great Hall C*

Friday, November 20
11:30 AM – 12:30 PM  
General Session & Keynote Address

**From Traditional Native American Roots to PhD: A Life Story of Resilience, Caring, and Self-Determination**  
*Great Hall A&B*

Dr. Michael Fire  -  Dr. Michael Fire is an elder of the Cheyenne Arapaho Tribe of Oklahoma, and a retired military officer.

12:50 PM – 2:00 PM  
AAACE Business Meeting and Lunch - *Great Hall C*
Featured Concurrent Sessions
(all Featured Sessions will take place in Great Hall A&B)

Wednesday, November 18, 2015

9:15 am - 10:00 am - Sponsored by: Cooperative Extension SIG
Exemplary Community Collaborations - Adapting Theory to Practice
Moderator: Clint Cummings
Panel Members: Nozella Brown, Melanie Hart, Barbara Metzger, Michael Reichenbach

Cooperative Extension serves as a bridge connecting learning theory and practice to provide effective community-based adult education in diverse settings. The panel discussion will feature case studies demonstrating unique and exemplary collaborations applying adult education theory to practice in non-formal community education. Such practice transcends subject-matter content and has relevance for a broader audience of adult educators including those providing community-based education and those interested in extending the work of academic units into the community. Participants will be invited to discuss how their own practice can be informed and strengthened by the concepts presented.

10:30 am - 11:15 am - Sponsored by: Commission for Distance Learning and Technology
The Power, Peril and Promise of Social Media and Technologies for Adult Education in the Information Age
Moderators: Geleana Drew-Alston and J. Bernard Bradley
Panel Members: Valerie S. Bryan and Haijun Kang

This interactive session includes a brief history of social media in adult and higher education, pitfalls to avoid, and detailed strategies for cultivating successful online communities of practice in today’s information age. Checklists and best-practices using varied social media platforms and target populations will be shared by presenters and attendees representing diverse community-based and formal educational settings. In addition to adult education professors and practitioners, AAACE and its SIGs and commissions will also benefit as they build their own communities of practice.
1:45 pm - 2:30 pm – Sponsored by: Sustainability and Environmental Education SIG
Ecojustice Adult Education: Theory and Practice in the Cultivation of Ecological Change
Facilitators: Audrey Dentith, Wendy Griswold, and Nancy Winfrey

Adult education holds much potential for its ability to maximize the capacity of adults to work together in strengthening mutually supportive communities that contribute to a sustainable future. No other field of education is more perfectly poised to address ecological needs or confront environmental issues than the field of adult education. Adult learning is more central to the societal reproduction, resistance and transformation of culture than the education of youth and children who lack the depth of experience that is required to begin addressing current challenges and decision-making opportunities. Resistance to and the transformation of societal structures emerge more vibrantly from the adult population. When adults see the world in new ways, they engage with purpose and determination. Adult education in this era of fundamental change needs to open minds to community-centered alternatives to the money economy, and alternate ways of living productive, happy lives.

In this panel presentation, the edited collection of a new book on the cultural roots of the ecological/cultural crisis and its relationship to adult education will be explored. The development of eco-literacy among adults will be emphasized, as well as how an ecojustice approach to adult education leads to new directions in thinking and involvement with grass roots practices for social change. The theoretical tenets of an ecojustice adult education will be made and examples of grassroots work in communities will be elaborated in this panel presentation.

Panel presentations will feature some of the chapters from the edited collection. Topics include: ecofeminism and the cultural commons, and sustainability in adult education. Examples of ecojustice efforts in the community will include speakers on the Transition movement, the Pittsboro Plentys (local currency) and community-sponsored agriculture.

2:45 pm - 3:30 pm – Sponsored by: Undergraduate Adult Learner SIG
Today’s Learner, Tomorrow’s Practitioners: In-sights from a student panel
Session Facilitators: Lori Risley and Leonard Bogner

In today’s society, it has become a competition to see who can come out on top academically, socially, internationally, and fiscally. This is particularly true in the United States of America and Adult Education is not immune. In fact, as technology continues to change the academic landscape not only in the classroom but in the workforce Adult Educators are increasing involved. Therefore, we as a profession need to engage our current learners in the conversation of what exactly attracted them to the field, how or if technology effects that choice, what do they perceive their professional needs to be, and how can professional organizations support them as they move from student to graduate, thus, taking their place in the field. This student panel addresses question such as: What exactly is the attraction? What are tomorrows graduate seeking? How can we provide relevant and engaging Adult Education Programs?
Today’s student expects learning environments to be as rich as their interactions with commercial experiences. Unfortunately this is seldom the case, as the tools for creating such content have often had extremely steep learning curves or not been compatible with other institutional systems. This session will demonstrate how APUS created an application that allows for the creation of rich, dynamic content that learners can access on any device from smartphones to the desktop. The application also functions in offline mode, allowing students to take the course content and learning tools with them anywhere to go. Truly fulfilling the promise of anywhere, anytime learning, APUS has developed a solution that the institution believes will be particularly useful for our military students. Regardless of where they are deployed, APUS students will now be able to take the classroom with them. Additionally, this technology is extremely rich, replication what our learners expect from a thought leader in the higher education space.

Join us to participate in our first AAACE in Action project! We welcome a diverse population of AAACE conference attendees (practitioners, scholars, and community representatives) to come together in dialogue of social justice issues such as sustainability, poverty and access to education. The purpose of this featured session is to initiate the development of a Social Justice Action Plan that strengthens advocacy strategies for and by AAACE members, and connects and supports practitioners, community representatives and community of scholars in their praxes at local, regional, national, and international levels.

This session kicks off the AAACE in Action project as we collaborate in identifying needs and developing action strategies, informed by practitioners, local community representatives, and faculty in their respective communities and regions. The eventual AAACE-grounded advocacy action plan will address social justice issues that fit the respective contexts of practitioners’ settings. After this initial session, the sponsoring SIGs and Commission will prepare and disseminate a report to AAACE which presents the current state of the adult education landscape as seen by participants. The report is a foundation for generating advocacy, mutual support, and connections among AAACE and relevant stakeholders.
## Conference Sessions by Strand

### Adult Basic Education, Adult High School, Adult Numeracy, Correctional Education

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Roundtable</td>
<td>Immigrants: Who They Are and What They Contribute</td>
<td>Denzil Mohammed</td>
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<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>An Owner's Manual for Our Republic: History and Civics Education for Adult Learners</td>
<td>Erin Sloan and Gina DeAngelis</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Reinventing the Learning Experience: Preparing High School Equivalency Students for 100-Level Classes</td>
<td>Michael Benvin and Stephanie Reese</td>
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<tr>
<td>Thursday (2:15 pm – 3:00 pm)</td>
<td>Concurrent Session</td>
<td>Capitalizing on New and Emerging Education Market Opportunities</td>
<td>David P. Waldherr</td>
</tr>
<tr>
<td>Thursday (2:15 pm – 3:00 pm)</td>
<td>Concurrent Session</td>
<td>Overcoming Cognitive Deficits to Improve Academic Achievement</td>
<td>John Hatfield</td>
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<tr>
<td>Friday (8:15 am – 9:00 am)</td>
<td>Roundtable</td>
<td>Chief Teale's The Tools of Learning: From GED to Master's Degree and Beyond</td>
<td>Charles A. Teale, Sr.</td>
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<tr>
<td>Friday (10:30 am – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Preparing Students for Success on HiSET and TASC</td>
<td>Tim Collins</td>
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### Adult Development and Aging

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<tr>
<td>Thursday (10:15 – 11:00 am)</td>
<td>Roundtable</td>
<td>Food Insecurity and Adult Learners in Higher Education</td>
<td>Niesha Douglas and Geleana Drew-Alston</td>
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<tr>
<td>Thursday (10:15 – 11:00 am)</td>
<td>Roundtable</td>
<td>To Learn and to Grow: Applying Adult Development to Faculty Learning</td>
<td>Anne Benoit</td>
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### Adult Learners with Disabilities

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<tbody>
<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>White Cane and Identity: Conflict Between Intervention and the Protection of Perceived Image</td>
<td>Michael Munro and Heather Munro</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>Evolution of a Disability Services Course</td>
<td>Tabitha Brecke</td>
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<tr>
<td>Friday (8:15 am – 9:00 am)</td>
<td>Concurrent Session</td>
<td>Underrepresented Adult Learners in Higher Education: Intellectual and Developmental Disabilities</td>
<td>Melissa Smiley</td>
</tr>
<tr>
<td>Friday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>Evolution and Revolution in Assistive Technologies for Adult Learners</td>
<td>Jon Kragness and Claudette M. Peterson</td>
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### Adult Learning

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<tr>
<td>Wednesday (9:15 am-10:00 am)</td>
<td>Concurrent Session</td>
<td>The Role of Character in Adult Science, Technology, Engineering, and Math Activities</td>
<td>Milton Lawler</td>
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<tr>
<td>Wednesday (9:15 am-10:00 am)</td>
<td>Roundtable</td>
<td>Self-Evaluation: A Conceptualized Framework for Reflecting, Relating, and Releasing</td>
<td>Josie Andrews</td>
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<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Higher Education, Low Retention Rates of Adult Learners in Online Courses: Innovative Services (Pilot Study)</td>
<td>Gloria Smith</td>
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<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Learning Styles 101 - Overview and Intruments</td>
<td>Carla Pacalo</td>
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<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Learning Outcomes Assessment, Reflection and Bloom's Revised Taxonomy</td>
<td>Royce Ann Collins</td>
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<td>Wednesday (10:30 – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Adult Education 2.0: Moving toward Competency-Based Learning</td>
<td>Anna Hultquist</td>
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<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Roundtable</td>
<td>Selected Study Circles in the U.S. and Other Countries: Nonformal Adult Learning Effort</td>
<td>Eunkyung Na and Waynne B. James</td>
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<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Roundtable</td>
<td>Teaching Nonliterate Adults Using Oral Methods: Rethinking Global Adult Basic Education</td>
<td>LaNette Weiss Thompson</td>
</tr>
<tr>
<td>Wednesday (1:45 pm – 2:30 pm)</td>
<td>Concurrent Session</td>
<td>An update on Blended Education at the University of Central Oklahoma</td>
<td>Len A. Bogner, Bucky J. Dodd and Jessie J. Daws</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Leader Development -- Self-Efficacy, Choice and Learning Transfer</td>
<td>Eileen Godinez and Barry Leslie</td>
</tr>
<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Teaching Adults Effectively: Keys to Successful Learning</td>
<td>Ralph G. Brockett</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Power relations, social capital, and networks as determinants in adult student succes</td>
<td>Jeff Zacharakis</td>
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<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Competency-Based Education: Do Pass Go, Do Collect $200</td>
<td>Liz Crowell and Brett King</td>
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<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>Competency Based Education Within The Adult Learning Environment</td>
<td>Glenn Anthony Palmer and Lorenzo Bowman</td>
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<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>Participatory Video Research Methodology in Adult Education</td>
<td>Simone C Conceição and Todd Southern</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>A Case Study on Spirituality in Senior Center Education: Qualitative Research in Adult Education</td>
<td>Laura Demarse and Mitsunori Misawa</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>Relationships Matter: The Impact of Career Technical Education Experiences on Adult Lives</td>
<td>Shelli Henehan</td>
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<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Learning to Work Together: A Phenomenological Approach to Understanding Participation ( a Jamaican Experience)</td>
<td>Angela Brown Burke</td>
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<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Co-construction of Learning Identity Between Adult Undergraduates and Their Instructors</td>
<td>Jie Ke and Millard Juette Bingham</td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Roundtable</td>
<td>Creating Work Identities: The Professional Journeys of Immigrants</td>
<td>Jan Adversario</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Separate but Unequal: Gender, literacy and the challenges of colonial legacy - a look at Burkina Faso, West Africa</td>
<td>Daphne Ntiri</td>
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<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Study Abroad in Graduate Adult Learning Programs: Enhancing the Curriculum or Boondoggle?</td>
<td>Robin Hurst</td>
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<td>Thursday (9:00 am - 9:45 am)</td>
<td>Roundtable</td>
<td>Group Project Processes that Foster Communication and Accountability in Accelerated Online Graduate Programs</td>
<td>Judy K. Favor</td>
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<tr>
<td>Thursday (10:15 – 11:00 am)</td>
<td>Roundtable</td>
<td>Overcoming Student Aversions to Learning</td>
<td>Patricia Coberly Holt</td>
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<td>Time</td>
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<tr>
<td>Thursday (10:15 – 11:00 am) Roundtable</td>
<td>Not Everything is Transformation: Threshold Concepts as a Lens for Professional Development</td>
<td>Chad Hoggan and Jenica Davidson</td>
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<tr>
<td>Thursday (2:15 pm - 3:00 pm) Concurrent Session</td>
<td>Learning Styles Assessment Instruments for Adults: What Works and What Doesn’t.</td>
<td>Kelly McCarthy, Maniphone Dickerson and Waynne B. James</td>
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<tr>
<td>Thursday (2:15 pm - 3:00 pm) Concurrent Session</td>
<td>Photo-ethnography: revolutions in research and adult education</td>
<td>Dianna Bartel and Susan M. Yelich Biniecki</td>
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<tr>
<td>Thursday (3:30 pm - 4:15 pm) Concurrent Session</td>
<td>Growth Mindset vs Fixed Mindset: Strategies for Enriching the Learning Experiences of Adult Learners</td>
<td>Robyn Cooper, Lyn Brodersen and Carol Beaverlo</td>
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<tr>
<td>Thursday (3:30 pm - 4:15 pm) Concurrent Session</td>
<td>Self Efficacy: Does it impact why I teach how I teach?</td>
<td>Jane Fishback, Barry B. Leslie and Pamela Dietz</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Learning in Childhood versus Learning in Adulthood: The theory of Pedagogy and Andragogy</td>
<td>Smeon O. Edosomwan</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Unlearning: Heuristic methods for empirical research of a neglected concept in adult education</td>
<td>Astrid Seltrecht</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Students Evolving for Industry Careers: Case Study Exploring Experiential Learning Methods in a Hospitality Program</td>
<td>Joe Askren</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Facilitating Team Development: Creating Effective Organizational Teams that Balance Process and Product</td>
<td>Blaine Alexander and Jennifer Medeiros</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Resilience, Determination, and Responsibility: Examining Adult Learner and Practitioner Beliefs About What It Means To Be Serious About and Successful In College</td>
<td>Danielle Gioia</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Deconstructing Mentorship: Moving from an activity to a learning orientation</td>
<td>Jay M. A. Parker, Monica Jones and Kit Kacirek</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Examining the Effectiveness of Using Online Learning to Meet the Needs of Diverse Learners</td>
<td>Krystle T. Nguyen, Petra A. Robinson and Malaika Edwards</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Demystifying the Journey of Adult Learners: Determine to Overcome all Odds</td>
<td>Yvonne Hunter-Johnson</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Examining the Learning Environments of Introverted and Extroverted Learners</td>
<td>Carol Beaverlo, Robyn Cooper and Lyn Brodersen</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>Walking into the Unknown: Engaging First Generation College Students in Higher Education</td>
<td>Hannah N. White, John D. Harrison and Marye E. Hooker</td>
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<tr>
<td>Thursday (10:15 am -11:00 am) Poster Exhibit</td>
<td>The Hyporbean</td>
<td>Jerome Matthews, Amanda Barnes and Tikisha Hudson</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am) Concurrent Session</td>
<td>Civic Engagement as International Revolutionary Praxis among Adult Learners</td>
<td>Lisa Rochelle Brown</td>
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<tr>
<td>Friday (8:15 am – 9:00 am) Concurrent Session</td>
<td>Learning Methods for the Post Retirement Workforce.</td>
<td>Malaika T. Edwards and Petra A. Robinson</td>
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<tr>
<td>Friday (8:15 am – 9:00 am) Concurrent Session</td>
<td>Constructing Meaning with Adult Learners: Weaving Work, Career, and Calling into Lifelong Learning</td>
<td>Anne Rapp</td>
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<tr>
<td>Time</td>
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<td>Friday (8:15 am –</td>
<td>Concurrent</td>
<td>The First 15 Minutes: Setting the tone for teaching and learning</td>
<td>Steven B. Frye and Jonathan Taylor</td>
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<tr>
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<tr>
<td>Friday (8:15 am –</td>
<td>Concurrent</td>
<td>A Purposeful Evolution of Self to Promote a Positive Institutional</td>
<td>Melanie S. Jones</td>
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<td>9:00 am)</td>
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<td>Revolution</td>
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<tr>
<td>Friday (8:15 am –</td>
<td>Roundtable</td>
<td>Museums as a potential space of adult learning for community and social change</td>
<td>Soo Yeon Park, Jieun You, Junghwan Kim</td>
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<td>Roundtable</td>
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<td>Friday (8:15 am –</td>
<td>Roundtable</td>
<td>Culture and Identities for Korean Women Faculty in the Spaces of the</td>
<td>Christine Moon</td>
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<td>9:00 am)</td>
<td>Roundtable</td>
<td>U.S. Academy</td>
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<tr>
<td>Friday (8:15 am –</td>
<td>Roundtable</td>
<td>Program Development for Transcultural Education Involving Adult</td>
<td>Helena Wallenberg and Emmanuel Jean Francois</td>
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<td>9:00 am)</td>
<td>Roundtable</td>
<td>Learners</td>
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<tr>
<td>Friday (9:15 am –</td>
<td>Concurrent</td>
<td>Using Life Learning Narratives to Develop Prior Learning Credit</td>
<td>Matt Bergman</td>
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<td>10:00 am)</td>
<td>Session</td>
<td>Portfolios</td>
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<tr>
<td>Friday (9:15 am –</td>
<td>Concurrent</td>
<td>Re-conceptualizing reflection for prediction and influence: A relational frame theory account and preliminary empirical support</td>
<td>Kevin M. Roessger</td>
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<td>Session</td>
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<tr>
<td>Friday (9:15 am –</td>
<td>Concurrent</td>
<td>Promoting Peak Performance of Gifted Adults by Meeting Their</td>
<td>Cynthia Noblin Perry</td>
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<tr>
<td>10:00 am)</td>
<td>Session</td>
<td>Educational and Professional Development Needs</td>
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<tr>
<td>Friday (10:30 am –</td>
<td>Concurrent</td>
<td>Making the Case: Mitigating Veteran Suicide Rates Through Engagement</td>
<td>Marye E. Hooker and John D. Harrison</td>
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<tr>
<td>11:15 am)</td>
<td>Session</td>
<td>in Higher Education</td>
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<tr>
<td>Friday (10:30 am –</td>
<td>Concurrent</td>
<td>Employing Personal Learning Networks and Connectivism for Adult</td>
<td>James K. Greer, Jr.</td>
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<td>11:15 am)</td>
<td>Session</td>
<td>Self-Development</td>
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<tr>
<td>Friday (10:30 am –</td>
<td>Roundtable</td>
<td>Leverage Your Strengths in Teaching and Learning</td>
<td>Claudette M. Peterson, Tim O. Peterson and Corina Todoran</td>
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<td>11:15 am)</td>
<td>Roundtable</td>
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<tr>
<td>Friday (10:30 am –</td>
<td>Roundtable</td>
<td>Understanding Why Male, Long Term High School Dropouts Resist</td>
<td>Robert McGowan</td>
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<td>11:15 am)</td>
<td>Roundtable</td>
<td>Returning to Complete a Secondary Credential</td>
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<td>Friday (10:30 am –</td>
<td>Roundtable</td>
<td>Bored Research Students: Evolution in Teaching Basic Research Skills</td>
<td>Marion Nesbit</td>
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<td>11:15 am)</td>
<td>Roundtable</td>
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<td>Roundtable</td>
<td>Adult Students</td>
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**Adult Psychology, and Counseling and Adult Learner Services**

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<tr>
<th>Time</th>
<th>Session Type</th>
<th>Topics</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Wednesday (1:45 pm</td>
<td>Concurrent</td>
<td>Exploring Predictive Factors influencing Returning International and</td>
<td>Xi Lin, Chih-hsuan Wang and Maria Martinez Witte</td>
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<td>- 2:30 pm)</td>
<td>Session</td>
<td>American Adult Learners' Motivational Orientations</td>
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<tr>
<td>Thursday (2:15 pm</td>
<td>Roundtable</td>
<td>A Critical Discussion of National Trends in American Adult Education</td>
<td>Kenda S. Grover and Michael T. Miller</td>
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<td>- 3:00 pm)</td>
<td>Roundtable</td>
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<tr>
<td>Friday (9:15 am –</td>
<td>Roundtable</td>
<td>Getting Butt Naked: A Story of Conditioning</td>
<td>Jerome Matthews</td>
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<td>10:00 am)</td>
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## Conference Sessions by Strand (Continued)

