An American Reunion: Liberty, Learning, and Leadership

1994 Adult Education Conference Program

Stouffer Hotel
Nashville, Tennessee
November 2-5, 1994
Introducing the GED Preparation System from South-Western

With South-Western’s GED Preparation System, you’ll find significant differences that make it better for you and your students.

As you’d expect, there’s a preparation book for each of the five GED Tests: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics. Building on this solid foundation, we added these features to make our program different—and better.

What makes it different, makes it better.

- Make a connection with your students’ worlds with "Connections"—a unique section of full-color, high-interest activities that link lessons to real-life themes such as nature, employment, family life, and technology.
- Pull-down menus and comprehensive graphic reports put the student in control and teach real-world software skills.
- Four distinctive sections make each book more flexible for individual study and classroom situations.
- Unique full-color "Connections" section in each book helps your students discover the links between lessons and their lives.
- Opportunities for group learning activities throughout promote communication and skill mastery.

South-Western’s software is available as a set or separately for each of the five GED test areas.

Together, these features make South-Western’s GED Preparation System different—and better. And that can make a world of difference for your students.

To order the GED Preparation System, call 1-800-824-5179

Unique GED materials integrate the demands of the GED Tests with learners’ real-life skill needs.
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For a retirement plan that's safe and sound, talk with the leader.

One on one.

It's comforting to know that your retirement savings are safe and sound. And that comfort level is increased when you consider the strength and stability of the fixed accounts offered by VALIC, one of the nation's leading providers of 403(b) Tax-Deferred Annuities to educators.

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In just the last five years, the number of employer groups managed by VALIC has more than tripled. At the same time, the number of participant accounts more than quadrupled. Strong testimony, indeed, to the level of confidence educators place in VALIC.

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The numbers and rankings speak for themselves: VALIC has over $20 billion in assets, ranking in the top 1% of all U.S. life insurance companies. We carry the highest ratings from A.M. Best — A++ (Superior), Duff & Phelps — AAA and Standard & Poor's — AAA (Superior). We have also been assigned an insurance rating of Aa2 (Excellent) from Moody's Investors Service.

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Now that you've seen the numbers, call this one: 1-800-22-VALIC. We'll send you a retirement plan fact kit or schedule an appointment for you to meet one on one with a VALIC representative.

America's Retirement Plan Specialists

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New This Conference

Pathways to AAACE Leadership—Volunteer Roles for Professionals
Thursday, November 3, 8:15 – 9:15 am, Stouffer Hotel, Director Rm. 2
The recent reorganization of AAACE has widened opportunities for the more active involvement of its members. Come hear from current AAACE volunteers about how they make a contribution to AAACE and the field of adult/continuing education. Ellen Ironside, President-Elect, will moderate this session. Panelists will include Ken McCullough, AAACE President, Moona O’Toole, Travel and Tours Committee Chair, John Tibbetts, New Publications Committee Chair, and Vanessa Sheared, Director, Commission on Non-Formal and Community Education. This session will examine the skills volunteer leaders need and identify paths to positions of volunteer leadership. The session will also illustrate how volunteers gain both personal and professional satisfaction from participating in volunteer activities.

AAACE Bookstore

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

Exhibit Hours

The exhibit hall is open at various times throughout the conference to all who are wearing badges. The exhibit hall’s hours are:

- Wednesday, November 2
  5:30 – 7:00 pm
- Thursday, November 3
  8:00 am – 1:30 pm
- Friday, November 4
  8:00 am – 1:30 pm
  6:00 pm – 7:30 pm (Kansas City in 1995 Reception)
- Saturday, November 5
  8:00 – 10:00 am

Prize Drawing

A prize drawing will be held in the Exhibit Hall during the Kansas City in 1995 Reception from 6:00 pm – 7:30 pm. Be sure to enter your business card for the drawing.

Hold Harmless

The American Association for Adult and Continuing Education 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.

Special Services

It is 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 Registration Desk.

Luncheons and Dinners

Several special meal functions are being held during the conference, including:

- Women’s Issues Dinner ($40)
  Wednesday, November 2
- Unity Luncheon ($30)
  Friday, November 4
- Awards and Fellowship Luncheon ($45)
  Saturday, November 5
  Guest speaker: Malcolm Knowles. Attending this luncheon will help fund the Malcolm Knowles Award.

You can purchase tickets, subject to availability, for any of these functions at the AAACE Registration Desk.

Registration

AAACE Registration Desk hours are:

- Wednesday, November 2   9:00 am – 7:00 pm
- Thursday, November 3     8:00 am – 2:00 pm
- Friday, November 4       8:00 am – 2:00 pm
- Saturday, November 5     8:00 am – 12:00 noon

Registration is in the Exhibit Hall Foyer.

Tours

By special arrangement, several functions and tours are offered during the conference. If you are interested in purchasing tickets to these special events and tours, check at the Registration Desk for details. Tours are subject to cancellation if the tour minimum is not met.

- Wednesday, November 2
  Southern Mansions Tour ($45)
- Wednesday, November 2
  Gen. Jackson Riverboat Dinner and Show ($75)
- Saturday, November 5
  Cool Springs Shopping Tour ($15)
- Saturday, November 5
  Grand Ole Opry ($35)
Conference Information (continued)

Tracks
This year AAACE features three special tracks highlighting key areas in the field of adult and continuing education. We are also pleased to feature a track focusing on work in the state of Tennessee.

Liberty
Topics:
- Setting adults free to learn on their own agendas
- Helping immigrants get a good start in America
- Strengthening learning programs for women and minorities
- Revitalizing American democracy
- Creating opportunities for new kinds of learners

Learning
Topics:
- Improving instruction for adult learners
- Understanding adult learning styles and preferences
- Using new technology in adult learning programs
- Making diversity work in adult learning settings
- Identifying and measuring learning outcomes

Leadership
Topics:
- New management styles for adult education agencies
- Setting the pace in retraining
- Productive partnerships with industry and government agencies
- Improving the bottom line
- Keeping up with change

The Tennessee Connection
The great state of Tennessee has a lot to offer including cutting-edge adult education workshops and seminars. These sessions are open to everyone. Come and learn the latest about adult education programs in your host state.

See pp. 18 – 19 for sessions offered on Liberty, Learning, and Leadership.

See p. 66 for a list of sessions on the state of Tennessee.
Dear AAACE Members and Colleagues:

On behalf of the Board of Directors and the national office of the American Association for Adult and Continuing Education, I welcome you to the 1994 AAACE annual conference and to Nashville.

This annual conference brings together adult educators from all regions of the United States, Canada, and other countries. Our conference theme this year is "An American Reunion: Liberty, Learning, and Leadership." I'm excited about the wonderful opportunities this conference will bring for us to come together as an association and as a field, united in common purpose.

There are so many people who have worked hard to make this conference successful that they can't all be named here, but I especially want to thank those who worked on the National Conference Program Committee: Dave Stewart, Chair; Elizabeth Anderson; John Henschke; Ellen Ironside; Connie McKenna; William McVey; and Mary Ann Whittemore. I also want to thank the Local Host Committee: Barbara Brown, Chair; Pat Coffey, Hospitality Coordinator; Peggy Davis, Promotion Coordinator; Ann Parker, Volunteer Coordinator; Bill Walker, Program Coordinator; Phil White, State Director; and Harvey Witherington, TAACE President.

You will have the chance to hear from many distinguished speakers throughout the program. I know you will also take advantage of the opportunities to network with colleagues and enjoy the social events with friends.

I'm delighted to be here and know that we will have a great conference together.

Sincerely,

Ken McCullough
President, AAACE
Conference Host Committee

Conference Chair: Barbara Brown
Hospitality Coordinator: Pat Coffey
Promotion Coordinator: Peggy Davis
Volunteer Coordinator: Ann Parker
Program Coordinator: Bill Walker
State Director: Phil White
TAACE President: Harvey Witherington

1994 AAACE Program Committee

Chair: David Stewart
Members:
  - Elizabeth Anderson
  - John Henschke
  - Ellen Ironside
  - Connie McKenna
  - William McVey
  - Mary Ann Whittemore

Board of Directors

Executive Committee
Ken McCullough
President

Ellen Ironside
President-Elect

Peyton Hutchison
Past President

Beverly Grissom
Secretary

Thomas Kinney
Treasurer

Directors at Large
Debbie Klevans
Lorilee Sandmann

Commission Directors
Liz Anderson
Commission of Affiliate Organizations (CAO)

Nickie Askov
Commission of Business, Industry and Labor (CBIL)

Connie Eichhorn
Commission on Adult Basic Education (COABE)

Ron Gillum
Commission on State/Provincial and Local Program Management (CSPLPM)

John Henschke
Commission of Professors of Adult Education (CPAE)

Connie McKenna
Commission on Continuing Professional and Higher Education Outreach (CCPHEO)

Vanessa Sheared
Commission on Community and Non-Formal Education (CCNFE)

Mary Ann Whittemore
Commission on Military Education and Training (CMET)

AAACE Presidents

1993 – 1994 Ken McCullough
1992 – 1993 Peyton Hutchison
1990 – 1991 William S. Griffith
1989 – 1990 Jane Evanson
1988 – 1989 Elaine Shelton
1987 – 1988 Carroll A. Londoner
1986 – 1987 Mary Greich Williams
1985 – 1986 Wayne B. James
1984 – 1985 Alan B. Knox
1983 – 1984 Don F. Seaman

Past Presidents

<table>
<thead>
<tr>
<th>Year</th>
<th>AEA</th>
<th>NAPCAE</th>
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<tr>
<td>1982 – 83</td>
<td>Gene C. Whaples</td>
<td>Tom Ridlehuber</td>
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<td>Wendell L. Smith</td>
<td>James Miller</td>
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<td>1980 – 81</td>
<td>William W. Metcalfe</td>
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<td>1979 – 80</td>
<td>Violet M. Malone</td>
<td>Robert Rupert</td>
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<td>1978 – 79</td>
<td>Huey B. Long</td>
<td>Bobbie Walden</td>
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<td>1977 – 78</td>
<td>Rosalind K. Loring</td>
<td>Curtis Ulmer</td>
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<td>1975 – 76</td>
<td>Betty Ward</td>
<td>James H. Fling</td>
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<td>1974 – 75</td>
<td>Jack C. Ferver</td>
<td>Monroe C. Neff</td>
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<td>1973 – 74</td>
<td>Edgar J. Boone</td>
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<td>Alfred Storey</td>
<td>Frank Commander</td>
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<td>George F. Aker</td>
<td>Raymond T. McCall</td>
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<td>Glen S. Jensen</td>
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<td>Hamilton Stillwell</td>
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<td>Thurman J. White</td>
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<td>John B. Holden</td>
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<td>Ambrose Caliver</td>
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<td>Abbott Kaplan</td>
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<td>Howard McClusky</td>
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### National Office Staff

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<tr>
<td>Executive Director</td>
<td>Drew W. Allbritten</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Jeanette E. Smith</td>
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<tr>
<td>Director of Membership Services</td>
<td>Cleasther H. Anderson</td>
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### Conferences

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### AEA

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GLENCOE WELCOMES YOU TO

AAACE 1994

Stop by booths 117, 119, 121, 123

REGISTER

Register to win one of 3 multimedia basic skills programs

MEET

Meet authors Dorothy McMurty and Nan Phifer of Essential Mathematics for Life and Writing Your Life

SEE

See the latest in ABE/GED/ESL instructional materials

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McGraw-Hill

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Contemporary Books

The Glencoe Division of McGraw-Hill

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Tennessee Association for Adult and Continuing Education
# Program At A Glance

**Monday, October 31, 1994**

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 am – 1:00 pm</td>
<td>MACOM Directors Meeting (Director Rm. 1 – SNH)</td>
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<td>1:00 pm – 5:00 pm</td>
<td>Army “Train the Trainer” Workshop (East Ballroom – SNH)</td>
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<tr>
<td>1:00 pm – 6:00 pm</td>
<td>Association of State Literacy Resource Center Coordinators Meeting (Rm. 104 – NCC)</td>
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**Tuesday, November 1, 1994**

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<th>Time</th>
<th>Event</th>
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<tr>
<td>8:00 am – 4:00 pm</td>
<td>Army “Train the Trainer” Workshop (Nashville West – SNH)</td>
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<tr>
<td>8:00 am – 5:00 pm</td>
<td>Commission on Adult Basic Education (COABE) Board Meeting (Rm. 106 – NCC)</td>
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<td>8:00 am – 5:30 pm</td>
<td>National Institute for Literacy’s (NIFL’s) PMRIS Meeting (Rm. 107 – NCC)</td>
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<tr>
<td>8:00 am – 9:00 pm</td>
<td>State Directors of Adult Education Unit Conference (Rm. 102 – NCC)</td>
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<tr>
<td>9:00 am – 10:00 am</td>
<td>Nashville Host Committee Meeting (Rm. 105 – NCC)</td>
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<tr>
<td>9:00 am – 2:00 pm</td>
<td>TAACE Portfolio Assembly (Exhibit Hall – NCC)</td>
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<tr>
<td>9:00 am – 4:30 pm</td>
<td>U.S. Department of Education Hearing on Adult Education Act (Davidson C – SNH)</td>
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<tr>
<td>9:00 am – 4:30 pm</td>
<td>U.S. Department of Education Hearing on Vocational Education Act (Davidson B – SNH)</td>
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<td>9:00 am – 5:00 pm</td>
<td>Association of State Literacy Resource Center Coordinators (Rm. 104 – NCC)</td>
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**Wednesday, November 2, 1994**

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SNH – Stouffer Nashville Hotel  
NCC – Nashville Convention Center  
* Item has a separate agenda (see p. 17)
Program At A Glance

4:00 pm – 5:30 pm  Opening Session: “An American Reunion” (West/Center Ballroom – SNH)
Richard LeFauve, President, Saturn Corp.
Augusta Kappner, AS/OVAE, U.S. Department of Education
Fisk University Jubilee Singers

5:30 pm – 7:00 pm  Grand Opening of Exhibits (Exhibit Hall – NCC)

6:30 pm – 8:30 pm  Research and Practice Unit Meetings (Rm. 106 – NCC)

6:30 pm – 10:30 pm  General Jackson Riverboat (Dinner and Show)

7:00 pm – 9:00 pm  Women’s Issues Dinner (Nashville East – SNH)
Jean Saul and Anne Arseneault, Co-Chairs
Nancy Ransom: “Women and Successful Stress Management”

8:00 pm – 9:30 pm  New Member Reception (Presidents’ Suite)

Thursday, November 3, 1994

7:00 am – 8:30 am  Cooperative Extension Unit Breakfast (Boardroom 2 – SNH)

8:00 am – 8:30 am  Roundtable Discussions A (Exhibit Hall – NCC)

8:00 am – 9:15 am  Awards Committee (Director Rm. 1 – SNH)

8:00 am – 9:15 am  Past Presidents’ Breakfast (Boardroom 1 – SNH)

8:00 am – 9:30 am  GED Testing Service Test Administrators Breakfast (Nashville West – SNH)

8:00 am – 12:00 noon  National Roundtables on Literacy at Work (Tennessee Rm. – SNH)

8:00 am – 1:30 pm  Exhibits Open (Continental Breakfast 8 am – 9 am)

8:00 am – 2:00 pm  Registration (Exhibit Hall – NCC)

8:15 am – 9:15 am  AAACE Women’s Unit Business Meeting (Ryman North – SNH)

8:15 am – 9:15 am  Pathways to AAACE Leadership — Volunteer Roles for Professionals (Director Rm. 2 – SNH)

8:30 am – 9:30 am  1995 National Program Committee Orientation (Director Rm. 3 – SNH)

8:45 am – 9:15 am  Roundtable Discussions B (Exhibit Hall – NCC)

9:00 am – 10:00 am  How to Write for Adult Learning Magazine (Ryman South – SNH)

9:00 am – 12:00 noon  Lila Wallace Reader’s Digest Fund Network Planning Group (Suite 3 – Holiday Inn)

9:30 am – 10:30 am  Concurrent Sessions # 1 (NCC)

9:30 am – 11:30 am  AAACE Strategic Planning Meeting (Director Rm. 5 – SNH)

10:15 am – 11:15 am  How to Write for COABE Journal (Ryman South – SNH)

10:45 am – 11:45 am  Concurrent Sessions #2 (NCC)

12:00 noon – 1:15 pm  Adult Religious Education Business Meeting (Director Rm. 4 – SNH)

12:00 noon – 1:45 pm  National Workplace Literacy Project Directors Lunch (Davidson C – SNH)

1:15 pm – 3:45 pm  Work Keys Advisory Committee Meeting (Ryman North – SNH)

1:30 pm – 2:30 pm  Concurrent Sessions #3 (NCC)

1:30 pm – 2:30 pm  How to Write Practitioner Publications (Ryman South – SNH)

1:45 pm – 3:45 pm  McClusky Symposium (Nashville West – SNH) — “Learning: Meeting the Challenges of Older Adulthood”
Jo Ann Luckie, Chair and Moderator
Panelists: Jim Fisher, Liz Knott, Mary Alice Wolf

2:45 pm – 3:45 pm  How to Write for Adult Education Quarterly (Ryman South – SNH)

2:45 pm – 3:45 pm  Concurrent Sessions #4 (NCC)

4:00 pm – 6:00 pm  General Session: “Leadership” (Center/West Grand Ballroom – SNH)
Ruth Ann Minner, Lt. Governor of Delaware
Jerry Kilbert, California Director of Adult Education
John Lawrence, Florida Director of Adult Education

6:30 pm – 8:00 pm  Steck-Vaught Presidents’ Reception (Grand Ballroom – SNH)

8:00 pm – 9:00 pm  Adult Psychology Business Planning Meeting (Director Rm. 1 – SNH)

8:00 pm  Free Evening

Friday, November 4, 1994

8:00 am – 8:30 am  Roundtable Discussions C (Exhibit Hall – NCC)

