This is One LIFE Decision You’ll Want to Make By the Book.

Because Everyone Wins With LIFE.

Life decisions. You make them for yourself. And you make them for your students. Especially when you choose books for adults who need help preparing for more focused job training and more meaningful careers.

Introducing The New LIFE Series for Adults from South-Western.

When you decide on LIFE (Learning Is For Everyone), everyone can win. Your adult students can build self-confidence and self-reliance with text and examples written specifically for them, their age group, their circumstances. And your school can in turn increase student retention and graduation rates.

The LIFE Series is comprehensive and flexible, with 13 books divided into 3 basic skill areas—communications skills, math skills and life skills. Each book can be used individually or as a unit, based on individual student needs.

When you’re making curricula decisions this fall, go by the books written specifically for your adult students... the new LIFE Series from South-Western.

SOUTH WESTERN PUBLISHING CO.
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1992 Annual Adult Education Conference
At A Glance

Tuesday, November 3
8:00 A.M. - 4:30 P.M.  National Adult Education Staff
Development Consortium
Preconference*
8:30 A.M. - 5:00 P.M.  International Preconference*
5:00 P.M. - 7:30 P.M.  International Reception
10:00 A.M. - 6:00 P.M. AAACE Registration
6:00 - 9:00 P.M.  Women's Issues Dinner*
7:30 pm - Midnight  Election Night Bash!

Wednesday, November 4 – OPENING DAY
7:30 - 9:00 A.M.  AAACE Business Meetings
8:00 A.M. - 6:00 P.M.  AAACE Registration
9:30 - 11:00 A.M.  Opening Session - Ben Vereen
11:00 A.M. - Noon  UAW/General Motors Grand
Noon - 5:00 P.M.  Opening of Exhibits
Noon - 1:00 P.M.  Army Day
Noon - 1:30 P.M.  Luncheon Roundtables
1:15 - 4:45 P.M.  Social Philosophy Luncheon*
2:30 - 4:30 P.M.  Concurrent Sessions I, II, III
2:30 - 4:30 P.M.  Howard McClusky Symposium
3:30 - 5:45 P.M.  Cooperative Extension
5:00 P.M.  Program*
6:00 - 7:00 P.M.  Steak Vaughn President's Reception
8:30 - 11:30 P.M.  Contemporary Books Dance

Thursday, November 5
7:30 - 8:30 A.M.  AAACE Business Meetings
8:00 A.M. - 6:00 P.M.  AAACE Registration
8:30 - 9:30 A.M.  Concurrent Sessions IV
9:30 - 10:30 A.M.  General Session - Cyril O. Houle
9:30 - 10:30 A.M.  General Session - Town Hall Meeting
11:00 A.M. - 6:30 P.M.  Exhibits Open
11:00 A.M. - Noon  Concurrent Session V
12:15 - 2:00 P.M.  Awards and Fellowship Luncheon*
12:30 - 1:30 P.M.  Luncheon Roundtables
2:00 - 5:30 P.M.  Concurrent Sessions VI, VII, VIII
5:30 - 6:30 P.M.  Dallas '93 Reception
6:30 - 10:00 P.M.  Wild Bill's Wild West Dinner*

Friday, November 6 – TEACHER'S DAY
7:30 - 9:00 A.M.  AAACE Business Meetings
8:00 A.M. - 2:00 P.M.  AAACE Registration
9:00 - 10:00 A.M.  General Session - Michael Kirst
10:00 A.M. - 3:30 P.M.  Exhibits Open
10:15 - 11:15 A.M.  AAACE General Membership Meeting
11:15 A.M. - 12:15 P.M.  Concurrent Session IX
12:30 - 2:00 P.M.  Unity Luncheon
1:00 - 4:00 P.M.  ESL Institute - Total Physical Response*
1:00 - 4:00 P.M.  ALIT Institute*
1:00 - 7:00 P.M.  Continuing Professional Education Postconference*
2:00 - 3:00 P.M.  Concurrent Sessions X
3:00 - 3:30 P.M.  Grand Prize Drawing
3:30 - 5:45 P.M.  Concurrent Sessions XI, XII
5:00 P.M.  AAACE Passport to Disney

Saturday, November 7 – TEACHER'S DAY
9:00 A.M. - 1:00 P.M.  ESL Institute - Literacy*
9:00 A.M. - 1:00 P.M.  ALIT Institute*
9:00 A.M. - 5:00 P.M.  Continuing Professional Education Postconference*
9:00 A.M. - 10:00 P.M.  Concurrent Sessions XIII
10:15 - 11:15 A.M.  Roundtables

* Requires additional materials fee or ticket

AAACE wishes to express our gratitude to the following sponsors:

Anaheim Hilton Hotel
Anheuser-Busch, Inc., Eagle Snacks Division
Apple Computer, Inc.
Contemporary Books, Inc.
Forrest T. Jones, Inc.
New Readers Press
Regents/Prentice Hall
Steck Vaughn Company
UAW/GM Human Resource Center
November 4, 1992

Colleagues and Friends,

Welcome to Anaheim for the 10th Annual Adult Education Conference of the American Association for Adult and Continuing Education!

This year AAACE begins its second decade as the premier organization in the field of adult and continuing education. Our 1992 conference will provide many opportunities for all of us to both reflect upon our collective past and to plan dynamically for the future.

The California organizing committee has assembled an exciting conference for us. More than 200 concurrent sessions and 300 different speakers are included in this year’s program. These sessions along with the topical roundtables, Ben Vereen’s Keynote Speech, and the major conference-wide presentations of Cyril Moole and Michael Kirst will provide an opportunity for each of us to learn and grow professionally.

I hope that each of you has a wonderful, fun-filled time! Best wishes for a successful conference!

Sincerely,

W. Franklin Spikes
President

November 1993

Fellow Educators,

On behalf of the California Council for Adult Education and the Division of Adult Education Career and Child Development of the Los Angeles Unified School District, I bid you welcome to the 41st Annual AAACE International Adult Education Conference.

Little did we know when we chose the conference theme, “Achieving Competence in an Uncertain World”, how many political, social and educational revolutions occurred this year.

Under the new conference format, the committee has worked long and hard to make this both a memorable and rewarding experience.

Thank you for coming.

Sincerely,

Dr. Lanny M. Holms
AAACE 1993 Conference Chair

P.S. I don't know how we would have made it if it hadn't been for Carolyn Berkowitz.
Conference Committee

Lanny M. Nelms
Los Angeles Unified School District - Conference Chair

Roland Braga
San Leandro Unified School District - National Program Chair

Dolores Diaz-Carrey
Los Angeles Unified School District - Hospitality Coordinator

Joan Rife
Los Angeles Unified School District - Promotion Coordinator

Mattie Walker
Los Angeles Unified School District - Volunteer Coordinator

James Figueroa
Los Angeles Unified School District - Conference Consultant

Stan Levin
Los Angeles Unified School District - Registration Coordinator

Dan Hutchinson
Los Angeles Unified School District - Newsletter Editor

AAACE Staff

Drew W. Allbritten, Executive Director
Jeanette E. Smith, Associate Director
Mark Kendal, Director of Finance
Cle Anderson, Director of Membership & Affiliate Services
Beth Mahler, Conference/Membership Coordinator
Linda Mae Eanes, Receptionist/Secretary
William Thomas, Reception/Secretary
Celeste Guertin, Conference Director

1991-92 AAACE Board of Directors

W. Franklin Spikes, President
Peyton Hutchison, President-Elect
William S. Griffith, Immediate Past-President
Beverly McMurty Grissom, Secretary
Thomas Kinney, Treasurer
John Furman, Division Director
Robert Nolan, Division Director
William McVey, Division Director
Mary Ann Whittemore, Division Director
Elizabeth Ironside, Division Director
Liz Anderson, Division Director
J.C. Shaver, Division Director
Lynda Smith, Director At-Large
David Stewart, Director At-Large
Ruth Derfner, Vice President for Affiliates

Past Presidents

<table>
<thead>
<tr>
<th>Year</th>
<th>AEA</th>
<th>NAPCAE</th>
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</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>Howard McClusky*</td>
<td>Manfred Evans*</td>
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<tr>
<td>1952-53</td>
<td>Paul H. Durrie*</td>
<td>Roy B. LaSalle*</td>
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<td>1953-54</td>
<td>Paul H. Sheats*</td>
<td>R.J. Pulling</td>
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<tr>
<td>1954-55</td>
<td>Paul L. Essert*</td>
<td>Ralph Crow*</td>
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<tr>
<td>1955-56</td>
<td>Kenneth D. Benne</td>
<td>Everett Preston*</td>
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<tr>
<td>1956-57</td>
<td>Elbert W. Burr</td>
<td>Howard Johnson</td>
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<tr>
<td>1957-58</td>
<td>Grace Stevenson</td>
<td>E.D. Goldman</td>
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<tr>
<td>1958-59</td>
<td>Philip Klein*</td>
<td>Carl E. Minich</td>
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<tr>
<td>1959-60</td>
<td>Herbert Hunsaker</td>
<td>Sam E. Hand</td>
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<td>1960-61</td>
<td>Abbott Kaplan*</td>
<td>Wilmer V. Bell</td>
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<td>1961-62</td>
<td>Ambrose Caliver*</td>
<td>Robert F. Schenz</td>
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<tr>
<td>1962-63</td>
<td>Robert E. Sharer*</td>
<td>Harrison B. Otis</td>
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<tr>
<td>1963-64</td>
<td>Arthur P. Crabtree*</td>
<td>Elmer A. Mueller</td>
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<td>1964-65</td>
<td>John B. Holden</td>
<td>J. Richard Smith</td>
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<td>1965-66</td>
<td>Thurman J. White</td>
<td>Robert H. Coates</td>
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<td>1966-67</td>
<td>Wilson B. Thiede</td>
<td>Robert E. Finch</td>
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<td>1967-68</td>
<td>Hamilton Stillwell</td>
<td>Clyde E. Weinhold</td>
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<td>1968-69</td>
<td>Glen S. Jensen</td>
<td>Raymond T. McCall</td>
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<tr>
<td>1969-70</td>
<td>George F. Aker*</td>
<td>Monroe C. Neff</td>
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<tr>
<td>1970-71</td>
<td>Ray J. Ast, Jr.</td>
<td>Frank Commander</td>
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<tr>
<td>1971-72</td>
<td>Alfred Storey</td>
<td>Judson P. Bradshaw</td>
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<tr>
<td>1972-73</td>
<td>Edgar J. Boone</td>
<td>Monroe C. Neff</td>
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<tr>
<td>1973-74</td>
<td>Jack C. Ferver</td>
<td>James H. Fling</td>
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<tr>
<td>1974-75</td>
<td>Betty Ward</td>
<td>Rose Mary Pattison</td>
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<tr>
<td>1975-76</td>
<td>James A. Farmer, Jr.</td>
<td>Curtis Ulmer</td>
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<td>1976-77</td>
<td>Rosalind K. Loring</td>
<td>Bobbie Walden</td>
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<tr>
<td>1977-78</td>
<td>Huey B. Long</td>
<td>Robert Rupert*</td>
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<tr>
<td>1979-80</td>
<td>Violet M. Malone</td>
<td>John Ryan</td>
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<tr>
<td>1980-81</td>
<td>William W. Metcalfe</td>
<td>James Miller</td>
</tr>
<tr>
<td>1981-82</td>
<td>Wendell L. Smith</td>
<td>Tom Ridehuber</td>
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</tbody>
</table>
| 1982-83 | Gene C. Whaples | }
AAACE Booth/Bookstore

AAACE memberships, subscriptions, publications, and other products are available for purchase or mail order during registration hours.

Daily Newsletter

Each morning, a newsletter will be available throughout the hotel with the most up-to-date information about changes in the conference schedule, announcements, and updates on events that are not listed in this book.

Exhibit Hours

The exhibit hall is open at various times throughout the conference to all badge-wearers. Exhibit hours are as follows: Wednesday, 11 am - 5 pm; Thursday, 11 am - 6:30 pm, and Friday, 10 am - 3:30 pm.

Grand Prize Drawing

Grand Prize entry cards are included in your registration packet. To be eligible for the Grand Prize drawing, you must complete the enclosed card with 25 signatures of representatives from our exhibiting companies. Once you have completed your card, drop in in the Grand Prize Drum in the Exhibit Hall Lounge. You must be present at the drawing to win.

Hold Harmless

The American Association for Adult and Continuing Education (AAACE) is not liable and accepts no responsibility for any accidents, injuries, or losses pursuant to imbibing alcoholic beverages or for any other reason on or off premises at its annual conference.

Hospitality

Representatives at the Hospitality Desk are available to provide information on conference activities and local attractions. Also, for Lost and Found, Messages, Dinner Reservations, or other information items, check the Hospitality Desk located on the Ballroom level of the Anaheim Hilton.

Press Packets

Press Packets are available at the Hospitality Desk.

Special Services

It is the policy of AAACE to provide barrier free services and opportunities to all program participants. Auxiliary aids and services, or reasonable accommodations will be provided to program participants. If you have special needs that require accommodations that have not already been attended to, please bring them to our attention at the Problems Desk.

Swap Shop

Brochures and program materials provided by conference are on display at the Swap Shop. Feel free to add your materials. No commercial materials please.

Tickets

Tickets for events and special workshops are sold at the Ticket Counter located in the Ballroom Foyer of the Anaheim Hilton Hotel. There is no guarantee that tickets will be available for events on-site, however there will be tickets available up to 48 hours prior to an event. Passport to Disney tickets are unlimited and can be purchased and used throughout the week. AAACE tickets to Disney must be exchanged for official Disneyland passports at the Tours Desk. AAACE tickets without an official passport will not be accepted at the park. AAACE will not refund tickets on-site, no exceptions!