### CCMNFE and SIGs

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<tr>
<th>Day and Time</th>
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<tr>
<td>Thursday (2:15 pm - 3:00 pm)</td>
<td>Featured Session</td>
<td>Action through AAACE</td>
<td>Nancy Fire, Ed Cunliff, Gabrielle Strohschen, Jacqueline McGinty, Wendy Griswold, Lori Risley, Amanda Cribbs and Kristi Frush</td>
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### Colleges and Universities (including Community Colleges)

<table>
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<tr>
<th>Day and Time</th>
<th>Session Type</th>
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<tbody>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Concurrent Session</td>
<td>Evolution in Re-Theorizing Prior Learning Assessment: Integrating Changing Perspectives</td>
<td>Cynthia Stevens and Leodis Scott</td>
</tr>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Concurrent Session</td>
<td>Faculty and Students’ Perspectives on Effective Teaching Characteristics.</td>
<td>Ashraff Anuar and James E. Witte</td>
</tr>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>The First Year Student Experience: Successful Academic Retention Practices for New Adult Learners</td>
<td>Ovi Galvan and Jill Zarestky</td>
</tr>
<tr>
<td>Wednesday (10:30 am-11:15 am)</td>
<td>Concurrent Session</td>
<td>Keep Calm and Carry On? Faculty Perspectives on Challenging Personal Emotions During Difficult Discourses on Race.</td>
<td>Kanyon Murray-Johnson</td>
</tr>
<tr>
<td>Wednesday (10:30 am-11:15 am)</td>
<td>Concurrent Session</td>
<td>A Critical Lens for Leadership and Organizational Learning: Managing Attritions and Defusing Race/Ethnicity Confrontations</td>
<td>Larry G. Martin and Danielle Apugo</td>
</tr>
<tr>
<td>Wednesday (10:30 am-11:15 am)</td>
<td>Roundtable</td>
<td>Supporting and Retaining Diverse Learners: Cultural Competence Across Campus</td>
<td>Kristi Archuleta, Liliana Renteria and MeShawn Conley</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>PAR as Pedagogy in Developmental Math: Critical Conversations about Learning Mathematics</td>
<td>German Moreno</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Roundtable</td>
<td>Welcome to the Community College: Examining Faculty-Derived Campus Ethos and Student Engagement among Black Men</td>
<td>John D. Harrison and Marye E. Hooker</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Roundtable</td>
<td>Implementing Constructionist Positional Policy Research on Anti-bullying in Adult Higher Education: A Queer Crit Perspective</td>
<td>Mitsunori Misawa</td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>Do They Know Who We Are? How Adult Education Is Understood by K-12 Teacher Educators</td>
<td>Joann S. Olson</td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Roundtable</td>
<td>Adult College Students’ Roles in University Governance: Is Non Traditional Too Old?</td>
<td>Everett A. Smith</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Deliberative Pedagogy: Transforming Classrooms and Communities</td>
<td>Timothy Shaffer</td>
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<tr>
<td>Time</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>What Do Adult College Students Say Makes for Good and Bad Learning Experiences</td>
<td>Amy Ballin and Marianne Reiff</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>Tribal Colleges and Universities (TCUs): A Movement in Acts</td>
<td>Craig A. Campbell</td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Predicting Student Retention: Last Students In are Likely to be the First Students Out</td>
<td>Jo Ann Hallawell</td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Socialization or Alienation? How Films Represent the Experience of Non-traditional College Students.</td>
<td>Joseph Armstrong and Kevin Nolley</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Civic Engagement as International Revolutionary Praxis among Adult Learners</td>
<td>Lisa Rochelle Brown</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Beyond History Months: Taking the Next Step in Cultural Integration</td>
<td>Ted McCadden and Jennifer L. Pemberton</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Roundtable</td>
<td>The Bad Department Chair: Organizational Responses to Challenging Leadership</td>
<td>John W. Murry, Michael T. Miller and Kit Kacirek</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Roundtable</td>
<td>Using Advisory Committees to Support Adult Education Programs</td>
<td>James E. Witte, Maria Martinez Witte, Iris M. Saltiel and Leslie Cordie</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Concurrent Session</td>
<td>Black Professor/White Students: The Implications of Race on Andragogy</td>
<td>Shaquille Marsh</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Concurrent Session</td>
<td>Using a Flipped Classroom to Reach Adult Career-Changers and Millennials</td>
<td>Kathleen Fabrikant and Megan E. Morris</td>
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<tr>
<td>Thursday (2:15 pm - 3:00 pm)</td>
<td>Concurrent Session</td>
<td>Outcomes assessment: Learning from Capstone Portfolios</td>
<td>Henry S. Merrill, Frank DiSilvestro and Marjorie E. Treff</td>
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<tr>
<td>Thursday (3:30 pm - 4:15 pm)</td>
<td>Concurrent Session</td>
<td>Adult Non-Traditional Students’ Course Time and Format Preferences at the University of Central Oklahoma</td>
<td>Len A. Bogner, Dorothy L. Cady and Lori Risley</td>
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<tr>
<td>Thursday (3:30 pm - 4:15 pm)</td>
<td>Roundtable</td>
<td>Evolution of Non-Traditional Students in Higher Education: A History told from the UCEA</td>
<td>Michael T. Miller</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>The role of mentoring in faculty job satisfaction</td>
<td>Tony Lee and Doo Hun Lim</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>Trends in Standardized Testing Scores and Graduation Rates</td>
<td>Robert Dale Southard</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>Understanding Baby Boomer Transitions Back to College</td>
<td>John Cain</td>
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<tr>
<td>Friday (10:30 am – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Transformative Learning Operationalized Through HIP Programs</td>
<td>Ed Cunliff and Jeff King</td>
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<tr>
<td>Friday (10:30 am – 11:15 am)</td>
<td>Roundtable</td>
<td>Revitalizing a 40 Year Advising Model: The Integration of Professional Advisers and Agile Adviser</td>
<td>Darryl Jones</td>
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**Commission for Distance Learning**

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<th>Time</th>
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<th>Title</th>
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<tbody>
<tr>
<td>Wednesday (10:30 am–11:15 am)</td>
<td>Featured Session</td>
<td>The Power, Peril and Promise of Social Media and Technologies for Adult Education in the Information Age</td>
<td>J. Bernard Bradley, Geleana Drew-Alston, Valerie S. Bryan, Haijun Kang</td>
</tr>
<tr>
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<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Concurrent Session</td>
<td>Black Primary Caregiving Grandmothers in Rural Communities: Networking, Learning, and Caring for their Grandchildren</td>
<td>Mattyna Stephens and Mary V Alfred</td>
</tr>
<tr>
<td>Wednesday (9:15 am-10:00 am)</td>
<td>Concurrent Session</td>
<td>Popular Education: Then, Now and Tomorrow</td>
<td>Dr. Drick Boyd</td>
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<tr>
<td>Wednesday (10:30 am–11:15 am)</td>
<td>Concurrent Session</td>
<td>Innovative Curriculum Design for Developing Non-normative Literacy Skills</td>
<td>Petra A. Robinson and Malaika T Edwards</td>
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<tr>
<td>Wednesday (1:45 pm–2:30 pm)</td>
<td>Roundtable</td>
<td>Mentoring Beyond Friendship</td>
<td>Tennille Lasker-Scott, Geleana Drew-Alston, Nozella Brown and Mattyna Stephens</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Applying Andragogy to Revolutionize Approach to Learning Needs of Adults with Aphasia</td>
<td>Susan Isenberg</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Privileging the Role of the Marginalized: A Case of Organized Resistance by Young Adult Catholics</td>
<td>Seth A Jacobson</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Fish, Fruit, and Tobacco: The Connections Among Minorities and Agricultural Labor Education in the 1930s</td>
<td>Geleana Drew Alston</td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>What’s Love Got To Do With It?: Overcoming Internalized Racism</td>
<td>Ruby Cain</td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>“The AAACE Religious Education SIG—Beginning a New Dialogue”</td>
<td>Bob Mullen and Jonathan Hunstiger</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Once Upon a Time: Cinderella and the Public Pedagogy of Heritage Tourism</td>
<td>Micki Voelkel and Shelli Henehan</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Roundtable</td>
<td>The Melting Pot: The Inclusion of Multicultural Education in the Adult Learning Environment</td>
<td>Kristine Ball and Shaquille Marsh</td>
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<tr>
<td>Thursday (2:15 pm - 3:00 pm)</td>
<td>Concurrent Session</td>
<td>Tending the Fire: A Pedagogy of Creative Emergence for Community Transformation</td>
<td>Ann Brooks, Thermajean Jones and Tim Eubanks</td>
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<tr>
<td>Thursday (3:30 pm - 4:15 pm)</td>
<td>Roundtable</td>
<td>Neoliberal Exploitation: For-Profit Mis-education and the Reproduction of Social Inequality</td>
<td>Elizabeth A. Gibblom and Jonathan E. Messemer</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>Examining Adult Education Pathways and Self-Sufficiency for Women in Low-Income Housing</td>
<td>Cedric M. Scott</td>
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<tr>
<td>Friday (8:15 am – 9:00 am)</td>
<td>Concurrent Session</td>
<td>In re-storying lies our restoration: providing spaces for learning and healing.</td>
<td>Ingrid Andersen</td>
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<tr>
<td>Friday (8:15 am – 9:00 am)</td>
<td>Roundtable</td>
<td>Potential Impacts of Wellness Coaching on Rural, Low Socioeconomic Populations</td>
<td>Somer Overshon</td>
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<tr>
<td>Friday (9:15 am – 10:00 am)</td>
<td>Concurrent Session</td>
<td>Learning from Experience: Critical, Collective Praxis Following Short-Term Mission Travel</td>
<td>Nancy Winfrey</td>
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<tr>
<td>Friday (9:15 am – 10:00 am)</td>
<td>Roundtable</td>
<td>Exploring Sustainability Initiatives with Rural Community Continuing Education Centers</td>
<td>Kit Kacirek, Stacy Nicole Mackey Kimbrough and Timothy E. Lampkin</td>
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### Conference Sessions by Strand (Continued)

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<tr>
<td>Friday (9:15 am – 10:00 am)</td>
<td>Roundtable</td>
<td>Let Your Freak Flag Fly! A Psychedelic Exploration of Hippy Adult Education and the Counterculture</td>
<td>Gabriel Morley</td>
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<tr>
<td>Friday (10:30 am – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Exploring Learning among People Experiencing Homelessness</td>
<td>Stacy Nicole Mackey Kim-brough and Kenda S. Grover</td>
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<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Featured Session</td>
<td>Exemplary Community Collaborations: Adapting Theory to Practice</td>
<td>Clint Cummins, Nozella Brown, Melanie Hart, Barbara Metzger and Michael Reichenbach</td>
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<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Engaging Partners and Participants in Program Design: A Review of Survey and Focus Group Results</td>
<td>Clint Cummings</td>
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<tr>
<td>Distance and Online Learning (including Technology)</td>
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<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>Online Learner Engagement: Revolutions in Creating a Learning Community</td>
<td>Lynne Orr</td>
<td></td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>Using Knowledge Management Strategies to Foster Innovation in eLearning Course Design and Facilitation</td>
<td>Bucky J. Dodd</td>
<td></td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>When Andragogy Runs Amuck: Techniques to Address Undesirable Student Behavior in the Online Classroom</td>
<td>Margaret A. Eggleston and Charlotte Chase</td>
<td></td>
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<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Community College Online Course Completion: A Sense of School Community and the Adult Learner</td>
<td>Kathleen Stone</td>
<td></td>
</tr>
<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Roundtable</td>
<td>Research on Online Faculty: What we know and Where we go from here</td>
<td>Anita Samuel</td>
<td></td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Faculty and the Adoption of Online Instruction</td>
<td>Donna Murdoch</td>
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<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Graduate student advising in online accelerated programs: Bringing adult learning theory to practice</td>
<td>Linda Merkl</td>
<td></td>
</tr>
<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Roundtable</td>
<td>Planning and Conducting Interactive Video Based Distance Education: Best Practices, Tips and Tricks</td>
<td>Tino Simon</td>
<td></td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Recognizing and Reducing Microaggressions within the Confines of Online Discussion Boards</td>
<td>Annie Hoekman, W. Franklin Spikes and Doris Wright Carroll</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Institutional Support for Distance Education Graduate Programs in Adult Education</td>
<td>Gary Dean</td>
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<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>E-Service-Learning: Reflections from Adult Learners in an Online Program</td>
<td>Jeremy Schwehm</td>
<td></td>
</tr>
<tr>
<td>Thursday (3:30 pm - 4:15 pm)</td>
<td>Roundtable</td>
<td>Creating a Responsive, Inclusive and Meaningful Online Experience</td>
<td>Tobin P. Lopes and Leann M.R. Kaiser</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>The superiority of independent learning objects</td>
<td>Christopher Martinez</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Day</td>
<td>Event Type</td>
<td>Title</td>
<td>Presenter(s)</td>
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<tr>
<td>Thursday</td>
<td>10:15 am</td>
<td>Poster Exhibit</td>
<td>Online and Learner-centered: The Cash Cow Crumbles</td>
<td>Jinhee Choi, Davin Carr-Chellman and Michelle Covert</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:15 am</td>
<td>Poster Exhibit</td>
<td>Can Students Provide Meaningful Peer Feedback?</td>
<td>Pierce Sanute</td>
</tr>
<tr>
<td>Friday</td>
<td>8:15 am</td>
<td>Roundtable</td>
<td>Integrating the Course: ‘GreenSTEM - Exploring and Preparing for Green Careers’ Into Your STEM Classes</td>
<td>Marnie O’Brien</td>
</tr>
<tr>
<td>Friday</td>
<td>9:15 am</td>
<td>Concurrent Session</td>
<td>Relationships Between Minority Adult Online Learning Experiences and Academic Performance</td>
<td>Alex Kumi-Yeboah and Patriciaann Smith</td>
</tr>
<tr>
<td>Friday</td>
<td>9:15 am</td>
<td>Shared Concurrent (2 oral presentations in 45 minutes)</td>
<td>Using Design-Based Research to Develop a Community of Practice</td>
<td>Shelly Walters and Kenda S. Grover</td>
</tr>
<tr>
<td>Friday</td>
<td>10:30 am</td>
<td>Concurrent Session</td>
<td>Effects Of Interactive E-Learning Modules On Knowledge Retention</td>
<td>Dwain M. Starks</td>
</tr>
<tr>
<td>English for Speakers of Other Languages, GED Literacy, Vocational and Career Education</td>
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<tr>
<td>Thursday</td>
<td>2:15 pm</td>
<td>Concurrent Session</td>
<td>Creating Narratives That Resonate for Effective Advocacy, Fundraising, and Community Relations</td>
<td>Deborah Kennedy</td>
</tr>
<tr>
<td>Friday</td>
<td>8:15 am</td>
<td>Roundtable</td>
<td>Para mi! Providing developmental opportunities for non-native English speakers</td>
<td>Kim A Gordon</td>
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<tr>
<td>Graduate Student Education</td>
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<tr>
<td>Wednesday</td>
<td>9:15 am</td>
<td>Concurrent Session</td>
<td>Developing teacher self efficacy in higher education: A university-sponsored program for graduate student teaching excellence</td>
<td>Nancy Fire</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10:30 am</td>
<td>Roundtable</td>
<td>Assessing Scholarly Writing by First-Generation Adult Education Graduate Students</td>
<td>Kathy Lohr and Christy M. Rhodes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1:45 pm</td>
<td>Roundtable</td>
<td>Who Wants to Work With Me? Networking for Graduate Student Collaboration</td>
<td>Valerie K. Ambrose, Cecilia Teal, Kellee Vess and C. Amelia Davis</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:45 pm</td>
<td>Roundtable</td>
<td>“I Can’t Hear What You’re Saying, Just How You Say It” - Re-imagining Feedback</td>
<td>Marianne Reiff</td>
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<tr>
<td>Thursday</td>
<td>8:00 am</td>
<td>Concurrent Session</td>
<td>Interviewing for Academic Positions: Information for Graduate Students and Those Interested in Careers in Higher Education</td>
<td>Steven W. Schmidt</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 am</td>
<td>Roundtable</td>
<td>From Global to Local: Reaching Across Campus</td>
<td>Sharon Herbers, M. Alison Buck, Layla Alahmari and Ohud Alqarni</td>
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</table>
### Conference Sessions by Strand (Continued)

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<thead>
<tr>
<th>Time/Day</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Thursday (2:15 pm - 3:00 pm) Roundtable</td>
<td>Characteristics of Preparedness for Public Interest Law: A Multicase Study of Public Interest Lawyers</td>
<td>Paula Elrod McBride</td>
<td></td>
</tr>
<tr>
<td>Thursday (3:30 pm - 4:15 pm) Roundtable</td>
<td>Transformative Online Graduate Program Redesign: The Shift from Adult Education to Adult Learning and Development</td>
<td>Bill Morrison and Linda E. Morris</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Poster Exhibit</td>
<td>The Latina Educational Journey-Experiences from First Generation Doctoral Students</td>
<td>Andrea Flores and Yolanda Reyes Guevara</td>
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### Health Professionals

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<tr>
<th>Time/Day</th>
<th>Session Type</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Wednesday (10:30 am-11:15 am) Concurrent Session</td>
<td>Collaborating for Patient Education</td>
<td>Jean E. Fleming</td>
<td></td>
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<tr>
<td>Wednesday (2:45 pm - 3:30 pm) Concurrent Session</td>
<td>Distance Education in the Facilitation of an Addiction Intervention Program</td>
<td>Leann M.R. Kaiser and Susan Templeton</td>
<td></td>
</tr>
<tr>
<td>Thursday (8:00 am - 8:45 am) Roundtable</td>
<td>Qualitative Chronic Illness Research in Rural Areas: Lessons and Strategies</td>
<td>Lisa Baumgartner</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Concurrent Session</td>
<td>The Health Effects of Heart Rhythm Meditation as Spiritual and Embodied Learning</td>
<td>Elizabeth Tisdell</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Concurrent Session</td>
<td>Modelling Interactive Influences on Health and Adult Educators’ Contributions to Adult Health Learning</td>
<td>Lilian H. Hill</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Concurrent Session</td>
<td>Faculty Accreditation Standards: A Review of CAPTE’s Standard for Core Physical Therapy Faculty</td>
<td>Shannon Hughes and Mitsunori Misawa</td>
<td></td>
</tr>
<tr>
<td>Thursday (2:15 pm - 3:00 pm) Concurrent Session</td>
<td>Self-Directed Learning and the Lupus Patient: Using Adult Education to Actively Cope with Chronic Illness</td>
<td>Kristin Brittain and Valerie Bryan</td>
<td></td>
</tr>
<tr>
<td>Thursday (3:30 pm - 4:15 pm) Roundtable</td>
<td>Raising the Bar for the Culture of Continuing Education in Health Care</td>
<td>Shawna Strickland</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Poster Exhibit</td>
<td>Using Appreciative Inquiry in Formative Evaluation of an Educational Initiative for Hospital Nurses</td>
<td>Judith Ellen Livingston, Alice Gong, Rachael Farner and Liza Creel</td>
<td></td>
</tr>
<tr>
<td>Friday (10:30 am – 11:15 am) Concurrent Session</td>
<td>Job Crafting &amp; Graduate Medical Education: Can It Help Define a Profession?</td>
<td>Abigail E Arthur and Michael T. Miller</td>
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### History and Philosophy of Adult Education