8:00 am – 9:15 am  Legislative Update: The Politics of Adult Education (Ryman South – SNH)
Vickie Stratton, TAACE Legislative Chair
Bob Bickerton, Massachusetts Director of Adult Education
Drew Allbritten, AAACE Executive Director

8:00 am – 1:30 pm  Exhibits Open (Continental Breakfast 8 am – 9 am)
Program At A Glance (continued)

8:00 am – 2:00 pm  Registration (Exhibit Hall Foyer – NCC)
8:15 am – 9:15 am  AAACE Unit Business Meetings
(Aging: Director 1 – SNH) (Students: Director Rm. 3 – SNH)
(High School: Davidson B – SNH)
8:30 am – 9:30 am  Adult Education Quarterly Editorial Board Meeting (Davidson C – SNH)
8:30 am – 11:30 am  GED Testing Service’s Research Colloquium (Ryman North – SNH)
8:45 am – 9:15 am  Roundtable Discussions D (Exhibit Hall – NCC)
9:00 am – 12:00 noon  Adult Learning Editorial Board Meeting (Director Rm. 5 – SNH)
9:30 am – 10:30 am  Concurrent Sessions #5 (NCC)
10:00 am – 11:30 am  Are Your Ideas Really New? (Director Rm. 1 – SNH)
10:45 am – 11:45 am  Concurrent Sessions #6 (NCC)
11:00 am – 3:45 pm  Saturn Plant Visit (with box lunch)
12:00 noon – 1:15 pm  Unity and Fellowship Luncheon (Nashville – SNH)
Mary Ann Christenson, COABE Past-President; Director, National Institute for Literacy
12:30 pm – 2:00 pm  Commission of Professors of Adult Education (CPEA) Registration (Exhibit Hall – NCC)
1:00 pm – 11:00 pm  CPAE Conference (Tennessee Rm. – SNH)*
1:30 pm – 2:30 pm  Concurrent Sessions #7 (NCC)
2:45 pm – 3:45 pm  New Publications Committee Meeting (Director Rm. 1 – SNH)
2:45 pm – 3:45 pm  Concurrent Sessions #8 (NCC)
4:00 pm – 5:45 pm  General Session: “Liberty” (Grand Ballroom – SNH)
Columbus Hartwell, Manager, IBM
Joel West, Executive Director, ACT Center for Education and Work
Charlie Daniels, Country Music Singer, Support Tennessee Adult Readers (S.T.A.R.)
5:30 pm – 8:00 pm  Exhibit Hall Open (Drawings)
6:00 pm – 7:30 pm  Kansas City in 1995 Reception (Exhibit Hall – NCC)
8:30 pm – 12:00 mdnt  Contemporary Books Dance (Grand Ballroom – SNH)

Saturday, November 5, 1994 – Teacher/Practioner Day

7:30 am – 9:00 am  TAACE Celebration Board of Directors Meeting/Breakfast (Nashville West – SNH)
8:00 am – 8:30 am  Roundtable Discussions E (Exhibit Hall – NCC)
8:00 am – 10:00 am  Exhibits Open (Exhibit Hall – NCC) (Continental Breakfast 8 am – 9 am)
8:00 am – 12:00 noon  Registration (Exhibit Hall – NCC)
8:00 am – 5:15 pm  CPAE Conference (Tennessee Rm. – SNH)*
8:15 am – 9:15 am  AAACE Unit Chairs’ Meeting (Boardroom 1 – SNH)
8:30 am – 10:30 am  New Publications Committee (Director Rm. 1 – SNH)
8:45 am – 9:45 am  Concurrent Sessions #9 (NCC)
9:30 am – 11:00 am  AAACE Board Member Issue Orientation (Boardroom 2 – SNH)
10:00 am – 11:00 am  Concurrent Sessions #10 (NCC)
10:30 am – 3:30 pm  Exhibit Take-Down (NCC)
11:15 am – 12:15 pm  1995 Kansas City Host Committee Meeting (Director Rm. 2 – SNH)
11:15 am – 12:15 pm  Concurrent Sessions #11 (NCC)
12:30 pm – 2:30 pm  Awards Luncheon (Nashville Rm. – SNH)
Malcolm Knowles
1:00 pm – 4:30 pm  Cool Springs Shopping Tour (lunch on your own)
2:45 pm – 4:15 pm  General Session: “Learning” (Grand Ballroom – SNH)
John Corcoran, CEO, Cornerstone Learning Systems
Nations of Learners Presentation
4:30 pm – 6:00 pm  AAACE General Membership/Annual Business Meeting (Grand Ballroom – SNH)
6:30 pm – 9:00 pm  Grand Ole Opry

Sunday, November 6, 1994

8:00 am – 9:00 am  AAACE Executive Committee Meeting (Presidents’ Suite)
9:00 am – 1:00 pm  AAACE Board of Directors (Director Rm. 1 – SNH)
Friday, November 4, 1994

2:00 pm – 3:00 pm  Registration (Tennessee Rm. – SNH)
2:45 pm – 3:30 pm  Welcome/General Session (Tennessee Rm. – SNH)
4:00 pm – 6:00 pm  Breakout Sessions (Director Rms. 2, 3, 4, 5, and Boardroom 2 – SNH)
7:30 pm – 9:00 pm  General Session/Panel Sessions (Tennessee Rm. – SNH)
9:00 pm – 12:00 mdnt Reception (Tennessee Rm. – SNH)

Saturday, November 5, 1994

8:00 am – 9:00 am  Coffee Service
9:00 am – 10:45 am  General Session (Tennessee Rm. – SNH)
11:00 am – 12:00 noon Breakout Sessions (Tennessee Rm., Director Rms. 1, 3, 4, and Boardroom 1 – SNH)
1:30 pm – 5:15 pm  General Session/Panel Sessions

Agenda for Commission on Continuing Professional Education and Higher Education Outreach

Tuesday, November 1, 1994

1:30 pm – 1:35 pm  Preconference Welcome
Diane E. Tallman, Commission Chair
1:35 pm – 2:50 pm  “Accelerated Learning”
Charlotte LeHecka
2:50 pm – 3:00 pm  Break
3:00 pm – 4:00 pm  “The Affect of the Affective”
Trenton Ferro
4:00 pm – 4:15 pm  Break
4:15 pm – 5:30 pm  “Unleashing Your Creative Power!”
Susan Adamowski
6:00 pm  Hospitality Suite Reception

Wednesday, November 2, 1994

9:00 am – 10:00 am  “New Ways of Thinking about Practice”
Vivian Mott
10:00 am – 10:15 am  Break
10:15 am – 12:00 noon “New Ways of Thinking about Practice” – Panel Discussion
Vivian Mott, Moderator
12:00 noon – 1:15 pm  Lunch (on your own)
1:15 pm – 2:45 pm  “Accelerated Learning”
Charlotte LeHecka
2:45 pm – 3:00 pm  Break
3:00 pm – 3:30 pm  Group Discussion on Preconference Themes
3:30 pm – 3:45 pm  Wrap-up on Group Discussions
Diane Tallman, Moderator
This year AAACE features three theme tracks—Liberty, Learning, and Leadership—each of which highlights a key area in the field of adult and continuing education.

**Liberty**

Topics:
- Setting adults free to learn on their own agendas
- Helping immigrants get a good start in America
- Strengthening learning programs for women and minorities
- Revitalizing American democracy
- Creating opportunities for new kinds of learners

**GENERAL SESSION**

Friday, November 4, 4:00 pm – 5:45 pm

**CONCURRENT SESSIONS**

*Adult Education Act: A Public Forum*
Concurrent Session 1
Ronald Pugsley

*Liberty for All: A Model for Empowering Women and Minorities*
Concurrent Session 10
Barbara Mullins

*Literacy in the Context of Women's Lives*
Concurrent Session 10
Jane Hugo

*Preparing New Americans for Citizenship*
Concurrent Session 2
Patricia Rickard

*The National Adult Literacy and Learning Disabilities (ALLD) Center: Information, Accomplishments, Directions*
Concurrent Session 7
Eve Robins

**Learning**

Topics:
- Improving instruction for adult learners
- Understanding adult learning styles and preferences
- Using new technology in adult learning programs
- Making diversity work in adult learning settings
- Identifying and measuring learning outcomes

**GENERAL SESSION**

Saturday, November 5 2:45 pm – 4:15 pm

**CONCURRENT SESSIONS**

*From Welfare to a College Degree: How It Is Happening for 500 Adults*
Concurrent Session 3
Edward McDonnell

*"Literacy Under Slavery:" A Story of Courage and Fear*
Concurrent Session 3
Allan Quigley

*Power House 2000: Empowering Adults in Public Housing*
Concurrent Session 2
Joseph DiSalvo Jr.

*Recognizing and Dealing with Adult Learning Disabilities in ABE Programs*
Concurrent Session 8
Robert Grubb

*What's in a Game?*
Concurrent Session 1
Margaret Holt
Leadership

Topics:
- New management styles for adult education agencies
- Setting the pace in retraining
- Productive partnerships with industry and government agencies
- Improving the bottom line
- Keeping up with change

GENERAL SESSION

Thursday, November 3 4:00 pm – 6:00 pm

CONCURRENT SESSIONS

A Window on Diversity
Concurrent Session 3
Carol Young

Applying Theories of Role Conflict and Role Ambiguity to Times of Organizational Change
Concurrent Session 1
Billie Chambers

Developing a Self-Plan for Learning Leadership Skills
Concurrent Session 5
Russell Robinson

Leadership Education Opportunities for Local Government Officials
Concurrent Session 2
Joe Muscatello

21st Century Leadership, Organization, and Technology: New Paradigms for Corporate Education?
Concurrent Session 6
Francis A’Hearn
## Day By Day Activities

### Monday, October 31, 1994

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(Director Rm. 5 – SNH)

11:00 am–3:30 pm Southern Mansions and City Tour
(with lunch)

1:00 pm–2:00 pm Commission on State/Provincial and Local Program Management (CSPLPM) Organizational Meeting (Director Rm. 4 – SNH)

2:15 pm–3:15 pm Commission of Affiliate Organizations (CAO)
Organizational Meeting
(Director Rm. 5 – SNH)

2:45 pm–3:45 pm AAACE Commission Presidents’ Meeting
(Rm. 106 – NCC)

4:00 pm–5:30 pm Opening Session: “An American Reunion”
(West/Center Ballroom – SNH)
Richard LeFauve, President, Saturn Corp.
Augusta Kappner, AS/OVAE,
U.S. Department of Education
Fisk University Jubilee Singers

Richard LeFauve
President, Saturn Corporation

Richard G. LeFauve was appointed president of Saturn Corporation February 3, 1986. He was named a vice president of General Motors Corporation during the previous year. As Saturn president, LeFauve heads an effort to design and manufacture American small cars that will successfully compete with imports.

In 1957, he joined the U.S. Navy and earned his wings as a Naval Aviator in 1958.

Augusta Kappner
Assistant Secretary, Vocational and Adult Education, U.S. Department of Education

As assistant secretary, Kappner manages the department’s vocational, literacy, and adult education programs and a staff of 103, which administers nearly $1.5 billion annually. She formerly served as acting president of the City College of New York and as president of Manhattan Community College, the largest two-year institution in the CUNY system. She first joined the CUNY system as a professor at LaGuardia Community College, where she later became dean of adult and community education.

Thursday, November 3, 1994

5:30 pm–7:00 pm Grand Opening of Exhibits
(Exhibit Hall – NCC)

6:30 pm–8:30 pm Research and Practice Unit Meeting (Rm. 106 – NCC)

6:30 pm–10:30 pm General Jackson Riverboat
(Dinner and Show)

7:00 pm–9:00 pm Women’s Issues Dinner
(Nashville East – SNH)
Jean Saul and Anne Arseneault,
Co-Chairs
Nancy Ransom: “Women and Successful Stress Management”

8:00 pm–9:30 pm New Member Reception
(Presidents’ Suite)

Roundtable Discussions A
8:00 am–8:30 am (Exhibit Hall – NCC)
(Alpha, by Presenter)

Integrating Basic Skills into Occupational Training Using Computer Simulations
Askov, Eunice N.
Table 1

Evaluation of a Computer-Based Job-Related Basic Skills Program
Brown, Emory J.
Table 2

Calculators on the GED: Why Not?
Gilmour, Martha E.
Table 3

Interactive Adult Learning: Creating the Bridge from Learning to Workskills
Green, Sarah; Barkley, Tona
Table 4

Grant Writing: A Systematic and Successful Strategy
Gueyte, David G.
Table 5

When Spelling Difficulties Persist: Instructional Strategies for Adult Educators
Koehler, Sandra
Table 6

The External Degree: Successful Strategies
Locke, Theresa
Table 7

Marketing the Human Resource Development Function within the Organization
Miller, Kris L.
Table 9

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Thursday, November 3 (continued)
Roundtable Discussions A (continued)

The Alliance Learning Center: A Value-Laden Program +
Nabors, Sherry; Yellin, Sherry
Table 10

Don't Drop Out! Drop IN to Homework Centers!
Nichols, Ruth; Grinstead, Daryl
Table 11

How to Create a Survey of Needs for Nontraditional Students in an
Academic Setting +
Ojo, Elizabeth D.; Lewald, Ann
Table 12

Rudolf Steiner: International Pioneer of Adult and General
Education +
Owenby, Phillip
Table 13

Volunteer Coordinators: Commitment and Implications for
Volunteer Learning
Pandak, Carol A.
Table 14

Restructuring of HRD within the Field of Adult Continuing
Education
Paprock, Ken
Table 15

Adult Literacy and Citizenship Testing
Perez, Monte E.
Table 16

Developing Learning Organizations: A Collaborative Learning
Process
Peters, John M.; Farmer, Jim
Table 17

Innovations in GED Instruction
Schechter, Betty B.; Linton, Mark
Table 18

Trends and Issues in Minority Participation in Adult Education:
1989–1993
Sherritt, Caroline
Table 19

Using Distance Education to Reach Out to Underserved Populations
Sparks, Barbara
Table 20

Co-Learning to Learn Democratic Liberties: Adult Education
toward a New Democracy
Stance, Sherman
Table 21

Making Management Work
Temple, Dale E.; Scott, Ernestine; Wray, JoAnne
Table 22

How Did We Get Here? The Continuing Evolution of Literacy
Instruction and Delivery in America
Tumer, Michael K.
Table 23

Management Plan for an Adult Degree and Continuing Education
Program
Yates, Rose M.; Keller, Marcia
Table 24

8:00 am–9:15 am Awards Committee
(Director Rm. 1 – SNH)
8:00 am–9:15 am Past Presidents’ Breakfast
(Boardroom 1 – SNH)
8:00 am–9:30 am GED Testing Service Test
Administrators’ Breakfast
(Nashville West – SNH)
8:00 am–12:00 noon National Roundtables on Literacy
at Work (Tennessee Rm. – SNH)
8:00 am–1:30 pm Exhibits Open (Continental
Breakfast 8 am – 9 am)
8:00 am–2:00 pm Registration (Exhibit Hall – NCC)
8:15 am–9:15 am AAACE Women’s Unit Business
Meeting (Ryman North – SNH)
8:15 am–9:15 am Pathways to AAACE Leadership
—Volunteer Roles for Professionals (Director Rm. 2 – SNH)

AAACE has a variety of leadership opportunities and the
recent reorganization of AAACE has widened opportunities
for the more active involvement of its members. Come hear
from current AAACE volunteers about how they make a
contribution to AAACE and the field of adult and contin-
uing education. This session will identify skills needed in
volunteer leadership positions and the paths to positions of
volunteer leadership. This session will also illustrate how
you can derive both personal and professional satisfaction
from participating in volunteer activities.

Ellen Ironside, President-Elect, Moderator
Ken McCullough, AAACE President
Moona O’Toole, Travel and Tours Committee Chair
John Tibbetts, New Publications Committee Chair
Vanessa Sheared, Director, Commission on Non-Formal
and Community Education (formerly the Special
Populations and Issues Division)
8:30 am–9:30 am 1995 National Program
Committee Orientation
(Director Rm. 3 – SNH)

Roundtable Discussions B
8:45 am–9:15 am (Exhibit Hall – NCC)
(Alpha. by Presenter)

Penn State’s Institute for the Study of Adult Literacy: Projects,
Publications, and Resources
Askov, Eunice N.
Table 1
Thursday, November 3 (continued)

Roundtable Discussions B (continued)

ESL Programs for the Workplace
Baule, Diane
Table 3

Preparing America's Army for the 21st Century
Brown, Janet L. S.
Table 4

Red Flags and Troubleshooting: Educating Traditional Campus Faculty and Newcomers to the Field of Military Education
Davenport, Marna R.
Table 6

A Model for Developing Effective Instructional Activities for Adult Learners
Dean, Gary J.
Table 7

Informatively Evaluation
Geissler, Barbara; Knell, Suzanne
Table 8

Nontraditional Conversations about Nontraditional Students: How Colleges and Universities Label Adult Learners
Greenland, Annette
Table 9

The Mosaic: A Visual Approach to Instructional Design for a Course in Mayan and Honduran Cultures
Guettel, David G.
Table 5

Adult Educators as Meaning Makers: Gender and Organizational Mission as It Affects Their Teaching
McKinney, Catherine
Table 11

Writing Your Life
Merrick Phifer, Nan
Table 12

Mentorship as a Growth and Developmental Strategy for Enhancing Adult Learning in Rural Settings
Morgan Sanders, Martha J.
Table 16

Does Religious Education Violate the Andragogical Assumption of Self-Directedness?
Mort, Dale L.
Table 17

The Credit Diploma Program Alive and Well in Connecticut
Novak, Barbara
Table 18

Integrating Adult Development, Adult Learning, and Training Techniques in an Introductory, Undergraduate, Adult Education Course +
Owenby, Phillip
Table 13

Restructuring HRD within the Field of Adult Continuing Education
Paprock, Ken
Table 15

Critical Pedagogy in Practice: Adult Education and the Representation of Culture
Schied, Fred M.
Table 19

Reading Preference and Motivation in African American Women in the South: Qualitative Study of Four Readers
Sisson, Michelle W.
Table 20

Principles of Good Practice for Alternative and External Degree Programs: Implications for Students and Institutions
Sullivan, Eugene
Table 21

Making Management Work
Temple, Dale; Scott, Ernestine; Wray, JoAnne
Table 22

Deterrents to Participants in Adult Education Activities: An Analysis of Published Studies
Williams, Glenna S.
Table 23

9:00 am–10:00 am How to Write for Adult Learning Magazine (Ryman South – SNH)
9:00 am–12:00 noon Lila Wallace Reader's Digest Fund Network Planning Group (Suite 3 – Holiday Inn)

Concurrent Sessions #1
9:30 am–10:30 am (NCC unless noted)
(Alpha. by Main Presenter)

Evaluating Workplace Literacy Programs: Current Practice and Future Directions
Room 110
Alamprese, Judith; Mikulecky, Larry; Moore, Mary; Newcomb, Sarah
This session will discuss the state of practice in workplace literacy program evaluation in terms of the types of evaluation designs and data collection methods that are being used. Also addressed will be future directions for evaluation in terms of meta-analysis techniques and alternative designs for assessing program impact.