Tour Desk

Reserved tickets for tours may be picked up at the Tour Desk during the following hours: Monday, 2 - 6 pm; Tuesday, 7 am - 12 noon; Thursday, 10 am - 12:30 pm; Friday, 9 am - 10:30 am; Saturday, 9 am - 9:30 am. Tours will be sold on-site on an availability basis only.
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning - New Board Orientation</td>
<td>11/5</td>
<td>7:30 - 8:30 am</td>
<td>San Clemente</td>
</tr>
<tr>
<td>Adult Learning - Editorial Board</td>
<td>11/5</td>
<td>2:15 - 4:45 pm</td>
<td>El Capitan B</td>
</tr>
<tr>
<td>Adult Psychology Unit</td>
<td>11/3</td>
<td>7 - 10 pm</td>
<td>San Clemente</td>
</tr>
<tr>
<td>Advocacy Committee</td>
<td>11/5</td>
<td>2 - 4 pm</td>
<td>Mezzanine 14</td>
</tr>
<tr>
<td>Aging Unit</td>
<td>11/4</td>
<td>8 - 9 am</td>
<td>Palos Verdes AB</td>
</tr>
<tr>
<td>Armed Services Unit</td>
<td>11/4</td>
<td>7:30 - 9 am</td>
<td>San Clemente</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>11/3</td>
<td>10 am - 6 pm</td>
<td>Executive Board Room</td>
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<tr>
<td>Board of Directors - Orientation</td>
<td>11/6</td>
<td>9 am - 5 pm</td>
<td>Executive Board Room</td>
</tr>
<tr>
<td>Business &amp; Industry Unit - Handshake Breakfast</td>
<td>11/4</td>
<td>2:15 - 5:15 pm</td>
<td>Green Room</td>
</tr>
<tr>
<td>Colleges &amp; Universities Unit</td>
<td>11/4</td>
<td>1:15 - 2:15 pm</td>
<td>Mezzanine 13</td>
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<tr>
<td>Commission of Professors</td>
<td>11/4</td>
<td>7:30 - 9 am</td>
<td>Mezzanine 11</td>
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<tr>
<td>Continuing Professional Education Unit</td>
<td>11/5</td>
<td>7:30 - 8:30 am</td>
<td>Manhattan</td>
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<tr>
<td>Corrections Unit</td>
<td>11/6</td>
<td>7:30 - 9 am</td>
<td>Mezzanine 11</td>
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<tr>
<td>Dallas Host Committee</td>
<td>11/6</td>
<td>7:30 - 9 am</td>
<td>Laguna A</td>
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<tr>
<td>Dallas Program Committee</td>
<td>11/4</td>
<td>1:15 - 3:15 pm</td>
<td>Mezzanine 10</td>
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<tr>
<td>Dallas Unit Chair Training</td>
<td>11/5</td>
<td>2:15 - 3:15 pm</td>
<td>Mezzanine 10</td>
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<tr>
<td>Dynamic Development Committee</td>
<td>11/5</td>
<td>11 am - noon</td>
<td>Mezzanine 11</td>
</tr>
<tr>
<td>Dynamic Development - Focus Group 1</td>
<td>11/5</td>
<td>10:45 am - 12:45 pm</td>
<td>President's Suite</td>
</tr>
<tr>
<td>Dynamic Development - Focus Group 2</td>
<td>11/5</td>
<td>2:45 - 4:45 pm</td>
<td>President's Suite</td>
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<tr>
<td>Dynamic Development - Focus Group 3</td>
<td>11/6</td>
<td>10:15 am - 12:15 pm</td>
<td>President's Suite</td>
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<tr>
<td>Dynamic Development - Focus Group 4</td>
<td>11/6</td>
<td>2:15 - 4:15 pm</td>
<td>President's Suite</td>
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<tr>
<td>Dynamic Development - Hearing</td>
<td>11/4</td>
<td>3:45 - 5 pm</td>
<td>California AB</td>
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<td>Executive Committee</td>
<td>11/3</td>
<td>8 - 10 am</td>
<td>Executive Board Room</td>
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<td>Executive Committee</td>
<td>11/7</td>
<td>8 - 9 am</td>
<td>Executive Board Room</td>
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<tr>
<td>Feminist Forum - Adult Educators Connect!</td>
<td>11/4</td>
<td>7:30 - 9 pm</td>
<td>La Jolla</td>
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<tr>
<td>General Membership Meeting</td>
<td>11/6</td>
<td>10:15-11:15 am</td>
<td>Huntington ABC</td>
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<td>History &amp; Philosophy Unit</td>
<td>11/4</td>
<td>7:30 - 9 am</td>
<td>Manhattan</td>
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<tr>
<td>International Reception</td>
<td>11/3</td>
<td>5 - 7:30 pm</td>
<td>President's Suite</td>
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<tr>
<td>International Unit</td>
<td>11/6</td>
<td>7:30 - 9 am</td>
<td>Mezzanine 14</td>
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<tr>
<td>Life Skills Division</td>
<td>11/5</td>
<td>7:30 - 8:30 am</td>
<td>Monterey</td>
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<tr>
<td>Nashville Host Committee</td>
<td>11/4</td>
<td>11 am - noon</td>
<td>San Clemente</td>
</tr>
<tr>
<td>Nominations &amp; Elections Unit</td>
<td>11/4</td>
<td>9 am - noon</td>
<td>Salinas</td>
</tr>
<tr>
<td>Nominations &amp; Elections Unit</td>
<td>11/5</td>
<td>9 am - noon</td>
<td>Mezzanine 10</td>
</tr>
<tr>
<td>Occupational &amp; Professional Division</td>
<td>11/5</td>
<td>7:30 - 8:30 am</td>
<td>Coronado</td>
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<tr>
<td>Past President's Breakfast</td>
<td>11/5</td>
<td>8 - 9:30 am</td>
<td>Green Room</td>
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<td>Providers of Service Division</td>
<td>11/5</td>
<td>7:30-8:30 am</td>
<td>Mezzanine 11</td>
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<tr>
<td>PSSU ('91-92)</td>
<td>11/4</td>
<td>9 - 11:30 am</td>
<td>Redondo</td>
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<td>Research Unit</td>
<td>11/4</td>
<td>5 - 6 pm</td>
<td>Salinas</td>
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<td>Site Selection Committee</td>
<td>11/4</td>
<td>8:30-11:30 am</td>
<td>Mezzanine 10</td>
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<td>State &amp; Local Management Division</td>
<td>11/4</td>
<td>7:30 - 8:30 am</td>
<td>Santa Monica</td>
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<td>Special Populations Division</td>
<td>11/6</td>
<td>7:30 - 8:30 am</td>
<td>Mezzanine 12</td>
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<td>Student Unit</td>
<td>11/4</td>
<td>5 - 6 pm</td>
<td>Oceanside</td>
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<tr>
<td>Women's' Issues Status &amp; Education Unit</td>
<td>11/5</td>
<td>7 - 8:30 am</td>
<td>Oceanside</td>
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Non-AAACE Sponsored Business Meetings and Receptions

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<th>Meeting</th>
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<tr>
<td>ACSA State Workshop</td>
<td>11/3</td>
<td>8:45 am - 5 pm</td>
<td>California AB</td>
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<tr>
<td>Armed Services Day</td>
<td>11/3</td>
<td>8 am - 6 pm</td>
<td>Laguna A</td>
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<tr>
<td>GED Examiners Breakfast</td>
<td>11/4</td>
<td>8 - 9:30 am</td>
<td>Laguna B</td>
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<tr>
<td>NAEPDC Executive Development Program</td>
<td>11/3</td>
<td>8 am - 6 pm</td>
<td>Manhattan</td>
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<td>11/3</td>
<td>6 - 8 pm</td>
<td>Redondo</td>
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<td>National Issues Forum Breakfast</td>
<td>11/6</td>
<td>7:30 - 9 am</td>
<td>Manhattan</td>
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<td>National Workplace Literacy Project</td>
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<td>Director's Luncheon</td>
<td>11/4</td>
<td>11:30 am - 1 pm</td>
<td>El Capitan AB</td>
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<tr>
<td>State Directors of Adult Education Annual Meeting</td>
<td>11/4</td>
<td>1 - 5 pm</td>
<td>Laguna A</td>
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Earn Your Ed.D. Without Interrupting Your Career

The Abraham S. Fischler Center for the Advancement of Education at Nova University, a regionally accredited leader in distance education, offers a field-based doctor of education degree program that professionals can complete in three years while continuing their careers.

To be admitted, you must have a master's degree from an accredited institution and be employed in the field of adult education, higher education, or vocational, technical, occupational education.

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Day By Day Activities

Tuesday, November 3, 1992

Tijuana and San Diego Tour
8:15 am - 6 pm  $47, Ticket required
Today you will make a run for the border and into Mexico via lovely San Diego. A stop in quaint Old Town, San Diego will give you an opportunity to browse a bit before heading to lively Tijuana. You will be amazed at the array of merchandise for sale - trash to treasures, but all fascinating! Buses leave from the Anaheim Hotel.

AAACE Registration  Ballroom Foyer
10 am - 6 pm

Women’s Issues Dinner  Huntington ABC
6 - 9 pm  $32, Ticket required
Speaker:  Dr. Yolanda T. Moses
Vice President for Academic Affairs
California State University
Creating Community in an Uncertain World: Calling Women to Action
The 1992 WISE Dinner will consider the many challenges facing our cities today and the ways in which adult educators, particularly women, can help to make a difference. In America, we celebrate cultural and racial diversity as critical to our dynamic society. But recent events have made it clear that identifying and celebrating our connections is also critical. Dr. Moses and a panel of outstanding area women will address this issue and share their perspectives. We invite all AAACE colleagues to join us for an evening of fellowship and empowering ideas.

Election Night Bash!
California AB
7 pm - midnight
Free!
Election 1992 promises to be a close race, and AAACE is prepared to stay up all night for the results if necessary. Join colleagues for an evening of nail-biting and political debate (and hot dogs and beer), as we watch the election returns together at the Anaheim Hilton. This event is jointly sponsored by Sleek Vaughn Company, and Forrest T. Jones, Inc.

Wednesday, November 4, 1992

AAACE Registration  Ballroom Foyer
8 am - 6 pm

Opening General Session  California Ballroom
9:30 - 11 am
Opening
Presiding:  W. Franklin Spikes, III, President, AAACE
Welcome:  W. Franklin Spikes, III
National Anthem, Pledge of Allegiance
Invocation:  Trenton Ferro, Chair, Religious Adult Education Unit
Greetings:  Drew W. Allbritten, Executive Director, AAACE
Lanny Nelms, Conference Chair
Gerald H. Kilbert, State Director of Adult Education, California Dept. of Education
James Figueroa, Assistant Superintendent for Adult Education, Los Angeles Unified School District

Keynote Address
Ben Vereen
Tony Award Winning Actor and Performer

In his first public appearance since his recent accident, renowned entertainer Ben Vereen will address AAACE conference with a moving and motivational presentation. In addition to numerous leading roles on Broadway in well known musicals such as “Pippin” and “Jesus Christ Superstar”, Ben Vereen’s career has included awards for television and film appearances. His Tony Award for “Pippin”, his role in the Emmy Award-Winning television mini-series “Roots”, and his unforgettable film portrayal in “All That Jazz” make him one of the most accomplished and versatile entertainers in the industry. In addition to accomplishments as an outstanding performer, Vereen has been widely honored for his humanitarian activities. Vereen spearheads the “Celebrities for a Drug-Free America” campaign, has been Chairman of the American Heart Association, the International Chairman for the Sudden Infant Death Syndrome (SIDS), and National Chairman of the Captain K.I.D. Safety Program. Ben Vereen was awarded the Victory Award by Mrs. Barbara Bush for success at overcoming life’s adversities and concerned involvement in helping others. We are proud to have Ben Vereen tell his unique story.
Grand Opening of Exhibits
Sponsored by United Auto Workers/General Motors-Human Resource Center
11 am - noon Pacific Ballroom
You'll have the opportunity to mingle with your colleagues in the exhibit hall and meet with exhibitors to review the latest products on the market...all in a festive Mexican atmosphere. Join Mickey Mouse in a toast to the biggest AAACE Exhibition to date!

Social Philosophy Luncheon
Huntington ABC
Noon - 1:30 pm
$28, Ticket required
Speaker: Dr. Webster Cotton
Professor of Adult Education and Philosophy at California State University - Los Angeles.
Adult Education as the Ultimate Social Experiment: Reclaiming the Vision of Socrates, Lindemann, and Friere

A leader in social philosophy, Dr. Cotton will explore the work of three important philosophers at the 1992 Social Philosophy Luncheon. Dr. Cotton will show attendees that the visions of these philosophers share some fundamental assumptions about the nature, significance, and purpose of education. At the same time, there is a need to explore their respective visions in the context of our current social situation and with respect to the future of adult education in our society.

Luncheon Roundtables California AB
Noon - 1 pm
Join colleagues for a luncheon roundtable... an enjoyable and affordable option for lunch that makes the best use of scarce professional development time! A cart will sell boxed lunches that can be brought to tables while participating in one of 38 roundtable workshops. For specific information on sessions, see pages 44-46.

Concurrent Sessions 1:15 - 2:15 pm
17 concurrent sessions, see pages 18-19 for complete details.

Cooperative Extension Program
2:15 - 6 pm
El Capitan AB
$35, Ticket required
Speaker: Kent Briggs
Director of Regional Programs Center for the New West
The Role of Intellectual Infrastructure in Economic Development
As the basis of economic power shifts from the exploitation of natural resources to the development of human resources, there will be increasing emphasis on investments in intellectual infrastructure. Instead of measuring the wealth of nations in terms of deposits of ore, proven reserves of oil, or stands of forests, a nation's raw materials will be in the human potential of its citizens. Those countries that prosper in the information age will be those whose cultures value education, health, democratic political systems, and a strong sense of community. Registration fee includes materials and reception.

Howard McClusky Symposium Huntington ABC
2:30 - 4:30 pm
Speakers: Ann Fishman
US Senate Special Committee on Aging
Sandra Timmerman
American Society on Aging

Concurrent Sessions 2:30 - 3:30 pm
19 concurrent sessions, see pages 19-21 for complete details.

Featured Session for Affiliate Leaders
A Plan for Reorganizing AAACE Dynamic Development Hearing
3:45 - 5 pm California AB
Discussion Leaders: John Furman, Division Director, AAACE, and Co-Chair, Dynamic Development Committee
J.C. Shaver, Division Director, AAACE, and Co-Chair, Dynamic Development Committee
Fact: Ten years ago AAACE was structured through an organizational compromise by the leaders of its two parent organizations. Fact: Adult educator practices have changed dramatically over the past decade. Fact: The future of adult education will play a significant role in the revitalization of our nation and its place in the global marketplace. Consequently, we must discuss the need to change AAACE’s structure to more effectively meet the anticipated future needs of adult educators. Come and discuss the action plan developed by our committee over the past two years.
**Concurrent Sessions**
3:45 - 4:45
16 concurrent sessions, see pages 21-22 for complete details.

**Exhibits Close**
5 pm

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**Featured Session for Affiliate Leaders**
**Legislative Network Workshop** San Simeon AB
5 - 6 pm
Moderator: Margo Tobias
Legislative Chair, CCAE
Panelists: Joan Keith
State Legislative Chair, 1981-91
Cathi Davis
Legislative Lobbyist, Frost, Davis, & Donnelly
Charles Oaklief
Chair, AAACE Legislative Network
Drew Allbrttten
AAACE Executive Director

This session will provide attendees an opportunity to become more familiar with current legislation and regulations at the federal level and their impact on the state and local employers. It will also provide a forum to discuss state legislation and provide tips on influencing public policy makers in both the executive and legislative branches of government. Attendees can meet the authors of exemplary adult education legislation recently passed in the state of California.

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**President’s Reception** California AB
6 - 7 pm
Graciously sponsored by Steck Vaughn Company, the President’s Reception is a tribute to the officers and President of AAACE, Frank Spikes. The President’s Reception is a perfect opportunity for networking and socializing in an elegant atmosphere.

**Contemporary Books Dance** California AB
8:30 - 11:30 pm
Join us for a 1950’s sock hop courtesy of Contemporary Books. Dance to the music of a live band, and enter a dance contest, hula-hoop contest, or singing contest! The dance history of Anaheim will never be the same again! Don’t forget to bring your hoop skirts, varsity jackets, saddle shoes, and bobby socks!

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VISIT CURRICULUM ASSOCIATES BOOTH #59
Thursday, November 5, 1992

AAACE Registration  Ballroom Foyer
8 am - 6 pm

Concurrent Sessions  8:30 - 9:30 am
20 concurrent sessions, see pages 24-25 for complete details.

General Session  
California CD  
9:45 - 10:45 am
The Literature of Adult Education: A Bibliographic Essay
Speaker: Cyril O. Houle  
Professor Emeritus  
The University of Chicago and renowned author
Dr. Cyril Houle is one of the most respected leaders in the field of adult education. He has served on the faculty of the University of Chicago since 1939, has received 10 honorary doctorates, and published numerous books on adult and continuing education. For fifteen years, Cyril O. Houle has been reading and reviewing the books in the field of adult education (1241 of them in all) in order to identify and describe the shape and dimensions of its knowledge base. The resulting book The Literature of Adult Education: A Bibliographic Essay will receive its first national presentation at this meeting. Dr. Houle's concern with how the literature can help practitioners in all kinds of programs and at all levels of responsibility makes his address especially relevant to the conference theme.

General Session - Town Hall Meeting  Pacific D  
9:45 - 10:45 am
Aftermath of the L.A. Riots: What is the Role of Adult Education in Urban America?
Moderator: James Figueroa  
Assistant Superintendent for Adult Education  
Los Angeles Unified School District
Panelists: Deanna Sue Austin  
Special Advisor to the Director for State and Local Matters, National Institute for Literacy  
Shirley Currey  
Special Assistant, Office of Resident Initiatives  
US Department of Housing and Urban Development  
Joe Hicks  
Executive Director, Southern Christian Leadership Conference  
Leticia Quezada  
President, LAUSD Board of Education  
Mark Ridley-Thomas  
Member, Los Angeles City Council
The recent riots in Los Angeles struck a deep chord of concern among adult and continuing educators around the nation. In an effort to spur the concern into action through adult and continuing education, AAACE has invited a team of individuals empowered to speak on the subject and to generate meaningful dialogue among educators and community leaders.

Exhibits Open  
11 am
Concurrent Sessions 11 am - noon
18 concurrent sessions, see pages 25-28 for complete details.

Awards & Fellowship Luncheon  Huntington ABC  
12:15 - 2 pm  $28, Ticket required
All conferees are encouraged to attend this annual luncheon honoring outstanding merit and service to the field of adult and continuing education. Awards presented include the President's Award, the Outstanding Service Medallion, the Cyril Houle Award for Literature, the Imogene Okes Award for Research, the Donald McCune Award for Collaboration, and other awards.

Luncheon Roundtables  California AB  
12:30 - 1:30 pm
Join colleagues for a luncheon roundtable... an enjoyable and affordable option for lunch that makes the best use of scarce professional development time! A cart will sell boxed lunches that can be brought to tables while participating in one of 40 roundtable workshops. For specific information on sessions, see pages 46-48.