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<tr>
<th>Time/Day</th>
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<tbody>
<tr>
<td>Wednesday (9:15 am - 10:00 am) Concurrent Session</td>
<td>The History of Adult Education Through a Look at Past Conferences</td>
<td>Douglas Smith and Waynne B. James</td>
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<tr>
<td>Wednesday (2:45 pm - 3:30 pm) Concurrent Session</td>
<td>Examining Perceived Important Life events of leaders in adult education: Do they have any effect?</td>
<td>Lee W Nabb, Fujuan Tan and Daryl Privott</td>
<td></td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am) Concurrent Session</td>
<td>Native American Tribes: Historical Aspects of Existence, Control, and Education</td>
<td>Gianina Shamarr Hayes and Waynne B. James</td>
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<tr>
<td>Thursday (10:15 am – 11:00 am) Concurrent Session</td>
<td>Past as Prologue for Adult Education: The 1947 Houle et al. Armed Services Study Revisited</td>
<td>John M. Persyn and Cheryl J. Polson</td>
<td></td>
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<tr>
<td>Friday (8:15 am – 9:00 am) Concurrent Session</td>
<td>Beginning and Becoming: Toward a Framework of Newness in Adult Learning</td>
<td>Adrienne Pickett</td>
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### International Adult Education

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<thead>
<tr>
<th>Date/Time</th>
<th>Session/Exhibit</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Concurrent Session</td>
<td>Botho and the Revolutions in Transnational Adult Learning</td>
<td>Mejai B. M. Avoseh</td>
</tr>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>U.S. Faculty Perceptions of Confucian Cultural Learners</td>
<td>Qi Sun, Haijun Kang, Bo Chang and David Lausch</td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Roundtable</td>
<td>Utilizing Sociocultural Approaches to Facilitate Adult Learning</td>
<td>Susan M. Yelich Biniecki and Haijun Kang</td>
</tr>
<tr>
<td>Thursday (2:15 pm - 3:00 pm)</td>
<td>Roundtable</td>
<td>Communities of Practice and the International Graduate Workshop</td>
<td>Kelly McKenna and Christine Kyser</td>
</tr>
<tr>
<td>Thursday (2:15 pm - 3:00 pm)</td>
<td>Roundtable</td>
<td>Learning Festival / Adult Learners’ Week - a motivation for Education for ALL</td>
<td>André Schlaefli</td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>Experience of Teaching Arabic Language for Adult Learners</td>
<td>Ohud Alqarni and Zayed Alshehri</td>
</tr>
<tr>
<td>Friday (8:15 am – 9:00 am)</td>
<td>Concurrent Session</td>
<td>Ethics of International Engagement in Adult and Continuing Education</td>
<td>Thomas J. Sork</td>
</tr>
<tr>
<td>Friday (10:30 am – 11:15 am)</td>
<td>Concurrent Session</td>
<td>English Language Learners’ Self-efficacy Beliefs and Language Learning Strategy Use</td>
<td>Hong Shi and Maria Martinez Witte</td>
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### Military Education

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<tr>
<th>Date/Time</th>
<th>Session/Exhibit</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>The Evolution of Spousal Education in the U.S. Military: A Historical Case Study</td>
<td>Ashley Gleiman</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Featured Session</td>
<td>Taking the Classroom Mobile</td>
<td>Phil Ice</td>
</tr>
<tr>
<td>Friday (9:15 am – 10:00 am)</td>
<td>Concurrent Session</td>
<td>Strengthening Military Learners Through Innovative Academic Programs</td>
<td>Kevin Rose and Matt Bergman</td>
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### Professors of Adult Education (CPAE)

<table>
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<th>Date/Time</th>
<th>Session/Exhibit</th>
<th>Title</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Roundtable</td>
<td>Repurposing the PhD - Navigating through Medical Education</td>
<td>Robert Treat and Kristina Kaljo</td>
</tr>
<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Concurrent Session</td>
<td>Evolving Roles of Adult Educators—Then and Now</td>
<td>Jovita Ross-Gordon</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Creative Recovery: Insightful Tools, Tips, and Techniques for Restoring your Creative Soul</td>
<td>Dominique T. Chlup</td>
</tr>
<tr>
<td>Thursday (10:15 – 11:00 am)</td>
<td>Concurrent Session</td>
<td>Trendy Trashion: A Process Paradigm for Community Empowerment in the Context of Upcycling</td>
<td>Gabriele Strohschen and Virginia I. Heaven</td>
</tr>
<tr>
<td>Thursday (10:15 am – 11:00 am)</td>
<td>Poster Exhibit</td>
<td>Exploring Inner Spaces - Transforming Self</td>
<td>Rachelle Franz and Ed Cunliff</td>
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### Program Management and Administration

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Session/Exhibit</th>
<th>Title</th>
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<tbody>
<tr>
<td>Thursday (3:30 pm - 4:15 pm)/ Concurrent Session</td>
<td>Communicating and Modeling Authentic Leadership</td>
<td>Communicating and Modeling Authentic Leadership</td>
<td>Michael E. Tomlin</td>
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</table>
### Conference Sessions by Strand (Continued)

#### Sustainability and Environmental Adult Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Featured Session</td>
<td>Ecojustice Adult Education: Theory and Practice in the Cultivation of Ecological Change</td>
<td>Wendy Griswold, Audrey Dentith and Nancy Winfrey</td>
</tr>
<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Addressing injustice and promoting sustainability though grant writing</td>
<td>Wendy Griswold</td>
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#### Undergraduate Adult Learners

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Featured Session</td>
<td>Today’s Learner, Tomorrows Practitioners: In-sights from a student panel</td>
<td>Lori Risley and Leonard Bogner</td>
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#### Workforce Development, Professional Development, Continuing Education, and Human Resource Development

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Type</th>
<th>Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>Keeping Up: Seeking a Balance with Work, Education, and Life</td>
<td>Krystal Brue</td>
</tr>
<tr>
<td>Wednesday (9:15 am - 10:00 am)</td>
<td>Roundtable</td>
<td>Using Adult Education to Empower &amp; Evolve the “Have Nots”: Women in Public Housing</td>
<td>Freda Bryson and Cedric M. Scott</td>
</tr>
<tr>
<td>Wednesday (10:30 – 11:15 am)</td>
<td>Concurrent Session</td>
<td>Are We There Yet?: Exploring the Development of Professional Identity in Career Changers</td>
<td>Margaret H. Rice, Joann S. Olson and Mary W. Lasater</td>
</tr>
<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Concurrent Session</td>
<td>Integrating Wellness Coaching with Career Development to Empower Success</td>
<td>Michael Garamoni</td>
</tr>
<tr>
<td>Wednesday (1:45 pm - 2:30 pm)</td>
<td>Roundtable</td>
<td>Factors Influencing Nacada Members in Their Selection of Continuing Professional Education</td>
<td>Kevin Nolley and Joseph Armstrong</td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent</td>
<td>Walk This Way: Implementing Third Party Leadership Development Programs in Graduate Management Education</td>
<td>Jim Parrish and Joel Hughes</td>
</tr>
<tr>
<td>Wednesday (2:45 pm - 3:30 pm)</td>
<td>Concurrent Session</td>
<td>Interconnection of Human Resource Development (HRD) and Adult Education</td>
<td>Bo Chang</td>
</tr>
<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Connecting our SME-ness: Toward a more accurate and useful view of subject matter expertise</td>
<td>Jonathan Taylor and Steven B Frye</td>
</tr>
<tr>
<td>Wednesday (4:00 pm – 4:45 pm)</td>
<td>Concurrent Session</td>
<td>Transformative Oriented Training: Theory of Change, Design and Evaluation</td>
<td>Cheryl Baldwin</td>
</tr>
<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Roundtable</td>
<td>Fostering and Promoting Faculty Development Workshops for Teaching and Learning Skills</td>
<td>Vicki Sheri Towne</td>
</tr>
<tr>
<td>Thursday (8:00 am - 8:45 am)</td>
<td>Roundtable</td>
<td>Engaging Mentors to Increase Persistence in an Online Executive Program: A Case Study</td>
<td>Ann Kolasa Zastrow</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Concurrent Session</td>
<td>Taboo Topic? Conducting a Structured Dialogue Pilot on Diversity and Inclusion in the Engineering Workplace.</td>
<td>Scott Hofacker</td>
</tr>
<tr>
<td>Thursday (9:00 am - 9:45 am)</td>
<td>Roundtable</td>
<td>Making Cents of Training: The ROI of interpersonal development</td>
<td>Kim A. Gordon</td>
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<tr>
<td>Time</td>
<td>Strand</td>
<td>Session Title</td>
<td>Speakers</td>
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</table>
| Thursday (9:00 am - 9:45 am) | Shared Concurrent (2 oral presentations in 45 minutes) | Matrix-Management: Application of an Established Business Technique to Boost Writing Productivity  
Co-Working: Application of an Emerging Business Practice to Increase Academic Writing Productivity | Catherine A. Cherrstrom and Jill Zarestky |
| Thursday (10:15 am – 11:00 am) | Concurrent Session                  | Learning Cities: Creating New Communities for Teaching Adults                  | Leodis Scott                            |
| Thursday (10:15 am – 11:00 am) | Concurrent Session                  | “I am not like them” – How welfare recipients perceive themselves and construct their identities. | Michelle A. Johnson and Mary V. Alfred |
| Thursday (2:15 pm - 3:00 pm) | Concurrent Session                  | Complements or Competitors?: Models for Understanding the Relationship between Adult Education and Human Resource Development | Joshua C. Collins and Jill Zarestky |
| Thursday (2:15 pm - 3:00 pm) | Roundtable                           | Theater as a tool for organizational change                                   | Chinedu Anumudu                         |
| Thursday (3:30 pm - 4:15 pm) | Concurrent Session                  | An Educator Among Attorneys: The Evolution of the Kansas Continuing Legal Education Initiative | W. Franklin Spikes                      |
| Thursday (3:30 pm - 4:15 pm) | Roundtable                           | Consultants Roundtable: Starting or Growing a Business through Online and Cloud-Based Services | J. Bernard Bradley                      |
| Thursday (10:15 am – 11:00 am) | Poster Exhibit                      | Reframing CTE Classrooms to Reflect Authentic Learning Environments: Learning Team Method Benefits Individual Student Performance | James Wooden                           |
| Thursday (10:15 am – 11:00 am) | Poster Exhibit                      | Promoting Academic Identity through Personal Websites                         | Leslie VanBuskirk                       |
| Friday (8:15 am – 9:00 am) | Concurrent Session                  | Validation of the Workplace Learning Hope Scale                                | Vicki Dieffenderfer                     |
| Friday (9:15 am – 10:00 am) | Concurrent Session                  | Work Engagement in Non-Profit Organizations: An integrative review             | Sunyoung Park and Junghwan Kim          |
| Friday (9:15 am – 10:00 am) | Concurrent Session                  | Managing the Learning Environment: Safety Training Caught Between Competing Agendas | Ramo J Lord                             |
| Friday (9:15 am – 10:00 am) | Concurrent Session                  | The evolving, revolutionizing influence of linking organizational learning with trust, empathy, sensitivity in the workforce. | John Henschke and Somanita Kheang      |
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Commission for International Adult Education (CIAE)

CIAE provides a forum for the discussion of international issues related to adult education in general, as well as adult education in various countries around the globe. The following purposes summarize the work of the Commission:

- To develop linkages with adult education associations in other countries.
- To encourage exchanges between AAACE and association from other countries.
- To invite conference participation and presentation by interested adult educators around the world.
- To discuss how adult educators from AAACE and other nations may cooperate on projects of mutual interest and benefit to those we serve.

The Commission holds its annual Pre-Conference in conjunction with the AAACE Annual conference.

Director: Dr. Marcie Boucouvalas (Marcie@vt.edu)

Commission of Professors of Adult Education (CPAE)

The following five purposes define the purpose and work of the Commission:

- To act as a vehicle for strengthening and supporting excellence in academic programs in adult education.
- To identify and disseminate resources that support adult education as a field of study, research and practice.
- To provide opportunities for the professional development of professors of adult education.
- To study and disseminate positions on social issues of concern to adult education.
- To provide a forum for critical reflection and dialogue on scholarship and practice that reflects the diversity in adult education.

An additional and important purpose of CPAE is to provide a caring, supportive and collegial community for professors of adult education. We seek to achieve this through our annual meeting in conjunction with annual AAACE conference. CPAE meetings include sessions designed to address current concerns of members in addition to building community and conducting the business of the Commission. Active Special Interest Groups (SIG’s) include critical theory, faculty development, human resource development, instructional improvement, international/intercultural issues, research & theory, women’s research, and neuroscience. There is also often an additional less formal meeting at the annual Adult Education Research Conference (AERC) in early June. The Commission maintains an active listserv used to disseminate information to members and others concerned with the preparation of adult educators.

Director: Dr. Larry Martin (lmartin@uwm.edu)
CIAE Pre-Conference At-A-Glance

Sunday, Nov. 15, 2015
7:00 pm - 9:30 pm  Commission for International Adult Education (CIAE) Opening Reception and Community Building
   *Off-site at the Adult & Continuing Education Hall of Fame (HOF)*

Monday, Nov. 16, 2015
9:00 am - 6:00 pm  Commission for International Adult Education (CIAE)

Tuesday, Nov. 17, 2015
9:00 am - 2:00 pm  Commission for International Adult Education (CIAE) continued

CPAE Co-Conference At-A-Glance

Thursday, November 19
2:00 pm - 3:30 pm  CPAE Welcome and Opening Session
3:45 pm - 4:45 pm  CPAE Concurrent Session 1
5:00 pm - 6:00 pm  CPAE Reception
6:00 pm - 8:00 pm  CPAE Business Meeting

Friday, November 20
8:00 am - 9:00 am  CPAE Concurrent Session 2
9:00 am - 9:15 am  Break
9:15 am - 10:15 am  CPAE Concurrent Session 3
10:30 am - 11:30 am  CPAE Closing Session
TOOLS THAT MATTER: THE ASSESSMENT OF ONLINE RESOURCES FOR INTERNATIONAL STUDENTS  
Presenter: Valeriana Colón

FACULTY DEVELOPMENT AND TEACHING INTERNATIONAL STUDENTS: A CROSS-NATIONAL STUDY OF FACULTY PERSPECTIVES IN A GLOBAL ERA  
Presenter: Joellen E. Coryell, Monica Fedeli, Jonathan Tyner, Daniela Frison

COMPARING ITALIAN PRE-SERVICE AND IN-SERVICE TEACHERS’ BELIEFS ON COMPETENCE BASED LEARNING  
Presenter: Mario Giampaolo, Alessio Surian, Federico Batini, Marco Bartolucci

CUTTING EDGE DISCOVERIES FOR THE 2015: CAPSULE OF A HISTORY AND PHILOSOPHY OF ANDRAGOGY  
Presenter: John A. Henschke

YES I NEED HELP! A DAY IN THE JOURNEY OF ADULT LEARNERS PURSUING HIGHER EDUCATION: A CARIBBEAN PERSPECTIVE  
Presenter: Yvonne Hunter-Johnson and Sharlene Smith

EDUCATION INTERRUPTED: KOSOVO 1980-1999  
Presenter: Gjylbehare Llapi and Claudette M. Peterson

DIVERSITY TO INCLUSION: EXPANDING WORKPLACE CAPABILITY THINKING AROUND ABORIGINAL CAREER PROGRESSION  
Presenter: Kaye Morris

SO MUCH MORE THAN A HUMBLE HALL: WORLD WAR ONE MEMORIALS IN NSW SCHOOLS OF ARTS & MECHANICS’ INSTITUTES  
Presenter: Roger K. Morris, Robert J. Parkinson and Melanie J. Ryan

IMPLIED ATTITUDES OF INTERNATIONAL AND AMERICAN ADULT STUDENTS TOWARD BLACK AND WHITE TEACHERS  
Presenter: Eunkyung Na, M.Ed., Tony Tan, Travis Marn and Rica Ramirez

DESIGNING AND IMPLEMENTING NEIGHBORHOODS OF LEARNING IN CORK’S UNESCO LEARNING CITY PROJECT  
Presenter: Séamus Ó Tuama, Siobhán O’Sullivan

LEARNING LIVES OF NORTH KOREAN YOUNG DEFECTORS: A PRELIMINARY STUDY OF RECONSTRUCTING IDENTITY IN CAREER DEVELOPMENT  
Presenter: Hyewon Park, Junghwan Kim and Fred M. Schied

ANDRAGOGY THROUGH SOCIAL ENTERPRISE: ENGAGING STUDENTS IN THE LEARNING PROCESS IS BORDERLESS  
Presenter: Victoria Queen, Ph.D.
LEADERSHIP OUTSIDE THE BOX: THE POWER OF NURTURING THE HUMAN SPIRIT AT WORK IN AN ERA OF GLOBALIZATION
Presenter: Kymn Rutigliano, Ph.D.

LIFELONG LEARNING AND VOCATIONAL EDUCATION: INSTITUTIONAL REQUIREMENTS AND UNIVERSITY DIDACTICAL CONCEPT OF A MASTER DEGREE PROGRAM “TEACHING QUALIFICATION FOR VOCATIONAL EDUCATION IN THE FIELD OF HEALTH CARE AND NURSING” AT THE OTTO-VON-GUERICKE-UNIVERSITY (GERMANY)
Presenter: Astrid Seltrecht

TEACHING NONLITERATE ADULTS IN ORAL CULTURES: FINDINGS FROM PRACTITIONERS
Presenter: LaNette W. Thompson, Ph.D.

EVOLUTION AND REVOLUTIONS OF ADULT LEARNING: CAPACITY BUILDING IN ADULT AND NON-FORMAL EDUCATION IN NIGERIA
Presenter: Mrs. Chinwe U. Ugwu

EVOLUTION AND REVOLUTION OF ADULT LEARNING: EXPOSITION OF OPEN AND DISTANCE LEARNING IN NIGERIA
Presenter: Professor. Nneka A. Umezulike
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>2:00 p.m. - 3:30 p.m.</td>
<td>CPAE Opening Session</td>
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<tr>
<td>Great Hall E</td>
<td>Exploring Evolutions and Revolutions Shaping the Future of Technology and Adult Education</td>
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Leonard Bogner, Professor of Adult Education and Safety Sciences, University of Central Oklahoma

Bucky Dodd, Executive Director of eLearning and Innovations, Center for eLearning and Customized Education, University of Central Oklahoma.