A History of Adult Education of Hispanics and Perspectives for the Future
Room 111
Ali, Ellen Boyer
This session will give an historical overview of adult education of Hispanics in the United States. It will also explore ideas for future adult educational efforts necessary for increased educational attainment.
Concurrent Sessions #1 (continued)

Partnership between the Higher Education Community and Department of Defense: Past, Present and Future
Room 105
Anderson, Clinton L.; Kime, Steve
As the armed forces shrink, initiatives are surfacing that challenge the historical relationships between the military services and supporting colleges and universities that provide educational opportunities for service personnel and veterans.

Adult Education, a Tool for the Judicial System through Alternative Sentencing
Room 107
Anderson, Liz; Miller, Chris
Combining the judicial system (Judges, D.A.s, Probation and Parole, and attorneys), the Department of Human Resources, and local adult education providers, Adult Education/Alternative Sentencing uses a step-by-step approach (from initial contact through the development of forms and procedures) to alternative sentencing using adult education and self-improvement in lieu of a jail sentence.

The History and Philosophy of Participation Training: Its Potential Contribution to Contemporary Adult Education +
Room 106
Armstrong, Joseph L.
With the current focus in group processes in industrial and community settings, adult educators need to become familiar with group learning. Participation Training is one potential approach to group learning.

Potentize: Taking Action to Unlock Potential
Room 211
Arnold, Elen
Potentize orients adults with learning disabilities who want to pursue postsecondary education/training by using a learning outcome self-assessment, identifying appropriate compensation strategies, and developing an advocacy portfolio.

Learning to Earn: How to Make it a Liberating Experience for Single Welfare Mothers
Director Room 1 (SNH)
Baird, Irene C.
An understanding of the meaning of “learning” for single welfare mothers who are in mandated adult education within JOBS programs affords the opportunity to design programs that liberate them from dependence.

Minority Education—How to Meet the Need: Overcoming the Obstacles to Provide an Educational System for a Unique Clientele
Room 208
Baker, Carolyn L.; Baker, Gary
This session will identify obstacles facing military and DOD civilians wanting to pursue educational and training opportunities. Participants will be able to discuss solutions to various problems such as supervisory apathy, forces mobility, transferability, student confidence, and alternative methods to pursuing education and training needs. Participants will take away working solutions.

Strategies for Assessing Women and Minorities: Promoting Liberty, Learning, and Literacy
Room 202
Biggs, Shirley A.; Dawson, Eddie; Scales, Alice; Gary, Doris C.
A review and demonstration of strategies that are sensitive to literacy needs of women and minorities. Emphasis is on the use of informal authentic assessment that informs classroom instruction.

Build Learning Organizations by Emphasizing the HUMAN in Human Resource Development
Room 203
Bradner, Darlene A.
Learn how to build learning organizations by developing and presenting more effective training/education programs for individuals and teams. Design participant-centered programs by involving participants in needs assessment, program design, program development, delivery, and evaluation.

Applying Theories of Role Conflict and Role Ambiguity to Times of Organizational Change
Room 108
Chambers, Billie; Moore, Allen B.
Cuts in budget, personnel, and program cause major changes in adult education organizations. Learn to recognize indicators of role conflict in changing organizations and develop the leadership necessary for an effective team.

Workforce Learning Systems (WLS): Report on Success +
Directors Room 2 (SNH)
Ebel, Carolyn; Eguez, Jane; Harlow, Debra
WLS meets the needs of business and industry to implement workplace literacy programs to improve the skills of today's workers. What are the strategies for effective collaboration between business and education?

Family of Readers: A Reading is Fundamental Family Literacy Program
Room 215
Haggerty, Mary A.
Family of Readers encourages parents who are continuing their own educations to become involved with their children's literacy development. Parents select books and plan/conduct reading motivation activities for their children.

What's In a Game?
Room 213
Holt, Margaret; Ferro, Trenton R.
Game design/play offers an effective adult teaching strategy that produces a variety of learning outcomes. Hear about recent research and play a game based on this year's conference theme.

Revitalizing Havighurst's Social Role Research
Room 207
James, Wayne; Aybey, Howard; Kirkman, Suzanne
This session explores current research updating Havighurst's social roles with an emphasis on social role identification, performance assessment, and the comparison of results by gender, age, and socioeconomic status.
Thursday, November 3 (continued)

Concurrent Sessions #1 (continued)

Learning that Works: Basic Skills in Programs in Illinois Companies: Results from a Two-Year Study
Room 103
Knell, Suzanne; Geissler, Barbara
This session will reveal the findings from a two-year study of workplace basic skills programs in Illinois. The study reveals the reasons why companies provide worksite basic skills programs and explores some of the barriers faced in implementing these programs. The ways in which interested parties can facilitate implementation of a state system that supports basic skills programs will also be discussed.

Existential Efficacy, Self-Transcendence, and the Challenge of Death in Adult Development +
Room 214
Owenby, Phillip
A gender-neutral, trichotomous model of adult development is presented that firmly places developmental needs within the twin streams of adult education. The model also shows how challenges can facilitate a self-transcending existential efficacy.

Research Issues in Workplace Basic Skills Education +
Room 104
Perkins, Nancy S.
This presentation will provide a review and synthesis of recent research giving particular attention to identified principles and elements associated with effective workplace education skills programs.

Designing a Just-In-Time Workplace Literacy Instructor Training Program
Room 102
Peterson, Fran
In this session, you will be introduced to a performance-based, state-of-the-art training program for new instructors who will teach in a workplace literacy program. The use of video technology will be included.

Characteristics of Adult Learners and Their Impact on the Advising and Learning Process
Room 209
Polson, Cheryl J.
Designed for individuals new to advising/teaching adult learners, this session will focus on characteristics of adult learners and how these characteristics impact what adult learners seek in the classroom.

Adult Education Act: A Public Forum
Room 201
Pugsley, Ronald; Towey, Carroll
This forum will focus on the changes to the Adult Education Act in preparation for reauthorization hearings in 1995. Key issues such as program standards, student learning gains, and the role of adult education in addressing America’s concerns in global competitiveness and productivity will be discussed.

Creating Community Amid Diversity: Three Studies of Transforming Multicultural Urban Churches through Holistic Education
Director Room 4 (SNH)
Rusaw, A. Carol
Changing development have forced urban pastors to seek novel ways to create unity in multicultural congregations. This presentation describes how three pastors led change through holistic congregational and community education.

“Communiversity:” Knowledge in Service to Society
Room 109
Sandmann, Lorilee R.
How does an institution of higher education become more involved in community problem-solving? This presentation will present a conceptual foundation for university outreach and with it a corresponding set of new institutional policies and practices recommended by the Provost Committee on University Outreach at Michigan State University.

Relations of Power in the Research Act: Implications for the Construction of Knowledge
Room 212
Tisdell, Elizabeth J., Kiebler, Pamela B.
This session will examine how power relations in the research act affect the construction of knowledge. By examining the researcher/research participant relationship and the interplay of race, class, and gender factors, we will consider how research participants can have a more active role in the construction of knowledge.

Agents of Change for Organizational Learning: Learning How to Learn and Self-Directed Learning
Room 210
Wojciechowski, Ingrid
Organizations can overcome employees’ resistance to change by offering programs built on learning-how-to-learn theory which teach employees how to engage in self-directed learning projects in support of strategic intent.

Communication: The Key to Liberty, Learning, and Leadership through Understanding Teaching/Learning Styles +
Boardroom 2 (SNH)
Wolfe, Okie Lee
Through communication, learn how to create the best learning environment, understand teaching/learning styles, be a productive manager, and improve the quality of your life. This is your invitation to learn.

9:30 am–11:30 am  AAACE Strategic Planning Meeting
(Director Rm. 5 – SNH)
10:15 am–11:15 am  How to Write for COABE Journal
(Ryman South – SNH)

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Concurrent Sessions #2  
10:45 am–11:45 am (NCC unless noted)  
(Alpha. by Main Presenter)

Time to Read: An American Reunion Triple-Point +  
Room 105  
Aquadro, Nardine M.  
An introduction to Time to Read, Time Warner's nationwide volunteer tutoring program, and its innovative structure, with focus on method and materials (magazines, comics, music videos, and an activity-based curriculum).

Basic Skills Assessments in Workplace Literacy Programs: From Print to Computer Simulations to Performance  
Room 103  
Askov, Eunice N.  
Assessment of workplace basic skills should be integrated with occupational tasks for validity. Using various media and methods, this session presents and demonstrates literacy assessment alternatives customized to the workplace.

Alternatives to Violence and Adult Education  
Room 213  
Axford, Roger W.  
This session will deal with issues of violence in our society and the potential for programs of adult education. Illustrations of programs that deal with gun control, conflict resolutions, and prison education will be presented.

Becoming a Feminist: The Process of Identity Development  
Room 107  
Clark, Carolyn; Gaston, Sandra  
This session reports on a qualitative study of 20 women who identify themselves as feminists. Two different models of identity development are described and their significance is discussed.

How Meaning Develops in Adulthood  
Room 201  
Courtenay, Bradley C.  
That adults develop physically and psycho-socially is a longstanding theme in adult education literature. Recent accounts of adult development point to the development of meaning in adulthood. This literature holds promise for helping adult educators understand how meaning is formed and evolves in adult learners, as well as how practitioners can enhance meaning development in learning opportunities for adults.

The House with Many Rooms: Theory and Practice of an Inclusive Adult Religious Education Program +  
Director Room 4 (SNH)  
Davis, Dent C.  
Using stories, experiences, and research data, the presenters will share a unique model for adult religious education that is inclusive and holistic, yet rooted in western Christian tradition.

Educating the Adult Educator: Professional and Personal Development  
Room 108  
Dean, Gary J.; Ferro, Trenton R.  
This session focuses on helping adult educators who wish to make a commitment to professional development by reviewing basic readings and suggesting personal and professional development strategies.

Power House 2000: Empowering Adults in Public Housing  
Room 102  
DiSalvo Jr., Joseph  
PowerHouse 2000 is designed to provide adult basic education to residents in public and subsidized housing projects. Apoquinimink School District’s response to the Education 2000 Goals challenge is the implementation of direct service programming in the community where people live.

Computer-Based Education for the Workplace: The Next Generation  
Room 110  
Foshay, Rob  
The unique requirements of the workplace cannot be met fully by computer-based educational systems designed originally for other environments, such as schools or even GED programs. Innovative systems are needed that teach workplace skills using new technologies such as artificial intelligence, multimedia, and digitized video. Together, these components combine to produce the next generation of CBE for the workplace.

Adult Education: A Customer-Driven Program  
Room 111  
Gross, Esther  
Often, adult education students are not viewed as what they are our most valuable customers. We, as educators and program managers, are as dependent upon our student as the student is upon us. Without our students, our programs would become nonexistent.

From the Classroom to the Community: A Structured Leadership Development Curriculum for JOBS Clients  
Room 106  
Harper, Lin; Blackwell, Ron  
A curriculum developed for clients from the Welfare Reform Act to enhance self-awareness, leadership, and practical life skills will be presented. A model project utilizing the curriculum will be described and discussed.

Program Mapping for Skill Building  
Director Room 2 (SNH)  
Holland, Gloria A.  
Overall session goal: Participants will examine our quality in management and TQM program structures and practice designing similar training programs using the principles of instructional systems development and the DACUM process.

GED 2000: What Should the Tests Measure in the Next Millennium (two hour session)  
Director Room 1 (SNH)  
Lowe, Jean H.  
Help the GED testing service identify what a high school graduate in the year 2000 should know and be able to do and suggest possible changes in the test.
Thursday, November 3 (continued)

Concurrent Sessions #2 (continued)

Grant Writing Skills for Beginners and Beyond
Room 202
Mincks, Susana
Improving your grant writing skills can add critical support for expansion or new programs to meet the needs of adult learners. This session offers practical tips for new and experienced grant writers.

Army Personnel Testing Program
Room 203
Mraz, Martha S.
An overview of the Army Personnel Testing (APT) Program will be provided. The relationship of the program to a soldier’s personal growth will also be examined.

Leadership Educational Opportunities for Local Government Officials +
Room 207
Muscatoello, Joe
This session offers information about (1) the opportunities for leadership training and continuing education for local officials, (2) barriers to participation for officials, and (3) the controversy over mandated continuing education for local officials.

Professing to the Professorate: The Grants Administrator as Adult Educator
Room 109
Newcomer Fuller, Jane; McCallister, Mike
Guiding university faculty through the proposal development process requires many of the methods of adult education deftly applied with a sensitive audience: the already well-educated whose business is teaching.

Critical Adult Education and Liberal Learning: Towards a New View of Liberatory Education +
Room 214
Owenby, Phillip
This paper argues that attacks on liberal education have come from different camps this century and proposes that critical adult education ally itself with liberal education to form comprehensive perspectives of the dominant hegemony for the purpose of critiquing that hegemony.

Technology in Adult Education: A Demonstration Project: U.S. Army in Partnership with TRO Learning
Room 208
Perez, Michael A.; Valdez, Kathryn
Army Education and TRO Learning conducted an extensive technology-based demonstration project at five sites. This session addresses qualitative and quantitative educational concerns and management concerns of cost effectiveness.

The Shaping of Literacy as a Field of Practice: A Three-Level Model on our Evolution, Power Structure, and Challenges for Professionalization
Room 209
Quigley, Allan
Literacy education has evolved out of a century of political initiatives and societal myths/images. A researched macro-model will show: our evolution, power structure, relation with students, and professional challenges for the future.

Preparing New Americans for Citizenship
Room 210
Rickard, Patricia
How are programs designing curriculum, planning instruction, and building programs to prepare new Americans for citizenship? CASAS system components and the CASAS citizenship exam provide new opportunities for immigrants.

A Clinical Model for Adult Literacy Assessment
Room 104
Schnell, Thomas R.; Schmidt, Diana
Description of a study of a diagnostic/remedial process for adult literacy assessment. Findings from 125 case studies indicated the most critical tests include test batteries for adults.

Adult Emancipatory Education and Curriculum Development: What Can We Learn from Feminist Theory and Feminist Pedagogy?
Room 212
Tisdell, Elizabeth J.
This session will examine the underlying and re-vision curriculum development in adult education in light of various feminist theoretical frames that attend to multiple systems of oppression and privilege (such as gender and race or gender and class). Emphasis will be on the implications such a re-visioning has for teaching that is tied to the world of praxis and social change.

Dyslexia, a View from Within +
Room 211
Willard, Clifton D.
“Dyslexia, a View From Within” explains perceptual learning disabilities in terms of the timing of certain processes and their relationship to the timing of other system functions and processes. Also presented is the phenomenon of a learning disabled person who is not learning disabled. The educational, emotional, and behavioral impact on an individual with this disability is presented from the perspective of a person with the disability.

Part-Time Faculty: What Are the Ethical Implications?
Room 215
Zinn, Lorraine M.
Part-time faculty teach the majority of college and university classes for adults. What are the ethical implications inherent in this role both for the teacher and for the educational institution?

12:00 noon–1:15 pm
Adult Religious Education
Business Meeting
(Director 4 – SNH)

12:00 noon–1:45 pm
National Workplace Literacy
Project Directors Lunch
(Davidson C – SNH)

SNH – Strouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Concurrent Sessions #3
1:30 pm–2:30 pm (NCC unless noted)
(Alpha. by Main Presenter)

Basic Skills Assessments in Workplace Literacy Programs: From Print to Computer Simulations to Performance
Room 103
Askov, Eunice N.
Assessment of workplace basic skills should be integrated with occupational tasks for validity. Using various media and methods, this session presents and demonstrates literacy assessment alternatives customized to the workplace.

The New Real-Life English: It’s All About Your Student!
Room 102
Clifton, Trish
Real-life English has been revised and updated. Its communicative, competency-based syllabus gives adult students the language and life skills they need to succeed in the United States.

New Paradigms for Implementing Comprehensive State Assessment Systems
Room 105
Condelli, Larry; Koloski, Judy; Kutner, Mark
Developing a comprehensive state assessment system appropriate for adult education within the changing policy arena involves both program-level and student-level assessment.

True Tales: Win-Win Strategies for Educators and Small Businesses +
Director Room 4 (SNH)
Davis, Dent C.; Ziegler, Mary
Using stories, experiences, and research data from the Tennessean Workforce Learning Project, the presenters will share learned lessons and critical success factors for collaborating on learning programs in small businesses.

Linking Continuing Professional Education to Practice: The Integrated Practice Perspective Model of Needs Assessment
Room 106
Donaldson, Joe F.; Kuhne, Gary W.
This session describes the Integrated Practice Perspective needs assessment model, which provides the comprehensive and multidimensional framework required to link continuing professional education programs to the contexts of practice.

Current Perspectives on Women as Learners: A Literature Review
Room 111
Flannery, Daniele; Hayes, Elisabeth

This session will summarize current information and perspectives on women as learners. Data will be presented from across disciplines (e.g., adult and continuing education, higher education, women’s studies, sociology of education, etc.).