Tour – The Richard Nixon Library  
1 - 4 pm  $24, Ticket required
Opened in 1990, the library sits on nine acres and includes the Spanish-style 52,000 sq. ft. main gallery and archives, the original birthplace home, a 75-seat amphitheater, a 30' x 120' reflecting pond, and the First Lady's Garden. Highlights of the library include exhibits on various campaigns, the Hiss-Chambers confrontations; the Kennedy-Nixon debates, the White House years; and of course, fateful Watergate. Buses leave from the Anaheim Hilton Hotel.

Concurrent Sessions  
2 - 3 pm
18 concurrent sessions, see pages 28-30 for complete details.

Concurrent Sessions  
3:15 - 4:15 pm
15 concurrent sessions, see pages 30-31 for complete details.

Concurrent Sessions  
4:30 - 5:30 pm
18 concurrent sessions, see pages 31-34 for complete details.
Friday, November 6, 1992

**AAACE Registration**  
8 am - 2 pm  
Ballroom Foyer

**General Session**  
9 - 10 am  
National Influences that Will Change Education Policy

**Speaker:** Dr. Michael Kirst  
Professor of Education and  
Business Administration  
Stanford University

Dr. Michael Kirst is a well known professor at Stanford University, and a respected policy analyst in the controversial area of education in America. Dr. Kirst is also Co-Director of Policy Analysis for California Education, Director of the 1991 National Academy of Education Report, and has held several positions in the federal government, including Staff Director of a Senate Subcommittee, Director of Program Planning and Evaluation at the US Department of Education, and Associate Director of the White House Fellows. Dr. Kirst speaks eloquently on the political web of American schools, the issue of school choice in public education, and policy and research in education.

**Exhibits Close**  
6:30 pm

**Wild Bills Wild West Dinner Extravaganza**  
6:30 pm  
$38, Tickets required  
Kick up those heels for a casual AAACE evening at Wild Bill's. Western attire is appropriate as you plan to enjoy a wild west show and four course western dinner (great grub!) complete with beer, wine, and soft drinks...all you can drink! The show features the excitement of the American Pioneer Days with foot stompin' western music, singers, dancers, cowboys, and Indians. Price includes roundtrip transportation, admission, dinner, beverages, tax, and tip. Buses leave from the Anaheim Hilton Hotel.

**Exhibits Open**  
10 am  
New Readers Press has graciously sponsored a coffee break in the Exhibit Hall between 10 and 11 am. Visit colleagues and continue filling up your grand prize drawing cards with exhibitors' signatures!

**General Membership Meeting**  
Huntington ABC  
10:15 - 11:15 am  
Join AAACE President W. Franklin Spikes in an interactive discussion of association business. Meet the Board of Directors and hear about the agenda of incoming President Peyton Hutchison. The 1992-93 officers and directors will be sworn in. Be involved in the shaping of your professional association by attending this annual meeting.
Tour – Laguna Beach and Newport Beach Cruise
11 am - 4 pm  $32, Ticket required
A famous artists’ colony, Laguna beach offers a charming selection of galleries, quaint shops, and fantastic restaurants—the perfect spot to browse and lunch on your own. Then the sparkling Pacific beckons as we drive to Newport Beach to board a boat for an exciting cruise on Newport Bay. On the Bay, which is vividly alive with billowing sails and bright spinnakers, you will have a great view of the beautiful homes tucked against the water’s edge. Truly a painter’s and photographer’s paradise. Buses leave from the Anaheim Hilton Hotel.

Concurrent Sessions
11:15 am - 12:15 pm
20 concurrent sessions, see pages 34-35 for complete details.

Unity Luncheon
California B
12:30 - 2 pm  $22, Ticket required
(included in Teacher’s Package)

Study Technology: The Learning To Learn Movement
Speakers: Bernard Percy
Independent Consultant, Boston, MA
Bonnie Paul
Peralta Community College District
College of Alameda

The Unity luncheon features two dynamic speakers, Dr. Bernard Percy and Dr. Bonnie Paul, both leaders in a new movement called Study Technology developed by L. Ron Hubbard. Study Technology is a body of learned principals and procedures that teach a person how to learn - an easily taught technology for learning how to learn. Dr. Percy and Dr. Paul will talk about barriers to study as a cause of educational failures and offer solutions that will boost students’ results.

ESL Teacher Institute - Total Physical Response
Carmel
1 - 4 pm  $30, Ticket required
(2 day program)

The ESL Teacher Institute is a skill-based training program for educators of adult English as a second language learners (ESL). Total Physical Response (TPR) is effective with beginning level students. Students listen to a series of imperatives and respond with appropriate physical actions. By the end of the training, instructors will be able to identify key steps in a TPR lesson and develop a series of imperatives and activities to reinforce the target language.

ALIT Institute
Mezzanine 14
1 - 4 pm  $30, Ticket required
(2 day program)

Organization of the Multi-level Literacy Classroom
This session will provide participants with strategies for the organization of the multi-level literacy classroom and will include student assessment, selection of appropriate materials, grouping techniques, and classroom facilitation activities.

Continuing Professional Education
Post-conference
El Capitan A
1 - 7 pm  $50, Ticket required

CPE and the Learning Organization
Building on the successful 1991 theme of “Professionals Ways of Knowing”, this post-conference will examine the professional educator’s contribution to the learning organization. The post-conference subthemes, derived from Peter Senge’s The Fifth Discipline are:
1. A Systems Approach to CPE
2. Personal Mastery Skills
3. Team Learning

Formal presentations will include one keynote address and one paper for each sub-theme.

Concurrent Sessions
2 - 3 pm
21 concurrent sessions, see pages 38-39 for complete details.

Grand Prize Drawing
Exhibit Hall
3 - 3:30 pm
The California Host Committee is proud to give away these fabulous prizes: Grand Prize - $1000 in CASH!! 1st Prize - Free roundtrip airline ticket...2nd Prize - Vacation Coupons to Exotic Beach Resorts...3rd Prize - Free AAACE Membership...AND MORE!!! You must be present to win, and you must have filled out your exhibitor card requiring visits to 25 exhibitors over the course of 3 days.

Concurrent Sessions
3:30 - 4:30 pm
19 concurrent sessions, see pages 40-41 for complete details.

Concurrent Sessions
4:45 - 5:45 pm
9 concurrent sessions, see page 42 for complete details.
AAACE Passport to Disney
5:00 pm Ballroom Foyer/Registration Area
Join your AAACE friends for an evening in the enchanting world of Disneyland. See Frontierland, ride through Space Mountain, or stroll down Main Street USA with Mickey, Goofy, Pluto, and all of your favorite Disney characters. We'll all walk over to the park together—so wear your walking shoes, bring your cameras, and bring your family and friends!

Saturday, November 7, 1992

Continuing Professional Education
Post-conference Huntington A
8 am - 5 pm $50, Ticket required (2 day program)

CPE and the Learning Organization
The CPE Post-conference continues with a breakfast and cluster groups on the four themes and reports. The afternoon session features a debate entitled "The Learning Organization: Film or Flam", and the keynote speaker, Douglas Cardinal. Mr. Cardinal is a well known Canadian architect and spokesperson for the Native Indians of Canada. He has successfully managed to merge the world of western education and business with that of his Alberta Cree heritage. He believes in being a "spiritual warrior" in his professional practice, and is attempting to teach his employees to be committed to their goals and work in the same way.

ESL Teacher Institute -Literacy Carmel
9 am - 1 pm $30, Ticket required (2 day program)
The ESL Teacher Institute is a skill-based training program for educators of adult English as a second language learners (ESL). Literacy is designed to train teachers of students whose reading and writing skills are limited in their first language or whose first language is written in a non-Roman alphabet. Participants will develop reading readiness activities and identify and develop practice activities for sight words.

Tour - The New Universal Studios Spectacular and Beverly Hills
10 am - 6 pm $50, Ticket required
On our way to Universal, we will drive through fabulous Beverly Hills, including elegant Rodeo Drive. Next, on to Universal. The newly streamlined tram ride will take you on a narrated action-packed adventure. You will see 'JAWS'; come face to king-sized face with 'KING-KONG'; and experience an incredibly real 8.3 earthquake! Then race through the galaxies on star-bound bicycles as you help ET save his planet, and don't miss 'Lucy: A Tribute', a heart-felt salute to America's favorite Red-Head. Buses depart from the Anaheim Hilton Hotel.

Roundtable Brunch
10:15 - 11:15 am Roundtable sessions continue this morning, tempting participants to join us for hot coffee and fresh muffins. Colleagues will present a limited number of sessions to those attendees staying in Anaheim for the weekend. Complete listing of sessions on pages 49-50.

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Concurrent Sessions

Wednesday, Nov. 4, 1:15 - 2:15 pm

Trajectories to Competence: Educational Brokering in a Large Urban Region
Monterey
Pierre Deslauriers, Devine Boudreau, Jonathan Mc Lelland, Centre regional d’accueil et de reference ile de Montreal et Laval
A constantly updated comprehensive databank links adults with learning opportunities and job programs, enabling quick and easy access toward academic and vocational goals

Supporting the Learning Disabled in Literacy Programs
Redondo
Laura Weisel, Principal, TLP Group
Adults with learning disabilities comprise a large percentage of people seeking literacy services. Strategies and techniques that can ensure success with this group rather than failure, will be presented.

History of Military Education Through the Past into the Future
San Clemente
Maryann Whittemore, 438th MSSQ/MSE
Clinton Anderson, Servicemembers Opportunity Colleges
The history of military education has been written in many different forms to include books, journal articles, abstracts and regulations. This presentation will focus on what has been written about military education and what needs to be written to guide us into the future.

Connecting Theory to Practice: Getting the Most Out of Your Professional Reading
Manhattan
Susan Siusarski, Syracuse University, Ad. Ed. Prog.
Keeping up with the literature in the field is an on-going challenge. Learn new techniques and share your suggestions.

Refining Teaching and Training Skills Through Certification
Avila A
Mary Mc Mulin, ESL Teacher Institute
Marilyn Knight - Mendelson, Napa Valley Adult School
This presentation will describe a process developed by the ESL Teacher Institute to train and certify trainers.

Adult Learning in Good Times and Bad
San Simeon A & B
Sharan Merriam, The University of Georgia
Carolyn Clark, Texas A&M University
When are we most likely to engage in significant learning — when our lives are stable and good things are happening, or when we are in crisis? Presented are findings from a study of work, love, and learning in adulthood.

Immigration and Adult Education: The Crisis and the Opportunities
Laguna B
David Stewart, American Council on Education
A new and massive wave of immigration is reaching American shores. Who are these newcomers? What challenges do their educational needs pose?

Educational Interpretation of Theology or Theological Interpretations of Adult Education?
Santa Monica
Peter Jarvis, University of Surrey
Brad Courtenay, University of Georgia
In an uncertain world, do adult education phenomena have meaning? Perhaps our interpretations have not gone deeply enough? Perhaps theological and educational interpretation are only representations of human process. This, then is part of the problem of an uncertain world.

Why Two Heads are Better Than One - Understanding the Synergy of Group Learning
Carmel
Elizabeth Kasl
Group learning is defined and illustrated with case-study data from a self-managed team and cooperative inquiry group.

P.O.V. - Using Video for Interview Research
Palos Verdes A & B
Lynette Harper, Adult Education Program
Univ. of British Columbia
Video is a powerful tool for educational research, with particular advantages for collaborative strategies. This session explores the potentials and limitations of the medium.

An Examination of the Ethical and Philosophical Groundings of the African American Facilitators of the Citizenship Schools
Oceanside
Ruth Queen Smith, University of Tennessee
An Examination of the Ethical and Philosophical Groundings of the African American Facilitators of the Citizenship Schools.
Implementing a Skills Clinic to Meet the Needs of Inner City Adults

Salinas
Judith Crocker, Cleveland Public Schools
This presentation will introduce the Skills Clinic concept and the methods employed to implement it in a large urban, inner-city school district. As a means of achieving the America 2000 Educational Goals, the Skills Clinic provides "one stop shopping" for adults and out-of-school youths who are seeking education and training. This approach provides a means of pooling a number of resources to better serve disadvantaged adults.

Building Competence into Programs for the Workplace and Workforce Preparation

Malibu
Eunice Askov, Institute for the Study of Adult Literacy
Pennsylvania State University
Jorie Philippi, Performance Plus Learning Consultants
What skills are needed to perform competently in today's workplace? in tomorrow's workplace? How do you know when your pre-employment or worker education program is helping participants to achieve these skills? This program explores ways to identify critical workplace skills, deliver relevant instruction, and measure the impact of results in job performance.

A Curriculum for Home Companions: You and Your Aging Client - Human Development From Theory to Practice

Avila B
Kay Lessner, Jefferson House
Mary Estelle Minehan, Communication in Careplanning
This program offers a human development model as an educational tool for the adult learner/home companion working with adult clients in the home care setting. The curriculum was offered at St. Joseph College, West Hartford, CT.

Teaching Workplace Basic Skills for Job Training

Coronado
Caren Van Slyke, Contemporary Books, Inc.
Basic Skills for Employment: Learn how to create a comprehensive course in work-related basic skills — reading, communication, and problem solving.

Educational Reform and the GED: Effects of Increased Score Requirements

La Jolla
Larry Martin, The Univ. of Wisconsin-Milwaukee
Research data are presented that explain the systematic effects of Wisconsin's GED score requirements: the highest in the nation.

Taxes and You

Mezzanine 12
Maureen Shafer, Internal Revenue Service
John Clow, Project Director - JCEE
Taxes and You, IRS's free multi-media introductory tax course for adult learners, has three components personal finance, economics of taxation, and tax preparation.

Wednesday, Nov. 4, 2:30 - 3:30 pm

The Emergence of "Adult Education" in the United States and the Uses of History

Coronado
John Rachal, Univ. of Southern Mississippi
Harold Stubblefield, Virginia Polytechnic Inst. & State Univ.
The late nineteenth century roots of both the term and meanings of "adult education" in the United States are examined.

Intergrating Personal & Professional, Development: An Innovative Workplace Literacy Approach

Avila B
Diane Scarangella, Career & Life Counseling Center
Rena Grasso, Career & Life Counseling Center
Bergen Tech and Marriott Corporation partnership provides a practical, hands-on presentation on developing, implementing and evaluating an innovative workplace literacy project.

Recruitment, Retention and Student Progress in Adult Education What State Reports Tell Us

Redondo
Ron Pugsley, US Department of Education
This session focuses on the state's reports of recruitment, retention, and student progress in the field of adult education.

The National External Diploma Program: "Because Competence Deserves Recognition"

San Simeon A & B
Florence Harvey, American Council on Education
Ruth Nickse, Nickse Associates
Judith Alamprese, Cosmos Corporation
The EXTERNAL DIPLOMA PROGRAM (EDP), ACE's newest high-school credential, measures an adult's competence in a context of work, the community, and the home.

Ten Year's Experience or the Same Year Ten Times? Developing Expertise

Avila A
Barbara Schell, University of Georgia - Adult Education
Expertise requires mature reflective judgment on experience. The stages of reflective judgment are explored and related to staff development.
Facilitation Skills: Making Group Meetings Productive and Fun
Laguna B
Rosemary Caffarella, Univ. of Northern Colorado
Describe and experience parts of a workshop on how people who are not trained in group process can become more effective facilitators of work-related groups.

Quality Indicators for Adult Education
Monterey
Mark Kutner, Pelavin Associates, Inc.
Larry Candelli, Pelavin Associates, Inc.
Garland Hankins, State Director of Adult Education
Bob Bickerton, State Director of Adult Education
Drawing on the perspectives of states and researchers, an overview of the issues and activities associated with the development of quality indicators for adult education programs is presented in this session.

Strategic Management for Adult and Continuing Education: Charting our Course in Continuously Shifting Environments
Mezzanine 12
Phyllis Safman, University of Utah
Workshop participants will simulate all six elements of this strategic management model to develop skills for strategic and contingency planning within changing professional environments.

Relating to an Uncertain World: An Alternative Framework for Thinking About Learning
Paloos Verdes
Roy Ingham, L. N. Krolovic, WWU
Learning is a change in our relationship with the world. Implications for adult education based on this perspective will be explored.

Perspectives on Program Quality and Performance Standards I: How Can We Use the Model Indicators of Program Quality Proposed by the U.S. DOE?
(Meeting 1 of 3)
Mezzanine 13
Sondra Stein, Assn. for Community Based Education
Evelyn Ganzglass, National Governors Association
Mae Dick, CBO Evaluation Taskforce
Greg Hart, Pima County Adult Education
This workshop will look at the model indicators for program quality developed by the U.S. DOE from the perspective of 1) a local program administrator; 2) a city agency that funds CBO literacy programs through several funding streams; 3) the State Literacy Exchange of the National Governors Association, which is helping states build integrated systems for meeting adult learning needs.