*Evolutionary and revolutionary change are prevalent throughout adult and higher education and technology plays a major role in these change processes. This plenary session explores emerging technology trends, issues, and implications and the roles each has on shaping the future of adult education over the next five years. Attendees will gain a deeper understanding of current and future roles of technology in adult education and ways educators can engage in innovative teaching and learning processes with technology. Examples of progressive technology use will be shared and discussed as well as demonstrations will be presented of practical ways educators can easily enhance their use of technology for teaching, learning, and leadership.*

**Panel Respondents:**

Simone C.O. Conceição, Professor
University of Wisconsin-Milwaukee

Geleana Alston, Assistant Professor
North Carolina A&T State University
<table>
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<tr>
<th>Time</th>
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<tr>
<td>3:45 p.m. - 4:45 p.m.</td>
<td><strong>CPAE Concurrent Session 1</strong></td>
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<tr>
<td><strong>Instructional Improvement SIG</strong></td>
<td>Room 16</td>
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<tr>
<td>Alisa Belzer</td>
<td>Supporting Graduate Student Writing Development</td>
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<td>This session describes research on graduate student writing and argues for writing support embedded in coursework. Strategies and ideas will be offered.</td>
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<tr>
<td>Robin Redmon Wright</td>
<td>Waking Your Muse: Nurturing Your Creative Spirit through Graduate Teaching and Research</td>
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<td></td>
<td>Do you wish teaching and research could be more creative, inspiring and memorable? If so, you can benefit from this energizing interactive session.</td>
</tr>
<tr>
<td><strong>Research &amp; Theory SIG</strong></td>
<td>Room 17</td>
</tr>
<tr>
<td>Waynne James &amp; Doug Smith</td>
<td>Research Areas Presented at CPAE Meetings Based on Proceedings: 60 Years of Available History</td>
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<td>A review of CPAE conference proceedings since 1955 to identify research themes and adult educators who presented and discussed these themes.</td>
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<tr>
<td>Emmanuel Jean Francois</td>
<td>Glocal Education: A Conceptual Framework for Global Minded and Local Oriented Research and Practice.</td>
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<td>The session will introduce the concept glocal education as a framework for transnational education practices that are internationally minded and locally oriented at the same time.</td>
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<tr>
<td><strong>International/Intercultural SIG</strong></td>
<td>Room 18</td>
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<tr>
<td>Thomas J. Sork</td>
<td>Global-mobile Competencies and Transnational Curricula: Expanding Conceptions of Effective Practice</td>
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<td>A critique of transnational efforts to identify key competencies of adult educators intended to be both “global” and “mobile.”</td>
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<tr>
<td>5:00 p.m. - 6:00 p.m.</td>
<td><strong>CPAE Reception</strong></td>
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<tr>
<td>6:00 p.m. - 8:00 p.m.</td>
<td><strong>CPAE Business Meeting</strong></td>
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<td>Larry Martin, CPAE President</td>
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### Friday, November 20, 2015

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<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8:00 a.m. - 11:00 a.m.</td>
<td>CPAE Registration will take place at the AAACE main Registration Desk</td>
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<tr>
<td>8:00 a.m. - 9:30 a.m.</td>
<td>CPAE Concurrent Session 2</td>
</tr>
<tr>
<td><strong>Women’s Research SIG</strong></td>
<td>Room 16</td>
</tr>
<tr>
<td><strong>Leona English</strong></td>
<td>Gender &amp; Adult Education Associations: Writing, Organizing and Editing Adult Education into Life</td>
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<tr>
<td><strong>Latasha Sturdivant &amp; Audrey M. Dentith</strong></td>
<td>Exploring Black Women’s History in Education and the Struggle for Equality</td>
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<tr>
<td><strong>Dialogues in Andragogy SIG</strong></td>
<td>Room 17</td>
</tr>
<tr>
<td><strong>Cathy Coker</strong></td>
<td>Train Effective Teachers / Self-Motivation Equals Andragogy</td>
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<tr>
<td><strong>Marcie Boucouvalas</strong></td>
<td>Knowles Focused Primarily on the Individual. Really??</td>
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<tr>
<td>Lori Risley</td>
<td>An Andragogical Approach to Degree Completion at UCO: LearningCounts Portfolio’s</td>
</tr>
<tr>
<td>John A. Henschke, Susan Isenberg &amp; Somanita Kheang</td>
<td>Andragogy – Growing in Strength and Expanding its Reach into New Territory: A 2015 Update</td>
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<tr>
<td>Faculty Development Room 18</td>
<td>Stepping into Academia: The Experiences of Three New TenureTrack Faculty</td>
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<tr>
<td>Anne Benoit, Geleana Drew Alston, Joshua Collins, &amp; Christy Rhodes</td>
<td>Developing an Adult and Workforce Education Doctoral Cohort for Community College Leaders</td>
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<tr>
<td>9:00 a.m. - 9:15 a.m. CPAE Break</td>
<td>Common area outside Rooms 16, 17, 18</td>
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### Critical Theory SIG
**Room 16**

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<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Gabriele Strohschen</td>
<td>Sitting in Circles Just Ain't It</td>
<td>Popular education by, with, and for the people toward emancipation is a challenge! Let's explore values of PE and how they align to today's contexts.</td>
</tr>
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### Neuroscience SIG
**Room 17**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Elizabeth Roumell</td>
<td>Mindful Transfer for Transformational Learning</td>
<td>This paper describes mindful transfer in the context of transformative learning praxis. Mindful transfer involves deliberate and effortful abstraction and a search for connections through mindfulness and cognitive practices.</td>
</tr>
<tr>
<td>Sandy (Alexandra) Bell</td>
<td>Joy, Surprise, Fear and Disgust: An Update on the Role of Emotions in Adult Learning</td>
<td>Interactive overview of research on core emotions, particularly positive emotions joy and surprise. Discussion of situations that may trigger core emotions and ways to incorporate experiences that purposefully spark core emotions to promote adult learning.</td>
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### Human Resource Development SIG
**Room 18**

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<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Lisabeth Capozzi</td>
<td>Navigating Complexity: The Military Workforce Re-entry Process</td>
<td>The transition of Post-911 military veterans into the civilian workforce will be discussed. A pilot study as well as proposed narrative inquiry into how veterans successfully navigate the complex systems of the military, higher education, and the civilian workforce during their transition to civilian life will be reviewed.</td>
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<tr>
<td>Time</td>
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<tr>
<td>10:30 a.m. - 11:30 a.m.</td>
<td><strong>CPAE Closing Session</strong></td>
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<td><strong>Research, Voice and Policy</strong></td>
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<td>One of the difficulties we have experienced is the lack of voice on</td>
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<td>policy matters affecting adult education/learning. However, that</td>
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<td>concern may be changing with the invitation and the subsequent</td>
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<td>participation of adult education researchers in the investigation of</td>
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<td>the Programme for the International Assessment of Adult Competencies</td>
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<td>(PIAAC) study database and the emerging impact of the Workforce</td>
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<td>Investment Opportunity Act (WIOA) legislation. This closing session</td>
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<td>will provide an overview on new policy in place and look more</td>
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<td>closely at research that has been conducted and new knowledge that</td>
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<td>has been generated from the investigations. What are the practice and</td>
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<td>policy implications of the findings, and what gaps remain that could</td>
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<td>be the subject of future research?</td>
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<td><strong>Panelists:</strong></td>
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<td>Federico Salas-Isnardi, Director</td>
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<td>TRAIN Professional Development Consortium</td>
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<td>Texas A&amp;M University</td>
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<td>Amy Rose, Professor Emeritus</td>
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<td>Northern Illinois University</td>
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<td>Ellen Scully-Russ, Assistant Professor</td>
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<td>George Washington University</td>
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<td><strong>Moderators:</strong></td>
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<td>Larry Martin and Joann Olson</td>
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<tr>
<td>11:30 a.m. - 2:00 p.m.</td>
<td><strong>Join AACCE for Keynote Speaker, Annual Meeting and Lunch</strong></td>
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**CPAE Program 2015 (Continued)**
Thank You to our 2015 Exhibitors!

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2016 Sessions  Jan 19 | May 16 | June 13 | July 12

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Online Course Professor: Dr. Steve Gillon

Steve Gillon is a Professor of History at The University of Oklahoma and the Scholar-in-Residence at The History Channel.

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## Sunday to Wednesday at a Glance

### Sunday, November 15, 2015
- 7:00 pm - 9:30 pm: Commission for International Adult Education (CIAE) Opening Reception and Community Building

### Monday, November 16, 2015
- 8:00 am - 5:00 pm: Registration Hours
- 8:00 am - 5:00 pm: Exhibitor Set Up For Hotel
- 9:00 am - 6:00 pm: Commission for International Adult Education (CIAE)
- 6:30 pm - 7:30 pm: AAACE Board of Directors Dinner
- 7:30 pm - 9:00 pm: AAACE Board of Directors Meeting

### Tuesday, November 17, 2015
- 9:00 am - 2:00 pm: Commission for International Adult Education (CIAE)
- 9:00 am - 5:00 pm: AAACE Conference Registration Open
- 9:00 am - 1:00 pm: Exhibitor Set Up
- 10:00 am - 7:00 pm: Connection Central Open / AAACE Central Open
- 3:30 pm - 5:30 pm: AAACE General Session & Conference Welcome - Keynote: Dr. Steve Gillon
- 5:30 pm - 7:30 pm: President’s Reception and Exhibit Hall Opening

### Wednesday, November 18, 2015
- 7:00 am - 5:30 pm: AAACE Conference Registration Open
- 7:00 am - 7:00 pm: Connection Central Open
- 7:00 am - 7:45 am: Continental Breakfast (reservations required; included in conference fee)
- 7:30 am - 11:00am: IACE Hall of Fame Board of Directors Meeting & Breakfast
- 7:30 am - 6:00 pm: Speaker Ready Room
- 8:00 am - 8:45 am: Commission Meetings (CABEL, CAO, CCMNFE, CDLT, CPM, CWPD)
- 9:00 am - 5:00 pm: Exhibits Open
- 9:15 am - 10:00 am: Session 1: Concurrent Sessions and Roundtable Discussions
- 9:15 am - 10:00 am: Featured Concurrent Session: Cooperative Extension SIG
- 10:00 am - 10:30 am: Break
- 10:30 am - 11:15 am: Session 2: Concurrent Sessions and Roundtable Discussions
- 10:30 am - 11:15 am: Featured Concurrent Session: Distance Learning and Technology (CDLT)
- 11:30 am - 12:30 pm: General Session - Keynote: Dr. Katarina Popović
- 12:30 pm - 1:45 pm: Lunch on your own or join a group
- 1:45 pm - 2:30 pm: Session 3: Concurrent Sessions and Roundtable Discussions
- 1:45 pm - 2:30 pm: Featured Concurrent Session: Sustainability and Environmental Education SIG
- 2:00 pm - 4:00 pm: IACE Hall of Fame Symposium/Panel
- 2:45 pm - 3:30 pm: Session 4: Concurrent Sessions and Roundtable Discussions
- 2:45 pm - 3:30 pm: Featured Concurrent Session: Undergraduate Adult Learner SIG
- 3:30 pm - 4:00 pm: Break
- 4:00 pm - 4:45 pm: SIGs: Networking / Meetings
- 4:00 pm - 4:45 pm: Session 5: Concurrent Sessions and Roundtable Discussions
- 5:30 pm - 7:00 pm: IACE Hall of Fame 20th Anniversary Celebration: Dinner & Special Presentation
- 7:00 pm - 9:00 pm: IACE Hall of Fame Induction Ceremony
- 9:00 pm - 10:30 pm: IACE Hall of Fame Reception

*Sponsored by the University of Central Oklahoma and the IACE Hall of Fame*
Tuesday Detailed Schedule

Tuesday, November 17, 2015
9:00 am - 5:00 pm  AAACE Conference Registration Open  
Pre-Function

9:00 am - 1:00 pm  Exhibitor Set Up  
Pre-Function

10:00 am - 7:00 pm  Connection Central Open / AAACE Central Open  
Pre-Function

3:30 pm - 5:30 pm  **AAACE General Session & Conference Welcome** - Keynote: Dr. Steve Gillon  
*Great Hall A&B*

MOOCs: Revolution and Evolution
At the depth of the Great Depression, President Franklin Roosevelt promised “bold, persistent experimentation” to offer recovery and relief to the American people. Today, universities will need bold, persistent leadership to confront the biggest problems facing higher education: rising costs, limited access, and diminished value. Many universities see technology as a possible solution to the crisis. Will the Internet transform the world of higher education? This presentation will include insight about the evolution of MOOCs, their promise and pitfalls, while also highlighting recent innovations in the world of online learning.

Dr. Steve Gillon is Scholar-in-Residence, History® and professor of history at the University of Oklahoma. He has hosted a number of series and specials on the television network, including History Center, Movies in Time, History vs. Hollywood, and Our Generation. An award winning teacher, Dr. Gillon earned his Ph.D. at Brown University, and spent nine years teaching at Yale University. Steve also taught for three at Oxford University before being named the founding dean of the Honors College at University of Oklahoma. He is the author of ten books and numerous articles on modern American history and politics. This past spring Dr. Steve Gillon launched a new online American history survey class, in partnership with HISTORY and the University of Oklahoma. It can be found at:  http://historychannel.ou.edu.

5:30 pm - 7:30 pm  **President’s Reception and Exhibit Hall Opening**  
Pre-function
Wednesday, November 18, 2015

Session 1: Concurrent Sessions and Roundtable Discussions

9:15 am - 10:00 am  **Featured Concurrent Session:** Exemplary Community Collaborations: Adapting Theory to Practice - Clint Cummins, Nozella Brown, Melanie Hart, Barbara Metzger, Michael Reichenbach  
Ballroom A  
Cooperative Extension serves as a bridge connecting learning theory and practice to provide effective community-based adult education in diverse settings. The panel discussion will feature case studies demonstrating unique and exemplary collaborations applying adult education theory to practice in non-formal community education. Such practice transcends subject-matter content and has relevance for a broader audience of adult educators including those providing community-based education and those interested in extending the work of academic units into the community. Participants will be invited to discuss how their own practice can be informed and strengthened by the concepts presented.

9:15 am - 10:00 am  Evolution in Re-Theorizing Prior Learning Assessment: Integrating Changing Perspectives - Cynthia Stevens, Leodis Scott  
Meeting Room 3  
This presentation advances the theoretical and practical discussion of PLA in alternative modes and theories of education and learning.

9:15 am - 10:00 am  The Role of Character in Adult Science, Technology, Engineering, and Math Activities - Milton Lawler  
Meeting Room 5  
The current focus on STEM for K-12 does not include adult learners. The absence of adults during character education for K-12 guaranteed no reinforcement outside the classroom. Adult character and STEM development will assure retention and application of K-12 lessons. This research supports adult inclusion in STEM activities and advocacy.

9:15 am - 10:00 am  The History of Adult Education Through a Look at Past Conferences - Douglas Smith, Waynne B. James  
Meeting Room 7  
The annual conference is one of the most important functions of any professional association. Adult education conferences have been conducted for 90 years. Two AAACE past presidents will discuss these previous conferences and their contributions to the field. Conference programs, brochures, photos, and other memorabilia will be shared.

9:15 am - 10:00 am  Developing teacher self efficacy in higher education: A university-sponsored program for graduate student teaching excellence - Nancy Fire  
Meeting Room 10  
Participants will interact with a university-supported program preparing graduate students for teaching. Bandura’s self efficacy theory frames this blended learning model that addresses mastery, social modeling, peer mentoring, and reflection. Program development is provided by graduate students for graduate students.

9:15 am - 10:00 am  Botho and the Revolutions in Transnational Adult Learning - Mejai B. M. Avoseh  
Meeting Room 17  
Botho is a Setswana concept of humanness that serves as framework for human essence in Botswana. The presentation focuses on Botho as an indigenous lifelong process that combines learning with living and it is offered as part of the revolution in international adult learning.

9:15 am - 10:00 am  Black Primary Caregiving Grandmothers in Rural Communities: Networking, Learning, and Caring for their Grandchildren - Mattyna Stephens, Mary V Alfred  
Meeting Room 18  
The purpose of this study was to explore the experiences of ten Black primary caregiving grandmothers in rural communities to understand how they learn to develop human and
social capital to navigate inequitable systems and acquire resources for themselves and the grandchildren in their care. Theories namely, social capital theory, human capital theory, and Black feminist thought were utilized.

9:15 am - 10:00 am  
**Popular Education: Then, Now and Tomorrow** - Dr. Drick Boyd  
*Meeting Room 19*  
This session builds on my 2011 study of popular education in North America by recounting the history of popular education in North America, reviewing the work of popular educators today, and exploring what popular education efforts can look like in university and community settings in the future.

9:15 am - 10:00 am  
**Faculty and Students' Perspectives on Effective Teaching Characteristics** - Ashraff Anuar, James E. Witte  
*Meeting Room 20*  
This study was developed to find out which dimensions stand the best to represent the effective teaching characteristics from faculty and college students' perspectives. In this study, a significant different perception between faculty and students was expected. The findings of the study will be valuable input to improve and strengthen faculty preparation program.

9:15 am - 10:00 am  
**Roundtables**  
*Meeting Room 4*  
- The Evolution of Spousal Education in the U.S. Military: A Historical Case Study - Ashley Gleiman  
  - Spousal education is unique to the U.S. Military and comes in the form of both formal and informal learning opportunities. This session highlights a historical case study analysis of spousal education in the U.S. Army, which in turn helped to revolutionize spousal education for today's contemporary Armed Forces.

- Keeping Up: Seeking a Balance with Work, Education, and Life - Krystal Brue  
  - Workplace changes and increase availability of educational opportunities have linked work, school, and family. As the distinction between work, school, and life becomes increasingly blurred, adult students progressively feel the conflict between these responsibilities. This presentation will examine the positive and negative spillover effects of balancing school, work, and family.

- Using Adult Education to Empower & Evolve the "Have Nots": Women in Public Housing - Freda Bryson, Cedric M. Scott  
  - The majority populations that reside in public housing are single women and their children. Hays (2003) identified single uneducated women and their families as continued greatest risk of being in poverty. Current housing programs lack effective adult education programs needed to empower and transition women from poverty and public housing.

- Online Learner Engagement: Revolutions in Creating a Learning Community - Lynne Orr  
  - Engagement is a key word mentioned throughout higher education and the online learning community. This session will briefly review three types of learner engagement and primarily focus on facilitating community engagement within the online classroom. Various strategies and techniques will be explored with an opportunity to brainstorm with other instructors.

  - One significant facet of self-directed learning is a learner’s ability to realize the discrepancy between their current and ideal self. Empirical and theoretical literature of self-directed learning will be used as catalysts to propose a theoretical self-evaluation framework to help adult learners develop awareness about their own thinking and development processes.

- The First Year Student Experience: Successful Academic Retention Practices for New Adult Learners - Ovi Galvan, Jill Zarestky
In this session we will discuss some of the interactive and engaging retention practices for adult learners at Lone Star College. We will look at direct and holistic mentoring approaches, efficient methods of tracking and maintaining cohort data, and effective one-on-one advising sessions for individuals working with adult learners.

- U.S. Faculty Perceptions of Confucian Cultural Learners - QI Sun, Haijun Kang, Bo Chang, David Lausch
  - This survey research explores U.S. faculty perceptions on teaching international students from Confucian cultural traditions, their self-reflections on values students bring to the classroom in the context of internationalization of U.S. education, and changes they may, or may not have made to their teaching practices to accommodate students' learning characteristics.

- Developing teacher self efficacy in higher education: A university-sponsored program for graduate student teaching excellence - Nancy Fire
  - Participants will Interact with a university-supported program preparing graduate students for teaching. Bandura's self efficacy theory frames this blended learning model that addresses mastery, social modeling, peer mentoring, and reflection. Program development is provided by graduate students for graduate students.

10:00 am - 10:30 am  Break  Prefunction  

Session 2: Concurrent Sessions and Roundtable Discussions

10:30 am - 11:15 am  Featured Concurrent Session: The Power, Peril and Promise of Social Media and Technologies for Adult Education in the Information Age - J. Bernard Bradley, Geleana Drew-Alston, Valerie S. Bryan, Haijun Kang  
  Great Hall A&B
  - This interactive session includes a brief history of social media in adult and higher education, pitfalls to avoid, and detailed strategies for cultivating successful online communities of practice in today's information age. Checklists and best-practices using varied social media platforms and target populations will be shared by presenters and attendees representing diverse community-based and formal educational settings. In addition to adult education professors and practitioners, AAACE and its SIGs and commissions will also benefit as they build their own communities of practice.

10:30 am - 11:15 am  Innovative Curriculum Design for Developing Non-normative Literacy Skills- Malaika T Edwards and Petra Robinson  
  Meeting Room 1
  - With consideration to the social aspects of power and privilege, this interactive presentation identifies critical theories as ways to frame one’s thinking about designing curriculum to develop non-normative literacy skills such as critical media literacy in today's media-saturated society.

10:30 am - 11:15 am  Keep Calm and Carry On? Faculty Perspectives on Challenging Personal Emotions During Difficult Discourses on Race - Kanyon Murray-Johnson  
  Meeting Room 2
  - Ever struggled with personal tensions arising from classroom race talk as a facilitator? This session explores research on how ethnically diverse education faculty have learned to handle personally challenging emotions during difficult classroom dialogues on race.

10:30 am - 11:15 am  Are We There Yet?: Exploring the Development of Professional Identity in Career Changers - Margaret H. Rice, Joann S. Olson, Mary W. Lasater  
  Meeting Room 3
  - This session explores professional identity, specifically the developmental process of moving from “newbie” to full identification within a new profession after making a career change. It will focus on the preliminary results of interviews with teachers who have been...
certified through an alternative certification program.

10:30 am - 11:15 am Higher Education, Low Retention Rates of Adult Learners in Online Courses: Innovative Services (Pilot Study) - Gloria Smith
Meeting Room 5
The number of adult learners enrolled in online learning has grown, and as many as 50-70% have dropped out of their online courses. Institutions must address the low retention rates of students. A pilot study will be conducted to address the low retention rate of adult learners in online courses.

10:30 am - 11:15 am A Critical Lens for Leadership and Organizational Learning: Managing Attributions and Defusing Race/Ethnicity Confrontations - Larry G. Martin, Danielle Apugo
Meeting Room 7
Department chairs and supervisors are often the first administrative levels to address and manage potentially destabilizing race/ethnicity diversity confrontations. These confrontations are typically communicated via attributions. This session explores a critical leadership framework for effectively managing attributions and defusing race/ethnicity confrontations.