Authentic Assessment in Workplace Education Programs: One Project’s Results
Room 110
Fleming, Tamra; Lloyd, Nance; Bousquet, Jennifer
Using a demonstrated instrument and evaluation criteria, this session will explain and explore authentic assessment in workplace literacy/education programs. Audience participation and comments are encouraged.

What Do Graduates of Adult Ed. Doctoral Programs Believe About Adult Ed.?
Room 107
Hochstetler, Jay
This program will review the results of an ethnographic study in which 24 recent graduates of doctoral programs (eight each from three different schools) were interviewed.

An A(Adult-Centered), B(Broad-based), C(Customized) Approach to Workplace Education
Room 207
Hyland-Murr, Mary Ann; Hill, Donna
This presentation will detail a model workplace education program ranging from basic skills assessment through the Associate’s Degree. Presenters will discuss successful applications and provide assessments, curriculum guides, and planning outlines.

Current Developments in Adult Learning Style Research
Room 211
James, Wayne
An exploration of issues and research related to the validity of learning styles. A comparison of various instruments in terms of measurement and usability criteria will be presented.

Partnersing to Serve Industry
Room 212
Kothenbeutel, Nancy; Schlimgen, Bob
Sharing specialized resources between community colleges can expand the capacity of each college to serve business and industry. Two Iowa community colleges show you how.

Motivating Adults at Different Ages and Stages across the Lifespan
Room 209
Krupp, Judy-Arin; Main, Keith
An upbeat and exciting journey through the developmental tasks of people across the lifespan, and concrete ways of utilizing that information to motivate adults to increased productivity, growth, and enthusiasm.

Teaching About Change in Religious Education Classes
Director Room 2 (SNH)
Macduff, Nancy
Religious education classes for adults can be designed to help people learn how to deal with the changes in their lives. This class describes a scripture-based method to teaching common change theories.
Thursday, November 3 (continued)
Concurrent Sessions #3 (continued)

From Welfare to a College Degree: How It Is Happening for 500 Adults
Room 210
McDonnell, Edward; Maguire, William
More than 500 Camden County welfare recipients are now full-time college students working toward degrees. Here’s how Camden County College and the welfare system together made it happen.

Cambridge GED and Pre-GED Teaching Strategies for Success
Room 214
Moscowitz, Mark
Strategies for setting up and implementing a GED and Pre-GED program will be discussed. Topics include individual and group activities, suggestions for teaching GED skills and concepts, and life-skills applications.

Job Literacy Analysis in the U.S. Steel Industry
Room 213
Norback, Judith
A major undertaking in the U.S. Steel Industry, the Initiative on Skills Enhancement for the Future, will be identified, and uses of the results of this initiative will be reviewed. Implications for adult education will also be discussed.

Literacy Under Slavery: A Story of Courage and Fear
Room 201
Quigley, Allan; Mitchell, Anthony
This is the remarkable story of human courage to obtain literacy during slavery. Both primary and secondary historical sources will be used.

How Military Education and Training Offers Opportunities for Adult Learners to Earn Their College Degrees
Director Room 6 (SNH)
Schwartz, Joan
Due to the reduction in force that is taking place in the military, many more service members are looking for second careers. One way to enter a new career is to earn a college degree. This session will help college officials learn how to maximize service members’ military experience and apply it toward a college degree and a new career.

Hearing the Third Voice: Incorporating Intuitive Notions of Theory and Scholarship into Your Practice
Room 202
Turner, Michael K.
This presentation outlines the importance of using tacit knowledge and expanded notions of theory in developing “practical” programs. Additionally, the scholar/practitioner role and the legitimacy of practice-based knowledge are discussed.

Impact of Classroom Isolation and Gender on Perceptions of Deterrents to Participation in On-Site Programs
Room 203
Vann, Barry A.; Atkinson, Jim

This presentation will show how dropouts from an on-site GED program perceived deterrents to program completion. The session will also show how classroom isolation and gender impacted the formation of those perceptions.

Factors Influencing Selection of a New Delivery Mode for Nebraska’s Pesticide Applicator Certification Training Program
Room 215
Vitzhum, Edward F.; Schulze, Larry D.
Transition from federal to state administration provided an opportunity to restructure Nebraska’s applicator certification program. This presentation examines factors and considerations in evaluating current and alternate effective instructional delivery modes.

Alternative Teaching Certificates for Military and Professionals +
Director Room 1 (SNH)
Walker, Noojin
An overview of innovative alternative methods for military retirees, displaced professionals, and early retired professionals for acquiring the teaching credential, and of the role of adult educators in the process.

Glencoe Foundations for Success/BasicSkills Multimedia Programs
Room 109
Warren, John
This program presents a complete basic skills curriculum in reading, writing, and mathematics on state-of-the-art, full-motion, interactive videodisc technology. All curricula include assessment, recordkeeping, and management capabilities. The series incorporates award-winning video from Kentucky Educational Television.

Older Adults: Learning in the Third Age
Room 208
Wolf, Mary Alice
This presentation will explore the burgeoning literature of Learning in Older Adulthood and discuss the directions that the field will be taking in the coming years.

A Window on Diversity
Room 104
Young, Carol; Skinner, Donna
The presenters will share their leadership experience in fostering ethnic awareness. A state university and a community college have for three years organized the successful and growing five-state Multicultural Conference.

1:30 pm–2:30 pm
How to Write Practitioner Publications (Ryan South – SNH)

1:45 pm–3:45 pm
McClusky Symposium (Nashville West – SNH) — “Learning: Meeting the Challenges of Older Adulthood”
Jo Ann Luckie, Chair and Moderator
Panelists: Jim Fisher, Liz Knott, Mary Alice Wolf

2:45 pm–3:45 pm
How to Write for Adult Education Quarterly (Ryan South – SNH)
Concurrent Sessions #4
2:45 pm–3:45 pm (NCC unless noted)
(Alpha by Main Presenter)

Basic Skills Assessments in Workplace Literacy Programs: From Print to Computer Simulations to Performance
Room 103
Askov, Eunice N.
Assessment of workplace basic skills should be integrated with occupational tasks for validity. Session presents and demonstrates literacy assessment alternatives customized to the workplace, using various media and methods.

Adult Literacy and the GED Tests: How Much Literacy Does It Take to Graduate?
Room 105
Baldwin, Janet; Beder, Hal; Lawrence, John; Lopez, Noreen
The presenters of this session will discuss the findings from a recent national study of the relationship between the National Adult Literacy Survey scales and the GED tests and will engage the audience in examining instructional and policy implications.

Using Computers to Prepare for the Workplace
Room 102
Clifton, Trish
A demonstration of software that prepares adult students to succeed in the workplace. Software includes job applications, résumés, and interviewing surveys.

Facing Tomorrow’s Challenges: A Study of Women of Mexican Descent in Higher Education
Room 111
Fernandez, Nelda; Aguilar, Teresita
This exploratory study is designed to identify specific issues relating to the participation or nonparticipation of Hispanic women in higher education. The study is a replication (with modifications) of a previous study that focused on the successes and failures of Hispanic women in completing their educational programs.

International Assessment of Adult Literacy: the First Results from the Netherlands
Room 211
Houtkoop, Willem; van der Kamp, Max
Based on the methodology of the U.S. NALS-study, a number of countries are doing a literacy assessment of their adult population. The results of the pilot are presented with a (comparative) focus on the Dutch case.

Providing Effective ABE Programs for JOBS Participants
Room 212
Keeton, Patty; Rickard, Patricia
ABE programs are serving an increasing number of JOBS participants who enroll with specific basic skills needs related to employability. This session presents effective program design, successful instructional strategies, and learning outcomes for JOBS participants.

Learning that Works: Basic Skills in Programs in Illinois Companies: Results from a Two-Year Study
Room 110
Knell, Suzanne; Geissler, Barbara
This session will reveal the findings from a two year study of workplace basic skills programs in Illinois. The study reveals why companies provide worksite basic skills programs and examines some of the barriers faced in implementing these programs. The ways in which interested parties can facilitate implementation of a state system that supports basic skills programs will also be discussed.

An Action Plan for Effective Staff Development: Findings and Recommendations for a National Study
Room 209
Kutner, Mark; Main, Keith; Terdy, Dennis; Tibbetts, John
The necessity for effective staff development is a perennial topic familiar to adult educators. Findings from a national study suggest ways in which effective staff development should be provided.

Learning Style and Organizational Change: Influencing Field-Dependent and Field-Independent Workers
Director Room 2 (SNH)
Macduff, Nancy; Francois, Honore; Rickard, Patricia
Change is all around! In many cases, people accept or reject change depending on the strategies used to manage the change. This workshop reviews strategies to help the field-dependent and field-independent person adjust more readily to change.

Why Should I Go to Class? Employee Perceptions
Room 213
Martin, JoAnn C.; Hinton, Barbara
How important are work-related literacy skills to employees? This question must be addressed before programs to provide instruction will experience success. A needs-analysis instrument was administered to over 800 employees.

The BES National Training Center for Literacy Teachers: Theory and Practice Finally Meet +
Room 104
Medina, Patsy
The BES National Training Center for Literacy Teachers was conceived as immersion training that gives practitioners experience in the real world of the classroom. Theory and practice meet through a blend of workshops, classroom observation, staff and student meetings, and the participation of literacy providers from across the country.

Practitioner Action Research as Leadership Development: Tennessee Experiences +
Room 108
Merrifield, Juliet; Key, Edith; Upton, Janice
What is action research and how can it promote leadership development? Hear from Tennessee ABE practitioners who have engaged in action research over the last year.

Lessons in Liberty: Revisiting the Legacy of Adult Education
Room 214
Mott, Vivian W.
Adult education’s foundational literature offers valuable lessons for the challenges of the 21st century. This session explores the legacy given to today’s learners and educators by earlier proponents in our field.
Thursday, November 3 (continued)
Concurrent Sessions #4 (continued)

CD-i Based Basic Skills
Room 106
Pryblowski, Leo
Interactive computer-based learning that is effective and simple to use is demonstrated using CD-i, an advanced CD-ROM format designed specifically for audio-visual interaction.

Preparing Adults with Special Learning Needs to Succeed in the Workforce
Room 201
Rickard, Patricia
Many programs are successfully preparing adults with special learning needs to succeed in the workforce. Linking assessment, curriculum, and instruction developed for the special needs-learner are critical to this success.

Tech Prep, Young Adults, and the Rural Context
Room 215
Roth, Gene
A qualitative research effort that depicts the struggles of rural educators who attempt to implement Tech Prep (a federally legislated concept) in the context of small, geographically isolated rural schools.

Glencoe’s GED for the PC/Computerized GED and Pre-GED Instruction
Room 202
Rowe, Pat
An exciting, new, comprehensive GED and pre-GED preparation program in one convenient, easy-to-use package. Highlights of the programs are their unique diagnostic and prescriptive features as well as their unrivalled recordkeeping functions.

Electronic Advising: Coming of Age Technologically
Room 203
Sicilia, Theresa L.
Computer communication offers distinct advantages in advising students and provides a means of interaction between written and face-to-face interaction. But is such electronic communication “official?”

Mentoring: A Critical Strategy for Women in Career Development
Room 207
Tysl, Linda C.
Many obstacles exist that hinder individuals in their career development. Women face unique roadblocks, and they must address these obstacles and develop strategies to overcome them. Mentoring is a key strategy.

Building Number Sense and Math Problem Solving Skills
Room 210
Van Slyke, Caren
Let's try some new approaches to math instruction that build on the life experiences and learning styles of our students. At this workshop, we will discuss new materials and techniques for building confidence and genuine understanding of math concepts and problem solving.

English Connections Teaching Grammar for Communication
Room 208
VanThournout, Steve
This “hands on” session will demonstrate ESL teaching techniques for beginning- and intermediate-level students. The “communicative approach” to teaching English (utilizing practical language for meaningful communication) will be examined through activities and role play using a structured (grammar-based) foundation.

Setting Performance Standards for Voluntary Literacy Programs
Boardroom 6 (SNH)
Waite, Peter; Alamprese, Judith
Discussed in this presentation are the preliminary performance standards that are being developed by Laubach Action for accrediting volunteer literacy programs. The process used in developing and field testing the standards, as well as the results from one state’s experience in using the standards, will be discussed.

Essential Books in Adult Religious Education
Directors Room 4 (SNH)
Walter, Jim; Ferro, Trenton
What are the essential books in Adult Religious Education? This session will help you discover the wide range of literature in the field developed this century.

The Death of Bacon: A Shift in the Epistemology of Adult Education Measurement and Research
Room 109
Walters, Howard D.
Session will link trends in measurement/evaluation research to historical epistemology. Issues include: diversity of voice, biases in traditional research paradigms, and the linkage of trends to a philosophical base.

The Revolution Within +
Directors Room 1 (SNH)
Yarbrough, Sharon; Kelling, Carole
Adult Learning is enhanced by the synergy in relationships. Utilizing cohorts, City University is effectively educating 1,000 teachers in 1994 in the M.Ed. Program

4:00 pm–6:00 pm General Session: “Leadership” (Center/West Grand Ballroom – SNH)
Ruth Ann Minner, Lt. Governor of Delaware
Jerry Kilbert, California Director of Adult Education
John Lawrence, Florida Director of Adult Education

Ruth Ann Minner
Lieutenant Governor, State of Delaware
Ruth Ann Minner has both personal and professional experience in adult education. A high school dropout at age 16, she returned to school at age 32 to get her GED. She went on to several elected offices in Delaware, including terms in the State House of Representatives and Senate before becoming Lieutenant Governor in 1992.
Thursday, November 3 (continued)

6:30 pm–8:00 pm  Steck-Vaughn Presidents’ Reception
(Grand Ballroom – SNH)
8:00 pm–9:00 pm  Adult Psychology Business
Planning Meeting
(Director Rm. 1 – SNH)

Friday, November 4, 1994

Roundtable Discussions C
8:00 am–8:30 am  (Exhibit Hall – NCC)
(Alpha. by Main Presenter)

Picture Books as an Adult Literacy Tool
Aikman, Carol
Table 21

Penn State’s Institute for the Study of Adult Literacy: Projects, Publications, and Resources
Askov, Eunice N.
Table 1

Critical Thinking for Adult Basic Education: An Examination of Approaches in Commercially Prepared Texts
Blodgett, Cynthia S.; Dirks, John M.
Table 3

New Developments in Programming for Women and Minorities: Making the Connection from Theory to Practice
Copeland, Shirley T.
Table 5

“A Call to Meeting:” Revitalizing the Franklin Junto
Graham, Roger S.
Table 6

Cultivating Leadership, Mentoring, and Critical Friendships among Female Graduate Students in Adult Education
Hansman-Ferguson, Catherine; Garafolo, Patricia
Table 4

Adapting and Designing Literacy Tutor Training to Meet Local Needs
Hugo, Jane M.
Table 7

The Effective Development and Delivery of Curriculum to the Mandated Adult Learner
Knight, R. Dewey; Callaway, Paula; Graham, Ellie
Table 8

Developing “Connected” Learning Environments
Loughlin, Kathleen A.
Table 9

Building Teams with Diversity
Macduff, Nancy; Francois, Honore; Rickard, Patricia
Table 10

Individualizing Instruction: “Not All Learning Comes from Books”
McGarity, Sharon J.
Table 22

Learning Styles and Lessons from the Legend of “The Medicine Wheel:” A Native American Philosophy
Murk, Peter J.; Place, Will
Table 11

Planning a Research Curriculum for Adult Education Graduate Programs
Owenby, Phillip
Table 13

Continuous Improvement: A Model for Faculty and Staff Development
Palamattam, George
Table 12

Restructuring of HRD within the Field of Adult Continuing Education
Paprock, Ken
Table 15

Teaching Adults with Learning Disabilities: Staff Development for Adult Literacy Providers
Podhajski, Blanche
Table 14

Why Aren’t We Training for Participation?
Reynolds, Edryce A.
Table 16

Anna Cooper and the Freylinghuysen University: Educating African American Residents of D.C. in the 1930s
Ross-Gordon, Jovita M.
Table 17

Correctional Education: An Inquiry into the Meaning of Warehouse Interventions
Sather, Jerome L.
Table 18

Smith, Ruth Queen
Table 19

Essential Books in Adult Religious Education
Walter, Jim
Table 20

Higher-Order Learning: Are We Measuring What We Hope to Find?
Zinn, Lorraine M.
Table 23

8:00 am–9:15 am  Legislative Update: The Politics of Adult Education
(Ryman South – SNH)
Vickie Stratton, TAACE
Legislative Chair
Bob Bickerton, Mass. Director of Adult Education

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Roundtable Discussions D
8:45 am–9:15 am  (Exhibit Hall – NCC)
(Alpha. by Main Presenter)

Integrating Basic Skills into Occupational Training Using Computer Simulations
Askov, Eunice N.
Table 1

Rediscovering Participation in Adult Education Programs: A New Approach for Research and Practice
Babchuk, Wayne A.
Table 2

Curriculum Guidelines and the Standards Movement: How Massachusetts Includes Adult Education
Baer, Charlotte; Schmitt, Mary J.
Table 3

If It Can Go Wrong . . . What to Do When Your Workplace Literacy Program Encounters Obstacles
Bailey-Kinker, Judy
Table 4

Total Quality and Adult Learning: A Natural Partnership in the Classroom
Bierema, Laura
Table 5

Women and Illiteracy: Gender-Specific Programming for Emancipatory Literacy Education
Carmack, Nancy A.
Table 6

The “Mattering Scales” for Adults in Higher Education: An Interactive Critique
Greenland, Annette; Algozzine, Robert F.
Table 7

Perceptual Modalities and Adult Learning Styles: See No Evil, Hear No Evil, Feel No Evil
Hill, Connie; Douglas, Kristen
Table 8

Understanding the Non-Participation of African Americans in Adult Basic Education
James, Ronald M.
Table 9

Making the Connection: How Adults Learn in a Changing Environment
Kartin, Shary L.
Table 10

A Cohort Master’s Degree in Adult Education: A Liberating, Learning, and Leadership Experience
Kolenbrander, Ron
Table 11

A Generic Evaluation Process: Five Easy Stages
Main, Keith
Table 12

Study Skills: The Tools for Active Learning
Marks-Beale, Abby
Table 14

Multicase Study of the Employment and Career Patterns of Graduates of a Nontraditional Bachelor’s Degree Program
Merrill, Henry S.
Table 16

Recruitment, Retention, and Reality: Keys to a Successful Credit Diploma Program in Connecticut
Novak, Barbara; Cannata, Jim; Kestenbaum, Linda
Table 17

The Science Fiction Writer as Adult Educator: Exploring the Educational Worlds of Robert Heinlein +
Owenby, Phillip
Table 13

Restructuring of HRD within the Field of Adult Continuing Education
Paprock, Ken
Table 15

Computer Applications for Qualitative Research
Reese, Tania H.
Table 18

What Happens to Self-Directedness while Older Adults Learn to Use Computers?
Rich, Grace E.
Table 19
Philosophical and Theoretical Foundations of Distance Education
Saba, Isabelle
Table 20

“BUILDing” Leaders in Staff Development for Connecticut
Tyskiewicz, Andrew; Alamпреse, Judith
Table 21

What Low-Literate Adults Can Teach Us about Learning Strategies
Uhlrand, Roberta
Table 22

Lessons of Exercise: Certain Sage ’92 at Fort Riley, KS, from an
Adult Educator’s Perspective
Vizzthum, Edward F.
Table 23

Measuring the Impact of Extension Leadership Programming
Whitson, Donna L.
Table 24

9:00 am–12:00 noon Adult Learning Editorial Board
Meeting
(Director Rm. 5 – SNH)

Concurrent Sessions #5
9:30 am–10:30 am (NCC unless noted)
(Alpha by Main Presenter)

Different Strokes for Different Folks: Informal,
Incidental, and Tacit Learning in the Community
Room 105
Andruske, Cynthia L.; Mott, Vivian W.; Taylor, Rosemary
Until recently, the value of incidental, unintentional, and tacit learning
has been ignored and frequently discounted as unimportant or trivial
compared to formal learning. This session explores validation of experi-
mental learning for promoting social change in two diverse community
groups: one environmental and one literacy. These studies illustrated that
learning evolves along similar lines in apparently dissimilar contexts.