Connecting With Older Adults: Educational Responses and Approaches
San Clemente
Mary Alice Wolf, Institute for Gerontology
Paulette Beatty, Texas A&M University
This presentation focuses on ways that practitioners can connect with older adults through educational responses and approaches.

Critical Issues in Assessment: Meeting Learner and Legislative Needs
La Jolla
Patricia Rickard, CASAS
Patty Keeton, Howard Community College
A well-designed assessment system includes multiple alternative measures that provide data needed by learners and for program evaluation and accountability.

Developing Competencies in Qualitative Research
Salinas
Suzanne Adair, Career Consultant
This presentation describes a process of qualitative analysis used to explore the role of learning during the retirement transition.

BASICAIIY A Tough Road to Conquer
Manhattan
Joan Mason, Greenville Technical College
BASICAIIY A Tough Road to Conquer: An in-depth look at the development and implementation of a successful workplace literacy program.

International Panel Discussing Global Issues in Adult Education
Santa Monica
Moona O' Toole, CA Human Development Corp.
An international panel of adult educators will discuss global issues taking into consideration the various new global changes, new alliances and concerns in developing nations and establishing an adult education program that meets the needs of society in this time in history.

Practical Strategies for Building a Better Board
Huntington ABC
Frank Spikes, Kansas State University
Cyril Houle, University of Chicago
Volunteer governing boards have an important but difficult task in charting the course for non-profits in the current economic, political, and social climate. This session will share strategies for being an effective board member.
3 Steps To Improving Marketing Effectiveness
Mezzanine 11
Keith Goben, Peopleware, Inc.
Learn a simple three step process improving marketing effectiveness by using our software.
* Track the source of each registration
* Measure the response rate
* Measure cost effectiveness

Practicing our Principles in Adult and Continuing Education Conferences
Carmel
John Henschke, University of Missouri
Ann Wegman, Cardinal Glennon Children's Hospital
Beverly Grissom, Daytona Beach Community College
Barbara Emil
Adult and continuing educators enjoy and benefit from planning, conducting, attending, and/or sending staff to adult education conferences. However, we're not very systematic in using Adult Learning Principles in these situations. This session will offer tips and suggestions to beginning and veteran professionals for accomplishing this at this conference and others too!

Utilizing Law-Related Content to Empower Adult Learners
Oceanside
Cynthia Canary, American Bar Association
Susan Burk, American Bar Association
R. Gary Alexander, American Bar Association
This workshop will explore creative ways of integrating law-related topics into existing curriculums to improve critical thinking and analytic skills. Session leaders will discuss how providing adult learners with a basic understanding of the law and legal system can empower them to assume greater civic responsibility.

Distance Education: Finding Our Bearings
Coronado
Byron Burnham, Utah State University
Motivation of adults engaged in distance education are examined using the ARC's model. Also opinions of adult learners regarding distance education will be explored.

Effective Staff Development for ABE and ESL Teachers and Volunteer Instructors
Monterey
Mark Kutner, Pelavin Associates, Inc.
John Tibbetts, San Francisco State Univ.
Dennis Terdy, Adult Learning Resource Center
Renee Sherman, Pelavin. Assoc. Inc.
Elements of effective staff development and instructinal packets for training ABE and ESL teachers and volunteer instructors will be discussed at this session.

Scholarship on Women: Informing the Future By Reviewing the Past
Manhattan
Peggy Sissel, Rutgers University
Using the ERIC database, the past 20 years of AE research on women was analyzed. A discussion of the findings will result.

Rethinking Competence in a Complex World
La Jolla
Victor Klimoski, The Saint Paul Seminary School of Divinity
Barbara Warren, University of Minnesota
Jerome Stein, Humphrey Institute of Public Affairs
Drawing on the history of ideas, this session encourages participants to challenge and redefine prevalent notions of competency in adult education.

Paradoxes of Learning
Santa Monica
Peter Jarvis, University of Surrey
Life is uncertain and problematic - this existentialist analysis of learning illustrates how our response to these experiences relates to our learning.

Adult Education Service Centers: Restructuring for Comprehensive and Coordinated Delivery of Academic, Career and Support Services
Salinas
Carol Thigpin, Nashville READ
Jeanette Armstrong, Metropolitan Nashville Public Schools
Comprehensive adult education service centers offer adult learners a continuum of career and academic opportunities as well as necessary support services.

Wednesday, Nov. 4, 3:45 - 4:45 pm
When Jenny meets Iron John in the Boardroom: Gender Issues in the Use of Accelerated Learning
San Clemente
Carole Weinstein, Price Waterhouse
M. Carolyn Troeger, University of Houston
This session focuses on gender-related differences in the learning environment and the effect they have on accelerated learning techniques.
Beyond Training: A Field-test of ASTD's Workplace Basics Materials
San Simeon
Diane Foucar - Szocik, Education & Training Corporation
Sarah Cheverton, Education & Training Corp.
We will report on our year-long Department of Labor funded field-test of the ASTD Workplace Basics material with Comming Incorporated and American Safety Razor Company focusing on the utility, feasibility and replicability of the materials.

Total Quality Management & Workplace Literacy
Oceanside
Linda Stacy, Owens Technical College
Jennifer Tillman, The Toledo Hospital
Connie Croasdaille, The Toledo Hospital
The role of workplace literacy in implementation of Total Quality Management will be presented from the viewpoints of the employer and the educational provider.

U.S.A. and Mexico Adult Literacy Task Force
Verdes A & B
John Fleischman, Hacienda La Puente Adult Education
Holda Dorsey, Hacienda La Puente Adult Educ.Palos
This presentation will provide information about a special exchange project developed as a result of the U.S./Mexico Trade Agreement discussion on education.

Quality Standards and Curriculum Frameworks: Setting Common Goals for Adult Instruction
Redondo
Bill Merz, Adult Education Institute
Lynda Smith, California Department of Education
Corrine Price, Salinas Adult School
Approaches and results of a state-local and multi-agency initiative to establish baseline goals for ABE and other instructional areas.

A Missing Piece of the Developmental Puzzle: What We Know About Women's Psychosocial Development
Avila A
Rosemary Caffarella, Univ. of Northern Colorado
Highlighted in this session will be results from a critical review of the literature on psychosocial development of women and the implications this has for the teaching and learning process.

Measuring Locus of Control and "Mattering" in New Adult Undergraduates: Can Higher Education Foster Competence?
Avila B
Annette Greenland, The Univ. of North Carolina - Charlotte
Findings about adult undergraduates' perceptions of personal control and campus "fit" can help institutions improve responses to that clientele.

A Community-Wide Partnership Model for Adult Education Utilizing the PLATO Integrated Learning System.
Mezzanine
David Newman, The Roach Organization
K. Owen McCullough, Tennessee Dept. of Education
John Super, Roach Organization
How schools, businesses and community organizations can work together to promote economic development through expanded educational opportunities for all citizens utilizing computer-based instruction.

A Whole Language Basic ESL Series for Adults
Laguna B
Linda Mrowicki, Linmore Publishing
Linmore Publishing has a new four level Basic ESL Series for adult students. The series uses a whole language approach with integration of all four language skills, cooperative learning activities, and strategies for individualized learning activities. The presenter will demonstrate activities from each level and discuss which level is best for your students.

Teacher Training Through Video; ESL Techniques
Malibu
Ellen Schmidt, Addison-Wesley
Leann B. Howard, Addison-Wesley
Teacher training through video, originally developed by the ESL Teacher Institute through the California Dept. of Educ., provides skill-based training for ESL Teachers. In 12 unique video tapes the viewer is brought into a variety of classrooms in which a different language teaching skill is demonstrated. The presenter will describe the 4-stage process: presentation demonstration, guided practice, and application. She will also demonstrate each stage with examples from one of the training modules.
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Thursday, Nov. 5, 8:30 - 9:30 am

**Linking Learning with the Workplace: Building High Performance Basics**

Avila A  
Kay Gore, Arizona State University  
Judith Loucks, Jostens Learning  
How to achieve high-performance basics in the workplace outlined in the SCANS Report and the characteristics of technology-based materials to achieve these goals.

**The Market Audit: A Certain Method to Measure Organizational Competence in Times of Uncertainty**

Laguna A  
M. Carolyn Troeger, University of Houston  
Stancie Chamberlain, University of Houston  
Paul Gaither, University of Houston  
This session explores the major components of the market audit and will assist participants in constructing a market audit guide.

**Urban Hispanic Adults' Attitudes Toward Participation: A Factor Analytical Study and Typology**

Salinas  
Anita J. Prieto, University of MO-Columbia  
This session will present findings of a research study investigating attitudes of urban Hispanic adults toward participation in continuing learning activities.

**Teaching Peace**

Carmel  
Mary Hunt, Alhambra City Schools  
Teaching peace is each teacher's conscious decision and responsibility. Show your students that their behavior can support or undermine peace.

**Total Quality as a Focus for Achieving Competence**

Malibu  
J. D. Smith, Chief of Naval Education & Training  
An analysis will be presented of Total Quality Concepts currently being implemented in manufacturing and service organizations. Parallels will be drawn to educational service organizations.

**America 2000: Recommitment to Literacy**

San Siméon A & B  
Joan Seamon, U.S. Department of Education  
Federal initiatives and legislation that address the coordination of human resource development systems to serve educationally and economically disadvantaged adults.

**Training Volunteers at a Distance to Conduct Interviews for use in Qualitative Research: A Case Study**

Palos Verdes A & B  
Michael Price, OK Research Ctr. for C.P.H.E.  
Training volunteers at a distance to conduct interviews for use in qualitative research: a case study.

**Successful CE Program Developers - What are Their Skills? What are Their Linkages to the Community?**

Oceanside  
Linda Smith, Dept. of Clinical Laboratory Sciences-UTHSC  
This session will present findings of a study that identified skills of successful program developers and the linkages they make within the community.

**Skills Today for Tomorrow: Planning and Implementing a Workplace Literacy Program**

Avila B  
Laura Weidner, Catonsville Community College  
Benefit from our successes (and mistakes)! Investigate a successful job-specific basic skills program: needs assessments, curriculum development, program management, recruitment, and marketing.

**Intuition: Shorthand Cognition and Reasoning (Its Use and Value in CPE Programs)**

Monterey  
Vivian Willson Mott, University of Georgia  
The use of intuition, as one alternative cognitive strategy, has application for the continuing education of today's adult learner.

**The Adult Education Act: A 25-Year Retrospective**

San Clemente  
Susan Imel, Ohio State University  
Meredith Leahy, Cabrini College  
Amy Rose, Northern Illinois University  
An overview of the history of the Adult Education Act and outcomes of the special projects funded by the Act.

**Adult Degree Programs: What are Today's Threats to Quality?**

Laguna B  
David Stewart, American Council on Education  
Mary Fugate, Council for Adult & Experiential Learning  
Henry Spillie, American Council on Education  
Adult degree programs, many of them developed under "franchise" arrangements, are an explosive growth area. But problems pose threats to degree integrity.
Using Distance Delivery To Meet The Needs Of Culturally Diverse Rural Learners

Manhattan
Caroline Sherritt, University of Wyoming
Joyce Surdam, Laramie Community College
Topics will include barriers to education participation by culturally diverse rural learners and using distance delivery to overcome barriers.

Adult Education — Moving into the Future: Implementation Report on California’s Plan for Adult Education

Capistrano
Fred Best, Adult Education Institute
Raymond Eberhard, Calif. Dept. of Educ.
Rita Cepeda, California Community College
Summary and practical demonstrations of outcomes, barriers, and adjustments resulting from California’s 1988 Strategic Plan for Adult Education.

Strengthening Learning Modalities / Coping Mechanisms In A World Requiring “Metaphysical Certitude”

Coronado
Helene Stapleton, Cayuga Community College
Kathy Aldrich, Cayuga Community College
Strategies to assist adult learners with disabilities develop and strengthen their learning modalities for academic/life success.

Earning College Credit for Learned Competencies

Redondo
Joan Schwartz, American Council on Education
One method of credentialing learned competencies is through the use of the Army/ACE Transcript Registry System. It provides a record of college-level credit recommendations for competencies gained while in the Army, including those demonstrated through national competency-based examinations. The presentation will provide information on how the learning is evaluated and academic credit recommended for application towards a college credential.

Getting Published in Adult Education Quarterly

La Jolla
Jeanette Smith, AAACE
The staff and editors of Adult Education Quarterly provide an overview of editorial guidelines and procedures for the journal. Topics covered include how to prepare a manuscript for admission and the mechanics of the review process.

Perspectives on Program Quality and Performance Standards II: A Community Based Framework for Assessing Program Quality

(Session 2 of 3)

Mezzanine 13
Sondra Stein, Assn. for Community Based Organizations
Mae Dick, CBO Evaluation Taskforce
This Presentation will explore the Framework for assessing community-based literacy program quality currently being field-tested by the Association for Community Based Education (ACBE).

Career Guidance and Assessment for Adults

Mezzanine 11
Sharla Burwick, EdITS Publishers
The workshop will focus on the new MATCH (Making a Terrific Career Happen) which provides self-paced career guidance for adults and is appropriate for new entrants or returnees to the workforce. All the materials for the MATCH are contained in an easy to use folder with simple step-by-step directions for making career selections and changes.

Communication through Humor, Conversation and Drama in the ESL Classroom

Mezzanine 12
Joan Ashkenas, JAG Publications

Thursday, Nov. 5, 11:00 am - 12:00 pm

California’s Leadership Development: A Joint Commitment.

Laguna A
Ted Zimmerman, Adult Education: EDP
Ray Eberhard, California State Dept. of Education
Wallace Copeland, Leadership Training Institute
This workshop will highlight and detail the two California leadership and training programs of Adult Education leaders. Distinct activities are provided for the new leaders through a training institute. Experienced chief administrators are provided a series of seminars to develop executive skills.
Empowered Teams - Developing Self-Directed Work Teams
Palos Verdes A & B
Barbara E. Hinton, University of Arkansas
Empowered Teams - Both the developmental process and multimedia products developed at the University of Arkansas will be discussed and illustrated.

Strategies for Enhancing an Outreach Program for Separating Military Personnel
Malibu
Charles Longazel, Nancy Pezua, Army Education Center
The Military in Transition: Are you and your college or university adequately prepared to attract and assist this emerging category of potential students?

"Drive-Through Education" The Challenge of Achieving Educational and Career Goals - On the Move
Salinas
Loretta Tucker, Army Continuing Education System
Carolyn Cintron, Army Continuing Education System
Moving often disrupts adult's pursuit of education or career. Presentation will establish a flexible/realistic plan to achieve goals.

Mentoring: Facilitating Management Competence in Turbulent Times
Oceanside
Susan Meyer, NYC Department of Personnel
Sonia Villegas, NYC Dept. of Personnel
Description of a mentoring initiative designed to enhance management training pairing executive level and new managers in municipal agencies.

Beyond Ageism: The Life History Approach Educates and Empowers Health Care Providers to Improve the Quality of Life of Elderly Patients
Santa Monica
Lucienne Muller, Pratt Institute
Marsha Steinberg, Little Company of Mary Hospital
Health care providers and adult educators learn to confront preconceptions about aging to improve their services and empower their clients.

On Impostorship, Lost Innocence & Cultural Suicide: How Adult Educators Become Critically Reflective
Capistrano A & B
Stephen Brookfield, University of St. Thomas
An exploration of the visceral, emotional dimensions to adult educators reflecting critically on their practice.

Designing, Marketing and Implementing Re-Entry Workshops for Dislocated Workers
Laguna B
Carol Mosher, Jefferson Community College
Barbara Taylor, Jefferson Community College
This session will address designing, marketing and implementing workshops on the re-entry process for dislocated workers and those in need of re-training.

Learner Assessment and Program Accountability in California’s ABE Programs
La Jolla
Ardis Breslauer, CASAS
Lynda Smith, Calif. Dept. of Educ., Ad. Educ. Unit
California’s diverse learner populations have required programs to develop curriculum, instruction, and comprehensive assessment that documents learner progress toward achieving competence.

Innovative Teaching Strategies: What Do Graduate Students Think?
Carmel
Cheryl Polson, Kansas State University
Annette Greenland, Univ. of North Carolina at Charlotte
Innovative teaching strategies will be presented. Graduate students will then comment on the impact of the strategy on the learning process.

Workplace Curriculum: It’s Not a Pile of Stuff
Manhattan
Sarah Newcomb, U.S. Department of Education
Educators developing workplace programs can make the mistake of collecting materials from employers and presenting these materials as lessons themselves. Panel tells how to transform that “pile of stuff” into a contextual curriculum.