10:30 am - 11:15 am Learning Styles 101 - Overview and Instruments - Carla Pacalo
Meeting Room 16
Recognizing learning preferences may help individuals understand how their favored learning style informs problem solving, teamwork, handling conflict, and communication and help them to develop to fit their roles and determine team dynamics to strengthen their overall learning (Hay Group, 2013). This presentation will discuss learning styles and instruments.

10:30 am - 11:15 am Collaborating for Patient Education - Jean E. Fleming
Meeting Room 17
Participants will collaborate on creating a curriculum for patient education, focused on self-advocacy, self-management, and self-efficacy. An emphasis is on seeing these transformative changes as essential to patients becoming partners in their own healthcare. Participants will receive all documents created in the session.

10:30 am - 11:15 am Learning Outcomes Assessment, Reflection and Bloom’s Revised Taxonomy - Royce Ann Collins
Meeting Room 18
In this session, portfolio reflection papers were analyzed for evidence of Bloom’s revised taxonomy as students reflected on their knowledge and growth during a graduate degree program. Results from the analysis will be presented and discussed.

10:30 am - 11:15 am Adult Education 2.0: Moving toward Competency-Based Learning - Anna Hultquist
Meeting Room 20
In this session, portfolio reflection papers were analyzed for evidence of Bloom’s revised taxonomy as students reflected on their knowledge and growth during a graduate degree program. Results from the analysis will be presented and discussed.

10:30 am - 11:15 am Roundtables:
Meeting Room 4
- Assessing Scholarly Writing by First-Generation Adult Education Graduate Students - Kathy Lohr, Christy M. Rhodes
  - The need for equitable assessment of academic writing composed by first-generation adult education graduate students is the focus of this session. Research pertaining to this population, together with academic writing theory will be explored in an effort to redefine assessment based on more insightful expectations of student writing.
Wednesday Detailed Schedule (Continued)

- Selected Study Circles in the U.S. and Other Countries: Nonformal Adult Learning Efforts - Eunkyung Na, Waynne B. James
  o This session will review women’s study clubs in the United States, study groups (benkyoukai) in Japan, study circles in Sweden, and the emergence of women’s study groups in Saudi Arabia. The session will also provide resources on how to start and run study groups and future research recommendations.

- Teaching Nonliterate Adults Using Oral Methods: Rethinking Global Adult Basic Education - LaNette Weiss Thompson
  o With literacy as the gatekeeper for adult education, 750 million nonliterate adults are excluded from access to information that could change their lives. Instead of saying, “If you want our information, enter our world,” why don’t we enter their world instead? Let’s start a global revolution in adult basic education.

- Supporting and Retaining Diverse Learners: Cultural Competence Across Campus - Kristi Archuleta, Liliana Renteria, MeShawn Conley
  o During this interactive session, the presenters will discuss collaborative cultural competence initiatives that have been implemented at the University of Central Oklahoma. Best practices to support and retain diverse learners, faculty, and staff will be provided.

General Session - Keynote: Dr. Katarina Popović, Secretary General of the International Council for Adult Education (ICAE) and Professor, University of Belgrade

Great Hall A&B

For many decades, adult education was *spirus movens* of social movements, social and political changes, and shifting paradigms. Much has evolved over the years, resulting in differing perspectives on adult education. In this presentation, Dr. Popović will guide us on a short walk through history to highlight examples of adult education, as an agent of positive change and evolutionary progress (Denmark, UK). She will also shed light on possible misuses and failures of adult education (Nazism, communism). Moving from past to present, Dr. Popović will discuss recent events where adult education had a role in political upheavals (Eastern Europe, Arab Spring). Further, she will reflect on the ideological background of current practices, the contemporary role for adult education, and modern global education policy. The latter indicates there is a tendency of declining appreciation for the role of adult education. Dr. Popović wraps up this presentation with a discussion of possible counteractions, and the role of professionalization.

Dr. Katarina Popović is the new Secretary General of the International Council for Adult Education (ICAE), and a Member of the International Adult and Continuing Education Hall of Fame. She is from Serbia, and a professor at University of Belgrade. Until 2014, Dr. Popović was Vice President of the European Association for the Education of Adults (EAEA), where she had been a member of the Executive Board since 2008. Given her new post in ICAE, she relinquished her position as an EAEA Board member.

Dr. Popović has had a distinguished career in academic and in civil society settings. In addition to her position at the University of Belgrade since 1989, Katarina’s visiting professorships in Adult Education took her to Otto-Friedrich University, Bamberg, Germany; University “Ivan Rilski”, Sofia, Bulgaria; Institut für Berufs- und Weiterbildung; Pedagogische Hochschule Vorarlberg/Feldkirch – Austria; and Universität Duisburg-Essen Institut für Berufs- und Weiterbildung. Katarina has also been active in the Serbian peace movements, and worked for many years in collaboration with the German International Development Agency for Adult Education.

From September 2000 to present, Dr. Popović has served as president of the Adult Education Society, Belgrade. She has published widely, with over 35 authored or co-authored works to her credit, since 2009, and Katerina’s extensive experience in adult education includes editor-in-chief of the Serbian journal Andragogical Studies. She brings to us a global perspective on our conference theme. (Partially excerpted from http://www.eaea.org/en/home/news/katarina-popovic-appointed-as-icaes-new-secretary-general.)
12:30 pm - 1:45 pm Lunch on your own or join a group

**Session 3: Concurrent Sessions and Roundtable Discussions**

1:45 pm - 2:30 pm **Featured Concurrent Session:** Ecojustice Adult Education: Theory and Practice in the Cultivation of Ecological Change - Wendy Griswold, Audrey Dentith, Nancy Winfrey  
*Great Hall A&B*

1:45 pm - 2:30 pm Exploring Predictive Factors influencing Returning International and American Adult Learners’ Motivational Orientations - Xi Lin, Chih-hsuan Wang, Maria Martinez Witte  
*Meeting Room 1*

The number of returning adult learners is increasing rapidly. Research has been conducted to investigate motivational orientations that encourage them to continue study. From a different perspective, this session provides a review of the predictive factors (i.e. age, gender, student status, number of children, etc.) that influence motivational orientations.

1:45 pm - 2:30 pm Integrating Wellness Coaching with Career Development to Empower Success - Michael Garamoni  
*Meeting Room 2*

In the knowledge economy, workplace wellness programs have demonstrated results for increasing worker productivity, retention, and well-being. Holistic personal wellness is important throughout one’s career. This session will provide participants with wellness tools and strategies to empower students and clients on the path to attaining the career of a lifetime.

1:45 pm - 2:30 pm Engaging Partners and Participants in Program Design: A Review of Survey and Focus Group Results - Clint Cummings  
*Meeting Room 3*

We value adult learners and understand that educational programs should take into account their needs and wants. This session will describe surveys and focus group interviews conducted with partners and participants in a community education program. The results will be shared and implications for practice will be discussed.

1:45 pm - 2:30 pm An update on Blended Education at the University of Central Oklahoma - Len A. Bogner, Bucky J. Dodd, Jessie J. Daws  
*Meeting Room 5*

This concurrent session will build off of the 2014 presentation and give an update on Blended Education at the University of Central Education. This presentation will share the research that has been conducted on adult non-traditional student’s satisfaction with Blended Education Course and Self-Paced Online Course formats.

1:45 pm - 2:30 pm Leader Development -- Self-Efficacy, Choice and Learning Transfer - Eileen Godinez, Barry Leslie  
*Meeting Room 7*

Student classroom experiences affect the choices they make about transferring what they learn back to their work, home, and social contexts. A learning environment intentionally designed to create a disorienting dilemma may affect student self-efficacy beliefs about their choices to transfer learning back to the workplace.

1:45 pm - 2:30 pm Teaching Adults Effectively: Keys to Successful Learning - Ralph G. Brockett  
*Meeting Room 16*

An exploration of tips, techniques, and keys to teaching adults effectively. This session builds on the idea that effective teaching leads to successful learning. In this session we
will look at seven essential qualities of an ideal teacher as well as four keys for teaching adults effectively.

1:45 pm - 2:30 pm  Power relations, social capital, and networks as determinants in adult student success - Jeff Zacharakis  
*Meeting Room 17*  
Adult learner success is often measured by persistence and retention, academic accomplishments, and intellectual capacity. Yet these constructs do not account for social networks, and power relations. This session introduces power maps to understand the complexity of networks and power relations as the primary determinant of student goals and success.

1:45 pm - 2:30 pm  Competency-Based Education: Do Pass Go, Do Collect $200 - Liz Crowell, Brett King  
*Meeting Room 18*  
What adult learners are gaining from formal education, they often already have in experience. Competency-based education allows learners to personalize their education and spend time on what they need to learn rather on what they already know. Proceed directly to the goal and everyone wins!

1:45 pm - 2:30 pm  PAR as Pedagogy in Developmental Math: Critical Conversations about Learning Mathematics - German Moreno  
*Meeting Room 19*  
Participatory action research was used as a means to create dialogue and curriculum around the mathematics learning experiences of the co-researchers. The hope was that the dialogue would allow co-researchers to critique negative views of themselves as incapable of learning mathematics, and to use those conversations to construct transforming curriculum.

1:45 pm - 2:30 pm  Applying Andragogy to Revolutionize Approach to Learning Needs of Adults with Aphasia - Susan Isenberg  
*Meeting Room 20*  
A 2013 study continues on applying andragogy to the learning needs of adults with aphasia. New themes emerged from additional interviews with speech therapy professionals and adults with aphasia providing evidence for application of additional andragogical concepts—lifelong learning, learning communities, and self-directed learning as a precondition to self-determination.

1:45 pm - 2:30 pm  Roundtables:  
*Meeting Room 4*  
- Who Wants to Work With Me? Networking for Graduate Student Collaboration - Valerie K. Ambrose, Cecilia Teal, Kellee Vess, C. Amelia Davis  
o Participants will learn about best practices and current research on collaboration, and presenters will discuss their own collaborative experiences. Attendees will connect with others who have similar interests and develop a plan for a meeting to take place after the conference. Bring your business cards and calendar!  
- Factors Influencing Nacada Members in Their Selection of Continuing Professional Education - Kevin Nolley, Joseph Armstrong  
o This session will discuss what factors influence members of the National Academic Advising Association-Region Three members in their selection of continuing education. This session will examine the relationships between nine factors influencing participation. This session will also examine correlations between demographics and factors influencing participation in continuing education.  
- Welcome to the Community College: Examining Faculty-Derived Campus Ethos and Student Engagement among Black Men - John D. Harrison, Marye E. Hooker  
o This session will examine findings from a study utilizing the Community College Survey of Men (CCSM) focusing on differences in student levels of
engagement with faculty members based upon faculty welcomeness and conveyance of belonging. Data was delimited to Black men attending a community college in a large urban community.

- Immigrants: Who They Are and What They Contribute - Denzil Mohammed
  - Teachers, employers and program administrators can better serve immigrants when they know them and when they work with an asset-based perspective of what immigrants can accomplish with education and training. The latest U.S. immigration research will combat the myths and introduce immigrants’ many contributions presented through data, stories and reflection.

  - Policy research is pivotal to contemporary post-secondary education. Practitioners in post-secondary education are required to effectively design and implement policy oriented research. Based on the author’s previous studies, this presentation will address how anti-bullying policy research can effectively be developed and implemented in adult, higher, continuing, and professional education.

- Mentoring Beyond Friendship - Tennille Lasker-Scott, Geleana Drew Alston, Nozella Brown, Mattyna Stephens
  - Friendship can be a vital part of mentoring. However, it is our belief that peer-mentoring should go beyond friendship to truly benefit the mentee. This session will explore the the stages of mentorship through the experiences of three Black women who have transitioned from friendships to peer-mentors.

2:00 pm - 4:00 pm  IACE Hall of Fame Symposium/Panel
Great Hall D

Session 4: Concurrent Sessions and Roundtable Discussions

2:45 pm - 3:30 pm  Featured Concurrent Session: Today’s Learner, Tomorrows Practitioners: In-sights from a student panel - Lori Risley, Leonard Bogner
Great Hall A&B

2:45 pm - 3:30 pm  Competency Based Education Within The Adult Learning Environment - Glenn Anthony Palmer, Lorenzo Bowman
Meeting Room 1
This presentation explores competency based education as a strategy to educate and train adult learners. The presenters will conduct a literature review on Competency based education to identify benefits of competency based education to the adult learning population.

2:45 pm - 3:30 pm  Distance Education in the Facilitation of an Addiction Intervention Program - Leann M.R. Kaiser, Susan Templeton
Meeting Room 2
The flexibility, accessibility and cost effectiveness of distance education can be applied to patient education in the health care field. When patients become learners they play a greater role in their own healthcare. This session will share details about an online training program to help treat patients with addiction issues.

2:45 pm - 3:30 pm  An Owner’s Manual for Our Republic: History and Civics Education for Adult Learners - Erin Sloan, Gina DeAngelis
Meeting Room 3
Good citizenship is not innate; it must be learned. Yet there is no owner’s manual for our democratic republic… or is there? Colonial Williamsburg’s The Idea of America™ connects learners to the inspiring story of how each generation of Americans helps shape our nation’s future.
2:45 pm - 3:30 pm Participatory Video Research Methodology in Adult Education - Simone C Conceição, Todd Southern  
Meeting Room 5  
This session will focus on the use of participatory video research methodology in adult education. We will provide an overview of its origins, common practices, operational definition, strategies, and implications for adult education research.

2:45 pm - 3:30 pm Walk This Way: Implementing Third Party Leadership Development Programs in Graduate Management Education - Jim Parrish, Joel Hughes  
Meeting Room 7  
Attend this case study reviewing the implementation of an external organization to deliver leadership development skills to full time MBA students.

2:45 pm - 3:30 pm Using Knowledge Management Strategies to Foster Innovation in eLearning Course Design and Facilitation - Bucky J. Dodd  
Meeting Room 16  
This session explores emerging trends and issues facing online and blended learning and outlines key opportunities for innovation in these areas. Participants will learn how knowledge management approaches can be leveraged to enhance the use of innovative techniques for designing and facilitating online and blended learning courses.

2:45 pm - 3:30 pm Do They Know Who We Are? How Adult Education Is Understood by K-12 Teacher Educators - Joann S. Olson  
Meeting Room 17  
Adult educators often find themselves working in departments with colleagues unfamiliar with the field and unaware of the contributions of our work to their practice. This session presents preliminary findings from a study that explored what K-12 teacher educators know about adult education and suggests strategies for increasing that knowledge.

2:45 pm - 3:30 pm When Andragogy Runs Amuck: Techniques to Address Undesirable Student Behavior in the Online Classroom - Margaret A. Eggleston, Charlotte Chase  
Meeting Room 18  
Students can intentionally or unintentionally disrupt online classrooms. This takes many forms, from disrespecting peers and instructors to instigating all-out revolts. For those teaching online, knowing how, and when, to intervene is critical. This session engages attendees with real-world problems and actionable techniques.

2:45 pm - 3:30 pm Examining perceived important life events of leaders in adult education: Do they have any effect? - Lee W Nabb, Fujuan Tan, Daryl Privott  
Meeting Room 19  
This session explores common themes or characteristics in the autobiographies of peer-nominated participants appearing in North American Adult Educators. This research attempts to identify common characteristics of leaders in the field at that time in anticipation of continuing the project with efforts toward marking and tracking changes in the field.

2:45 pm - 3:30 pm Interconnection of Human Resource Development (HRD) and Adult Education - Bo Chang  
Meeting Room 20  
The purpose of this paper is to identify the interrelationship between HRD and adult education. The author reviewed the literature to identify the purpose of HRD practical work, its theoretical foundations, and its scope. The author also analyzed adult educators’ views on the relationship between adult education and HRD.

2:45 pm - 3:30 pm Roundtables:  
Meeting Room 4  
- “I Can’t Hear What You’re Saying, Just How You Say It” - Re-imagining Feedback
- Marianne Reiff
  - Small groups are powerful when they work and devastating when they don’t. Participants will practice a simple strategy to build effective feedback with students whether in class or on-line. They will leave with a field-tested tool to add to their educator’s tool box.
- Repurposing the PhD - Navigating through Medical Education - Robert Treat, Kristina Kaljo
  - Research doctoral recipients face a challenging job market in higher education. Tenure-track faculty appointments in higher education have decreased substantially in the past few decades. With recent changes in medical school curricula and reported outcomes in medical education research, employment opportunities have emerged in the medical school landscape.
  - “Through learning we re-create ourselves” (Senge, 1990), and through writing we enter into conversations about the [re]solutions and [r]evolutions in our thinking, research, and practice. Join this interactive session to learn, share, and practice [re]solutions to create, engage and promote writing groups in various contexts.
- Adult College Students’ Roles in University Governance: Is Non Traditional Too Old? - Everett A. Smith
  - The role of student government organizations on college campuses is essential because of the variety of learning opportunities student involvement presents. Though this is often viewed through the traditional student lens, non-traditional students also play a role in the governance of the university, which this study examined.

3:30 pm - 4:00 pm  Break
  Pre-Function

4:00 pm - 4:45 pm  SIGs: Networking / Meetings
  Great Hall A&B
  To include: Adult Psychology, Correctional Institutions, Adult Development, Community Colleges, Graduate Students, Religious Education, Cooperative Extension Health Education

Session 5: Concurrent Sessions and Roundtable Discussions

4:00 pm - 4:45 pm  Addressing injustice and promoting sustainability though grant writing - Wendy Griswold
  Meeting Room 1
  Partnering with communities to write grants is an opportunity to address social, economic and environmental injustice. Curious? Skeptical? Explore a case study of a proposal writing process between community, non-profit, and academic stakeholders as a real-life example of how this works. Barriers to it working for you will be discussed.

4:00 pm - 4:45 pm  Privileging the Role of the Marginalized: A Case of Organized Resistance by Young Adult Catholics - Seth A Jacobson
  Meeting Room 2
  This session presents a case study designed to explore why and how a group of young adult Catholics resist Church teachings and norms – while remaining committed to the survival of the organization. The study emphasizes the role that marginalized actors play in the development of an organized resistance.

4:00 pm - 4:45 pm  Fostering Learning and Participant Action: Connecting Practice and Theory - Michael Reichenbach
Collaborative/social learning approaches to adult education programs may result in increased levels of participant action. Using examples from my teaching and research, I will explain how collaborative/social learning approaches foster transformative learning and action.

Connecting our SME-ness: Toward a more accurate and useful view of subject matter expertise - Jonathan Taylor, Steven B Frye

This presentation makes the case that the term “subject matter expert” reifies an inaccurate and harmful view of learning, greatly diminishing learning transfer in the workplace. An alternative view of both the teacher and learner as subject matter experts engaged in a collaborative learning experience is presented in this session.

Community College Online Course Completion: A Sense of School Community and the Adult Learner - Kathleen Stone

Community in the online classroom is important; however, a sense of school community has not been extensively explored. This session presents research aimed at understanding how adult students’ experiences and perceptions of a sense of school community contribute to their ability to complete online courses in a community college setting.

White Cane and Identity: Conflict Between Intervention and the Protection of Perceived Image - Michael Munro, Heather Munro

This presentation of a phenomenological study explores the personal reflections of adult students who are visually impaired. Participants reflect on the impact of being visually impaired and the use of a white cane on their perceived identity and how they are viewed by the public. Feedback for educators is provided.

Fish, Fruit, and Tobacco: The Connections Among Minorities and Agricultural Labor Education in the 1930s - Geleana Drew Alston

This session will illuminate the historical connections of three different ethnic minority groups and their efforts in educating adults about their rights as agricultural workers in the 1930s. Additionally, this session will place emphasis on the significance of minorities and agricultural labor rights in the 21st century.

A Case Study on Spirituality in Senior Center Education: Qualitative Research in Adult Education - Laura Demarse, Mitsunori Misawa

The purpose of the case was to understand the deeply personal role of spirituality in adult education as seen through teaching seniors and examined the personal manifestation of spirituality through the life experiences of three adult educators. The research questions examined how the participants implement spirituality in their teaching practice.

Transformative Oriented Training: Theory of Change, Design and Evaluation - Cheryl Baldwin

This session describes a training pilot project that used an integrative transformative oriented learning theoretical framework. An overview of the theory-driven design and results of the evaluation describing the adult learners’ experience and self-reported changes in practice will be presented. Implications of the training design and approach will be discussed.