GED Research: Agenda for the Next Decade
Room 106
Baldwin, Janet; Alamпреse, Judith; Beder, Hal; Merrifield,
Juliet; Pugsley, Ronald S.; Quigley, Allan; Wagner, Dan;
Stewart, Dave
Presenters describe status of GED-related research; discuss current and
future information needs; identify gaps in the knowledge base; and pro-
pose topics for a GED research agenda in the next decade.

The Labor Education Achievement Program: Innovative
Approaches to Workplace Literacy
Room 110
Bennett, Patricia; Chernus, Kathleen R.
The Labor Education Achievement Program (Project LEAP) is a work-
place literacy demonstration project that provides basic skills training for
union workers in the Baltimore metropolitan area. Through a partnership
between the Maryland State Department of Education and the
Metropolitan Baltimore Council of AFL-CIO Unions, instruction in
reading, writing, math, communication, critical thinking, and teamwork
is offered on-site to workers in a variety of industries.

Technology to Extend Learning Beyond the
Boundaries of the Classroom
Director Room 2 (SNH)
Bowren, Fay F.
Computers are no longer a novelty in the classroom. More often than not,
however, they are not being utilized to their full capacity in enhancing
learning. In this session, attention will be called to the power of technol-
yogy to extend learning beyond the boundaries of the classroom. The use-
fulness of some of the various technological applications and tools by
classroom teachers will be explored. Ample time for interaction and
questions will be provided.

Transition to Work
Room 215
Bragman, Ruth; Padel, Phil
The Phillip Roy’s Social and Functional Skills Curriculum was deve-
loped to teach adults the skills necessary to function in today’s world. In
this session, objectives of the curriculum are defined and specific
instructional materials are identified. Materials are provided in a variety
of formats to meet the individual needs of students. All the materials are
duplicatable so that students can have their own set of materials to keep
and develop their own library.

Development of an Instrument and Process for
Evaluating the Effectiveness of County Extension
Directors
Room 111
Brown, Diane V.
The presenter will discuss a performance appraisal instrument she devel-
oped. The session will emphasize the instrument’s use in identifying
training and development opportunities to increase individual effective-
ness in leadership roles.

Bringing Technology into the ABE and GED
Classroom
Room 207
Clifton, Trish
A workshop on converting an all-print classroom to a lab utilizing com-
puters and books.

The Department of Defense’s Proactive Approach to
Allocating Training Resources to Meet the Financial
Community’s Learning Needs
Room 107
Copeland, Fred L.; Raines, John
This presentation will focus on how DOD used occupational measure-
ment methodology to identify the financial communities’ learning needs,
to develop curriculum, and to make decisions about allocating resources.

Developing and Implementing an Adult Diploma
Program: An Alternative to the GED
Room 211
Daniel, Cherry; Kornahrens, Julie
This workshop will demonstrate the successful adult diploma program
currently in operation in South Carolina. Participants will learn how to
develop and implement an adult diploma program utilizing prior acade-
ic transcripts, TABE scores to award diploma credit, and adult work
Friday, November 4 (continued)

Concurrent Sessions #5 (continued)

experience for elective credits toward earning an adult diploma. Additionally, a prescriptive curriculum guide for all academic credits will be shared.

Building State Capacity: What’s Involved in Developing Interagency Staff Development Systems for Literacy
Room 109
Green, Susan
The National Institute for Literacy has made six two-year grants to help nine states design and implement integrated staff development systems to support front-line staff who deal with literacy clients, teachers, tutors, counselors, and caseworkers in JOBS, JTPA, Head Start, and corrections programs.

Adult Undergraduate Learning: Implications for Practice *
Room 212
Kasworm, Carol
Key findings of a major qualitative study of adult undergraduates will be presented, with emphasis on life experience and situated cognition. Implications for adult-oriented instructional design and process will be described.

Problems and Issues in Conducting Adult Education Programs in Developing Countries via Digital Satellite Technology
Room 103
Korhonen, Lloyd; Dooley, Larry M.; Seaman, Don F.
Although the technology exists for conducting educational programs via satellite in developing countries, issues must be understood by those attempting such programs. Presenter’s previous experiences will be discussed.

Freeing Oneself to Grow by Effectively Managing Change
Room 104
Krupp, Judy-Arin; Edwards, Fred; Jones, Edward V.
This session engagingly investigates the stages individuals experience while changing and how to use this knowledge to help self and others to liberating and lasting change: change that fosters growth.

Non-Profit Fund Raising: Providing Dollars for Educational Development
Room 201
Miller, Kris
This research summarizes the changes, trends, and implications of educational fund raising with emphasis on private support, including a current developmental model of integrated fund marketing.

An Update on Job Literacy Analysis Research: Implications for Adult Education
Room 202
Norback, Judith S.

The process of Job Literacy Analysis (JLA) will be described. Four areas of current research will be reviewed, including 1) identifying core sets of skills across jobs, 2) identifying the basic vocabulary of jobs, 3) tying JLA results to NALS, and 4) job literacy complexity. Implications for adult education will also be discussed.

Reconstructing the Past: Professionalization and the History of Adult Education
Room 209
Schied, Fred M.
This session argues that the major interpretations of adult education history are based on models of professionalization. Implications for the present state of the field are discussed.

Improving Teaching and Learning Practice: Understanding Thinking Styles
Room 210
Sisco, Burton; Galbraith, Michael
Perceptive educators have known that people differ in how they go about learning, thinking, and problem solving. This session introduces participants to a tool for analyzing thinking styles, provides time for completing the tool, and then discusses the implications for improving teaching and learning practice.

Emerging Telecommunications Technologies for Distance Education
Room 102
Smith, Wendell
This session will highlight emerging technologies available to deliver interactive instruction at multiple locations on a cost-effective basis. The session will feature a discussion on the University of Missouri-St. Louis experience in utilizing compressed digital systems to provide interactive video and audio transmission for local, state, national, and international delivery of credit and noncredit programs.

Total Quality in Higher Education: An Oxymoron if There Ever Was One!
Room 108
Smith, Douglas; Lewis, Ralph
Caustic comments on why college and university administrators and academicians are resisting total quality and continuous improvement, a concept substantially impacting organizations around the world, and what you can do.

The Humanware Factor: Providing Leadership in Computer-Aided Instruction for Adult Basic Education Programs
Room 213
Sotir, Judith
A fresh approach to traditional instruction offers participants a solid methodology for bridging the gap between instructors and technology. A multimedia presentation, proven techniques, and useful handouts will be provided.

GED Interactive: Using Software with Print to Prepare Students for the GED Exam
Room 208
VanThournout, Steve
Using the dynamic and motivational GED Interactive, the new DOS and Macintosh-based software package for GED preparation from Contemporary Books, this session will show you how to maximize
Friday, November 4 (continued)
Concurrent Sessions #5 (continued)

computer resources and increase the effectiveness of textbooks without major hardware installations. Software will be demonstrated in this session.

A Forum of Nashville’s Adult Religious Education Leaders
Director Room 4 (SNH)
Walter, Jim
For many years, Nashville religious publishing houses have influenced adult religious education in the United States and around the world. Hear a panel of these leaders discuss their programs and materials.

Community in the Classroom: Building Community Involvement through Participatory ABE +
Room 203
White, Connie
Adult basic education can empower learners and staff to participate in government and community. Presenters will describe Community in the Classroom, an ongoing project designed to integrate community development with ABE.

The Right People, with the Right Skills, Doing the Right Job: A Primer on HRD for ABLE Programs
Room 214
Woody, Dale Lee
Human Resource Development (HRD) activities often occur in disjointed fashion. While we struggle to meet the challenges of the nations’ workforce, we must ask the question, “Are we meeting the workplace needs of our own workers?” This session will provide participants with a checklist for the examination of their own work environment and a prescription to begin addressing the needs that are identified. Participants will have the opportunity to review the National Power Path Workforce Survey.

10:00 am–11:30 am Are Your Ideas Really New?
(Director Rm. 1 – SNH)

Find out if your program and planning ideas are new. Are timing and technology factors? Share your thoughts with past and present AAACE leaders.

Concurrent Sessions #6
10:45 am–11:45 am (NCC unless noted)
(Alpha. by Main Presenter)

21st Century Leadership, Organization, and Technology: New Paradigms for Corporate Education?
Room 201
A’Hearn, Francis W.
American business has reached a pivotal juncture of opportunity for significant innovation in corporate education. The last decade of the millennium is witnessing a unique juxtaposition of enlightened leadership practice, changing organizational culture, and imaginative technologies that suggest new high payoff approaches for educating leaders in both government and industry.

A Model for Existential Adult Development +
Room 105
Armstrong, Joseph L.
This model characterizes adult development as an ongoing conversation between individuals and society. The product of this conversation is the construction of meaning as both individual and social worldviews.

Integrating Basic Skills into Occupational Training Using Computer Simulations
Room 209
Askov, Eunice N.
Computer simulations that integrate basic skills with occupational tasks can provide the relevant or “functional” context for literacy instruction and assessment. Rationale, procedures, and a demonstration will be presented.

Surviving Public Scrutiny of the GED: The Uses and Misuses of Research Evidence
Room 104
Baldwin, Janet; Beder, Hal; Eberly, Marian; Kroll, Bonnie
The media debate about the value of the GED distorted the purpose and impact of the GED program. Presenters document the controversy, distinguish fact from opinion, and discuss uses and misuses of research evidence.

Teaching International Adult Education at the Graduate Level
Room 108
Cassara, Beverly B.
Participants already teaching such a course are asked to bring copies of their syllabi to share. The open discussion will feature ideas about the content and methodology of such a course.

Showing the Worth of Workplace Education Programs: Estimating Productivity Increases in Dollars and Cents
Room 106
Fisk, William R.
An estimation method based on utility analysis will be taught. This method generates a dollars and cents estimate of the productivity impact of educational skills improvements. Co-written with Fred Switzer.

African American Adult Education Curriculum Orientations: A Model
Room 110
Guy, Talmadge C.; Collin III, Scipio A. J.
This session presents a model for a graduate course in African American adult education. Curriculum, references, and theoretical/conceptual resources are identified for students and faculty in higher education (especially adult education).

Myths and Realities of Portfolio Assessment
Room 107
Hayes, Elisabeth
Portfolio assessment has been widely promoted as an alternative to standardized testing in ABE. However, portfolios will not solve all assessment problems, and they are not appropriate in every setting. This session will describe strengths and limitations of portfolio assessment based on a pilot study in several adult basic skills programs. Strategies to increase the value of portfolio assessment will be discussed.
Day By Day Activities

Friday, November 4 (continued)
Concurrent Sessions #6 (continued)

Understanding Various Styles of the Learning Process as a Critical Element in Adult Education Instruction
Room 111
Henschke, John A.
This session will introduce the adult participant to various learning styles in a learning process, allowing participants to answer for themselves, “is the learning style process a critical element in the instructional programs where we teach?” Then, participants will be asked to evaluate the style of learning process they have just been through.

Liberation through Literacy: Striving for Independence
Room 211
Howe, Patricia
To revitalize American democracy, all citizens, both natural and naturalized, must be literate enough to understand and participate in the process. UD’s program helps individuals attain that level.

The Power of Diversity
Room 102
Kasl, Elizabeth
This case study reports on the transformative learning experiences of a multicultural group of students engaged in a Ph.D. curriculum that values multiple world views and modes of knowledge.

Study Circles: A Swedish Model for Revitalizing Democracy
Room 212
Kleiber, Pamela Bradley; Holt, Margaret E.
Study Circles are examined as a technique to stimulate adults to assume active roles in revitalizing democracy in America and in establishing new democracies in other parts of the world.

Learning to Listen in Order to Achieve Further Learning
Room 213
Krupp, Judy-Arin; Peeples, Kathy
This participatory skill-building workshop teaches and practices active listening skills such as bracketing, cuing, paraphrasing, and open-ended questioning while focusing the listening on current adult learning issues.

Emerging Issues in Business and Aging: A Dialogue to Share Concerns and Explore Partnerships
Room 103
Luckie, Jo Ann
The session focuses on select critical issues in business and aging. Presenters will interactively share concerns and explore the methods that organizations might use to resolve workforce problems associated with aging.

Are Outcome Objectives Based on “Reality” or Are They Half-Truths and Pure Fiction?
Room 207
Main, Keith
This session challenges the indiscriminate use of outcome-based objectives, questions the assumptions, points out glaring weaknesses, and raises the issue of credibility and use/misuse of outcome objectives.

Meaning-Making and Learning in Adult Life
Room 109
Merriam, Sharan B.; Heuer, Barbara; Hill, Connie
This session explores the philosophical and psycho-social dimensions to meaning-making in adult life. From Homer to Nietzsche to recent writers including Mezirow, Kegan, and Daloz, making sense out of one’s life experiences has been posited as a major focus of adult learning.

Historical and Cultural Connections of Adult Education to Science Fiction in Early 20th Century America
Room 202
Owenby, Phillip
This paper argues that the impulses for scientific thinking and social change that developed in the early 20th century affected equally and convergently the twin phenomena of adult education and science fiction.

The American Institute of Architects Continuing Education System: An Alternative to Continuing Education Units (CEUs)
Room 203
Price, Michael A.; Everett Knowles, Lyn
This program describes a system of awarding credit for continuing education activities that was recently developed as an alternative to the CEU concept. This alternative involves a paradigm shift from instruction-centered credits to learning-centered credits where professionals can design their own learning program.

“My Daughter Doesn’t Need an Apron:” Women Change Their Perspective about Family, Lifestyle and Employment
Room 215
Racca, Marianne; Carroll, Sherri; Ford, Vera
The WICS Life skills program promotes empowerment, life planning and self-sufficiency through female bonding and mentor support. Learn how the unique program elements create a successful welfare-to-work initiative.

New Horizons in Continuing Higher Education: At the Forefront on Diversity
Room 208
Ross-Gordon, Jovita M.
This session will stimulate participants’ thinking about ways in which credit and noncredit programming for adults within higher education can help America meet the challenges of a culturally diverse society.

Sharpening Skills in the Workplace: What Has and Has Not Worked
Director Room 4 (SNH)
Shelton, Elaine
This session features what has and has not worked in major areas of workplace education programs: planning, conducting task analyses, developing customized assessments and curricula, establishing trust, assuring confidentiality, and evaluating.

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Friday, November 4 (continued)

Concurrent Sessions #6 (continued)

Goal Setting and Action Planning for Diversity
Room 210
Smikle, Joanne L.
Goal Setting and Action Planning for Diversity provides participants with the tools and techniques required to effectively turn theories on diversity and multiculturalism into actions aimed at individual, institutional, or organizational change. Core components of the workshop include directed instruction and interaction in developing institutional assessments and goal specification feasibility evaluations. Central themes include priority establishment and goal implementation.

Peirce’s Pragmatism as General Theory of Adult Education
Director Room 3 (SNH)
Stanage, Sherman
This presentation focuses on philosopher Charles Sanders Peirce’s theory of signs, knowledge, inquiry, and the social context within which the community of inquiries searches for truth within a democracy.

Empowering Workers and Volunteers: It’s an Organizational Thing!
Room 214
Woody, Dale Lee
Addressing issues of self-esteem in learners is an accepted fact. This workshop will examine specific issues in basic skill/literacy programs that tend to lower the individual instructor’s belief in their own self-efiency. Through the application of human resource principles, workshop participants will explore five stages of reversing this process, as well as nine elements contributing to the quality of work life within the program.