Basic Skills And Adult Basic Education - A Dutch View
Redondo
Max Van Der Kamp, University of Groningen
What is the relevance of basic skill in Dutch Adult Basic Education in the view of participants as well as experts?

Online Action Research: A National Networking System on “What Works” in Adult Education
San Clemente
Richard Stiles, California Department of Education
Shirley Edwards, Metropolitan Adult Education Program
John Fleischman, OTAN
Patricia Rickard, CASAS
Online Action Research uses computer networking to link managers, classroom instructors, and adult learners with interactive research/evaluation data on “what works” in adult education.
You have a powerful new partner in adult education and training.

Educators have trusted Jostens name for nearly 100 years. And today, Jostens Learning Corporation is forging powerful new partnerships in adult education with INVEST In the Future™. It's the only computerized adult literacy program developed by adult educators for the unique needs of adult learners.

Thanks to the flexible management system, INVEST fits a wide variety of adult learning environments. And the comprehensive INVEST program features instructionally sound curriculum, relevant adult activities, audio and bright color graphics that help adult learners at all levels develop skills that work in their world.

The Jostens Learning INVEST program operates on multiple hardware platforms, and is backed by a dedicated force of field support professionals. To learn more about how you can invest in the future of your adult learners, write or call Jostens Learning Corporation, Adult Education Division, 6170 Cornerstone Court East, San Diego, CA 92121-3710, 1-800-521-8538.
The Care and Feeding of Volunteers: Some Ideas and Principles
Avila B
*Trenton Ferro, Adult & Community Education*
This workshop for participants emphasizes 1) matching the job and the volunteer, 2) managing the volunteer, and 3) motivating the volunteer.

The GED Teacher Academy - A Model for Staff Development
Coronado
*Margaret Rogers, San Juan Unified School District*
California GED Teacher Academy workshops train GED teachers in content, effective instructional practices, evaluating materials and integrating.

Stress and the Superwoman Complex
Mezzanine 13
*Molly Milner, LA Unified School District*
*Maxine Young, LA Unified School District*
*Dolores Diaz - Carrey, LA Unified School District*
*Mutlu Ugur, LA Unified School District*
Stress and the Superwoman Complex: Four “Type A” women share their methods for coping with stress while trying “to do it all”.

Pre - GED 2000
Mezzanine 11
*Trish Clifton, Steck - Vaughn Company*
Presentation of Steck-Vaughn's new Pre-GED Series and new Pre-GED Software. This new series and software are developed on the 6-8 reading level and are instructional media for preparing the GED student to enter GED Preparation.

Educational Joint Ventures in the 90’s.
Mezzanine 12
*Edward Schwartz, National Academy for Paralegal Studies, Inc.*
The National Academy for Paralegal Studies, Inc. presents an evening training program in conjunction with colleges and universities and other continuing education institutions throughout the United States. By attending this presentation you will learn how your institution can attract new adult students and at the same time, show an increase in revenue.

Thursday, Nov. 5, 2:00 - 3:00 pm

Basic Skills Training in United States and Canada: Continuing the Dialogue
Laguna B
*Ron Pugsley, U.S. Dept. of Education*
*Maurice Taylor, University of Ottawa*
Three issues in basic skills training common to both the United States and Canada in implementing WPL program impacts, partnership patterns, and trainee concerns.

PowerPath to Reading Power: The London Procedure - A Diagnostic Screening That Maximizes The Learning Process and Drives Program Competence
Salinas
*Laura Weissel, Principal, TLP Group*
*Phyllis Rich, Nevada Department of Education*
*Rick McIntosh, The Literacy Initiative of Central Ohio*
*Ruthann Phillips, Research & Workplace Instructional Design*
The London Procedure, first implemented in 30 states during the late 1970's, identifies and presents teaching strategies for adults with learning problems. The revised assessment includes a software package that analyzes test results, identifies learning strategies, and tracks program statistics.

Adult Education in Today’s Army
Laguna A
*J. Willard Williams, Army Continuing Education System*
The Army is better trained and educated than ever. We must update our methods and programs to remain relevant.

Women’s Competencies in the Workplace and Practical Knowledge: Research and Discussion
Manhattan
*Susan Meyer, NY Department of Personnel*
*Terry Lewis, College of Rochelle*
An examination of relationships between practical intelligence and core competencies found in interviews with women administrators and managers.

Workplace Education: Ensuring Public and Private Partnerships
Palos Verdes A & B
*Linda Lewis, The Travelers Companies*
Joint business and education programs are a necessity for ensuring functional competence in the workplace. Learn how to develop cost-effective, relevant programs and consortium agreements, market the effort, and translate results in terms of impact on the bottom line!
Competence in a Homeless World
Carmel
James Parker, U.S. Dept. of Education
This session will explore with participants the challenges and successes of the National Adult Education for the Homeless Program after five years of operation.

Valuable Lessons Learned from “The Project from Hell” in the Uncertain World of Workplace Literacy
Malibu
Elaine Shelton, The University of Texas at Austin, EIMC
Why learn every lesson the hard way? Hear some of the most valuable lessons learned from A National Workplace Literacy Project.

Counseling the Adult Learner: An Integrative Approach
Coronado
Audrey Epstein, Storage Technology
Sandy Collier, The Adult Learning Source
We will examine ways in which incorporating counseling into adult basic education/workplace programs can improve student retention and academic success.

Jobs: The Answer to Welfare Reform?
Capistrano A & B
Patty Keeton, Howard Community College
Renee Woodworth, Southport Inst. for Policy Analysis
Results from an independent large-scale investigation of welfare education will be discussed and policy options explored.

Coping, Motivation, and Student Experiences of Older Adults Enrolled in Basic Education Programs
Santa Monica
James Fisher, Susan Tait, University of Wisconsin-Milwaukee
Findings and implications of research involving basic education students age 55+ examine their coping problems, motivation to participate, and experience as students.

Making Meaning of Life Experience: Does Context Play a Role?
La Jolla
Carolyn Clark, Texas A&M Univ.
Does the context of a learning experience shape the learning process? This session will address that question, reporting on a study of adult transformational learning experiences and analyzing the role context played in all of them.

Intercultural Competency: Learning to Live and Work in Different Cultures
San Clemente
Edward Taylor, University of Georgia
Presented are findings from a study of how adults learn to live and work successfully in different cultures. Discussed are theory, experiences, and skills essential to intercultural competency.

Life As Classroom: A Learning Metaphor And Model For Adult Psychology
Avila A
Quinton Wacks, Lincoln Memorial University
Metaphor provides a method for understanding and teaching how to learn and grow psychologically from each of life’s daily lessons.

Read to Lead: The Army’s New Education Program for Career Enlisted Personnel
Oceanside
Jorie Philippi, Performance Plus Learning Consultants, Inc.
Today’s Army is affected by the economy like any other American big business organization. This session describes a program being used to enable soldiers perform their jobs competently during technological upgrades and increasing responsibilities as a result of downsizing.

Programs for Exceptional Adults: A Model of Inter-Agency Cooperation for Serving Adult Students With Disabilities
Monterey
Terry Wetzel, L.A.U.S.D.
Michele Shimek, State Work Ability II Office - L.A.U.S.D.
Melinda Wilson, State Dept. of Rehabilitation
A comprehensive approach to serving 16,500 adult students with disabilities attending 38 Schools and Employment Preparation Centers within Los Angeles Unified School Districts.

Reading and Writing Skills for Employment
Mezzanine 11
Shelly Battenfield, South - Western Publishing
Joyce Hing - Mc Gowan, Career - Vocational Development
This session will address reading and writing skills needed for employment. A variety of teaching strategies using reading and writing skills applied to workplace situations and requirements will be discussed. Participants will receive sample instructional materials.

Education Initiatives in Public and Indian Housing
Avilla B
Shirley Curry, U.S. Department of Housing and Urban Development
Education Initiatives emphasizing resident involvement in public and Indian housing.
Concurrent Sessions • Thursday, Nov. 5 • 2:00 - 3:00 pm & 3:15 - 4:15 pm

**Fashion Show**
San Simeon A&B  
Betty Stevens, Royal Oaks Gifts  
Jan Schneider, Royal Oaks Gifts  
Ladies dresses, jackets (business and casual) tops, pants, skirts and accessories to minimize your wardrobe expense. Mix or match to save you dollars.

**Thursday, Nov. 5, 3:15 - 4:15 pm**

**Participation of Urban Hispanic Adults in Continuing Learning Activities: A Model to Predict Participation and a Hierarchy of Course Content**  
Redondo  
Anita J. Prieto, University of MO-Columbia  
Findings of a research study investigating factors influencing urban Hispanic adults participation in continuing learning activities will be presented.

**International Adult Education: Philosophy & History of Adult Education**  
La Jolla  
Kamal Nimer, Saudi Academy  
Adult Education in developing countries will continue to challenge adult educators in the 21st century. Discussing this problem in such a conference will help in suggesting reasonable techniques to solve it.

**Improving Your Leadership Skills**  
Malibu  
Paul Edelson, SUNY at Stony Brook  
For adult education administrators at all levels of experience, including those who are seeking their first administrative positions, this session analyzes critical leadership issues.

**Preparing the Adult with a Flawed High School Education for College**  
Laguna B  
Clinton Anderson, Servicemembers Opportunity Colleges  
Steve Kime, Servicemembers Opportunity College  
98 percent of U.S. servicemembers are high school graduates or have a GED. Most entered service to gain education opportunities, but many need communications and math skills to do college level work.

**Machine, Organism, Political Arena, and Culture: The Organizational Context of Program Planning**  
Avila A  
Joe Donaldson, University of Missouri-Columbia  
Diagnostic approaches are reviewed that provide comprehensive understanding of program planning's organizational context, a basic element in most programming situations.

**Lifelong Literature: The Metaphysics of Professional Development**  
Avila B  
Margaret Holt, Univ. of Georgia, Dept. of Ad. Educ.  
Trenton Ferro, Adult & Community Education  
This interactive workshop explores personal networks we form and resources we use and read to foster personal growth, both affectively and cognitively.

**The Pomona Parent Project: A Model Program for Parents of Strong-Willed or Out of Control Children**  
Manhattan  
Susan Johnson, Pomona Unified School District  
David Savagilio, Pomona Unified School District  
Ralph Fry, Alternative Resources  
A model program for parents of strong-willed or out of control children.

**Creating a Self-directed Classroom Environment**  
Laguna A  
Huey Long, University of Oklahoma  
This session demonstrates principles useful in creating a classroom environment that supports self-directed learning or personal responsibility for learning.

**"Working Together" A Participatory Approach to Literacy Education and Team Development**  
Oceanside  
Mary Stevens, John Keisling, Dent Davis, Cumberland Hardwoods  
Description an experience of "Working Together" - a unique, participatory model for literacy education and team development at Cumberland Hardwoods.

**Model College and University Adult Re-Entry Programs**  
San Clemente  
Thomas Sawyer, California State University, Chico  
Nicolette Jackson, Orange Coast College  
Discussion of undergraduate re-entry program designs which best help adults adjust to college, validate existing competencies, and develop new ones.
Human Resource Development in Russia: Competencies Required for Transition to a Market Economy
Coronado
John Niemi, Northern Illinois University
This case study reports on two seminars for Russian managers in St. Petersburg, concentrating on competencies for a market economy.

California's Local Planning Consortia: A State-Local Partnership to Develop “Skill Clinics”
Capistrano A & B
Fred Best, Adult Education Institute
Paul Belomy, Santa Clara Adult School
Sandra Hamilton, Private Industry Council, Inc.
Participant reports on California's multi-agency state-local partnerships to develop collaborative planning and Skill Clinics to broker access to learning.

Traumatic Head Injury in Adult Learners
Monterey
Bonnie Brobst, Return Program
Improving medical technology is allowing more head injured adults to survive and return to school. Most have long term problems, direct results of their injuries. Many require specialized programs. Educators must be knowledgeable of this population to deliver the programming required. This session will help develop an understanding of cause and effect and an awareness of the educational modifications and strategies used.

Motivation Toward Literacy Education in Saudi Arabia
Salinas
Abdulrahman Al - Hamidi, King Saud University
Examination of the many facets of Saudi society which motivate illiterates to read and write.

Individualizing Your GED Program
Mezzanine 11
Doug Prybylowski, Comex Systems Inc.
Leo Prybylowski, Comex Systems Inc.
How to set up an individualized GED Program, what materials are available, where to get them and how to use them.

Thursday, Nov. 5, 4:30 - 5:30 pm

Technology Tools for Customizing Curriculum: Ensuring the Mastery of Workplace Competencies
Monterey
Kay Gore, Arizona State University
Judith Loucks, Jostens Learning
Comprehensive, objective-based CAI curricula, with a flexible management system, can ensure mastery of high-performance basics customized to meet diverse workplace needs.

The Diploma Plus Program: Achieving High School Competency in an Uncertain World
Palos Verdes A & B
Molly Milner, Los Angeles Unified School District
Carolynn Huddleston, Los Angeles Unified School District
Diploma Plus offers adult high school students a comprehensive competency-based program of student contracts emphasizing critical thinking skills and multicultural content.

Self-Development Career Maps
Manhattan
William Kinnison, U.S. Army Training & Doctrine Cmd.
Self-Development activities suggested by Army subject matter experts on how to acquire skills, knowledge, and attitudes to be competent leaders.

A Working Partnership: Preparing for the Workforce of the 21st Century
San Clemente
Joan Pivorun, Public Service Training Program, Rockefeller College
Thomas Kinney, Professional Development Program, Rockefeller College
Peggy Wolfe, Public Service Training Program, Rockefeller College
A panel will address how the nation's largest university-based public sector professional development program uses environmental scanning as a strategy to prepare a workforce for new and emerging fields and to maintain and upgrade skills.

Embracing a Multicultural Approach to Education
San Simeon A & B
Joanne Smkle, STS
Participants gain familiarity with the major principles and theories of diversity and multiculturalism as they relate to adult and continuing education. Central themes include action planning for diversity and communication across cultures.
**Friday, Nov. 6, 4:45 - 5:45 pm**

**An Assessment of Baby Boomers in Adult & Continuing Education Programs**

Ciplastrano A & B  
Vivian Wilson Mott, University of Georgia  
This program explores a select sample of “Baby Boomers” and the continued impact of their participation on adult/continuing education.

**Pathways, Educational Options for Adults**

San Clemente  
Yolanda Sigala - Rico, Los Angeles Unified School Dist. - DAOE  
Why do so many ESL Level 1 students drop out? Could it be that they are unaware of the diversity of programs available to them? This workshop will discuss methods of ESL counseling & assessment.

**Designing an Adult Education Masters Program with a Focus on Competence**

Oceanside  
Gretchen Bersch, University of Alaska Anchorage  
The MED at University of Alaska Anchorage is competency based, using “Adult Education Excellencies” to design each student’s program.

**I Got Style.....You Got Style!**

Laguna B  
Sylvester Pues  
Achieving competence as a Life Long Learner is dramatically enhanced when a student understands his/her personal Learning Style then acquires information - accessing skills based on his/her Learning Style.

**Learning Using Compressed Video: What’s Lost, What’s Gained?**

Palos Verdes A & B  
Jim Allen, Texas A & M University  
Carolyn Clark, Texas A&M Univ.  
Compressed video provides an effective way to offer courses across large distances. This session will describe the experience of students in a graduate course taught using this technology and assess the impact it had on their learning.

**Debunking The Math Myth: There Is One Best Way To Solve The Problem**

Laguna A  
Myrna Manly, Consultant/Author  
Mary Jane Schmitt, MA Dept. of Education  
Esther Leonelli  
Encouraging students’ flexibility to solve mathematical problems in a variety of ways is the key ingredient of mathematics instruction for an uncertain world.

**Math Matters for Adults**

Mezzanine 11  
Trish Clifton, Steck - Vaughn Company  
Presentation of Steck - Vaughn's new Math series and accompanying software for adults at the ABE Level.

**Communicoding Techniques as Tools for Maximizing Teaching Effectives in the English for Vocational Purposes Environment.**

Manhattan  
Deborah De Vries, IADE American Schools  
Jymme Agudello, IADE American Schools  
“Communicoding”: the art of decoding, encoding, and recoding communication from the perspective of the horizontal and vertical thinker can provide.