Deliberative Pedagogy: Transforming Classrooms and Communities - Timothy Shaffer
This session explores the topic of deliberative pedagogy through a number of examples based on extensive research conducted in multiple institutional and community settings since 2011. Drawing on concepts central to adult education, scholars in diverse settings have engaged teaching and learning through a deliberative and engaged pedagogical approach.

4:00 pm - 4:45 pm Roundtables:

Meeting Room 4

- **Relationships Matter: The Impact of Career Technical Education Experiences on Adult Lives** - Shelli Henehan
  - This mixed-methods relational study investigated 29 adult worker’s perceptions of prior engagement in transformative career technical education opportunities. The qualitative data included rich critical reflection about educational experiences, career pathways, adult learning opportunities, current perceptions of accomplishments and those responsible for perceived successes. The research found that relationships matter!

- **What Do Adult College Students Say Makes for Good and Bad Learning Experiences** - Amy Ballin, Marianne Reiff
  - The presentation unpacks examination of accidental data from adult learning classrooms. We examined what students themselves say makes for good and bad experiences. Adult graduate students know what they want. When they tell about their classroom experiences, rich and provocative stories emerge.

- **Research on Online Faculty: What we know and Where we go from here** - Anita Samuel
  - Over the last two decades, online education has become an integral part of higher education and it has transformed the role of educators. This session will look at the factors that impact online educator experience and looks ahead at what more needs to be done to ensure faculty satisfaction.

- **Evolution of a Disability Services Course** - Tabitha Brecke
  - The Adult Education program at Auburn University created the Disability Services course to meet the needs of faculty and staff on campus. This session will discuss the planning of the course, and its evolution during the past year.

- **What’s Love Got To Do With It?: Overcoming Internalized Racism** - Ruby Cain
  - Teaching Racism, Power, and Privilege, is often accompanied by a cursory view of Internalized Racism. This interactive session explores the dynamics of focusing on Internalized Racism as an integral component of multiracial/multiethnic learning. Participants will explore the barriers, challenges, and dynamics of understanding and teaching Internalized Racism and Racial Healing.

- **Tribal Colleges and Universities (TCUs): A Movement in Acts** - Craig A. Campbell
  - The Tribal College Movement began in the United States in 1968 and now represents 37 Tribal Colleges and Universities (TCUs). These institutions are reservation-based and provide vital links in the community through language revitalization, cultural practices, and Indigenous and Western approaches to learning. This presentation will trace the history of the movement and highlight various TCUs.

5:30 pm - 7:00 pm IACE Hall of Fame 20th Anniversary Celebration: Dinner & Special Presentation

*Great Hall C*

7:00 pm - 9:00 pm IACE Hall of Fame Induction Ceremony

*Great Hall C*

9:00 pm - 10:00 pm IACE Hall of Fame Reception

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Schedule at a Glance Thursday

Thursday, November 19, 2015

8:00 am - 7:00 pm  Registration Hours
     Connection Central Open
     AAACE Central Open

7:00 am - 7:45 am  Graduate Student Breakfast (Reservations and tickets required)
7:00 am - 7:45 am  Continental Breakfast (Reservations required; included in conference fee)
7:15 am - 8:45 am  Past President’s Breakfast (By invitation)
7:30 am - 6:00 pm  Speaker Ready Room
8:00 am - 6:00 pm  AAACE Conference Registration Open
8:00 am - 5:00 pm  Exhibits Open
8:00 am - 8:45 am  Adult Learning Editors’ Meeting
8:00 am - 8:45 am  Session 6: Concurrent Sessions and Roundtable Discussions
9:00 am - 9:45 am  AEQ Editors’ Meeting
9:00 am - 9:45 am  Session 7: Concurrent Sessions and Roundtable Discussions
9:00 am - 9:45 am  Featured Concurrent Session: Military Education SIG
9:00 am - 9:45 am  Shared concurrent sessions
9:45 am - 10:15 am  Break
10:15 am - 11:00 am  Journal of Transformative Education Editors’ Meeting
10:15 am - 11:00 am  Session 8: Concurrent Sessions and Roundtable Discussions
10:15 am - 11:00 am  Poster Sessions
11:15 am - 12:30 pm  General Session - Keynote: Dr. Alan Knox
12:45 pm - 2:00 pm  Awards Luncheon (Reservations required; included in conference fee)
2:15 pm - 3:00 pm  How to Write for AEQ, AL, JTED
2:15 pm - 3:00 pm  Poster Sessions
2:15 pm - 3:00 pm  Session 9: Concurrent Session and Roundtable Discussions
2:15 pm - 3:00 pm  Featured Concurrent Session: Action through AAACE - Popular Education
     SIG, Minority Education SIG, Sustainability and Environmental Adult Education
     SIG, and the Commission for Community, Minority, and Non-formal Education
     (CCMNFE)
3:00 pm - 3:30 pm  Break
3:30 pm – 4:15 pm  Session 10: Concurrent Sessions and Roundtable Discussions
     Featured Concurrent Session: Action through AAACE - 2nd Session Popular
     Education SIG Minority Education SIG, Sustainability and Environmental Adult
     Education SIG, and the Commission for Community, Minority, and Non-formal
     Education (CCMNFE)
4:30 pm - 5:15 pm  SIGs: Networking / Meetings
5:15 pm - Until  Dinner on your own or join a group

CPAE Co-Conference

2:00 pm - 3:30 pm  CPAE Welcome and Opening Session
3:45 pm - 4:45 pm  CPAE Concurrent Session 1A - Instructional Improvement SIG
     CPAE Concurrent Session 2B - Research & Theory SIG
     CPAE Concurrent Session 3C - International/Intercultural SIG
5:00 pm - 6:00 pm  CPAE Reception
6:00 pm - 8:00 pm  CPAE Business Meeting
Thursday Detailed Schedule

Thursday, November 19, 2015

8:00 am - 8:45 am Adult Learning Editors’ Meeting
Meeting Room 19

Session 6: Concurrent Sessions and Roundtable Discussions

8:00 am - 8:45 am Interviewing for Academic Positions: Information for Graduate Students and Those Interested in Careers in Higher Education - Steven W. Schmidt
Meeting Room 1
Conducting job searches, developing resumes and curriculum vitae and interviewing for academic (faculty) positions will be the focus of this session.

8:00 am - 8:45 am Learning to Work Together: A Phenomenological Approach to Understanding Participation (a Jamaican Experience) - Angela Brown Burke
Meeting Room 2
This study examines participation as experienced by five participants as they work with others to find solutions. They feel valued and motivated as they exercise voice and their opinions are respected. They learn to be more inclusive when the facilitator and the process create an inclusive environment.

8:00 am - 8:45 am Predicting Student Retention: Last Students In are Likely to be the First Students Out - Jo Ann Hallawell
Meeting Room 3
Better late than never? Policies that permit students to register for courses late are doing more harm than good. Research indicates students who register late are less likely to persist and more likely to earn a final course grade lower than students who register early. Should institutions end late registration?

8:00 am - 8:45 am Socialization or Alienation? How Films Represent the Experience of Non-traditional College Students - Joseph Armstrong, Kevin Nolley
Meeting Room 5
This presentation will examine Hollywood films’ views of non-traditional college students. Film clips will be used to demonstrate how this film genre shapes and reflects public opinion of the workings within the ivy covered walls of higher education and non-traditional students’ roles there.

8:00 am - 8:45 am Faculty and the Adoption of Online Instruction - Donna Murdoch
Meeting Room 9
This qualitative case study explores with faculty in higher education their perceptions of their experience learning to incorporate online instruction into their practice. Participants in the study taught face to face in higher education prior to teaching online. Findings of the study and recommendations will be explored and discussed.

8:00 am - 8:45 am Evolving Roles of Adult Educators—Then and Now - Jovita Ross-Gordon
Meeting Room 10
The session will consider how roles of adult educators have evolved over the last 60 years. It will provide an overview of pertinent descriptive, theoretical, and research literature, beginning with Houle’s (1956) “pyramid of leadership,” and conclude with discussion of implications for professional development, graduate education, policy, and research today.

8:00 am - 8:45 am Graduate Student Advising in Online Accelerated Programs: Bringing adult learning theory to practice - Linda Merkl
Meeting Room 11
Join the conversation on using adult learning theory to advise graduate level students in online accelerated programs. In this session we will consider the tenets of adult learning theory as proposed by Knowles (1975) and leave with a better understanding of how to engage learners in the advising process.
8:00 am - 8:45 am “The AAACE Religious Education SIG—Beginning a New Dialogue” - Bob Mullen, Jonathan Hunstiger
Meeting Room 17
The AAACE Religious Education SIG acknowledges that spiritual and religious growth is among the many content areas in which adults participate. The SIG is at a place where a revitalization and new direction is needing to be explored. This session will serve as a beginning for that process.

8:00 am - 8:45 am Co-construction of Learning Identity Between Adult Undergraduates and Their Instructors - Jie Ke, Millard Juette Bingham
Meeting Room 18
The session is to: 1) share perceptions of instructors who teach adult undergraduates on what and how to teach; 2) share learning perspectives of adult undergraduates on what and how to learn; 3) compare two perspectives and identify gaps, which can be used to adjust teaching expectations and teaching strategies.

8:00 am - 8:45 am Roundtables:
Meeting Room 4
- Fostering and Promoting Faculty Development Workshops for Teaching and Learning Skills - Vicki Sheri Towne
  - This interactive group discussion explores the need for, as well as the design and implementation of, faculty development workshops focused on teaching knowledge, methods and strategies such as formative assessment learning activities. Participants will collaborate on an action plan as they brainstorm strategies for fostering administrative support and faculty participation.
- Qualitative Chronic Illness Research in Rural Areas: Lessons and Strategies - Lisa Baumgartner
  - The purpose of this session is to provide participants with strategies when pursuing a research agenda concerning individuals living with chronic illness in rural areas. Session participants will discuss ways to navigate Institutional Review Board approval, study recruitment and fieldwork challenges, and discuss possible publication venues.
- Engaging Mentors to Increase Persistence in an Online Executive Program: A Case Study - Ann Kolasa Zastrow
  - Online educational opportunities are fast becoming part of executive education; historically, executive programs have been carefully targeted to a specific audience and participant feedback closely monitored. Introducing online teaching into this context creates unique challenges in participant persistence and lessons that may transfer to other online environments.
- Creating Work Identities: The Professional Journeys of Immigrants - Jan Adversario
  - This paper explores possible selves, the internal and external dimensions of professional identities developed by immigrants. Analyzing findings from ethnographic interviews, the presenter describes the case study of two immigrants and recounts their challenges, learning, and successes in the workplace. Implications for adult learning, the workplace, and policy are addressed.
- From Global to Local: Reaching Across Campus - Sharon Herbers, M. Alison
Thursday Detailed Schedule (Continued)

Buck, Layla Alahmari, Ohud Alqarni

- This experiential learning session will describe assignments in a class examining issues of globalization. Experts from across campus were invited into the classroom and students interviewed local authors about their work in sustainable development and cross-cultural engagement. Facilitators will share instructor, student, and community perspectives. Participants may share their resources.

- Critical Thinking and the Adult Learner - Carrie Johnson, Bonnie Flynn

- A new course, Critical Thinking and the Adult Learner, focuses on adult development, adult learning theory and critical thinking. This course has received stellar reviews from students. Join the course designer and an instructor to learn about the development of this course and participate in some of the class activities.

- Planning and Conducting Interactive Video Based Distance Education: Best Practices, Tips and Tricks - Tino Simon

- This roundtable will focus on best practices, tips and tricks for planning and conducting videoconference based distance education. A baseline of ideas will provided, and will serve as a starting point for discussion and dialogue around making the distance learning transaction as engaging and effective as possible.

9:00 am - 9:45 am AEQ Editors’ Meeting
Meeting Room 12

Session 7: Concurrent Sessions and Roundtable Discussions

9:00 am - 9:45 am Featured Concurrent Session: Taking the Classroom Mobile (Military Education SIG) - Phil Ice
Great Hall A

9:00 am - 9:45 am Recognizing and Reducing Microaggressions within the Confines of Online Discussion Boards - Annie Hoekman, W. Franklin Spikes, Doris Wright Carroll
Meeting Room 1

Microaggressions are brief, everyday exchanges that send denigrating messages to a target group. This study analyzes empirical data taken from a graduate multicultural course taught online. This study explores the various ways communication interactions between adult students demonstrate forms of microaggressions.

9:00 am - 9:45 am Once Upon a Time: Cinderella and the Public Pedagogy of Heritage Tourism - Micki Voelkel, Shelli Henehan
Meeting Room 2

Miss Laura’s Social Club is a restored Victorian brothel that serves as the Visitors' Center for Fort Smith, Arkansas. This qualitative case study examines and critiques the master narrative of an Old West town as told by Miss Laura’s in its dual roles as museum and marketing tool.

9:00 am - 9:45 am Civic Engagement as International Revolutionary Praxis among Adult Learners - Lisa Rochelle Brown
Meeting Room 3

This paper presents findings based on civic engagement research in Chile, South America. The context is a free-market optimized higher educational system facing
national revolutionary student protests opposing its continuance. Spiral Dynamic Theory (SDT) guides the data analysis as lower civic engagement outcomes were assessed at the private for-profit universities.

9:00 am - 9:45 am  
Taboo Topic? Conducting a Structured Dialogue Pilot on Diversity and Inclusion in the Engineering Workplace - Scott Hofacker  
Meeting Room 5  
Dialogue groups create a closeness of relationships and develop individual leadership skills. In the engineering workplace, dialogue on taboo topics is often avoided. This presentation describes a structured dialogue pilot assembled from components of four adult learning approaches to address the topic of diversity and inclusion in the engineering workplace.

9:00 am - 9:45 am  
Separate but Unequal: Gender, literacy and the challenges of colonial legacy - a look at Burkina Faso, West Africa - Daphne Ntiri  
Meeting Room 7  
The legacy of colonial education lingers on even fifty years after independence of many African countries as is the case of Burkina Faso. Though African governments have struggled to maintain respectable levels of investment in education even with the economic recession and structural adjustment problems, there is the continuing persistent inequality between the sexes in educational attainment despite increased access of educational opportunities for women over the last four decades.

9:00 am - 9:45 am  
Beyond History Months: Taking the Next Step in Cultural Integration - Ted McCadden, Jennifer L. Pemberton  
Meeting Room 9  
Multicultural education often emphasizes difference and novelty rather than integrating diverse voices. In this presentation, we illustrate how “history months” and other observances reinforce separation and difference, and guide participants to identify ways in which to diversify the curriculum in a culturally-responsive context.

9:00 am - 9:45 am  
Reinventing the Learning Experience: Preparing High School Equivalency Students for 100-Level Classes - Michael Benvin, Stephanie Reese  
Meeting Room 10  
Using an innovative student-support model, known as STAR-PATH, Rio’s College Bridge Pathways (CBP) has successfully shifted student focus from GED exam completion to post-secondary enrollment and career attainment. CBP has effectively infused College and Career Ready standards into a dynamic curriculum that reinvents the learning experience for adult students.

9:00 am - 9:45 am  
Institutional Support for Distance Education Graduate Programs in Adult Education - Gary Dean  
Meeting Room 11  
This session focuses on faculty perspectives of the institutional dynamics enhancing and inhibiting the success of online graduate programs in adult education in higher education. Findings from a research study in which faculty in adult education were interviewed will be reported.

9:00 am - 9:45 am  
Creative Recovery: Insightful Tools, Tips, and Techniques for Restoring your Creative Soul - Dominique T. Chlup  
Meeting Room 16  
Feeling stressed out, worn out, or just plain burned out? Attend this session to learn how to use your five senses to experience relaxation, stress reduction, and anti-anxiety techniques. Come prepared to participate in the wonders of restoring your creative soul.

9:00 am - 9:45 am  
Roundtables:  
Meeting Room 4  
- The Bad Department Chair: Organizational Responses to Challenging Leadership - John W. Murry, Michael T. Miller, Kit Kacirek
The paper explores college faculty members' response strategies to poor departmental leadership. The focus is on how faculty have responded to poor leadership, its impact on organizational performance, and ultimately, what faculty members (as adults) believe should be organizational best practices for working with this type of leadership.

- **Making cents of training: The ROI of interpersonal development - Kim A. Gordon**
  - Although most organizations recognize the need for interpersonal skill development, reluctance to invest time and financial resources leaves the challenge unabated. Learn how one organization rose to the challenge, partnered with the local university to address the skill gap and ultimately enjoyed a return on the investment.

- **Study Abroad in Graduate Adult Learning Programs: Enhancing the Curriculum or Boondoggle? - Robin Hurst**
  - Study Abroad Programs have been used for some time in undergraduate programs to enhance curriculum, as well as to provide a global experience to students. Less research has focused on study abroad in graduate curriculum, especially in the field of Adult Learning and Human Resource Development. This interactive session will focus on the advantages and challenges of study abroad in graduate Adult Learning programs, as well as discussion on proposed research questions and methodology to study the effectiveness of such programs.

- **The Melting Pot: The Inclusion of Multicultural Education in the Adult Learning Environment - Kristine Ball, Shaquille Marsh**
  - Adult learners bring different backgrounds and experiences into a learning situation. Multicultural education provides an avenue to reach all adults. The session will provide educators with techniques through the lens of critical theory that would create equal educational opportunities to individuals of different races, socioeconomic statuses, and cultural groups.

- **Group Project Processes that Foster Communication and Accountability in Accelerated Online Graduate Programs - Judy K. Favor**
  - Adult students often have well-defined, negative attitudes about group projects from prior experiences. This session will present online group project processes the author created in an effort to improve timely and consistent communication between online team members, enhance accountability, and ultimately improve the group project experience for adult learners.

- **Using Advisory Committees to Support Adult Education Programs - James E. Witte, Maria Martinez Witte, Iris M. Saltiel, Leslie Cordie**
  - This session will discuss the establishment and use of Advisory Committees. Incorporating the use of Advisory Committees can strengthen an adult education program and its relevance to business and industry needs. Engaged advisory committee members can then promote and serve as an informed constituent in the community.

9:00 am - 9:45 am Shared concurrent sessions: (2 oral presentations in 45 minutes)

**Meeting Room 19**

- **Matrix-Management: Application of an Established Business Technique to Boost Writing Productivity - Catherine A. Cherrstrom, Jill Zarestky**
Adult educators face the challenge of publishing to contribute to theory, practice, and policy. Simultaneously, they face competing priorities, such as teaching/training, administration, and service. In this session, we propose research- and practice-based strategies to avoid common pitfalls and execute a matrix-management technique to boost writing productivity.

- Co-Working: Application of an Emerging Business Practice to Increase Academic Writing Productivity - Jill Zarestky, Catherine A. Cherrstrom

With online courses rising popularity, adult educators increasingly work from home or alternate locations. While we appreciate flexibility, we lose collegial support. In this session, we propose co-working, drawn from emerging trends in business and technology, as one solution to promote productivity and balance competing interests of flexibility and interaction.

10:15 am - 11:00 am Journal of Transformative Education Editors' Meeting
   Meeting Room 20

Session 8: Concurrent Sessions and Roundtable Discussions

10:15 am - 11:00 am The Health Effects of Heart Rhythm Meditation as Spiritual and Embodied Learning - Elizabeth Tisdell
   Meeting Room 1

Heart Rhythm Meditation (HRM) is a form of meditation which synchronizes the pace of breathing with the heartbeat, and lowers stress and blood pressure. This session will explore HRM as a form of spiritual and embodied learning, and its implications for holistic health based on a research study.

10:15 am - 11:00 am Black Professor/White Students: The Implications of Race on Andragogy - Shaquille Marsh
   Meeting Room 2

This session will acquaint participants on how andragogy is impacted by race. Through a phenomenological approach, the speaker will explain how race plays a role in students' learning in a public speaking class at a community college and a four-year institution in the Southeast region of the United States.

10:15 am - 11:00 am Modeling Interactive Influences on Health and Adult Educators' Contributions to Adult Health Learning - Lilian H. Hill
   Meeting Room 3

This proposal examines multiple convergent forces on health, relates these to social determinants of health and critical adult health learning, and closes with a proposed model of adult educators' contributions to human health at the individual, community, health provider, policy/regulatory agency, and international levels.