11:00 am–3:45 pm  Saturn Plant Visit
(with box lunch)
12:00 noon–1:15 pm  Unity and Fellowship Luncheon
(Nashville Rm. – SNH)
Mary Ann Christenson,
COABE Past-President;
Director, National Inst. for Literacy
12:30 pm–2:00 pm  Commission of Professors of Adult Education (CPAE) Registration (Exhibit Hall – NCC)
1:00 pm–11:00 pm  CPAE Conference
(Tennessee Rm. – SNH)
(See page 17 for agenda)

Concurrent Sessions #7

1:30 pm–2:30 pm  (NCC unless noted)
(Alpha. by Main Presenter)

ABE on AOL: Going On Line in Tennessee +
Room 105
Bell, Brenda; Thomas, Bonnie; Evans, Todd
A realistic review of the experiences of the foray of 20 ABE and literacy programs into the world of electronic communications using the commercial network America On Line.

Literature and Whole Language in the ABE/ GED Classroom
Room 106
Boone, Mark
The use of whole language, either as a foundation reading strategy or an element of enhancement to skills-based reading instruction, offers a vibrant, dynamic tool that all adult programs can use to their benefit. This session will focus on specific teaching techniques and relevant adult contexts that will make whole language effective and motivational, and that will bring literature to life.

Eliminating Illiteracy through Learning Styles +
Room 110
Clabaugh, Sherrie
Adult educators have been searching for a way to eliminate illiteracy. Using researched materials from Dr. Marie Carbo, Director of the National Reading Styles Institute, just may be the answer.

Can You Afford Not to Promote Self-Advocacy for Adults with Special Needs?
Room 111
DuBois, David; Callan, Sheila; Gadbow, Nancy
Self-advocacy for adults with disabilities is touted by disabilities advocates as the most definitive advance for this population. This presentation emphasizes how to promote self-advocacy and the related benefits for both students and institutions.

Teaching Math to Adult Learners
Room 108
Eichhorn, Connie; Moscovitz, Mark
Strategies for teaching the adult learner to build and apply basic math skills will be the focus of this session. Skills and concepts pertaining to whole numbers, fractions, decimals, and percents will be presented.

What Makes an Effective ABE-1/Literacy Program? A Case Study of One County’s Experience: What Works for Us? +
Room 208
Lindop, Margaret
This session’s puzzle pieces include the special nature of group instruction, the use of volunteers, staff development, and the all pervasive attitude of program staff. Come generate ideas and an action plan for your program.

21st Century Extension Organization: Moving Toward High Performance
Room 104
Ludwig, Barbara G.
What will the 21st Century Extension Organization be like? Changing societal forces implies a change in the culture of the organization. Explore factors that will lead to high performance.

Study Skills: The Tools for Active Learning
Room 211
Marks-Beale, Abby
Based on college text written by the presenter and published by Delmar Publishers, this session focuses on active learning skills for adult learners.
Friday, November 4 (continued)
Concurrent Sessions #7 (continued)

Workforce Education: The UAW-Ford Life/Education Planning Program
Room 212
Miller, Wanda; Dickenson, Ken; Stevenson, Bill; Yamakawa, Karen
This workshop presents the successes and lessons learned from the perspective of nine years. The role that the outside professional advisers play in facilitating lifelong learning among the industrial workers is discussed.

Effective Group Dynamics: Theories and Practices
Room 213
Murk, Peter J.
Using an experiential group activity, the participants of this session will encounter the theoretical basics for the structure, dynamics, and functions/dysfunctions of effective group behaviors, and will practice leadership strategies for effective group dynamics/outcomes.

Peer Coaching: An Innovative Application of Adult Learning Principles to ABE/ESL Staff Development
Room 214
Orem, Richard A.
This session will provide a discussion of peer coaching techniques based on widely accepted principles of adult learning, and report implications of the use of this approach for ABE/ESL staff development.

International Panel Discussion of Global Issues in Adult Education
Room 202
O'Toole, Moona
An international panel of adult educators will discuss global issues relevant to the development of adult education programs in a variety of cultural and social contexts.

Adult Educators and the Internet
Room 201
Pearce, S.D., Hein, L. I.
This session focuses on how the Internet will enhance our professional development as adult educators through electronic mail, discussion lists, and electronic journals. Research results from an electronic survey of adult education lists will be presented.

The National Adult Literacy and Learning Disabilities Center (National ALLD Center): Information, Accomplishments, Directions
Room 102
Robins, Eve
This session includes an audio-visual presentation, simulations, lecture and discussion. Topics include: (1) information on the National ALLD Center; (2) learning disabilities; (3) self-esteem issues; and (4) instructional strategies and techniques.

Developing a Self Plan for Learning Leadership Skills
Room 203
Robinson, Russell

Effective leadership requires ongoing self-assessment, the design of plans for continuing education, and the development of the art of facilitating adult learning and change in today's learning organizations.

Information Technology Systems and the Learning Organization
Room 103
Roth, Gene
Very little has been written on the role that information technology systems might play in learning organizations. How might information technology systems augment individual, team, and organizational learning?

Essential Math for Life
Room 107
Rowe, Pat
An overview of the content and methodology of a comprehensive new math series. Students are taught the conventions, rules, and terminology of math concepts while applying them within a life-skills framework. The skills cover the range of whole numbers through algebra. A problem solving emphasis is given to all subjects.

Cohn Adult Learning Center: A Collaborative Micro Learning Community
Director Room 3 (SNH)
Simms, Susan; Armstrong, Jeanette
This presentation will offer information about Cohn Adult Learning Center (CALC), which houses adult education programs and supporting agencies. The collaboration offers educational services form birth to senior adulthood.

The Secretary's Awards for Outstanding Adult Education Programs
Room 109
Towey, Carroll F.; Weinberger, JoAnn; Hinojosa, Arnoldo; McLean, Claudia
Major features of the adult education programs that received the Secretary's Awards for Outstanding Adult Education Programs will be described. Three panelists will describe outstanding features of their programs.

Needs Assessment for Community Mobilization
Director Room 4 (SNH)
Umble, Karl E.; Moore, Allen B.
By their very structure, needs assessments can help mobilize community action. Through a review and group discussion, participants will be able to describe techniques that promote community mobilization for change.

The GED Diploma: What Is It Really Worth?
Room 209
Valentine, Thomas; Johnson, Mark
The GED diploma recently has come under an attack based largely on a single research study questioning its worth in the labor market. This session will examine that study, as well as dozens of other research studies, focusing on the value of the GED.

Meeting the Emotional Needs of Basic Skill and Literacy Students: What Can a Teacher/Tutor Do?
Director Room 2 (SNH)
Weisel, Laura P.
Participants come to programs with low skills, low self-esteem, and high emotional energy. This session will discuss the teacher/tutor role and ways to help participants move beyond emotional issues into skill building.

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Overview of the Court-Ordered Student: Building Community Awareness of Interdepartmental Responsibilities
Room 215
Foster, Sherrie
Tennessee is besieged by 17-year-old students ordered to GED by the juvenile justice system as a result of compulsory education laws. Interdepartmental awareness and cooperation is needed to serve this “at risk” population.

Undergraduate Adult Education Training: Contents, Candidates, and Careers
Room 207
Fuller, Frank
Though adult educators’ professional preparation occurs at the master’s degree level or above, teaching credential, certificate, and baccalaureate programs exist. This roundtable will discuss the place of these programs in preparing adult educators.

Recognizing and Dealing with Adult Learning Disabilities in ABE Programs
Room 201
Grubb, Jr., Robert E.; Hemby, Virginia; Walker, Josie A.
This session will focus on the creation and utilization of a learning disabilities screening device that assists local ABE teachers in identifying students who require instructional modification to facilitate the learning process.

Multimedia Math Instruction Adds Up to Student Success!
Room 214
Khoury, Bob
Session demonstrates comprehensive math videodisc lessons as integrated with computer interactivity and tracking. The instructional design and individualized, self-paced, outcome-based formats of the lessons respond to diverse student needs. Successful applications will be discussed.

The GED Software Advantage!
Room 213
Linton, Mark; Baker, Barbara; Schechter, Betty
Technology can be a tremendous advantage in preparing adult learners not only for the GED, but for the skills they need throughout their lives. Come experience the easy-to-use, ground-breaking GED courseware that help create the foundation for valuable computer literacy skills.

Strategies for Working with Culturally Diverse Adult Learners
Room 110
McDermott, Ronda H.; Midgette, Thomas; Scales, Alice M.
Presented will be strategies for examining potential barriers in working with culturally diverse adult learners and a multicultural programmatic model for adult education teachers/administrators/staff.

Adult Learning in an Urban Community of Color: Perspectives and Process
Room 104
McDonald, Barbara
This program will describe and evaluate the processes and outcomes of an urban community-based environmental adult education program. Attention will focus on the development of learning goals and objectives, outcomes, and impact of educators and learners on the local environment.
How to Make the Most of Your TABE Results
Room 111
McKee, Susan; Crosen, Denna; Sanzotiza, Angela; Earp, David
Participants will learn how the principles of individualized instruction have been used to develop a comprehensive, competency-based basic skills system based on TABE results. Participants will also learn how motivation can be generated by success and achievement.

An Examination of Program Planning Models in Continuing Professional Education
Room 212
Mott, Vivian W.; Dawson, Norma; Mott, Donald L.
Three models of program planning the classical, natural, and critical are examined in the light of institutional contexts and actual approaches used by planners of continuing professional education (CPE).

Voluntary vs. Mandatory Workplace Literacy: Breaking the Stigma
Room 109
Newcomb, Sarah
Recent research and program experience indicates that mandatory workplace literacy programs may result in more success than voluntary programs. U.S. Education Department personnel administering the National Workplace Literacy Program (NWLP) and two directors of lighthouse projects funded by the NWLP discuss viewpoints. Is mandatory the way to go? Is it the “right” thing to do?

Printpack PRIDE Multimedia Learning Centers
Room 211
Pierce, Jane; Lloyd, Lisa
Printpack's initiative and innovative approach to implementing multimedia learning centers is unique and very successful because of its approach to basic skills assessments, its partnership programs, and its marketing/recruitment ideas.

Quality of Life Outcomes for ABE Participants and Dropouts: The Tennessee Longitudinal Study
Room 107
Rea, Katie
Are the characteristics of ABE/literacy students different from those of students who drop out? What keeps students in ABE programs? Do their quality of life experiences differ over time? Find out the Tennessee story.

New Criteria for the Comprehensive Training of Distance Educators
Director Room 2 (SNH)
Sabau, Isabelle
Distance education provides new opportunities in continuing education. Planning successful programs that utilize new technology requires new guidelines and comprehensive training approaches.

Cohort-Based Learning: Utilizing the Power of Groups
Room 105
Saltiel, Iris
This session discusses relationships among adult learners who empower and help one another. The connection of cohort membership and peer support with the benefits of high retention and completion rates will be highlighted.

Professional Practice in the Real World: The Effects of Practice Context on Clinical Reasoning
Director Room 3 (SNH)
Schell, Barbara A.
Findings from a study identifying the influence of the practice context on clinical reasoning of over 50 occupational therapists. Implications for both continuing professional education and human resource development are discussed.

“The New Neighbors on the Block Don’t Speak English”: Teaching Survival English to Newcomers!
Room 209
Scott, Dianne E.; Little, Janet
This program will develop strategies for teaching “survival English” to new teachers. Participants will develop “realia” classroom aids and appropriate lesson strategies for new English as a Second Language students.

The Discourses of ABE: Regulating Illiterate Adults
Room 106
Sparks, Barbara
There have been few investigations within adult literacy research examining questions of social control. Conventional questions typically examine the strengths and weaknesses of programs and practices. On the other hand, an analysis of adult basic education as discourse illuminates the social mechanisms and criteria that regulate behavior and construct the identities of undereducated individuals. An analysis of the contradictory discourses of ABE is a necessary step in revitalizing American democracy.

A New Approach to Quality: Creating State-Level Systems for Measuring Performance and Building Success
Room 210
Stein, Sondra G.
Supported by grants and technical assistance from the National Institute for Literacy, six states are designing and implementing interagency systems across JOBS, JPTA, Corrections, Head Start, Adult Basic Education, etc. for measuring and reporting performance that will enable them to improve literacy programs and policy.

The Power of Family Literacy
Director Room 4 (SNH)
Thigpin, Carol G.; Slayden-Berry, Sally
Literacy is a family legacy handed down from generation to generation. Breaking the cycle of illiteracy requires a family-based approach that addresses the literacy needs of parents and children simultaneously. This session gives an overview of the strategies necessary to develop family literacy programs in diverse community settings.

(continued on page 44)
NEW BASIC SKILLS VIDEOS

MATH
- Number Properties
- Addition, Subtraction, Multiplication & Division
- Decimals
- Integers
- Reducing, Adding & Subtracting Fractions
- Multiplying & Dividing Fractions
- Converting Fractions Decimals & Percents
- Time
- Geometry - 1 & 2 Dimensional Objects
- Geometry - Circles & 3 Dimensional Objects
- Using a Calculator
- Balancing a Checkbook
- Algebraic Equations
- Trigonometry
- Scientific Notation & Logarithms
- Powers & Square Roots

WRITING
- Subjects & Verbs
- Pronouns, Adverbs, Adjectives & Agreement
- Punctuation & Mechanics
- Gathering Information & Writing Skills

READING
- Finding the Main Idea
- Using Context Clues
- Noting Cause and Effect

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.

YOU HAVE GOT TO SEE THIS AT BOOTH 308 & 310

CD-I

BASIC SKILLS

If you make it to only one exhibit booth at the conference, make sure it is this one. You have to see this learning center of the future. It combines ease of use and low cost into one powerful package.

It incorporates full color graphics, CD quality audio and full interactivity. Yet, with all this power it remains simple to use. Students can be working with the program in minutes! Come try it at booths 308-310.

HOW TO BECOME A CITIZEN OF THE UNITED STATES

- What forms to fill out
- Where to get the forms
- How to fill out the forms
- Examples of questions the judge may ask
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 video tapes. 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 difficult to individualize a course of study for each student. Now you can give a student the pretest that comes with each series. From it, 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 start.

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.

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MENDHAM, NJ 07945
Friday, November 4 (continued)

Concurrent Sessions #8 (continued from page 41)

Understanding Educational Inequity: Lessons Learned from the 1990 Census
Room 103
Valentine, Thomas
Education is one of the foundations of democracy. However, the 1990 Census reveals that certain racial and ethnic groups in our society experience systematic and startling inequity with respect to educational attainment.

Essential Skills for the Workplace: What Employers Want from Their Employees
Room 208
VanThournout, Steve
Preparing workers for the future requires a redefinition of the types of skills they will require. Based on the SCANS research (Secretary’s Commission of Achieving Necessary Skills) worker training now implies reasoning, thinking, decision making, and problem solving preparation. The jobs of the future may bear little resemblance to the jobs of today, so teaching such higher order skills becomes crucial to survival in the 21st century workforce.

National Adult Education Honor Society: A Win-Win Recognition Program for Outstanding Adult Learners and Directors
Director Room 5 (SNH)
Weaver, Lloyd
Modeled after the High School National Honor Society, NAEHS recognizes adult learners, builds self esteem, and motivates students while putting the limelight on quality adult education programs.

Working Differently with Learners Who Learn Differently
Room 108
Weisel, Laura P.
A large portion of basic skill/literacy students are persons with a learning difference. This session will target six key elements to working differently to support these students’ specific learning needs. A supportive video series on learning differences will be previewed.

Intergenerational Literacy: Parents Assisting with Learning Skills (PALS) +
Room 102
Wydra, Deborah
By providing parents with improved parenting skills, we reach out and touch a new generation before they continue the cycle of dropping out of school and becoming yet another statistic.

4:00 pm–5:45 pm
General Session: “Liberty”
(Grand Ballroom – SNH)
Columbus Hartwell,
Manager, IBM
Joel West, Executive Director,
ACT Center for Education and Work
Charlie Daniels,
Country Music Singer, Support Tennessee Adult Readers (S.T.A.R.)

Columbus Hartwell
Manager, IBM Job Training and Disability Assistance Programs
Columbus Hartwell has served in many positions for IBM. Currently he manages the Job Training and Disability Assistance Programs unit, part of IBM’s worldwide philanthropic and social responsibility arm. In this position, he and his department have partnerships with over 170 job training centers for the disadvantaged and disabled in America and Puerto Rico.

Joel West
Executive Director, American College Testing, Center for Education and Work
Joel West is currently working on the development of Work Keys, a system for developing and accessing employability skills. Prior to his work at ACT he worked in the U.S. Department of Education. He has an extensive background in higher education, with many years of teaching and administrative service at several universities and colleges.

5:30 pm–8:00 pm
Exhibit Hall Open (Drawings)
6:00 pm–7:30 pm
Kansas City in 1995 Reception (Exhibit Hall – NCC)
8:30 pm–12:00 midnight
Contemporary Books Dance (Grand Ballroom – SNH)

Saturday, November 5, 1994
Teacher/Practitioner Day

7:30 am–9:00 am
TAACE Celebration Board of Directors Meeting/Breakfast
(Nashville West – SNH)

Roundtable Discussions E
8:00 am–8:30 am
(Exhibit Hall – NCC)
(Alpha, by Main Presenter)

Penn State’s Institute for the Study of Adult Literacy: Projects, Publications, and Resources
Table 1
Askow, Eunice N.

Education for Civic Awareness: A Library Workshop for Adult Learners
Table 2
Carder, Linda; Bergerson, Peter J.; Willingham, Patricia

Ensuring Success: An Orientation Course Designed with Re-entry Women in Mind
Table 4
Greenwood, Claudia; McDermott, Robin E.
**Saturday, November 5 (continued)**

**Roundtable Discussions E (continued)**

- **Group Learning in Adult Literacy Education: Alternative Perspectives**
  - Table 10
  - Hayes, Elisabeth

- **Effective Techniques for Teaching Adults with Disabilities**
  - Table 5
  - Heath, Helen

- **Large Print Adult Education Materials**
  - Table 16
  - Hudson-Miller, Joan

- **Self-Directed Learning in the Higher Education Classroom: Setting Adults Free to Learn**
  - Table 6
  - Karinshak, Carole B.