**The New Revised Cambridge GED Program**

Mezzanine 12  
Andy Martin, Cambridge Adult Education  
Bob Mclntwaine, Cambridge Adult Education  
Mark Makowitz, Cambridge Adult Education  
Cambridge has completely revised its best-selling GED program including an all-new comprehensive book, satellites & exercise books. Features include a) full reading ration of skills & content, b) lower reading level, c) new open magazine format & design.
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Concurrent Sessions • Thursday, Nov. 5 • 4:30 - 5:30 pm

Continuing Education in Hong Kong
Carmel
Au Yeung Chi, Hong Kong Baptist College
C. C. Wan, Hong Kong Baptist College
Fred Ebbeck, Hong Kong Baptist College
The educational needs of the rapidly changing Hong Kong Social Structure are presently very much in a state of flux as politicians, administrators, entrepreneurs and others all attempt to grapple with what might be the demands for educational service post 1997.

Becoming Competent in Life Transition Education: More than Skilling
Coronado
Peter Willis, Center for Human Resource Studies
Being competent in education for personal and social change involves more than the ability to teach skills. It involves the ability to generate dispositions of hope and resolution.

The Amnesty Population: What are the Next Steps?
Laguna B
Linda Taylor, CASAS
Autumn Ketner, CA Dept. of Education
Who are the adult amnesty students who continue to enroll in classes? What are implications and solutions for adult ESL programs?

Learning Math Cooperatively
Oceanside
Mary Jane Schmitt, Massachusestts Department of Education
Myrna Manly, (former) GED Mathematics Test Editor
Esther Leonelli, Community Learning Center
Adult education math classes CAN be communities of people solving problems together. Come experience the power of learning mathematics cooperatively!

Information Access - The Key to Competence in an Uncertain World
Redondo
Donna Whitson, University of Wyoming
In the information age, the ability to access, evaluate and use information is essential to lifelong learning in an uncertain world.

A Mentor Teacher Training System for Adult ESL Teachers
Laguna A
Mary Mc Mullin, ESL Teacher Institute
K. Lynn Savage, ESL Special Projects
Leann Howard, San Diego Community College Dist.
This presentation will describe the statewide mentor teacher training program designed by the ESL Teacher Institute to train mentor teachers for adult ESL programs in California.

Developing Competent Teachers for the Local Church - A Self-Directed Model
Salinas
Miles Lewis, West Shore Evangelical Free Church
This workshop examines self-directed learning and presents a model for using this approach within the context of local church teacher training.

Keeping Pace With A Changing Marketplace: The Role of Corporate Partnerships in Workforce Development
Avila A
Nancy Reed Spencer, Thomas Edison State College
Iris Salliel, Thomas Edison State College
An examination of the ways in which the corporate and higher education sectors can form effective partnerships to ensure employee mastery of skills necessitated by changes in the workplace.

Competence, Gender and Equity in Adult Education
La Jolla
Diane Scarangella, Career & Life Counseling Ctr.
Rena Grasso, Career & Life Counseling Ctr.
A theoretical and hands-on workshop presenting rationales and strategies for effecting equitable curricula and instructional practices vital to facilitating competence.

What's Really Important in the Learning Environment
Santa Monica
Bradley Courtenay, University of Georgia - Adult Education
Tom Valentine, University of Georgia - Adult Education
Kwang Kim, University of Georgia - Adult Education
Effective lifelong learning results from growthful learning environments. The nature of classroom environment from several contexts is identified and explained. Participants will have the opportunity to examine and use classroom environment scale.

Competence for What? Testing for Adults as Workers and Citizens
Malibu
Jean Lowe, American Council on Education
Florence Harvey, American Council on Education
The Directors of the GED Testing Service and the National External Diploma Program discuss what each assessment program measures in credentialing adults as workers and citizens.
From the producers of The KET/GED Series — a pioneering video series for adults who have difficulty with fundamental math.

- 15 video lessons with accompanying student workbook.

"This series represents a refreshing change for basic mathematics instruction. A student who begins with this program — who views mathematics as a unified way of thinking, rather than a bunch of disconnected rules about computation — will have a tremendous advantage when he prepares for the GED."

— Myrna Manly
author, mathematics consultant, and former math editor of the GED test

Come by the KET Booth, #44, preview Math Basics, and sign up for a drawing for a free gift.
Affiliate & Membership Planning
Capistrano A & B
Drew Albritten, AAACE
Cle Anderson, AAACE
Ed Jones, George Mason University
This session will focus on the management of a variety of member services from national associations to affiliated organizations. Topics to be covered include publishing and conferencing, legislative advocacy, insurance liability and health care, grantsmanship and foundations, and other services.

Teaching Thinking, Reading & Writing Using News Media
Mezzanine 11
Tess Greenup, Newsweek Magazine
Teaching thinking, reading and writing using the news media will focus on ways that all students can benefit from use of both print journalism and electronic news across the curriculum. Free materials will be provided.

Friday, Nov. 6, 11:15 am - 12:15 pm

Adult Literacy in an Uncertain World: New Teaching and Teacher Preparation
San Clemente
Clif de Cordoba, Los Angeles Unified Schools
Discussion and demonstration of teacher preparation and student instruction based on adult competency needs in an uncertain future.

Brushing Up on Night School - A Reappraisal of Evening Colleges in Adult Education
San Simeon A & B
Paul Edelson, SUNY at Stony Brook
This session presents a critical reinterpretation of the role of "night schools" in adult education based upon recent scholarship and new interpretations.

Achieving Competence: Army-VOTEC School Partnership Pilot Studies
Sunset
Mary Stout, CDR, HQ TRADOC
In an effort to reduce Army training costs, the U.S. Army Training & Doctrine Command is investigating use of selected civilian vocational/technical (VOTEC) Training as an alternative to army service school training.

Code of Ethics and Ethical Competence
La Jolla
Thomas Sork, The Univ. of British Columbia
Achieving ethical competence in adult education will be discussed along with the related challenges of developing and enforcing codes of ethics.

Developing an English Adult College at a Time of Rapid Change
Manhattan
John McGill, Reading Adult College
An analysis of the managerial and educational issues involved in developing an English Adult College in a new legislative framework.

Simulations Teach Problem Solving, Communication and Teamwork in Workplace Programs
Capistrano A & B
William McVey, McVey & Associates, Inc.
Develop and use simulations to teach problem solving, communication, and teamwork skills to low-level learners in workplace programs.

Adult Literacy for the Blind and Visually Impaired: With and Without Computers
Santa Monica
Barbara Cronie, The Light House
Adult Literacy for the blind and visually impaired: transitional times of the computer era via The Light House, NYC.

National Evaluation of Adult Education Programs: Profile of Service Providers and Student Learning Gains
Palos Verdes A & B
Malcolm Young, Development Associates, Inc.
Virginia Posey, CASAS
Preliminary results of the four-year national longitudinal study of ESL, ABE, and ASE programs will be shared.

An Inquiry into the Philosophy Practice Link Using the PALS, EOQ, and PAEI
Monterey
Valerie De Coux, Mississippi Univ. Affiliated Program
John Rachal, Univ. of Southern Mississippi
Lee Pierce, Univ. of Southern Mississippi
Rex Leonard, Univ. of Southern Mississippi
This session will summarize the presenters' quantitative study which explored adult educators' philosophical leanings using the PALS, EOQ, and PAEI.
The 3 R’s in ’92-Recession, Retraining and Returning: Implications for Adult Education
Oceanside
Rosemary Fahey, Chapman University
In this session participants will consider five major factors in assisting adult learners to transition effectively in retraining for career change.

Achieving Literacy with Special Populations in an Uncertain World
Salinas
Alice Scales, University of Pittsburgh
Eddie Dawson, Hinds Community College
Shirley Biggs, University of Pittsburgh
Delivery systems and unique instructional curricula for special populations (homeless, incarcerated, and disadvantaged African American males) will be presented.

Development of Criteria and Methods by which to Evaluate Faculty in a University Clinical Setting
Redondo
Kenneth Paprock, Texas A&M University
Will Rushton, Texas A&M University
Analysis of clinical teaching and a description of methods used to identify criteria and methods for evaluating effective teaching.

Fighting Censorship: A Challenge for Adult Educators
Laguna B
Ralph Brockett, University of Tennessee
Adult educators need to understand how censorship poses a serious threat to the free exchange of ideas in our society.

Achieving Personal Competence: A Continuing Agenda for Women’s Programming
Malibu
Virginia Gonzalez, Northampton Community College
This session will provide a program model which addresses the personal development needs of women in today’s complex society.

Learner-Centered Approaches to Assessment and Evaluation in Adult Literacy
Avila A
Loren Mc Grail, World Education
Heide Spruck Wrigley, Aquirre International
Janet Isserlis, International Institute of R.I.
Learner centered approaches to assessment enable adult literacy students to evaluate their own experience and progress which helps teachers develop curriculum.

ESL Program Standards: the California Model
Laguna A
K. Lynn Savage, ESL Special Projects
Ray Eberhard, CA Dept. of Educ. - Adult Educ. Unit
Peter Wang, CA Dept. of Educ. - Adult Educ. Unit
This presentation summarizes the processes for development, field review, and implementation of the document Model Standards for Adult ESL Programs.

Perspectives on Program Quality and Performance Standards III: How to Influence the Process in Your State (Session 3 of 3)
Mezzanine 13
Sondra Stein, Assn for Community Based Education
Jon Deveaux, Bronx Educational Services
Evelyn Ganzglass, National Governors Assn.
Could retirees, workers, or the least literate be barred from literacy programs by performance standards? Not if programs influence policy. Discuss how with us.

How to Avoid Separation Shock from the Military Transition Assistance
Avila B
Jim Wolan, Walter Reed Army Medical Center
Avoiding the armed forces separation shock through intensive career counseling and setting educational goals to meet the serviceman’s needs.

CROSSROADS: Absolutely the Best New ESL Course for Adults.
Mezzanine 11
Debora Swain, Oxford University Press
CROSSROADS, a new four-skills series for adult ESL students, integrates a competency-based approach with the systematic presentation of grammar. The series is designed with the absolute beginner in mind - it begins lower and proceeds more gradually than other series. Lots of support materials. Samplers provided.

Building Workskills Strategies through BASIC SKILLS.
Mezzanine 12
Erin Bello, Wasatch Education Systems
Miriam Rivera, Wasatch Education Systems
BASIC SKILLS That Focus on Employability Skills. The courseware provides pre & post tests to determine participants ability to perform to apply basic reading, writing, & math skills in a functional context related to Training & Employment.
ESO SOFTWARE

If you are tired of doing military credit evaluations, we have the program for you. Just type in the person’s MOS (or other rating from the different services) into the computer and it will print out a list of the college credits suggested by the "ACE Guide".

Next, using the course supplement portion of the program, you can either type the AR#, or the first part of the course title and select the course from the list that appears on the screen. The computer prints out the credits suggested. That’s all there is to it. You can do an evaluation in just a few minutes.

If you would like to see this program in action, call 800-543-6959, and say "YES, I would like to see the demo disk." The program runs on IBM PC compatibles with 512K of RAM.

ASVAB/AFCT

THE TOPICS OF THE TAPES INCLUDE:

- General Science
- Arithmetic Reasoning
- Word Knowledge
- Paragraph Comprehension
- Numerical Operations
- Coding Speed
- Auto and Shop Information
- Mathematics Knowledge
- Mechanical Comprehension
- Electronic Information

ESL
THE NATURAL APPROACH TO SPEAKING ENGLISH

This is an ESL program for the beginning speaker of the English language. The program will teach a student approximately 1000 words of vocabulary. The lessons include popular topics such as, sports, food and work.

The series is entirely in English so that it can be useful to students of any native language.
12 - 45 MINUTE VIDEO TAPES & 7 STUDY GUIDES

Why should you use video to prepare students to take the GED test? The answer is simple. Many students are afraid to take the GED test, and also afraid of asking questions that they think sound dumb. Most students are comfortable with television. If a student does not understand something, it is simple to rewind the tape and watch that section again. There is no embarrassment. If the student still does not understand, he can then ask a specific question about what he does not understand.

LESSON 1-5 Mathematics
LESSON 6-7 Writing Skills I
LESSON 8 Writing Skills II The Essay
LESSON 9 Reading Comprehension
LESSON 10 Social Studies
LESSON 11 Science
LESSON 12 Interpreting Literature and the Arts

CLEP Test Reviews

GENERAL EXAMINATIONS
ENGLISH COMPOSITION
NATURAL SCIENCE
MATHEMATICS
SOCIAL SCIENCE
HUMANITIES

SUBJECT EXAMINATIONS
COLLEGE ALGEBRA
GENERAL CHEMISTRY
INTRODUCTORY BUSINESS LAW
INTRODUCTION TO MANAGEMENT
AMERICAN GOVERNMENT

THE ESSENTIAL ELEMENTS
"A series of reproducible study guides"

It is no longer a problem to individualize a course of study for each student. Now you can give students the pretest that comes with each series and from it, in minutes, you can tell a student which units he will need to complete. Then, after a quick trip to the copier (no expensive books to buy) the student is ready to go.

Each unit has a test to see if the student has learned the material. There also is a final test that can be given after a student completes all of the assigned units in a series. This ensures that they have retained the information they studied.

Subjects include:
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1-201-543-2862
1-201-543-9644(fax)

THE MILL COTTAGE
MENDHAM, NJ 07945
So You Want To Start a High Tech Lab
Palos Verdes A & B
Carl E. Badeau, Garfield Community Adult School
Leandra Woods, Garfield Community Adult School
Victor Estrada, Garfield Community Adult School
Technology to supplement Competency Based adult curriculum in a lab setting. Information to set up a multi-media lab provided.

Teaching Methods, Curriculum Modifications, and Adaptive Techniques for the Differently Ablled Adult Learner
Manhattan
Anthony M. Tolpen, Broward County Public Schools
Teaching methods, curriculum modifications, and adaptive techniques for the differently abled adult learner.

PowerPath: An Intake System for Literacy Programs that Promotes Learner Commitment, Teacher Competence and Service Outcomes
Coronado
Phyllis Rich, Nevada Dept. of Education
Rick McIntosh, The Literacy Initiative of Central OH
Laura Weisel, Principal, TLP Group
A model intake and screening system that formalizes the learner / program partnership, yielding a baseline of information for service planning and accountability.

Achieving Competence in Continuing Professional Education: Institutional-Industry Collaboration
Laguna B
Stacie Chamberlain, University of Houston
Carolyn Treger, University of Houston
Paul Galther, University of Houston
Exploration and discussion of models for creative partnership between institutions and industry to meet the changing needs of professionals, institutions and industry. In-depth discussion of initiation, development and implementation of replicable model from University of Houston to address competency issues in ever-changing times.

Reasoning for an Unreasonable World: Critical Thinking and Learning Strategies for the Adult Learner
Redondo
Bird Stasz, Cayuga Community College
Sandra Kelly, Cayuga Community College
A hands-on participatory workshop focusing on fun, innovative, and practical strategies for developing critical thinking skills in the adult learner.

Enhancing Instructional Competence
Laguna A
Michael Galbraith, Temple University
Burton Sisco, University of Wyoming
This session will focus on how to establish a conducive climate for learning, develop a syllabus or study guide, as well as tips on becoming a credible and authentic instructor.

Adult Education for the Homeless: Specialized Planning for the ‘Hard to Reach’
San Simeon A & B
Christian Nelson, Episcopal Community Services
Sharyn Zoll, Episcopal Community Services
A unique adult education program in San Francisco challenges the homeless through multi-level group instruction and individualized education plans.

Women as Adult Educators: Contributions to a New Leadership for the 21st Century
Salinas
Gaetane Payeur, Univ. of Quebec at Hull
Women’s experience in personal empowerment and in helping in the transformation of women represent a precious asset in adult education. How do we contribute to a transformative leadership?

Malibu
Lorilee Sandmann, Michigan State University
This session presents an environmental scanning model, developed and tested by Grand Rapids Community College and Michigan State University, that is used to assess future regional occupational and training needs. It has moved GRCC from just-in-time to just-ahead-of-time in its decision making.

Collaboration and Community in Teaching and Learning
Monterey
Elizabeth S. Knott, East Carolina Univ.
Explore the concepts of collaboration and community and their implications for your own practice as an adult educator.

Teaching Composition and Multicultural Literature to Adult Students
San Clemente
Lynne Porter, Los Angeles Unified School Dist
Gloria Gonzales, Metropolitan Skills Center
This workshop will present strategies for evaluating student writing and introduce a multicultural American literature course for adults, including extensive reading lists.
Educators and Learners: Partners in Achieving Lifelong Learning
La Jolla
Diana Davies, California Literacy, Inc.
Louie Ayala, Los Angeles Times Learning Center
Bob Mendez, California Literacy Inc.
A panel of adult learners discuss ways to involve adult learners and new readers in ABE and literacy programs.