10:15 am - 11:00 am Trendy Trashion: A Process Paradigm for Community Empowerment in the Context of Upcycling - Gabriele Strohschen, Virginia I. Heaven
   Meeting Room 5

To clarify a flexible process model for a diversity of learning goals, 15 participants in Chicago’s Latino and Black participated in a PAR project, “Trendy Trashion,” upcycling quality used apparel into affordable on-trend looks for job interviews, re-sale and universal self-esteem. It resulted in an Adult Education competency-based, applied, and emancipatory paradigm within the context of upcycled fashion enterprises. This session describes the study and pilot results with the goal to replicate the process model within diverse contents and settings.
Thursday Detailed Schedule (Continued)

10:15 am - 11:00 am  Using a Flipped Classroom to Reach Adult Career-Changers and Millennials - Kathleen Fabrikant, Megan E. Morris  
*Meeting Room 7*

A research study of two flipped classrooms in an introductory education block is examined in terms of learner engagement of a wide range of students, from Millennials to Baby Boomers. Assessments, outcomes, and unintended consequences are presented.

10:15 am - 11:00 am  Learning Cities: Creating New Communities for Teaching Adults - Leodis Scott  
*Meeting Room 9*

Learning cities represent an evolving idea in educating adults. This session describes the current scholarly emphasis on teaching adults and compares more recent formulations on the “citizenship of learning” that creates new communities of adult educators (both traditional and nontraditional), who teach at the margin of lifelong education and learning.

10:15 am - 11:00 am  Native American Tribes: Historical Aspects of Existence, Control, and Education - Gianina Shamarr Hayes, Waynne B. James  
*Meeting Room 10*

This session includes information related to the variety of Native American tribes in the US, the impact of federal meddling, recent changes, and brief historical aspects of adult and higher education efforts.

10:15 am - 11:00 am  “I am not like them” – How welfare recipients perceive themselves and construct their identities - Michelle A. Johnson, Mary V. Alfred  
*Meeting Room 11*

Despite the proliferation of literature that addresses the effects of welfare policy, barriers to employment, and the stereotypes and stigmas surrounding welfare recipients, little is known about how female welfare recipients’ perceive themselves and construct their identities.

10:15 am - 11:00 am  Past as Prologue for Adult Education: The 1947 Houle et al. Armed Services Study Revisited - John M. Persyn, Cheryl J. Polson  
*Meeting Room 12*

This session reexamines the seminal 1947 study of The Armed Services and Adult Education by Houle, Burr, Hamilton, and Yale. Attendees will review the study’s implications relating to their own areas of practice, and will explore whether these implications continue to provide insight for the future of adult education.

10:15 am - 11:00 am  Faculty Accreditation Standards: A Review of CAPTE’s Standard for Core Physical Therapy Faculty - Shannon Hughes, Mitsunori Misawa  
*Meeting Room 19*

This presentation will compare entry level physical therapy accreditation standards to other health care professions’ accreditation standards concerning doctoral preparation of core faculty members and will examine if entry level physical therapy programs are prepared to meet the 2020 CAPTE Standard 4A of 100% doctoral preparation of core faculty members.

10:15 am - 11:00 am  Roundtables:  
*Meeting Room 4*

- Utilizing Sociocultural Approaches to Facilitate Adult Learning - Susan M. Yelich Biniecki, Haijun Kang

  - Adult educators can frame culture in the learning environment by understanding how culture is present. The educator’s sociocultural approach can provide particular structures within formal and nonformal environments, critical to facilitating adult learning. This session will focus on how to utilize sociocultural approaches to facilitate adult learning.
Thursday Detailed Schedule (Continued)

- Food Insecurity and Adult Learners in Higher Education - Niesha Douglas, Geleana Drew Alston
  - This roundtable session will illuminate the issue of food insecurity for adult learners at community colleges and 4-year institutions of higher education.

- Overcoming Student Aversions to Learning - Patricia Coberly Holt
  - Stephen Brookfield (2006) provides us with four common negative emotions displayed by students. These reactions are ubiquitous regardless the students’ level of learning. This presentation is of a study that reviews the frequency of these emotions and how successful students have found to overcome them.

- To Learn and to Grow: Applying Adult Development to Faculty Learning - Anne Benoit
  - What can the application of adult development perspectives on faculty learning reveal about the capacity for self-reflection, criticality, and flexible response? Through research cases and collaborative dialogue, attendees are invited to engage with new thinking about the ways in which adult development can inform our understanding of adult learning.

- Not Everything is Transformation: Threshold Concepts as a Lens for Professional Development - Chad Hoggan, Jenica Davidson
  - This session introduces “threshold concepts,” a relatively new conceptual lens that focuses on key learnings necessary for becoming an accepted and successful professional within a given field. We contrast it with transformative learning and argue for its usefulness in understanding professional development.

10:15 am - 11:00 am Poster Sessions
Meeting Rooms 14 & 15

- Remove that Ribbon - Anthony L. Crawford, Jr.
- Blue collar worker learning: A comparison to current theories of adult learning - Robert F. Reardon
- Examining Adult Education Pathways and Self-Sufficiency for Women in Low-Income Housing - Cedric M. Scott
- Using Appreciative Inquiry in Formative Evaluation of an Educational Initiative for Hospital Nurses - Judith Ellen Livingston, Alice Gong, Rachael Farner, Liza Creel
- The role of mentoring in faculty job satisfaction - Tony Lee, Doo Hun Lim
- Learning in Childhood versus Learning in Adulthood: The theory of Pedagogy and Andragogy - Smeon O. Edosomwan
- Research Findings from the Kansas CLE Commission’s Education Initiative: Phase 1 - Holly Fisher, W. Franklin Spikes
- The superiority of independent learning objects - Christopher Martinez
Thursday Detailed Schedule (Continued)

- Online and Learner-centered: The Cash Cow Crumbles - Jinhee Choi, Davin Carr-Chellman, Michelle Covert
- Unlearning: Heuristic methods for empirical research of a neglected concept in adult education - Astrid Seltrecht
- Students Evolving for Industry Careers: Case Study Exploring Experiential Learning Methods in a Hospitality Program - Joe Askren
- Exploring Inner Spaces - Transforming Self - Rachelle Franz, Ed Cunliff
- Facilitating Team Development: Creating Effective Organizational Teams that Balance Process and Product - Blaine Alexander, Jennifer Medeiros
- Title of presentation: “Resilience, Determination, and Responsibility”: Examining Adult Learner and Practitioner Beliefs About What It Means To Be Serious About and Successful In College - Danielle Gioia
- Deconstructing Mentorship: Moving from an activity to a learning orientation - Kit Kacirek, Jay M A Parker, Monica Jones
- Understanding Baby Boomer Transitions Back to College - John Cain
- Experience of Teaching Arabic Language for Adult Learners - Ohud Alqarni, Zayed Alshehri
- Reframing CTE Classrooms to Reflect Authentic Learning Environments: Learning Team Method Benefits Individual Student Performance - James Wooden
- Deconstructing Mentorship: Moving from an activity to a learning orientation - Jay M A Parker, Monica Jones, Kit Kacirek
- Examining the Effectiveness of Using Online Learning to Meet the Needs of Diverse Learners - Krystie T. Nguyen, Petra A Robinson, Malaika Edwards
- Demystifying the Journey of Adult Learners: Determine to Overcome all Odds - Yvonne Hunter-Johnson
- Examining the Learning Environments of Introverted and Extroverted Learners - Carol Heaverlo, Robyn Cooper, Lyn Brodersen
- Can Students Provide Meaningful Peer Feedback? - Pierce Sanute
- Promoting Academic Identity through Personal Websites - Leslie VanBuskirk
- The Latina Educational Journey-Experiences from First Generation Doctoral Students - Andrea Flores, Yolanda Reyes Guevara
- Walking into the Unknown: Engaging First Generation College Students in Higher Education - Hannah N. White, John D. Harrison, Marye E. Hooker
- The Hyporbean - Jerome Matthews, Amanda Barnes, Tiksha Hudson
Imagine for a moment that each of the people and educational activities that have been significant for you is represented on a small tile in a mosaic that captures our collective inheritance. That mosaic is the floor that serves as a platform on which we all perform. Welcome to the dance…

At the outset of the general session, Alan will share his personal perspectives on some metaphors that reflect our past experience and can inspire our future directions. Such examples can inspire each of us to truly recognize the essential mission of our work as educators of adults. The second half of the session will explore your perspectives about a newly launched international compendium of adult and continuing education. Three of Alan’s colleagues will join him as a panel to help explain ways in which hundreds of scholars and practitioners from various countries and parts of the field will be mapping the knowledge base of the field. During this interactive part of the session Alan, Simone Conceicao, Larry Martin and Tom Sork will share their views of this project, and respond to audience questions and comments.

Dr. Alan B. Knox is internationally known as a scholar and speaker about adult, community and continuing education. As a past president of AAACE, he remains deeply dedicated to the Association’s unique mission in the field. His publications span adult development and learning, helping adults learn, program leadership, and program evaluation. His 2015 Stylus book is on Improving Professional Learning: 12 strategies to enhance performance. He recently became a professor emeritus at the University of Wisconsin, and continues conducting staff development sessions for helping professionals, through the medical school office of continuing professional development.

2:15 pm - 3:00 pm How to Write for AEQ, AL, JTED
Meeting Room 17

2:15 pm - 3:00 pm Poster Session (Continued)
Meeting Rooms 14 & 15

- Remove that Ribbon - Anthony L. Crawford, Jr.
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Session 9: Concurrent Session and Roundtable Discussions

2:15 pm - 3:00 pm  **Featured Concurrent Session:** Action through AAACE - Nancy Fire, Ed Cunliff, Gabriele Strohschen, Jacqueline McGinty, Wendy Griswold, Lori Risley, Amanda Cribbs, Kristi Frush  
**Great Hall A&B**

2:15 pm - 3:00 pm  Complements or Competitors?: Models for Understanding the Relationship between Adult Education and Human Resource Development - Joshua C. Collins, Jill Zarestky  
**Meeting Room 1**
This session will overview the various ways in which the relationship between Adult Education and Human Resource Development has been modeled or described, and it will present an alternative model for understanding the fields as distinct and yet complementary.

2:15 pm - 3:00 pm  Learning Styles Assessment Instruments for Adults: What Works and What Doesn't - Kelly McCarthy, Maniphone Dickerson, Wayne B. James  
**Meeting Room 2**
This session will address information on learning styles, the pros and cons of assessment instruments for adults, and correlations to support use of these instruments with native and non-native English speakers.

2:15 pm - 3:00 pm  E-Service-Learning: Reflections from Adult Learners in an Online Program - Jeremy Schwehm  
**Meeting Room 3**
For adult learners in online programs, service-learning opportunities are oftentimes out of reach. E-service-learning provides an avenue for adult learners to experience the benefits of service-learning in a way that fits into their hectic lives. Learn about the implementation, complications, and benefits of e-service-learning through the examination of student reflections.

2:15 pm - 3:00 pm  Tending the Fire: A Pedagogy of Creative Emergence for Community Transformation - Ann Brooks, Thermajean Jones, Tim Eubanks  
**Meeting Room 5**
How can a Pedagogy of Creative Emergence transform an extremely impoverished and socially excluded community in an era of increasing disparity between the rich and poor? We will explore the nonformal education practices that a grass roots organization in Mexico, Caminando Unidos, uses to transform itself and the community.

2:15 pm - 3:00 pm  Self-Directed Learning and the Lupus Patient: Using Adult Education to Actively Cope with Chronic Illness - Kristin Brittain, Valerie Bryan  
**Meeting Room 7**
This research provides insight into the aspects of coping strategies, the relationship between health and education, and will provide knowledge and information to an area that does not receive adequate attention. This quantitative study investigates the relationship between lupus patients’ abilities to cope in relation to their self-directed learning readiness.

2:15 pm - 3:00 pm  Capitalizing on New and Emerging Education Market Opportunities - David P. Waldherr  
**Meeting Room 9**
Challenges in meeting standards make programming and corresponding student achievement much more difficult. Students face challenges meeting new rigor including, but not limited to, the Common Core. This interactive session will help programs develop strategy for student achievement in emerging skills review, high school equivalency, WorkKeys, and college entrance markets.

2:15 pm - 3:00 pm  Outcomes assessment: Learning from Capstone Portfolios - Henry S. Merrill, Frank DiSilvestro, Marjorie E. Treff  
**Meeting Room 10**
This session presents content analysis research on 100 Capstone Portfolios completed
by graduates of an online M. S. in Adult Education during 8 years (Fall 2008 - Spring 2015). The purpose of this research is to determine the impact of the Capstone Portfolio on student learning and the program curriculum.

2:15 pm - 3:00 pm  
Overcoming Cognitive Deficits to Improve Academic Achievement - John Hatfield  
Meeting Room 11
Individuals who have cognitive deficits due to head injuries, strokes, drug abuse, PTSD, chemo-brain, developmental delays another brain-based anomalies can overcome these deficits. Through neurogenesis, the hippocampus in the brain can be properly stimulated to generate new neurons, each capable to forming 30,000 new connections throughout the brain.

2:15 pm - 3:00 pm  
Photo-ethnography: revolutions in research and adult education - Dianna Bartel, Susan M. Yelich Biniecki  
Meeting Room 12
Photo-ethnography can foster creative and critical thinking in adult education settings allowing researchers to more fully understand the stories of adult learners. This session will focus on photo-ethnography as a methodology to engage instructors, researchers, and learners in creating opportunities for reflexive engagement.

2:15 pm - 3:00 pm  
Creating Narratives That Resonate for Effective Advocacy, Fundraising, and Community Relations - Deborah Kennedy  
Meeting Room 18
Support for adult education can be affected by the stories programs tell, but many programs lack effectiveness at creating powerful narratives about themselves. This session gives participants the skills to create narratives that resonate with funders, community members, and policy-makers, enabling them to achieve advocacy and other goals through narrative.

2:15 pm - 3:00 pm  
Roundtables:  
Meeting Room 4
  - This discussion will focus on the first annual survey of national trends in American Adult Education. The survey includes leisure education, community education, adult training, and basic education. The survey will be administered in winter of 2015-2016, and the discussion will feature a discussion/debate of the proposed survey items.
  - This session offers discussion focusing on identifying and describing the characteristics of preparedness that grow the capacity for practicing for public interest lawyers oriented towards social action. This roundtable discussion will focus on the researcher’s current investigation of this topic.
- Communities of Practice and the International Graduate Workshop - Kelly McKenna, Christine Kyser
  - The need for understanding how to effectively support international higher education students has never been greater. International students have been taught through drastically different educational philosophies and methodologies, so faculty members must be willing to adapt their teaching methods to best support these populations for success in their academic pursuits.
- Theater as a tool for organizational change - Chinedu Anumudu
Does applied theater as a training tool affect organizational change? The roundtable will address the effect and contributions of theater from Shakespeare to Boal in promoting social change. Our discussion will attempt to identify how theater can be infused as an artistic training tool to promote organizational change.

- Learning Festival / Adult Learners' Week - a motivation for Education for ALL - André Schlaefli

  - For 20 years we are celebrating and motivating for Lifelong Learning. We will present best practice and give an overview about the international movements. In addition we will provide you with a toolkit, which helps you to engage and initiate learning in your own Learning City or Learning Region.

3:00 pm - 3:30 pm Break
Pre-Function

**Session 10: Concurrent Sessions and Roundtable Discussions**

3:30 pm - 4:15 pm Action through AAACE - Nancy Fire, Ed Cunliff, Gabriele Strohschen, Jacqueline McGinty, Wendy Griswold, Lori Risley, Amanda Cribbs, Kristi Frush
*Great Hall A&B*

3:30 pm - 4:15 pm Adult Non-Traditional Students' Course Time and Format Preferences at the University of Central Oklahoma - Len A. Bogner, Dorothy L. Cady, Lori Risley
*Meeting Room 2*
This concurrent session will discuss the research conducted by the Adult Education and Safety Sciences department on Adult Non-Traditional students’ preferences on semester formats, time offerings, and course formats at the University of Central Oklahoma.

3:30 pm - 4:15 pm Growth Mindset vs Fixed Mindset: Strategies for Enriching the Learning Experiences of Adult Learners - Robyn Cooper, Lyn Brodersen, Carol Heaverlo
*Meeting Room 3*
Beliefs concerning the nature and acquisition of knowledge and one’s ability can impact the learning process. While many adults may be motivated to learn, not all adult learners are prepared to engage and learn with a growth mindset. This session covers strategies for cultivating a growth mindset in adult learners.

3:30 pm - 4:15 pm An Educator Among Attorneys: The Evolution of the Kansas Continuing Legal Education Initiative - W. Franklin Spikes
*Meeting Room 5*
This session focuses upon the evolution of the educational initiative of the Kansas Supreme Court's Commission on Continuing Legal Education. The history of the Commission, the scope and extent of its regulatory role, and an in depth discussion of its expanding educational activities will be provided.

3:30 pm - 4:15 pm Self Efficacy: Does it impact why I teach how I teach? - Jane Fishback, Barry B. Leslie, Pamela Dietz
*Meeting Room 9*
Community colleges serve a vital role in educating adults; due to budgetary issues, more faculty members at these institutions are adjunct faculty. While well-versed in their subject area, most don’t teach adults using active student-centered methodology. Self-efficacy literature indicates faculty avoid teaching methods which they believe they won’t perform well.
Communicating and Modeling Authentic Leadership - Michael E. Tomlin

Meeting Room 11

Myriad models and styles of leadership are studied and taught, but far too little is said about effectively communicating and modeling such styles. To such styles, leadership is little if it is not authentic. This session will offer insights into leadership authenticity, providing skills and language for improved modeling.

Roundtables:

Meeting Room 4

- Creating a Responsive, Inclusive and Meaningful Online Experience - Tobin P. Lopes, Leann M.R. Kaiser
  
  This session will introduce strategies to apply Wlodkowski’s classic Motivational Learning Framework in an online environment including instructional design choices, facilitation, responsiveness, and opportunity to assess and evaluate effectiveness. We will also discuss ways in which a facilitator might evaluate their own effectiveness with respect to the framework.

- Evolution of Non-Traditional Students in Higher Education: A History told from the UCEA - Michael T. Miller
  
  The study explored the evolution of the study of non-traditional students in higher education, drawing the archival materials preserved in the Alexander Charters collection at Syracuse University. The majority of materials were selected from the comprehensive UCEA historical documents, including newsletter files, 80 boxes of pamphlets, and correspondence.

- Raising the Bar for the Culture of Continuing Education in Health Care - Shawna Strickland
  
  Though healthcare providers may be required to earn continuing education credits to obtain or renew licenses and/or credentials, learner engagement is not guaranteed. This session focuses on identifying barriers and collaborating for solutions to engage learners in continuing education activities to promote retention of content and improving patient outcomes.

- Transformative Online Graduate Program Redesign: The Shift from Adult Education to Adult Learning and Development - Bill Morrison, Linda E. Morris
  
  Aligning graduate program goals and curriculum to community, workforce, and individual needs is critical to its success. This session presents the detailed process and framework for the complete redesign of a M.A. in Adult Education program into a 100% online, M.A. in Adult Learning and Development that meets market needs.

- Neoliberal Exploitation: For-Profit Miseducation and the Reproduction of Social Inequality - Elizabeth A. Gilblom, Jonathan E. Messemer
  
  This paper explores for-profit institutions as a locus of neoliberalism and social reproduction. Specifically, how the underlying neoliberal foundational forces of for-profit college ownership serve to reproduce hegemonic class structures within society that purposely disadvantage and marginalize low-income and minority adult learners and benefit for-profit owners and shareholders.
Consultants Roundtable: Starting or Growing a Business through Online and Cloud-Based Services - J. Bernard Bradley

- Discussions will center on how to create a new or expand an existing consulting business via the internet. Opportunities relevant to both for-profit and non-profit businesses will be addressed. Topics include: incorporations; business licensing; marketing; target markets; business plans; online services; social networking; video conferencing; webinars; and more. Attendees will receive an information packet and discuss best practices from diverse perspectives.