- **How Liberating Are the Liberal Arts?**
  - Table 9
  - Kraly Morrison, Veronica

- **Sharing Power: A Collaboration of People and Their Politics**
  - Table 8
  - Miller, Kris

- **Restructuring of HRD within the Field of Adult Education**
  - Table 15
  - Paprock, Ken

- **Reflective Equilibrium in Practice and Theory in Adult Education**
  - Table 11
  - Stanage, Sherman

- **Native Language Literacy Programs**
  - Table 12
  - Volk-LaLyre, Yvonne

- **Transitions: The Process of Adaptation and Learning**
  - Table 13
  - Wilson, Lavetta E.

**Concurrent Sessions #9**

- **8:45 am–9:45 am (NCC unless noted)**
  - (Alpha. by Main Presenter)

  - **Building a Quality Workforce: The Challenge for Adult Educators**
    - Room 105
    - Allen, Jacqueline A.
    - Because today's worker functions in a highly competitive global environment, adult educators must be aware of business culture and Total Quality Management before developing workplace literacy training programs.

  - **The National Institute for Literacy: A Mandate for Leadership, Partnership, and Planning**
    - Room 102
    - Behroooz, Jaleh
    - This session will review the NIFL's role as established by the National Literacy Act (1991), provide an overview of programs initiated to date, and offer a look at future goals and plans.

  - **Training for Employment and Job Change**
    - Room 106
    - Berry, Patricia
    - This session focuses on remediating deficiencies in reading, writing, mathematics, and interpersonal/problem-solving skills that are needed for competence in specific occupations and success on the job.

  - **Meeting the Changing Needs of Adult Learners in Agriculture**
    - Room 107
    - Brockett, Bruce L.
    - Agricultural technical advances have outpaced many learners' ability to manage these advances. Explore how one program taught these skills and empowered learners to adopt new technology.

  - **The Effect of Self-Efficacy on the Transfer of Training**
    - Room 108
    - Chamberlain, Logan V.; Beaudin, Bart P.
    - An experimental treatment program was developed to raise individual self-efficacy. An experiment was conducted to determine what, if any, effect higher self-efficacy had on the transfer of training to the workplace. The results of the experiment will be presented.

  - **Planning Adult Education Programs: Insights from Turkey, Taiwan, Nicaragua, and Costa Rica**
    - Room 103
    - Cookson, Peter S.; Akyurekoglu, Hasan; Barquero, Francisco; Chang, Yu-bi
    - National profiles of adult education in Turkey, Taiwan, Nicaragua, and Costa will be presented. Emphasis will be given to the issue of empowerment and implications for the United States.

  - **Eduard Lindeman's Continuing Challenge: Adult Education Advancing the Free Exchange of Ideas**
    - Room 109
    - Fisher, James C.; Thornton, Jan
    - In his focus on the interdependent relationship of liberty, democracy, and adult education, Lindeman challenges adult educators to promote the free exchange of ideas in their practice.
Civic Education: Its Place in Adult Basic Education for Corrections Populations
Room 110
Fuller, Frank
This session examines the role of civic education in community corrections, giving particular attention to the ways that adult educators sustain normative processes with probation and parole clients within ABE instruction.

Negotiating the Waters: Developmental Students, Writing, and Computers
Room 111
Hansman-Ferguson, Catherine
Adults frequently arrive into developmental college writing classes anxious about their writing skills. This session will explore strategies and tools, including computers, that can reduce anxiety among developing adult writers.

Focus on Grammar: Clear, Communicative, Teachable
Room 202
Muller, Gilbert
Focus on Grammar is an innovative four-level course for reference and practice that offers a multiskilled approach to English. This presentation demonstrates how to combine teaching grammar with communicative practice.

Where's the Power in Empowerment? A Linguistic Methodology for Examining the Rhetoric of Emancipatory Education
Room 203
Pettersen, Nancy Laurel; Farmer, Jim
Using qualitative data from an educational intervention whose aim is "empowerment" and "ownership," a critical linguistic analysis reveals contradictions between the official democratic talk and the existing client-agency relationships.

Total Quality in the Classroom: Basic Concepts and Practical Applications
Room 207
Smith, Douglas H.; Lewis, Ralph
The total quality/continuous improvement (TQ/CI) is impacting all organizations. The principles and processes also apply in the classroom. Come hear why students should be viewed as "internal customers."

Moving from Hearing to Using
Room 211
Steele, Sara M.
An exploration of ways adult educators can increase use by using techniques that help learners process and apply information.

Creating a Future for Technical Professionals after Job Loss
Room 104
Troeger, M. Carolyn; Chamberlain, Stancie
Technical professionals are more self-directed than most occupational groups. The most effective technical retraining instructors are coaches who listen, ask questions, facilitate, provide facts and ideas, and encourage self-management.

Beyond Adult Development: Toward a Full Spectrum Adult Psychology
Room 214
Wacks, Quinton
Presentation examines a full spectrum of functions and applications of psychology for adulthood and adult education, including self-understanding, meaning making, coping, intervention, psychospirituality, and integrating metaphor.

What Really Matters in Practice the Politics and Ethics of Responsible Adult Education Program Planning
Room 212
Wilson, Arthur L.; Cervero, Ronald
Program planning is essential to leadership and to revitalizing democratic traditions. To be responsible, planners need to understand the central role of politics and ethics in their planning practice.

How Students Use Computer-Mediated Communication to Construct Meaningful Research Concepts
Room 213
Yakimovicz, Ann; Clark, M. Carolyn
This session presents a study of how students in a beginning qualitative research class used computer mediated communication (CMC) in a collaborative learning process to construct personally meaningful understanding of the research concepts.

9:30 am–11:00 am  AAAACE Board Member Issue Orientation (Boardroom 2 – SNH)

Concurrent Sessions #10
10:00 am–11:00 am  (NCC unless noted)
(Alpha. by Main Presenter)

Education and Empowerment: Breaking the Cycle of Undereducation through Family Literacy
Room 105
Clifton, Louise; DeSalle, Doris
Family Literacy is an intergenerational approach to undereducation. The four components of Family Literacy are integrated to empower parents and offer maximum educational opportunity for parents and children. Collaborations with the community strengthen the program.

Developing Black American Leaders: The Role of Greek Letter Societies
Room 106
Croom, Staci L.
Black Greek letter societies offer a unique learning environment in which Black Americans can develop leadership skills. These "secret societies" provide a unique collaborative form of adult education not available in most formal educational institutions.

ESOL Staff Development Module
Room 109
DeHesus-Lopez, Patricia
Three ESOL staff development modules—ESOL Instructional Practices and Strategies, ESOL Multi-Level Classroom, and ESOL Literacy: A Holistic Approach—will be examined and discussed. One of the three will be demonstrated.
Saturday, November 5 (continued)

Concurrent Sessions #10 (continued)

Portfolio Assessment as a Learning Strategy
Room 107
Hamilton, Richard
What program affords adults the liberty to identify, articulate, and measure their own learning and leadership skills while completing a degree program? The answer is portfolio assessment. Come learn more.

Liberty: Not a “Special” Right
Room 213
Henson, Wanda; Henson, Brenda
This program will explore the word Liberty. Who deserves it? Who is denied it? And why?

Literacy in the Context of Women’s Lives
Room 201
Hugo, Jane M.
This session focuses on the successes and challenges of five pilot projects in Laubach Literacy Action’s Women in Literacy USA (UIL-USA) initiative. Learn how community-based programs encourage women’s leadership development, and integrate literacy or ESL instruction with community development concerns.

Liberty for All: A Model for Empowering Women and Minorities +
Room 108
Mullins, Barbara K.
This session is based on a participatory ethnographic study conducted in a low income health clinic that serves primarily African Americans. We will focus on the resulting model of culturally appropriate learning processes and strategies for educators working with women and minorities.

Achievement of Participants in a Selected Adult Education Program
Room 110
Okoro, Daniel; Miller, Larry E.
This study determined the achievement of participants in an adult training program by assessing the prior knowledge and actual cognition levels of the participants in the training program.

The Lifelong Impact of Schooling and Adults’ Reluctance to Participate in Literacy, ABE and GED Programs
Room 103
Quigley, Allan; Cervero, Ron; Baldwin, Janet
Recent national and statewide quantitative studies are combined with qualitative ethnographic studies to indicate the significance of schooling in adults’ decision to attend or not attend ABE programs. Implications to be discussed.

Journey for Successful Teaching and Learning: Personal Transitions
Room 111
Reese, Tania H.

The Journey program is an innovative system for faculty development that focuses on the evolution of assumptions about the teaching-learning process from the traditional- to a learner-centered approach.

Career Exploration and Material for the Adult Low-Level Reader
Room 104
St. John, Michael
This presentation will give participants an introduction to the new series “You’re Hired!” from Contemporary Books. This activity-based material was co-written by the presenter. Written at a low reading level, it still takes adults through the processes needed to make good career and job choices. Participants will get a chance to try out one of the activities.

Room 202
Smith, Douglas
An issue discussed in the 1980s continues, with little positive resolution. The result? Adult education, and AAACE, stands to lose. The current issues, alternatives, and proposed directions will be discussed.

Designing Dynamic Interactive Curricula: Four Years with the National Workplace Literacy Program and Levi Strauss
Room 208
Taggart, Kay L.; Savino, Ann
El Paso Community College implements innovative ESL/literacy, basic skills, and communications classes in the garment industry. Staff will share experiences and detail learning strategies that include student-produced videos.

Self-Directed Learning Readiness Scale: Promises and Problems
Room 207
Wilson, Lavetta E.
This session will present recent the findings form a research project that utilized SDLRS and will highlight issues that currently confront the SDLRS.

10:30 am–3:30 pm Exhibit Take Down (NCC)
11:15 am–12:15 pm 1995 Kansas City Host Committee Meeting (Director Rm. 2 – SNH)

Concurrent Sessions #11
11:15 am–12:15 pm (NCC unless noted) (Alpha. by Main Presenter)

Audio-Teleconferencing from A to Z: A Hands-On Workshop
Room 203
Cookson, Peter S.
Audio-teleconferencing extends learning opportunities to adults at remote locations. It will be explained and demonstrated with a live “hook-up” with college and university adult educators in Mexico.

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track
Learning the Ethics of Caring
Room 108
Courtney, Sean
Is adult education a set of technical competencies to which ethical concerns are “added-on?” Or is it a political enterprise in which all actions are by nature ethical? This participatory session uses the concept of caring, based on the work of Nell Noddings, to steer a “middle moral ground” between these two views.

LifePrints: A New Approach to ESL for Adults
Room 111
Grognet, Alene Guss
LifePrints is an innovative core series for adult ESL learners at low-beginning, high-beginning, and low-intermediate levels. Thematically organized around situations from everyday life, LifePrints helps learners develop language skills and cultural understanding that immediately apply outside of the classroom. Designed for class, group, or one-to-one settings, LifePrints fully integrates the teaching of all language skills.

Teaching Today to Enliven Tomorrow Begins at the Planning Stage +
Room 102
Herr, Arba; Scott, Diane
Planning, a prerogative of the teacher, too often becomes stereotypical and blocks the creative process. When students participate in planning, design-possibilities are multiplied and enhanced.

A Hands-On Common-Sense Writing Program that Empowers Students as Writers and Readers
Room 202
Hunter, Anthony
The program explores simple, sequential, and nontraditional strategies to make students owners of their sentences, paragraphs, and essays. Success follows success. The program also empowers students to read and write with ease, correctness, and effectiveness.

Intergenerational Education: A Program to Strengthen the School-Community Connection that Involves Children, Parents, and Community Organizations
Room 103
Jones, Cleopatra
The purpose of this session is to present a new perspective on aging. The session will also promote positive attitudes about aging. The concepts can be integrated into existing studies such as math, science, and social studies.

External Credit Option: A Program Designed to Assist Homebound Adult Learners +
Room 104
Meader, Philip A.
Are homebound adults excluded from opportunities to earn high school equivalency? This session will describe a program designed to address the problem.

Learning Strategies at Carlos Rosario Adult Education Center Multimedia Lab that Teaches English as a Second Language and Computer Skills in an ESL Setting
Room 109
McCube, Stephen Sipho
This presentation is designed to demonstrate how the learning, teaching, management, and service (LTMS) concept is utilized in a creative way to generate student interest in learning English as a Second Language. The presentation will also show how the methods of teaching computer skills in an ESL classroom differ greatly from those utilized in teaching adult native speakers.

Use of Concept Maps to Share Meaning, Encourage Reflection, and Facilitate Learning in Organizations
Room 105
Newsom-Stewart, Mhoma
This paper shares a process that uses maps to encourage learning and reflection in adult learners in organizations, to develop a learning organization, and to share meaning and facilitate organizational and employee empowerment.

Student Roundtable Workshop Strategies +
Room 106
Nugent, Meg; Farmer, Dallas; Hicks, Edwin
Several Tennessee students have been training other students to start support groups. A panel of students will share their training strategies and discuss the importance of the project and their future plans.

Malcolm’s Magnificent Mistake
Room 201
Reischmann, Jost
Malcolm Knowles gave clear identity to the field of Adult Education with use of the term “andragogy.” However, the historical value, theory, experience, and research of “pedagogy” became neglected and will be addressed.

Diligence: A Key Ingredient for the Self-Directed Adult Learner
Room 107
Schuttenberg, Ernest M.; Hinsdale, Bernard
Diligence is the steady, earnest, and energetic application and effort toward a goal. This session presents a newly developed diligence instrument and discusses its implications for adult self-directed learning.

Migrant Adults’ Perceptions of Schooling, Learning, and Education +
Room 213
Velasquez, Loida C.
This presentation will be based on a qualitative research study focused on how the migrancy experience frames migrant adults’ perception of schooling, learning, and education and shapes their participation in adult basic education programs.

PowerPath to Adult Basic Learning
Room 110
Weisel, Laura
PowerPath is a practical intake and diagnostic screening system for adults entering basic skill and literacy programs. PowerPath screens for learning differences and software prescribes required strategies for learning. A built-in IMS generates administrative aggregate reports to meet state and federal standards.

SNH – Stouffer Nashville Hotel
NCC – Nashville Convention Center
+ designates items in the Tennessee Track

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Saturday, November 5 (continued)

12:30 pm–2:30 pm  Awards Luncheon  (Nashville Rm. – SNH)  Malcolm Knowles

Malcolm Knowles  
Respected Leader in Adult Education

Malcolm Knowles is professor emeritus of Adult and Community Education at North Carolina State University, where he taught from 1974–1979. Since retiring, Knowles has written several books and articles and conducted workshops all over the world on adult education.

1:00 pm–4:30 pm  Cool Springs Shopping Tour  (lunch on your own)

2:45 pm–4:15 pm  General Session: “Learning”  (Grand Ballroom – SNH)  John Corcoran, CEO, Cornerstone Learning Systems  
Nations of Learners Presentation

4:30 pm–6:00 pm  AAACE General Membership/Annual Business Meeting (Grand Ballroom – SNH)

6:30 pm–9:00 pm  Grand Ole Opry

Sunday, November 6, 1994

8:00 am–9:00 am  AAACE Executive Committee Meeting (Presidents’ Suite)

9:00 am–1:00 pm  AAACE Board of Directors  (Director Rm.1 – SNH)

John Corcoran  
Chairman of the Board, Cornerstone Learning Systems, Inc.

John Corcoran was the founder and CEO of Brehon Company, a commercial and residential real estate building, development, and investment firm with over $50 million in projects. As a person who has overcome a 48-year illiteracy handicap, Corcoran is an outspoken advocate of literacy efforts in his own state of California and in many other states. He has also been a professional educator for 18 years in the California school system. In 1992, Corcoran was nominated by the president to serve on the National Institute for Literacy Advisory Board. His story has been told on the Phil Donahue show and 20/20.
Sessiongs by Subject

Concurrent Sessions and Roundtable Discussions are listed below by the following subject areas:

AAACE Association Leadership
Adult Basic Education
Adult Learners with Disabilities
Adult Psychology
Aging
Armed Services
Business, Industry, and Labor
Colleges and Universities
Continuing Professional Education
Cooperative Extension
Correctional Institutions
Exhibitor's Workshops
English as a Second Language
GED
Health Education
History and Philosophy of Adult Education
Human Resource Development
International Adult Education
National Adult Education Development Consortium
Professors of Adult Education
Religious Education
Research and Practice
Social Justice/Human Rights
State Affiliate: Tennessee
State Directors of Adult Education
Students in Adult Education
Vocational and Career Education
Women's Issues, Status, and Education

All rooms and tables are located in the Nashville Convention Center (NCC) unless otherwise noted

AAACE Association Leadership
Action Planning for Diversity
CS 6 Room 210

Adult Educators and the Internet
CS 7 Room 201

Adult Education Act: A Public Forum
CS 1 Room 201

CS 10 Room 202

Developing a Self-Plan for Learning Leadership Skills
CS 7 Room 203

Goal Setting and Action Planning for Diversity
CS 6 Room 210

Grant Writing Skills for Beginners and Beyond
CS 2 Room 202

Management Plan for an Adult Degree and Continuing Education Program
RT A Table 24

Non-Profit Fund Raising: Providing Dollars for Educational Development
CS 5 Room 201

Older Adults: Learning in the Third Age
CS 3 Room 208

Pathways to AAACE Leadership—Volunteer Roles for Professionals
Thursday, 8:15 am – 9:15 am
Director Rm. 2 – SNH

Professing to the Professorate: The Grants Administrator as Adult Educator
CS 2 Room 109

The National Adult Literacy and Learning Disabilities (ALLD) Center: Information, Accomplishments, Directions
CS 7 Room 102

The Secretary's Awards for Outstanding Adult Education Programs
CS 7 Room 109

The Shaping of Literacy as a Field of Practice: A Three-Level Model on Our Evolution, Power Structure, and Challenges for Professionalization
CS 2 Room 209

Adult Basic Education
A Clinical Model for Adult Literacy Assessment
CS 2 Room 104

A New Approach to Quality: Creating State-Level Systems for Measuring Performance and Building Success
CS 8 Room 210