Retention Solution: Intangible Motivation
Avila A
Rosa Mallett, Wayne County Reg. Educ. Serv. Agency
How to retain and motivate students while helping them learn using various methods, techniques, and especially better presentations.

“Immersion” in a Group Instructional Model
Santa Monica
Patricia Medina, Bronx Educational Services
During the past two years more than 100 literacy practitioners from 25 states have attended five day immersion trainings at the Bronx Educational Services National Training Center for Literacy Teachers. The presenter will discuss the activities and goals of the center, reactions by participants, and the impact on their programs.

Reading, Re-creating: A Different Learning Medium for Low Income Women
Avila B
Irene Baird, ABE/GED Supervisor-teacher
Identifying with authors of similar color, gender, experience, low-income women create their own “voices,” using their personal stories.

Integrating Job and Language Skills for Adult ESL Learners
Sunset
Lynne Robinson, Sweetwater Adult School
This workshop will demonstrate how to teach beginning ESL learners to communicate and function effectively in job related contexts.

Getting Published in Adult Learning Magazine
Capistrano A & B
Jeanette Smith, AAACE
An overview of editorial guidelines and procedures for writing for AAACE’s magazine.

From the Classroom to the Workplace - with Contemporary Books
Mezzanine 11
Steve Vanthournout, Contemporary Books
Caren Van Slyke, Contemporary Books
Three unique products, reflecting current thinking in adult basic education, will be presented in this session: Skills That Work, the GED Math Problem Solver, and Working in English (for limited English students). Both philosophy and practical classroom methodology will be discussed.

Lack of Credentials and Structured Curricula: Achilles Heel of Adult and Continuing Education
Oceanside
Jerry W. Miller, American College Testing
New credentials and curricula are essential if adult education is to assume its rightful role in improving the nation’s workforce.

Parent-Child Interaction the First Step in Family Literacy
Mezzanine 12
Judy Glazebrook, Glazebrook and Associates, Inc.
This workshop will provide information on Literacy Development, Parent/Child Interaction and the Pursuit of Literacy, and the importance of Self-esteem and Positive Family Relations in tying this all together. A variety of prepared activities will be used as examples to stimulate discussions on how adult education/literacy programs can stimulate parents to positively interact with their children. The goal of this Parent/Child Interaction is: Improve self-esteem in both parent and child, and healthy family relationships with clear communication of beliefs and values.

ETS Tests of Applied Literacy Skills
Mezzanine 13
Wendy Spiegel, Simon & Schuster Workplace Resources
The ETS Tests of Applied Literacy Skills (TALS) are the only assessments that measure adult functional proficiencies in prose, document, and quantitative domains. Both diagnostic and prescriptive, TALS provide a contextually valid link to on-the-job training. In this session, a perspective of TALS and its relationship to national policy is discussed and a description of the linkage to training is presented.
Friday, Nov. 6, 3:30 - 4:30 pm

"With One Voice": Bureaucracy's Policy / Teacher Development / Learner Goals
Palos Verdes A & B
Sandra E. Brawders, Massachusetts Dept. of Education
Sally Waldron, SABES
Loren Mcgrail, SABES
Lindy Whilton, Massachusetts Dept. of Education
Reality of a state's adult education policy goals, accountability systems co-developed by adult learners, teacher support systems, and bureaucrats.

Measuring Learning Growth in Occupational Competencies for Oklahoma Inmates
Redondo
The Results of a Study Comparing Cognitive Learning Growth of Oklahoma Inmates to that of Adult Students from the General Population will be presented.

A Barbara Bush Foundation for Family Literacy Project: An ESL Model to Adapt
San Simeon A & B
Joan Berna, Elgin Young Women’s Christian Assoc.
A 1990 Barbara Bush Foundation for Family Literacy Grant recipient, one of eleven nationwide, describes program goals, design and outcomes.

Transitioning Professional Potential in Careers
Sunset
Thomas Venardos, Triple A Consulting Enterprises
Jane Shipp, TESOL
Factors Contributing to Professional Transitioning: Job vs. Career, Internal vs. External Controls, Brain Power, Creativity and Self-Esteem.

Leadership Competence Skills Amid Change and Uncertainty
Monterey
Russell Robinson, Univ. of Wisconsin-Milwaukee
A look at leadership skills required for achieving fourfold competence in transformatinal leadership: commitment to action, quality, teamwork and reflective practice.

What is a Workplace Education Partnership
San Clemente
Robert Bozjarjian, Massachusetts Dept. of Education
David Rosen, Adult Literacy Resource Institute
Lenore Balliro, Adult Literacy Resource Institute
What works in Workplace Education Programs in terms of creating an effective worksite partnership and program planning team.

Leadership Enhancement for the Active Retired
Salinas
Carol Schultz, Univ. of MO - Columbia
Development and evaluation of a program designed to train retired people to assume community leadership roles will be described.

Effective Grant Proposal Writing Workshop
Laguna A
Peter Murk, Dept. of Educational Leadership
Learn the proposal writing basics, gain an overview of the foundations world; review elements that funding sources look for in evaluating proposals; critically evaluate letters of inquiry.

Towards a Contact of Formal Adult Education and Popular Education
Coronado
Jorge Jeria, Northern Illinois University
This paper will try to determine the relationship between popular education and formal programs of adult education, using three basic concepts. Theoretical-practical relationship, multiple resources and alternative methodologies.

Challenging and/or Perpetuating Power Dynamics in the Classroom: Issues of Gender, Race, and Class
La Jolla
Elizabeth Tisdell, University of Georgia
This session addresses the teacher's role in challenging and/or perpetuating the nature of society's unequal power relations based on gender, race, and class.

Why Did They Drop Out? Reasons GED Candidates Give for Leaving School
Laguna B
Janet Baldwin, GED Testing Service
Sen Qi, American Council on Education
Jean Lowe, American Council on Education
Student's reasons for not completing high school may influence their attitudes toward education program as adults. Programs should provide alternatives.
Choosing Health: An Empowered Learning Curriculum for Adult Literacy Students

Malibu
Barbara Smith, Hudson River Center for Program Development, Inc.
An overwhelming response to a survey of New York’s students of ABE, HSE, and ESL for a total health curriculum laid the groundwork for “Health Promotion for Adult Literacy Students: An Empowering Approach”. The multi-part series recognizes the vital connection between good health in adult learners and their ability to handle the challenges of their own learning. Adult learners’ effective utilization of health resources and behavioral changes to promote well-being significantly enhances their competence in the uncertainties posed by issues in the workforce, the community, and at home.

OTAN: Innovative delivery of ABE/ESL Staff Development

Santa Monica
John Fleischman, Hacienda La Puente Adult Educ.
Holda Dorsey, Hacienda La Puente Adult Educ.
Shawn Brown, Hacienda La Puente Adult Educ.
Linda West, Hacienda La Puente Adult Educ.
This presentation will provide information on how the Outreach and Technical Assistance Network was developed, how it is now used, and how agencies are benefitting.

California’s State Plan for Worksite Learning

Oceanside
Bernadette Dawson, Adult Education Institute
Tom Bauer, Calif. Dept. of Educ.
Bonnie Oliver, Educational Enterprise Div.
The strategy of the State Plan for Worksite Learning, marketing of worksite programs, curriculum and literacy analysis will be discussed.

From the Ground Up: A Program-based Staff and Program Development System for Adult Basic Education

Avila A
Sally Waldron, SABES
Cristine Smith, Sys. for Adult Basic Educ. Support
Most staff development system for teachers in ABE/ESL programs are “top-down” models where teachers chose from pre-determined training menus. Why staff-centered models for staff and program development work best and how Massachusetts implemented a program-based development system.

Charting a Course Through the Learning and Thinking Literature

Manhattan
Robert Nolan, Oklahoma State University
In this session you will review stimulating ideas from the dozen most popular books on learning how to learn and creative thinking.

Promoting Academic Progress in Minority Adult Undergraduates

Avila B
Roswell Park, Buffalo State College
Joseph Moran, Buffalo State College
The roles of student maturity enrollment and institutional support programs in facilitating the academic progress of adult minority undergraduates.

Language Acquisition Through Distance Learning

Capistrano A & B
Hugo Alejandro Pedroza, Div. of Adult & Occup. Educ./LAUSD
Dale McIntire, Div. of Adult & Occup. Educ./LAUSD
This workshop looks at alternative instructional methodologies for learning English combining distance learning concepts with popular technology.

The Numeracy Solution: Laserdisc Technologies for Teaching Basic Mathematics

Mezzanine 11
Barry Mirkin, The Wisconsin Foundation for Vocational
The cornerstone of technology in the 1990’s lies in the ability to provide cost-effective training solutions for educators and employers to use in a wide variety of instructional settings. Interactive ModuMath courseware is a cost-effective application of Level III interactive videodisc technology. The technology enables students to learn what they need to know... quickly and efficiently. By linking computer interactivity to videodisc instruction, the system introduces students to new material.
Concurrent Sessions • Friday, Nov. 6 • 4:45 - 5:45 pm

**Friday, Nov. 6, 4:45 - 5:45 pm**

**An Assessment of Baby Boomers in Adult & Continuing Education Programs**
Capistrano A & B
Vivian Wilson Mott, University of Georgia
This program explores a select sample of “Baby Boomers” and the continued impact of their participation on adult/continuing education.

**Pathways, Educational Options for Adults**
San Clemente
Yolanda Sigala - Rico, Los Angeles Unified School Dist. - DACE
Why do so many ESL Level 1 students drop out? Could it be that they are unaware of the diversity of programs available to them? This workshop will discuss methods of ESL counseling & assessment.

**Designing an Adult Education Masters Program with a Focus on Competence**
Oceanside
Gretchen Bersch, University of Alaska Anchorage
The MED at University of Alaska Anchorage is competency based, using “Adult Education Excellencies” to design each student’s program.

**I Got Style.....You Got Style!**
Laguna B
Sylvester Pues
Achieving competence as a Life Long Learner is dramatically enhanced when a student understands his/her personal Learning Style then acquires information - accessing skills based on his/her Learning Style.

**Learning Using Compressed Video: What’s Lost, What’s Gained?**
Palos Verdes A & B
Jim Allen, Texas A & M University
Carolyn Clark, Texas A&M Univ.
Compressed video provides an effective way to offer courses across large distances. This session will describe the experience of students in a graduate course taught using this technology and assess the impact it had on their learning.

**Debunking The Math Myth: There Is One Best Way To Solve The Problem**
Laguna A
Myrna Manly, Consultant/Author
Mary Jane Schmitt, MA Dept. of Education
Esther Leonelli
Encouraging students’ flexibility to solve mathematical problems in a variety of ways is the key ingredient of mathematics instruction for an uncertain world.

**Math Matters for Adults**
Mezzanine 11
Trish Clifton, Steck - Vaughn Company
Presentation of Steck - Vaughn's new Math series and accompanying software for adults at the ABE level.

**Communicoding Techniques as Tools for Maximizing Teaching Effectives in the English for Vocational Purposes Environment.**
Manhattan
Deborah De Vries, IADE American Schools
Jymme Agudello, IADE American Schools
“Communicoding”: the art of decoding, encoding, and recoding communication from the perspective of the horizontal and vertical thinker can provide.

**The New Revised Cambridge GED Program**
Mezzanine 12
Andy Martin, Cambridge Adult Education
Bob Mc Itwatine, Cambridge Adult Education
Mark Makowitz, Cambridge Adult Education
Cambridge has completely revised its best-selling GED program including an all-new comprehensive book, satellites & exercise books. Features include a) full reading ration of skills & content, b) lower reading level, c) new open magazine format & design.
Saturday, Nov. 7, 9:00 - 10:00 am

Using Family Literacy to Enhance the Learning of Disabled Adults
Laguna A
Kay Gore, Arizona State University
Judith Loucks, Jostens Learning
This session will provide successful models of family literacy programs that enhance the learning of LD adults.

Mobile Automated Learning Laboratory (MALL): Economic Development through Literacy Attainment
Laguna B
Sam Dauzat, Louisiana Tech. University
The presenter will describe a cooperative effort designed to enhance economic development through the development of literacy skills.

Community Collaboration for Successful Family Literacy
Huntington C
Don Seaman, Texas A&M University
Jacque Denyer, Texas Center for Adult Literacy & Learning
Jim Morgan, Midwestern State University
Example of a successful family literacy program through collaboration of several community agencies and organizations.

Reconsidering Religious Education for the Learner in Mass Literacy Campaign
Huntington A
Labayo Kazeem, University of Benin
Boonyamin Olufemi Kazeem, Obafemi Awolowo University
This paper examines the extent to which religious education can assist Literacy Campaigns in a scientific and technological world.

Using the Sound-Symbol Relationship with Adult Learners
Sunset
William Miller, Communication Through Development
Discover Intensive Phonics for Yourself is an interactive approach to teach reading, spelling, and letter formation skills to all ages and abilities including those with Limited English Proficiency. A sound foundation for reading and spelling is built by learning 42 key sounds of the alphabet, 5 phonetic skills, and 2 decoding skills. Students gain confidence, self esteem, and independence quickly and develop the tools to continue learning on their own. Sequential, systematic and extremely effective!

Valuing Preferences in the Vocational English Learning Environment
Huntington B
Deborah De Vries, IADE American Schools
Augusto Guerra, IADE American Schools
Marios Stylianakis, IADE American Schools
John Hodder, IADE American Schools
Participants will look at individual assets based on the Myers Briggs Temperament sorter preferences, and then at integrating assets of others who hold opposite preferences.

A Multimedia Vocational / Workplace Literacy Solution - The I KNOW Approach
Salinas
Tim Songer, Interactive Knowledge, Inc.
A demonstration of the best use of multimedia for workplace and vocational basic skills instruction. The I KNOW Approach uses a multimedia custom development model including state-of-the-art digital audio and color photographs to teach basic reading, math, and critical thinking skills to adult susing content specific to any job or industry.

The New Cambridge Adult Education System: Literacy to GED
Monterey
Andy Martin, Cambridge Adult Education
Mark Moscowitz, Cambridge Adult Education
Cambridge is back on track and full steam ahead with new, integrated, multimedia line of products for all levels of adult education, from literacy to pre-GED to GED.
Roundtables

Wednesday, Nov. 4, 12:00 - 1:00 pm
California AB

Adapted Exercise for the Older Adult and Confined Elderly Populations: A Program that Works
Sharon Smith
Table Number - 01

Achieving Consensus in Small Groups
Allen B. Moore, Department of Adult Education/ICAD
Table Number - 31

Assisting Adults in Managing Career Transitions
Thomas Venardos, Triple A Consulting Enterprises
Jane Shipp, TESOL
Table Number - 02

A Strategy(ies) for Achieving Competence for Continuing Professional Education (CPE)
David Ferris, North Harris College
Table Number - 03

Life Management and Fulfillment
Randy Bennett, Northern Illinois University
Table Number - 11

Adult Literacy Instructors' Training (ALIT) Institute
Lydia Smith, CA Dept. of Educ., LA Unif. School Dist.
Table Number - 26

Two Fold Competences: Academics versus Workplace Literacy
El Wanda Penn, Wallace Community College Selma
Hertisene Crenshaw, Elmore County Board of Education
Table Number - 25

Learning in Partnership
Rita Macy, Alpena Community College
Don Macmaster, Alpena Community College
Ken Sumerix, Alpena Community College
Table Number - 24

Project Diamond Head: Climbing Mountains of Self-Esteem, Academics, and Career Options
Teri Lee Betker, Employment Training Ctr.
Leslie Lyum, Employment Training Ctr.
Table Number - 39

Creating A Cooperative State Agenda For Family Literacy
Suzanne Knell, ILRDC
Barbara Geissler, ILRDC
Table Number - 49

Human Resource Development and the Corporate Mission Statement
Teresa Palmer, Illinois State University
Table Number - 50

Training Peer Tutors: Breaking the Waiting List Logjam
Roger Hooper, Quincy School Community Council
Table Number - 48

Involving Workers and Unions in Designing and Delivering Worker-Centered Training and Education
Dawne Anderson, Literacy Project
Jerry Atkin, Center for Working Life
Table Number - 41

Pots and Planes: The Process of Discovery-Oriented Learning
Lorraine Cavaliere, Continuing Education Center
Carolyn Clark, Texas A&M Univ.
Table Number - 45

Changing Conceptions: Influence of Teaching Training Programs on T.A.'s Understandings of Teaching
Janice Johnson, Adult Education Research Ctr.
Table Number - 46

Individual Advisement: A Key to Success for Adult Learners
Ellen Hawkes, SUNY Empire State College
Table Number - 47