4:30 pm - 5:15 pm SIGs: Networking / Meetings
Great Hall A&B
To include: Popular Education, Sustainability and Environmental Education, Minority Education, Undergraduate Adult Learners, Military Education, Adult Development, Community Colleges, Graduate Students, Religious Education, Cooperative Extension, Health Education, Commission for Community Minority and Non-Formal Education

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Schedule at a Glance Friday

Friday, November 20, 2015

7:00 am - 7:45 am  Continental Breakfast (reservations required, included in conference fee)
7:00 am - 8:00 am  AAACE Board of Directors’ Breakfast
8:00 am - 11:00 am  AAACE Conference Registration Open
8:00 am - 2:00 pm  Connection Central Open / AAACE Central Open
8:15 am - 9:00 am  Session 12: Concurrent Sessions and Roundtable Discussions
9:15 am - 10:00 am  Session 13: Concurrent Sessions and Roundtable Discussions
10:00 am - 10:30 am  Break
10:30 am - 11:15 am  Session 14: Concurrent Sessions and Roundtable Discussions
11:30 am - 12:30 pm  General Session - Keynote: Dr. Michael Fire
12:50 pm - 2:00 pm  AAACE Annual Business Meeting and Lunch
2:15 pm - 3:00 pm  Conference Planning Committee Debrief

CPAE Co-Conference

8:00 am -9:00 am  CPAE Concurrent Session 2A - Women’s Research SIG
CPAE Concurrent Session 2B - Dialogues in Andragogy SIG
CPAE Concurrent Session 2C - Faculty Development
9:00 am - 9:15 am  CPAE Snack Break
9:15 am - 10:15 am  CPAE Concurrent Session 3A - Critical Theory SIG
CPAE Concurrent Session 3B - Neuroscience SIG
CPAE Concurrent Session 3C - Human Resource Development SIG
10:30 am - 11:30 am  CPAE Closing Session - Research, Voice and Policy
Session 12: Concurrent Sessions and Roundtable Discussions

8:15 am - 9:00 am Learning Methods for the Post Retirement Workforce - Malaika T Edwards, Petra A Robinson
Meeting Room 1
In light of the significant increase in the number of post retirement employees in the workforce, the presentation will feature a discussion about appropriate learning methods/skills for retirees who will be required to utilize the Internet, social media, and digital technology etc. to function effectively in the modern workplace.

8:15 am - 9:00 am Ethics of International Engagement in Adult and Continuing Education - Thomas J. Sork
Meeting Room 3
As more and more institutions make international engagement a strategic priority, inevitable questions arise about the ethics of engagement. These questions might concern motives, benefits, risks, rights, equity, inclusion and outcomes, among others. This session explores common ethical concerns and frameworks designed to help institutions address them.

8:15 am - 9:00 am Constructing Meaning with Adult Learners: Weaving Work, Career, and Calling into Lifelong Learning - Anne Rapp
Meeting Room 5
Adult undergraduate students return to college with a tangible goal in mind: career advancement. This session explores ways of encouraging students to reflect on their vocation to construct and reconstruct their past, current, and future selves so that they meet their educational goals and become active and purposeful lifelong learners.

8:15 am - 9:00 am Validation of the Workplace Learning Hope Scale - Vicki Dieffenderfer
Meeting Room 7
Hope theory (from positive psychology) is introduced along with a new scale which measures hope within the domain of workplace learning. Research which began the validation of a new Workplace Learning Hope Scale is presented. Participants will then be able to assess their own current levels of workplace learning hope.

8:15 am - 9:00 am The First 15 Minutes: Setting the tone for teaching and learning - Steven B. Frye, Jonathan Taylor
Meeting Room 9
This session focuses on the importance and impact of the initial moments of contact with adult learners. Drawing from research with learners in mandatory trainings, writing workshops, and university religion classes, theory and practice will be connected to discover approaches to effective engagement with learners during the vital opening moments.

8:15 am - 9:00 am Underrepresented Adult Learners in Higher Education: Intellectual and Developmental Disabilities - Melissa Smiley
Meeting Room 10
Research has shown that persons with I/DD are severely underserved in higher education which propels the massive underemployment rates of these individuals, undermining independence and access to livable wages.
Friday Detailed Sessions (Continued)

8:15 am - 9:00 am  
**A Purposeful Evolution of Self to Promote a Positive Institutional Revolution**  
*Melanie S. Jones*  
*Meeting Room 11*  
Within professional lives it is easy to become stagnant, to become bored, and to remain focused on the same things we have been focused on for (what could be) years or even decades. This session is a case study example of purposeful personal evolution and the resulting potential institutional revolution.

8:15 am - 9:00 am  
**Beginning and Becoming: Toward a Framework of Newness in Adult Learning**  
*Adrienne Pickett*  
*Meeting Room 12*  
This session identifies important philosophical roots relevant to adult learning theory. Specifically, Hannah Arendt’s notion of natality, or the capacity for newness, is described as a potential new framework for theorizing about adult education. Importantly, adult student experiences are characterized as beginning and becoming.

8:15 am - 9:00 am  
**In re-storying lies our restoration: providing spaces for learning and healing**  
*Ingrid Andersen*  
*Meeting Room 19*  
Storytelling is a powerful tool for healing and reconciliation, particularly if used holistically, mindful of its cultural, symbolic, affective, somatic and spiritual dimensions. A respectful and compassionate listening space allows participants to learn skills and explore options for new roles, relationships and action in order to live productive lives.

8:15 am - 9:00 am  
**Round Tables:**  
*Meeting Room 4*  
- **Para mi! Providing developmental opportunities for non-native English speakers**  
  *Kim A Gordon*  
  o Developing key contributors requires a significant investment of time and resources. The challenge of development is complicated when contributors are non-native English speakers. Learning organizations that strategically include those whose English skills may be lacking frequently experience a culture renaissance from this type of employee skill investment.

- **Museums as a potential space of adult learning for community and social change**  
  *Soo Yeon Park, Jieun You, Junghwan Kim*  
  o This study critically reviews the role of museums in facilitating adult learning for community and social change (ALCSC) based on socio-cultural learning theories. The study concludes by discussing implications that highlight practical strategies and the role of educators/facilitators for ASCSC in museums, as well as academic suggestions.

- **Potential Impacts of Wellness Coaching on Rural, Low Socioeconomic Populations**  
  *Somer Overshon*  
  o Wellness coaching is an up-and-coming healthcare profession and is cited as a low-cost option for enacting change in health and wellness goals. While wellness coaching is being studied in under-served, urban areas, research is lacking in rural areas with low-socioeconomic populations.

- **Culture and Identities for Korean Women Faculty in the Spaces of the U.S. Academy**  
  *Christine Moon*  
  o My research aims to produce insights using preliminary findings on how Korean women faculty use their individual conceptions of positionality as they participate in academic environments. The purpose of this quali-
tative study is to know more about personal cultural and professional narratives as they position themselves within the American academy.

- Integrating the Course: ‘GreenSTEM - Exploring and Preparing for Green Careers’ Into Your STEM Classes - Marnie Obrien
  
  * Join us to review a design proposal for greenSTEM Careers. Utilizing the latest educational technologies, the greenSTEM (eLearn or Hybrid) Course connects students, educators, employers and professionals within an innovative, authentic learning environment designed specifically for Career and Technical Education users involved in teaching, learning and hiring for “green careers.”

- Chief Teale’s The Tools of Learning: From GED to Master’s Degree and Beyond - Charles A. Teale, Sr.
  
  * Have you ever done anything regularly that you knew you were real bad at? Since preparation prevents poor performance, shouldn’t we prepare our students for their learning experience before they begin? We should never teach anyone anything unless we teach them how to learn, understand and remember that information first.

- Program Development for Transcultural Education Involving Adult Learners - Helena Wallenberg, Emmanuel Jean Francois
  
  * Transcultural education reflects the reality of the evolving interconnected world, and has become a well-appreciated approach in various countries. However, many people have experienced significant challenges to develop and implement transcultural education programs. The purpose of this presentation is to analyze and share program development practices for transcultural education programs involving adult learners. The primary focus will be on that force called inter-personal relationship development. Its significance will be explored in respect to the future course of civilization development and the extent to which it must be a basic element of a transnational curriculum.

Session 13: Concurrent Sessions and Roundtable Discussions

9:15 am - 10:00 am Learning from Experience: Critical, Collective Praxis Following Short-Term Mission Travel - Nancy Winfrey
*Meeting Room 1*
This session presents findings from a participatory action research study, which explored the process of learning from experience. Cycles of dialogue, reflection and action in two small group settings were utilized to articulate individual learning and collective meaning making following cross cultural travel. Outcomes were framed by transformative, critical and situated learning theories.

9:15 am - 10:00 am Work engagement in non-profit organizations: An integrative review - Sunyoung Park, Junghwan Kim
*Meeting Room 2*
This study aims to examine how non-profit organizations (NPOs) improve work engagement of paid workers by reviewing the features of NPOs and the organizational antecedents to work engagement.

9:15 am - 10:00 am Using Life Learning Narratives to Develop Prior Learning Credit Portfolios - Matt Bergman
*Meeting Room 3*
This session is designed for adult educators that have or will develop prior learning assessment courses in higher education. The session will explore various methods of de-
veloping life learning narratives designed to acknowledge college level and credit worthy prior learning from outside the confines of the college walls.

9:15 am - 10:00 am Strengthening Military Learners Through Innovative Academic Programs- Kevin Rose, Matt Bergman
Meeting Room 5
This session is designed for adult educators that work directly with members of the United States Military. The session will explore the formulation and execution of an accelerated degree program for the US Army’s Cadet Command on post at Fort Knox, KY.

9:15 am - 10:00 am Re-conceptualizing reflection for prediction and influence: A relational frame theory account and preliminary empirical support - Kevin M. Roessger
Meeting Room 7
Reflection has been called the defining characteristic of adult learning (Mezirow, 1991), yet precise accounts and empirical support remain elusive (Roessger, 2014). Relational frame theory is introduced to extend an account of Dewey’s reflection for prediction and influence. Experimental data is presented to demonstrate its utility for increasing learning retention.

9:15 am - 10:00 am Promoting Peak Performance of Gifted Adults by Meeting Their Educational and Professional Development Needs - Cynthia Noblin Perry
Meeting Room 9
Gifted adults experience both educational and workplace environments differently than other adults. In order to promote gifted adults’ peak performance, educational institutions and workplace development professionals can identify and provide support for these individuals.

9:15 am - 10:00 am Managing the Learning Environment: Safety Training Caught Between Competing Agendas - Ramo J. Lord
Meeting Room 10
This session will explore the more latent power issues when managing a learning environment as provided by the ATD’s Competency Model’s Training Delivery area of expertise. This presentation will explore a specific safety training event to shed light on such issues when agenda and agency enter the learning environment.

9:15 am - 10:00 am Relationships Between Minority Adult Online Learning Experiences and Academic Performance - Alex Kumi-Yeboah, Patriann Smith
Meeting Room 11
The study investigated the relationship between minority adults’ use of technology and academic performance using ANOVA and chi-square. Results indicate no relationship between use of technology and academic performance in online learning. However, a relationship existed between use of technology, number of courses online, program of study, and academic performance.

9:15 am - 10:00 am The evolving, revolutionizing influence of linking organizational learning with trust, empathy, sensitivity in the workforce - John Henschke, Somanita Kheang
Meeting Room 12
Andragogical elements [trust, empathy, sensitivity] actively expressed by facilitators/supervisors toward learners/supervisees/workers and fostering their reciprocation toward facilitators/supervisors, while being enhanced with organizational learning elements [experimentation, risk-taking, dialogue, participative decision-making], strengthens job satisfaction and fosters learners'/supervisees'/workers' desire to retain employment with their corporation -- thus reducing employment costs of new learners/supervisees/workers.

9:15 am - 10:00 am Using Design-Based Research to Develop a Community of Practice - Shelly Walters, Kenda S. Grover
Meeting Room 19
The session focuses on how a research based framework can inform practical decisions in building a community of practice. Presenters will explore how they are using a design-based research approach to establish a faculty development program, and the role adult
learners play in the collaborative process.

9:15 am - 10:00 am Round Tables

Meeting Room 4

- Exploring Sustainability Initiatives with Rural Community Continuing Education Centers - Kit Kacirek, Stacy Nicole Mackey Kimbrough, Timothy E. Lampkin
  - The purpose of this session is to share knowledge of sustainability education examples and opportunities among continuing education centers in rural communities. We will explore rural sustainability education both independent and in partnership with other organizations.

- Let Your Freak Flag Fly! A Psychedelic Exploration of Hippy Adult Education and the Counterculture - Gabriel Morley
  - Stephen Gaskin was a hippy and an adult educator on the fringe for 40 years. He worked with tens of thousands of adults in the counterculture movement advocating for social transformation. This program explores the development of Gaskin’s thinking as a hippy adult educator working outside the mainstream culture.

- Evolution and Revolution in Assistive Technologies for Adult Learners Jon Kragness, Claudette M. Peterson
  - As adult educators we know that learners with physical or cognitive disabilities have technology and other accommodations available – but we may not know the additional challenges they entail. Come share with others to discuss how to improve the teaching-learning transaction for learners with disabilities.

- Getting Butt Naked: A Story of Conditioning - Jerome Matthews
  - The majority of people living within this world are mentally 13 years old. This is true regardless of the person’s age. Most 13 year olds are able to hold a job, reproduce, follow directions, virtually take care of themselves (physically); however, they are emotional, cliquish, and difficult to reason

Session 14: Concurrent Sessions and Roundtable Discussions

10:30 am - 11:15 am Transformative Learning Operationalized Through HIP Programs - Ed Cunliff, Jeff King
Meeting Room 1
The University of Central Oklahoma came to transformational learning with a strong sense of a mission to “help students learn” and have operationalized that through the use of High Impact Programs. We describe a process to assist faculty and staff in creating their own special institutional recipe for helping students learn.

10:30 am - 11:15 am JTED and Adult Learning - Editorships - Amy Rose
Meeting Room 2

10:30 am - 11:15 am Exploring Learning among People Experiencing Homelessness - Stacy Nicole Mackey Kimbrough, Kenda S. Grover
Meeting Room 3
The purpose of this session is to share the findings from a qualitative research study exploring how learning occurs among adults experiencing homelessness and whether a community of practice exists. Implications for policy and practice related to deeply marginalized adult learners and learners in crisis will be explored.
10:30 am - 11:15 am English Language Learners’ Self-efficacy Beliefs and Language Learning Strategy Use - Hong Shi, Maria Martinez Witte
*Meeting Room 5*

Increasing students’ self-efficacy and strategy use are important to consider when students do not consider themselves as successful learners. The purpose of this study is to examine ELLs’ self-efficacy belief scores and language learning strategies identified by ELLs in a university setting.

10:30 am - 11:15 am Job Crafting & Graduate Medical Education: Can It Help Define a Profession? - Abigail E Arthur, Michael T. Miller
*Meeting Room 7*

Program coordinators provide essential, non-medical administration functions in residency programs. This session will discuss job crafting, its application in business and education environments, and how the concept can be used to analyze and understand specific positions used in a mixed methods study.

10:30 am - 11:15 am Making the Case: Mitigating Veteran Suicide Rates Through Engagement in Higher Education - Marye E. Hooker, John D. Harrison
*Meeting Room 8*

This presentation will offer information about the potential impact that higher education has on mitigating both depression and suicide rates among military veterans. The session will focus on providing information to institutions and faculty about campus based services, specifically geared toward assisting veterans with understanding and utilizing campus resources.

10:30 am - 11:15 am Employing Personal Learning Networks and Connectivism for Adult Self-Development - James K. Greer, Jr.
*Meeting Room 9*

This qualitative case study explores the combination of personal learning networks with the emerging connectivist educational methodology for establishing and employing learning environments for leader self-development in Army organizations. Web 2.0 technologies and connectivist methods of aggregation, remixing, creating, and feed forward suggest improved learner-centric approaches to adult education.

10:30 am - 11:15 am Effects Of Interactive E-Learning Modules On Knowledge Retention - Dwain M. Starks
*Meeting Room 10*

This study examined the effectiveness of low and highly interactive safety compliance e-learning programs on adult learners. This study provides evidence that learning outcomes for participants who completed the highly interactive e-learning module were significantly different than for those who completed the less interactive e-learning module.

10:30 am - 11:15 am Preparing Students for Success on HiSET and TASC - Tim Collins
*Meeting Room 11*

Learn how to prepare students for success on HiSET, and TASC Test. Participants will learn test format, view common items, and find tips and strategies to prepare students for success. Extra attention will be devoted to the essay and math sections—the areas where candidates struggle the most.

10:30 am - 11:15 am Round Tables
*Meeting Room 4*

- Leverage Your Strengths in Teaching and Learning - Claudette M. Peterson, Tim O. Peterson, Corina Todoran
  - Whether you are an educator, a learner, or both, join us to identify your natural strengths. You will learn how using those strengths increases your engagement and wellbeing. You are invited to select one of your natural talents and develop a plan of action to develop it further.
Friday Detailed Sessions (Continued)

- Revitalizing a 40 Year Advising Model: The Integration of Professional Advisers and Agile Adviser - Darryl Jones
  - Colleges are more focused than ever on advisement delivery systems as one approach to address Student Learning Outcomes for adult learners. The College of New Rochelle, School of New Resources has approached this issue by implementing new advisement models that focus on Professional Advisers and a new early alert system.

- Understanding Why Male, Long Term High School Dropouts Resist Returning to Complete a Secondary Credential - Robert McGowan
  - Adult male high school non-completers, who were not participating in educational programs, were asked to describe their educational experiences in order to understand why they resist returning to complete a secondary credential. Participants described the high school experience, attempts to return to education and their personal views of modern education.

- Bored Research Students: Evolution in Teaching Basic Research Skills Marion Nesbit
  - This session introduces a Collaborative Field Trip Model for adult learners in undergraduate and graduate programs to motivate students to learn research skills through engaging in developmental, data gathering research trips to relate theory and practice with consumer behavior in relation to issues of power and diversity in the marketplace.

  - This session explores strategies and tools for retaining and engaging adult learners, including mentoring, learning pods/reverse-blending, online engagement, learning commons, and some cost and time saving options for adult students. Please join us to learn new tools and to contribute strategies to evolving best-practice guidelines.

11:30 am - 12:30 pm General Session with Dr. Michael Fire

Great Hall A&B

This keynote is the life story of Michael Fire, RN, PhD, Cheyenne and Arapaho Elder, father, and health care professional. His is a tale of struggle, strife, adversity, and overt barriers to education. It is also a glimpse of his hopes and dreams, tenacity, dedication, and refusal to give up. Dr. Fire's accomplishments have come as the result of life-changing evolutions, and even a few small revolutions, given his status in one of our country's most marginalized cultures. You will not want to miss this presentation, as Dr. Fire shares the internal and external motivating factors required for educational success, while growing up as a Native American in the 40's and 50's. Lessons from his story provide a rich grounding for our own work with adult learners, who also carry a cultural legacy throughout their educational journey. Dr. Fire has defied the "deficit model" of diversity education, and personifies the notion of culturally responsive adult learning.

Dr. Michael Fire is an elder of the Cheyenne Arapaho Tribe of Oklahoma, and a retired military officer. He also served as Chief of Staff, Oklahoma Area Office for Indian Health Service, and has managed health care in multiple settings. Dr. Fire brings to us a lifetime of experiences as a Native American educator, health administrator and clinical practitioner. In addition, Michael also teaches nursing at North Central Texas College.

Dr. Fire experienced education in the Bureau of Indian Affairs boarding schools, beginning at age six. From there, he attended public school in Oklahoma before continuing on to Haskell Indian Nations University, and Kansas University. Michael
graduated from Cameron State Agricultural College with an AAS degree, and the University of Oklahoma with a MS in nursing and MPH in Public Health. He earned an MA in Public Personnel Administration from Oklahoma State University and later received a Ph.D. in Health Care Administration.

Michael credits his success to resilience borne of the need to overcome negative stereotypes of Native Americans in higher education. Dr. Fire also acknowledges the strong support he received from his mother, who noted that success for Native Americans would only come about through education. Presently, he and his wife, Dr. Nancy Fire, provide consulting services to schools with non-Native American faculty that teach Native American students.

12:50 pm - 2:00 pm  AAACE Business Meeting and Lunch  
Great Hall C

2:15 pm - 3:00 pm  Conference Planning Committee  
Meeting Room 19

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