Cafe Classique, an Entrepreneurial Venture: Training for the Future.
Joan Keith, San Pedro / Wilmington Skills Ctr.
Gary Larson, San Pedro / Wilmington Skills Ctr.
Norgaard Hart, San Pedro / Wilmington Skills Ctr.
Table Number - 42
No Mountains Or Seashore, Just Hoosier Hospitality: A Ball State University Elderhostel Case Study
Peter Murk, Educational Leadership Department
Table Number - 44

An Example of the Wisconsin High Equivalency Diploma Process for Special Populations.
William Lindroth, Mid-State Technical College
Table Number - 29

S.O.S. - Singing Out Stress
Donna Cormellier, Ft. Devens Learning Center
Judi Pregot, Ft. McPherson Education Center
Table Number - 32

Why a High School Diploma is Important to Adults: A Longitudinal Study of Graduates of the CEI Adult Diploma Program
Lloyd David, CEI
Table Number - 34

Uncertain Welcome: Barriers to Hispanic Educational Participation
Virginia Gonzalez, Northampton Community College
Table Number - 35

What Successful Leaders Do in Adult Education Organizations
Bradley Courtenay, Univ. of Georgia - Adult Educ. Dept.
Merle Strangway, Univ. of Georgia - Adult Educ. Dept.
Table Number - 37

Using the EduCard and Information Technology to Increase Learner Access to Programs
Leo Chang, Adult Education Institute
Margaret Kirkpatrick, Merced Adult School
Dennis Porter, Adult Education Institution
Table Number - 28

Developing Personal Career Management Competencies
Suzanne Adair, Career Consultant
Table Number - 21

New Perspectives on the Organization of Continuing Higher Education
Joe Donaldson, University of Missouri-Columbia
Table Number - 22

Achieving Competence In An Uncertain Reality: The Personal Retirement
Rene Bedard, University of Ottawa
Table Number - 15

Maintaining Technical Currency Throughout The Lifespan
Albert Wiswell, VA Tech. Inst. and State Univ.
William Woodard, Computer Sciences Corp.
Table Number - 19

Obstacles and Opportunities: Literacy, Empowerment and Social Change in the Context of Civil Rights Activism
Roger Schwartz, Hobart & William Smith
Bird Stasz, Cayuga Community College
Table Number - 09

The Continuing Education Practitioner as Entrepreneur
Theresa Lewis, College of New Rochelle
Table Number - 10

Developing Competencies for Discovering and Fulfilling Personal Mission
Suzanne Adair, Independent Consultant
Carol Kallendorf, Delta Strategies/Communications
Jack Speer, Delta Strategies/Communications
Table Number - 13

Are We Prepared? Reflecting on the Standards for Graduate Programs in Adult Education
Susan Slusarski, Syracuse University
Table Number - 14

Innovation, Collaboration, and Empowerment: Essential Community Competencies in an Uncertain World
James Preston, Missouri Rural Innovation Inst.
J.C. Shaver, University Extension, Univ. of Missouri
Table Number - 04

Achieving Competency on Brochure Design
Janet Roehl, Eastern New Mexico Univ.
Table Number - 05

ESL/LEP Business Education Program
Andrea Rodriguez, Garfield C.A.S.
Mary Jo Villegas,
Table Number - 07
Thursday, Nov. 5, 12:30 - 1:30 pm

California AB

Building Literacy Coalitions
Sylvia Cuellar, Texas Agricultural Extension Service
Table Number - 49

Math Basics: Do-it-Yourself Math for the Adult Learner
Sarah Greene, KET, The Kentucky Network
Table Number - 50

Johanna Nel, University of Wyoming
Donald Seekinger, University of Wyoming
Table Number - 48

One Great Benefit! Increased Competence: The University of Delaware’s Literacy Program
Patricia Howe, University of Delaware
Table Number - 47

Preparing HRD Practitioners: Moving to the Forefront
Linda H. Lewis, The Travelers Companies
Table Number - 46

Changing Conceptions of Literacy
Jim Bell, Calgary Adult Literacy Awareness Proj.
Mary Norton, Literacy Consultant
Table Number - 44

PowerPath: A Centralized Literacy Intake System
Rick Mc Intosh, The Literacy Initiative
Table Number - 40

Concept Paper - Enhancing Program and Professional Support for Agents
Betty Reese, Ohio Coop. Ext. Serv.
John Stitzlein, Ohio Coop. Ext. Serv.
Gail Gunderson, Ohio Coop. Ext. Serv.
Table Number - 41

Portfolio Assessment: Competence and Achievement?
Richard Hamilton, Thomas Edison State College
Rebecca Hull, Thomas Edison State College
Table Number - 42

Military Installation Voluntary Education Review (MIVER) Lessons Learned
Gary Baker, Army Education Center
Diana Flynn, U.S. Total Army Personnel Command
Table Number - 35

The Army/ACE Registry Transcript System (AARTS) and Verification of Military Experience and Training Documents.
L. A. Chartier, Army Continuing Education System (ACES)
Table Number - 36

Army Personnel Testing Program
Martha Mraz, U.S. Total Army Personnel Command
Table Number - 37

ACES in the Oasis - The Delivery of Adult Education Programs and Services in Saudi Arabia and Kuwait
Michael Perez, U.S. Army Education Division
Sylvia Shemwell, U.S. Army Education Division
Table Number - 38

Readiness for Deployment: A New View for Army Families
Karen Varcoe, University of California - Riverside
Joan Wright, University of California - Davis
Table Number - 39

A Framework for Developing or Assessing Required Continuing Education Policies in the Professions
Michael Price, OK Research Ctr. for C.P.H.E.
Stephen Walsh, OK Research Ctr. for C.P.H.E.
Table Number - 34

The Role of Assessment in Achieving Competence: Practical Findings for ABE Programs
Page Bristow, University of Delaware
Richard Venezky, University of Delaware
John Sabatini, University of Delaware
Table Number - 32
INTERNSHIPS: Perspectives on Experiential Learning
Edited by Andrew Cialdino
It is estimated that about 60,000 college students in communications and business are doing internships in any given year. Yet few supervising off-campus professionals understand their roles as "educators," and this often leads to an unsatisfactory experience for both student and company. On the academic side, supervising faculty are unaware of the theory behind experiential learning and consequently give internship supervision short shrift among their many academic responsibilities. The fact that practitioners and educators do not share a common vocabulary leads to poor communications and the view that internships are a poor second place to classroom based learning. This guide taps the best minds in the field to demystify internships and experiential learning. It helps the practitioner and professor stand on common ground in nurturing the student intern.

ACADEMIC FREEDOM AND THE ADULT STUDENT IN CATHOLIC HIGHER EDUCATION
by John Anthony Vigilant
Once again our campuses have become the focal point of what constitutes correct speech. This work is an interdisciplinary study focusing on the nontraditional nature of today's student in higher education. The study highlights the philosophical basis for student autonomy and draws upon not only the history of higher education, but also the predominant philosophies of adult education. The work attempts to resurrect the 19th century German notion of Lernfreiheit, the student's freedom to learn, the student's academic freedom. The results of the study are applied, in particular, to present-day Catholic higher education.

ADULT EDUCATION AND THEOLOGICAL INTERPRETATIONS
Edited by Peter Jarvis & Nicholas Walters
This volume opens with a debate about the nature of learning as a religious phenomenon, followed by a collection of contributions based on the theme of the relationship between faith and knowledge. After a discussion on interpretations of learning, the theme changes to explore the implications for the individual and the nature and role of the individual person in the debate. Finally, there is a series of authors looking at different analyses and interpretations of societal issues. The last chapter is a contribution from an academic theologian who reviews the volume and identifies a possible agenda for future debate.

PERSPECTIVES ON ADULT EDUCATION AND TRAINING IN EUROPE*
Edited by Peter Jarvis
Change is the order of the day in contemporary Europe. Political, social and even geographical boundaries are being contested in the greatest upheaval that has faced the continent since the end of World War II. As new democracies emerge and existing ones look critically at themselves, adult education and training are at the heart of a new focus on individual and social development which is having an impact on economic and educational restructuring. This title is a unique survey of provision for adult education in Europe. The chapters, which are written by leading scholars each give a brief history of the development of adult education, the main organizations and providers, legislation affecting adult education, and contemporary themes in the study of adult education.
* North American Distribution Rights Only

DEVELOPING LITERACY PROGRAMS FOR HOMELESS ADULTS
by Joyce A. Norris & Paddy A. Kennington
Orig. Ed. 1992
Paperback ISBN 0-89464-794-6 $10.50
Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness. Among the factors affecting program design for homeless adults are the trauma of homelessness and the difficult environments in which instruction takes place. These factors combined with the broad range of homeless adults' educational needs have led to a fresh approach to both literacy education and program design. This book offers readers an examination of eight roles of literacy education in the overall services to homeless adults. It suggests goals for programs, teacher training guidelines, and six proven models of instruction. The authors, through four years of experience, have developed strategies such as "multiple points of entry" and "multiple points of staying" that should enhance program effectiveness, regardless of the barriers and challenges.

1993 Releases
FACILITATING COMMUNITY AND DECISION MAKING GROUPS
by Allen B. Moore & James A. Feldt
EVALUATING HUMAN RESOURCES AND THE ORGANIZATION
by Byron R. Burnham
DEVELOPING INTERCULTURAL COMMUNICATION SKILLS
by Virginia B. Ricard
CONNECTING WITH OLDER ADULTS
by Paulette T. Beatty and Mary Alice Wolf
EDUCATING ADULTS IN THE WORKPLACE
by William A. Murray
PROFESSIONAL WRITING: Processes, Strategies and Tips for Publishing in Educational Journals
DESIGNING INSTRUCTION FOR ADULT LEARNERS
by Gary J. Dean

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Florence Harvey, National External Diploma Program
The American Council on Education
Patricia Rickard, CASAS
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Evaluation as Program Development: New Strategies for Family Literacy
Barbara Geissler, ILRDC
Suzanne Knell, ILRDC
Table Number - 07

Why Develop Emotional Competence As A Woman Adult Educator/Student?
L. N. Karlovic, Western Washington University
Table Number - 08

Let It Flow: An Integrated Curriculum for the Workplace
Jean Anderson, Arapahoe Community College
Table Number - 05

Enhancing Adults' Competence: The Theory-Experience Linkage
Donald McCormick, Antioch University Los Angeles
Kenneth Smith, Antioch University Los Angeles
Table Number - 01

Achieving Cultural Competence In A Culturally Diverse World Through Experiential Techniques
Richard Orem, LEPS, Northern Illinois University
Table Number - 02

Win-Win Leadership
Linda Wesson, Arkansas State University
Judy Vanatta, University of Arkansas
Table Number - 13

Worldview Development: An Essential Competency
Kathleen Loughlin, St. Joseph's College
Table Number - 12

Being on the Cutting Edge of International Business Offerings through Continuing Education
Barbra Schantz Louis, Santa Barbara City College
George T. Potter, Santa Barbara City College
Table Number - 11

Project Work F.O.R.C.E. - Focus on Rehabilitation and Cooperative Employment
Rochelle Kenyon, Assistant Principal
Table Number - 04

AIDS AWARENESS: Survival Skill for the 90's
Pamela Surner, LAUSD
Franz Martin, LAUSD
Table Number - 03

Staff Development in a Workplace Literacy Program
Inaam Mansoor, Arlington Education & Employment Program
Table Number - 45

Literacy From a National and International Perspective
Nancy New, NEW Learning Resources, Inc.
Table Number - 19

Saturday, Nov. 7, 10:15 - 11:15 am
California A

Using Technology to Achieve Competencies Necessary for Success in Higher Education
Kay Gore, Arizona State University
Table Number - 01

Managing The Competency-Based Testing Cycle
Donald Lee Coget, Vocational & Adult Education Dept.
Table Number - 02

Asking Questions for ESL and Content Learning
Roger Olsen, Consultant
Table Number - 03

Use of Visuals in Educational Programming
Frederick Hofer, Minnesota Ext. Service, Univ. of Minnesota
Eugene Anderson, Minnesota Ext. Service, Univ. of Minnesota
Table Number - 04

The Dynamics of International Continuing Professional Education: The Role of the Faculty Advocate
Ann Morgan, Univ. of Maryland
Delores Schoen, Temple Univ. School of Nursing
Table Number - 05

Teaching Leadership Skills in Undergraduate Education: A Praxis Model
Rosalie Marinelli, University of Nevada, Reno
Table Number - 06
The Creation of Community Among Educators of Adults in Multicultural Organizations: A Case for Reflection & Collaboration
Breda Bova, University of New Mexico
Rebecca Phillips, Los Alamos National Laboratory
Table Number - 09

Performance-Based Assessment: An Important Alternative
Linda Taylor, CASAS
Autumn Keltner, CASAS
Table Number - 11

Competency Based Education in a Secondary Assessment Program
Table Number - 12

Evaluation of Staff Development for a Statewide Workplace Literacy Program
Emory Brown, Planning, Evaluation, & Accountability
Table Number - 13

The Uncertainty of the “Non-Traditional” Learner on Campus: Can We Provide Competence?
Catherine Zeph, The University of Utah
Lorraine Cavaliere, Rutgers, The State Univ. of NJ
Table Number - 07

Teaching Life-Skills in a Multi-Level ESL Classroom
Jean Cone, Alhambra School District
Leena Gujral, Pomona Unified School Dist.
Table Number - 16

Teaching Literature to Adults Using a Whole Approach
Joan Conover, Contemporary Books, Inc.
Table Number - 18

Olympic College Student Literacy Corps
Mary Sanford, Olympic College Student Literacy Corps
Verna Rae Oraker, Olympic College Student Literacy Corps
Table Number - 14

A Study of Differences in Employment, Salary and Enrollment in Post-Secondary Education Associated with Completion of the General Educational Development Exam
Julia Goodwin
Table Number - 17

Maximizing the Older Adult’s Personal Investment in Exercise
Marlene Heim, El Camino Community Adult School
Susann Akers, Crenshaw-Dorsey Community Adult School
Trudi Bronson, Reseda Community Adult School
Pat Saranow, Manual Arts Community Adult School
Table Number - 19
For the Adult Educator
Who Values Creativity,
Service and Community

Regis University in Denver, drawing on its success in serving adult learners through innovative programs over the past thirteen years, has created a graduate program in Community Service and Administration with an emphasis in adult education. The Master of Arts degree program is designed to serve the full-time working adult educator who is seeking personal and professional development in this growing field. In the Jesuit tradition, it offers quality leadership education for those involved in business and industry, staff development in health agencies or human service organizations, public adult education (ABE, GED, ESL), community education and community college or university adult education.

Some of its notable features are:

A blending of concentrated summer courses in Denver with on-going educational development in one’s home setting using various learning formats and contract learning.

Development of a learning community for networking throughout the country.

Advanced study of adult learning theory and methodology, leadership, the psychological, philosophical and sociological foundations of adult development.

Skill development in administration, human resource management, program planning, implementation and evaluation.

The welcoming of families during summer courses which includes an activity program for children and youth at no cost.

Achievement of degree in two or three years.

Culminating in a practical project rather than a theoretical thesis.

Innovative summer course design which involves a distinguished team of faculty for each course.

Professional staff available throughout the year for consultation in research and project needs.

Summer faculty and presenters include: Laurent Daloz, Malcolm Knowles, Stephen Brookfield, Sr. Cecilia Leninbrink, Allan Pevoto, Lorraine Zinn, Sally Robinson, Dan Petro, Cathy Verstraeten, Chris Kneeland, Bill Hussan, Michael Garanzini, Marlene Wilson, Diane Fassell, Esther Mills, Derek Mills, Peter Bemski, Kathleen Schaefer, and David Thomas.

Much more can be said about the innovative and practical dimensions of this program so please write or call (collect) Dr. David Thomas at Regis University, (303)458-1845.

REGIS UNIVERSITY

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Theories, Research, Policies

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There is a widespread consensus that adult education and continuing vocational training are central elements in a strategy aimed at achieving economic growth. However, the stakes are not only economic. Adult education has also become a structural determinant of employment opportunities, earnings and quality of life. Adults who lack the motivation, opportunity or information needed to participate in a lifelong learning society will become increasingly disadvantaged. Educational systems must prepare people for a life of active learning. This volume argues that the principles of lifelong learning must be at the heart of a new approach to skills development. Lifelong learning is advocated not as a theoretical and utopian idea, but as the inevitable reality in affluent, technologically advanced, politically and culturally pluralistic societies.

Each chapter addresses one or several questions important for the future of lifelong education. In particular they concern theory and research on the five themes: Lifespan development and education; intelligence; transfer and capacity to learn; informal learning in the workplace; learning to earn; and the implications for policy.

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