ABE on AOL: Going Online in Tennessee
CS 7 Room 105

Adapting and Designing Literacy Tutor Training to Meet Local Needs
RT C Table 7

Adult Education, a Tool for the Judicial System through Alternative Sentencing
CS 1 Room 107
Adult Education Act: A Public Forum
CS 1 Room 201

Adult Literacy and Citizenship Testing
RT A Table 16

An A(Adult-Centered), B(Broad-based), C(Customized) Approach to Workplace Education
CS 3 Room 207

An Action Plan for Effective Staff Development: Findings and Recommendations for a National Study
CS 4 Room 209

An Update on Job Literacy Analysis Research: Implications for Adult Education
CS 5 Room 202

Bringing Technology into the ABE and GED Classroom
CS 5 Room 207

Building a Quality Workforce: The Challenge for Adult Educators
CS 9 Room 105

Building Number Sense and Math Problem Solving Skills
CS 4 Room 210

Building State Capacity: What’s Involved in Developing Interagency Staff Development Systems for Literacy
CS 5 Room 109

Calculators on the GED: Why Not?
RT A Table 3

Career Exploration and Material for the Adult Low-Level Reader
CS 10 Room 104

Communication: The Key to Liberty, Learning, and Leadership through Understanding Teaching/Learning Styles
CS 1 Boardroom 2 (SNH)

Continuous Improvement: A Model for Faculty and Staff Development
RT C Table 12

Critical Thinking for: An Examination of Approaches in Commercially Prepared Texts
RT C Table 5

Curriculum Guidelines and the Standards Movement: How Massachusetts Includes Adult Education
RT D Table 3

Designing a Just-In-Time Workplace Literacy Instructor Training Program
CS 1 Room 102

Don’t Drop Out! Drop IN to Homework Centers!
RT A Table 11

Education and Empowerment: Breaking the Cycle of Under-Education through Family Literacy
CS 10 Room 105

Education for Civic Awareness: A Library Workshop for Adult Learners
RT E Table 2

Effective Techniques for Teaching Adults with Disabilities
RT E Table 5

Eliminating Illiteracy through Learning Styles
CS 7 Room 110

Empowering Workers and Volunteers: It’s an Organizational Thing!
CS 6 Room 214

English Connections Teaching Grammar for Communication
CS 4 Room 208

Essential Skills for the Workplace: What Employers Want from Their Employees
CS 8 Room 208

Evaluating Workplace Literacy Programs: Current Practice and Future Directions
CS 1 Room 110

External Credit Option—A Program Designed to Assist Homebound Adult Learners
CS 11 Room 104

Family of Readers: A Reading Is Fundamental Family Literacy Program
CS 1 Room 215

From the Classroom to the Community: A Structured Leadership Development Curriculum for JOBS Clients
CS 2 Room 106

GED 2000: What Should the Tests Measure in the Next Millennium (two hour session)
CS 1 and CS 2 Director Room 1 (SNH)

GED Interactive: Using Software with Print to Prepare Students for the GED Exam
CS 5 Room 208

Government, Education, and Industry: Addressing the Challenge of Workforce Education in Kentucky
CS 8 Room 203

Group Learning in Adult Literacy Education: Alternative Perspectives
RT E Table 10

Grant Writing Skills for Beginners and Beyond
CS 2 Room 202

Key: CS—Concurrent Session
RT—Roundtable
How Did We Get Here? The Continuing Evolution of Literacy Instruction and Delivery in America
RT A Table 23

Informative Evaluation
RT B Table 8

Interactive Adult Learning: Creating the Bridge from Learning to Workskills
RT A Table 4

Job Literacy Analysis in the U.S. Steel Industry: Initiative on Skills Enhancement for the Future
CS 3 Room 213

Liberation through Literacy: Striving for Independence
CS 6 Room 211

Literacy in the Context of Women’s Lives
CS 10 Room 201

Literature and Whole Language in the ABE/GED Classroom
CS 7 Room 106

Making Management Work
RT A and RT B Table 22

Meeting the Emotional Needs of Basic Skill and Literacy Students: What Can a Teacher/Tutor Do?
CS 7 Director Room 2 (SNH)

Migrant Adults’ Perceptions of Schooling, Learning, and Education
CS 11 Room 213

Myths and Realities of Portfolio Assessment
CS 6 Room 107

National Adult Education Honor Society: A Win-Win Recognition Program for Outstanding Adult Learners and Directors
CS 8 Director Room 5 (SNH)

Native Language Literacy Programs
RT E Table 12

Negotiating the Waters: Developmental Students, Computers, and Writing
CS 9 Room 111

New Paradigms for Implementing State Assessment Systems
CS 3 Room 105

Peer Coaching: An Innovative Application of Adult Learning Principles to ABE/ESL Staff Development
CS 7 Room 214

Penn State’s Institute for the Study of Adult Literacy: Projects, Publications, and Resources
RT B Table 1
RT C Table 1
RT E Table 1

Picture Books as an Adult Literacy Tool
RT C Table 21

Power House 2000: Empowering Adults in Public Housing
CS 2 Room 102

Practitioner Action Research as Leadership Development: Tennessee Experiences
CS 4 Room 108

Preparing Adults with Special Learning Needs to Succeed in the Workforce
CS 4 Room 201

Production and Use of Relevant and Regionally Appropriate Reading Material in Local Literacy Programs
RT E Table 7

Providing Effective ABE Programs for JOBS Participants
CS 4 Room 212

Quality of Life Outcomes for ABE Participants and Dropouts: the Tennessee Longitudinal Study
CS 8 Room 107

Recognizing and Dealing with Adult Learning Disabilities in ABE Programs
CS 8 Room 201

Recruitment, Retention and Reality: Keys to a Successful Credit Diploma Program in Connecticut
RT D Table 17

Rediscovering Participation in Adult Education Programs: a New Approach for Research and Practice
RT D Table 2

Setting Performance Standards for Voluntary Literacy Programs
CS 4 Boardroom 6 (SNH)

Strategies for Assessing Women and Minorities: Promoting Liberty, Learning, and Literacy
CS 1 Room 202

Strategies for Working with Culturally Diverse Adult Learners
CS 8 Room 110

Study Skills: The Tools for Active Learning
CS 7 Room 211
RT D Table 14

Teaching Adults with Learning Disabilities: Staff Development for Adult Literacy Providers
RT C Table 14

Teaching Today to Enliven Tomorrow Begins at the Planning Stage
CS 11 Room 102

Key: CS—Concurrent Session
RT—Roundtable
Using Distance Education to Reach Out to Underserved Populations
RT A Table 20

What Low-Literate Adults Can Teach Us about Learning Strategies
RT D Table 22

What Makes an Effective ABE-I/Literacy Program? A Case Study of One County’s Experience: What Works for Us?
CS 7 Room 208

When Spelling Difficulties Persist: Instructional Strategies for Adult Educators
RT A Table 6

Women and Illiteracy: Gender-Specific Programming for Emancipatory Literacy Education
RT D Table 6

Working Differently with Learners Who Learn Differently
CS 8 Room 108

**Adult Learners with Disabilities**

Can You Afford Not to Promote Self-Advocacy for Adults with Special Needs?
CS 7 Room 111

Dyslexia, a View from Within
CS 2 Room 211

LD: Free to Pass the GED, At Last
CS 7 Director Room 5 (SNH)

Learning to Listen in Order to Achieve Further Learning
CS 6 Room 213

Meeting the Emotional Needs of Basic Skill and Literacy Students: What Can a Teacher/Tutor Do?
CS 7 Director Room 2 (SNH)

Potentize: Taking Action to Unlock Potential
CS 1 Room 211

Preparing Adults with Special Learning Needs to Succeed in the Workforce
CS 4 Room 201

Recognizing and Dealing with Adult Learning Disabilities in ABE Programs
CS 8 Room 201

Teaching Adults with Learning Disabilities: Staff Development for Adult Literacy Providers
RT C Table 14

Technology to Extend Learning beyond the Boundaries of the Classroom
CS 5 Director Room 2 (SNH)

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**Key:**

CS—Concurrent Session
RT—Roundtable
The National Adult Literacy and Learning Disabilities (ALLD) Center: Information, Accomplishments, Directions
CS 7 Room 102

When Spelling Difficulties Persist: Instructional Strategies for Adult Educators
RT A Table 6

Working Differently with Learners Who Learn Differently
CS 8 Room 108

Adult Psychology
A Model for Existential Adult Development
CS 6 Room 105

Becoming a Feminist: The Process of Identity Development
CS 2 Room 107

Beyond Adult Development: Toward a Full Spectrum Adult Psychology
CS 9 Room 214

Current Developments in Adult Learning Style Research
CS 3 Room 211

Developing a Self-Plan for Learning Leadership Skills
CS 7 Room 203

Diligence: A Key Ingredient for the Self-Directed Adult Learner
CS 11 Room 107

Existential Efficacy, Self-Transcendence, and the Challenge of Death in Adult Development
CS 1 Room 214

Higher Order Learning: Are We Measuring What We Hope to Find?
RT C Table 23

How Meaning Develops in Adulthood
CS 2 Room 201

Improving Teaching and Learning Practice: Understanding Thinking Styles
CS 5 Room 210

Meaning-Making and Learning in Adult Life
CS 6 Room 109

Military Education—How to Meet the Need: Overcoming the Obstacles to Provide an Educational System for a Unique Clientele
CS 1 Room 208

Perceptual Modalities and Adult Learning Styles: See No Evil, Hear No Evil, Feel No Evil
RT D Table 8

Self-Directed Learning Readiness Scale: Promises and Problems
CS 10 Room 207

The Effect of Self-Efficacy on the Transfer of Training
CS 9 Room 108

The History and Philosophy of Participation Training: Its Potential Contribution to Contemporary Adult Education
CS 1 Room 106

The Other Side of the Coin: Male Undergraduates’ Multiple Role Management
CS 8 Room 202

Transitions: The Process of Adaptation and Learning
RT E Table 13

Understanding Various Styles of the Learning Process as a Critical Element in Adult Education Instruction
CS 6 Room 111

Why Aren’t We Training for Participation?
RT C Table 16

Aging
Emerging Issues in Business and Aging: A Dialogue to Share Concerns and Explore Partnerships
CS 6 Room 103

Existential Efficacy, Self-Transcendence, and the Challenge of Death in Adult Development
CS 1 Room 214

Freeing Oneself to Grow by Effectively Managing Change
CS 5 Room 104

How Meaning Develops in Adulthood
CS 2 Room 201

Intergenerational Education: A Program to Strengthen the School Community Connection That Involves Children, Parents, and Community Organizations
CS 11 Room 103

Older Adults: Learning in the Third Age
CS 3 Room 208

What Happens to Self-Directedness while Older Adults Learn to Use Computers?
RT D Table 19

Armed Services
Alternative Teaching Certificates for Military and Professionals
CS 3 Director Room 1 (SNH)

Army Career Development Models: Guides to Self-Development
CS 7 Room 210

Army Personnel Testing Program
CS 2 Room 203

Key: CS—Concurrent Session
RT—Roundtable
Build Learning Organizations by Emphasizing the HUMAN in Human Resource Development
CS 1 Room 203

Department of Defense’s Proactive Approach to Allocating Training Resources to Meet the Financial Community’s Learning Needs
CS 3 Room 107

How Military Education and Training Offers Opportunities for Adult Learners to Earn Their College Degrees
CS 3 Director Room 6 (SNH)

Lessons of Exercise: Certain Sage ‘92 at Fort Riley, KS, from an Adult Educator’s Perspective
RT D Table 23

Mentoring: A Critical Strategy for Women in Career Development
CS 4 Room 207

Military Education—How to Meet the Need: Overcoming the Obstacles to Provide an Educational System for a Unique Clientele
CS 1 Room 208

Partnership between the Higher Education Community and Department of Defense: Past, Present and Future
CS 1 Room 105

Preparing America’s Army for the 21st Century
RT B Table 4

Red Flags and Troubleshooting: Educating Traditional Campus Faculty and Newcomers to the Field of Military Education
RT B Table 6

Technology in Adult Education—A Demonstration Project: U.S. Army in Partnership with TO Learning
CS 2 Room 208

The External Degree: Successful Strategies
RT A Table 7

**Business, Industry and Labor**

Agents of Change for Organizational Learning: Learning How to Learn and Self-Directed Learning
CS 1 Room 210

Alternative Teaching Certificates for Military and Professionals
CS 3 Director Room 1 (SNH)

An A(Adult-Centered), B(Broad-based), C(Customized) Approach to Workplace Education
CS 3 Room 207

An Examination of Program Planning Models in Continuing Professional Education
CS 8 Room 212

An Update on Job Literacy Analysis Research: Implications for Adult Education
CS 5 Room 202

Applying Theories of Role Conflict and Role Ambiguity to Times of Organizational Change
CS 1 Room 108

Authentic Assessment in Workplace Education Programs: One Project’s Results
CS 3 Room 110

Basic Skills Assessments in Workplace Literacy Programs: From Print to Computer Simulations to Performance
CS 2 Room 103
CS 3 Room 103
CS 4 Room 103

Building a Quality Workforce: The Challenge for Adult Educators
CS 9 Room 105

Computer-Based Education for the Workplace: The Next Generation
CS 2 Room 110

Creating a Future for Technical Professionals after Job Loss
CS 9 Room 104

Critical Pedagogy in Practice: Adult Education and the Representation of Culture
RT B Table 19

Designing Dynamic Interactive Curricula: Four Years with the National Workplace Literacy Program and Levi Strauss
CS 10 Room 208

Emerging Issues in Business and Aging: A Dialogue to Share Concerns and Explore Partnerships
CS 6 Room 103

Evaluating Workplace Literacy Programs: Current Practice and Future Directions
CS 1 Room 110

Evaluation of a Computer-Based Job-Related Basic Skills Program
RT A Table 2

Freeing Oneself to Grow by Effectively Managing Change
CS 5 Room 104

Government, Education, and Industry: Addressing the Challenge of Workforce Education in Kentucky
CS 8 Room 203

Grant Writing: A Systematic and Successful Strategy
RT A Table 5

If It Can Go Wrong: What to Do When Your Workplace Literacy Program Encounters Obstacles
RT D Table 4

*Key: CS—Concurrent Session  RT—Roundtable*
Information Technology Systems and the Learning Organization
CS 7 Room 103

Job Literacy Analysis in the U.S. Steel Industry: Initiative on Skills Enhancement for the Future
CS 7 Room 215

Learning that Works: Basic Skills in Programs in Illinois Companies: Results from a Two-Year Study
CS 1 Room 103
CS 4 Room 110

Partnering to Serve Industry
CS 3 Room 212

Principles of Good Practice for Alternative and External Degree Programs: Implications for Students and Institutions
RT B Table 21

Printpack PRIDE Multimedia Learning Centers
CS 8 Room 211

Program Mapping for Skill Building
CS 2 Director Room 2 (SNH)

Research Issues in Workplace Basic Skills Education
CS 1 Room 104

Sharpening Skills in the Workplace: What Has and Has Not Worked
CS 6 Director Room 4 (SNH)

Showing the Worth of Workplace Education Programs: Estimating Productivity Increases in Dollars and Cents
CS 6 Room 106

The Alliance Learning Center: A Value-Laden Program
RT A Table 10

The Labor Education Achievement Program: Innovative Approaches to Workplace Literacy
CS 5 Room 110

21st Century Leadership, Organization, and Technology: New Paradigms for Corporate Education?
CS 6 Room 201

Workforce Education: The UAW-Ford Life/Education Planning Program
CS 7 Room 212

Workforce Learning Systems (WLS): Report on Success
CS 1 Director Room 2 (SNH)

Colleges and Universities
A Cohort Master's Degree in Adult Education: A Liberating, Learning, and Leadership Experience
RT D Table 11

A Window on Diversity
CS 3 Room 104

Adult Undergraduate Learning: Implications for Practice
CS 5 Room 212

Audio-Teleconferencing from A to Z: A Hands-On Workshop
CS 11 Table 3

Characteristics of Adult Learners and Their Impact on the Advising and Learning Process
CS 1 Room 209

Cohort-Based Learning: Utilizing the Power of Groups
CS 8 Room 105

"Communiversity:" Knowledge in Service to Society
CS 1 Room 109

Critical Adult Education and Liberal Learning: Towards a New View of Liberatory Education
CS 2 Room 214

Developing Black American Leaders: The Role of Greek Letter Societies
CS 10 Room 106

Electronic Advising: Coming of Age Technologically
CS 4 Room 203

Emerging Telecommunications Technologies for Distance Education
CS 5 Room 102

From Welfare to a College Degree: How It Is Happening for 500 Adults
CS 3 Room 210

Grant Writing: A Systematic and Successful Strategy
RT A Table 5

How Liberating Are the Liberal Arts?
RT E Table 9

How Military Education and Training Offers Opportunities for Adult Learners to Earn Their College Degrees
CS 3 Director Room 6 (SNH)

How to Create a Survey of Needs for Nontraditional Students in an Academic Setting
RT A Table 12

Integrating Adult Development, Adult Learning, and Training Techniques in an Introductory, Undergraduate, Adult Education Course
RT B Table 13

Liberation through Literacy: Striving for Independence
CS 6 Room 211

Making the Connection: How Adults Learn in a Changing Environment
RT D Table 10

Key: CS—Concurrent Session
RT—Roundtable
Management Plan for an Adult Degree and Continuing Education Program
RT A Table 24

Measuring the Impact of Extension Leadership Programming
RT D Table 24

Multicase Study of the Employment and Career Patterns of Graduates of a Nontraditional Bachelor's Degree
RT D Table 16

Negotiating the Waters: Developmental Students, Writing, and Computers
CS 9 Room 111

New Criteria for the Comprehensive Training of Distance Educators
CS 8 Director Room 2 (SNH)

New Horizons in Continuing Higher Education: At the Forefront on Diversity
CS 6 Room 208

Nontraditional Conversations about Nontraditional Students: How Colleges and Universities Label Adult Learners
RT B Table 9

Part-Time Faculty: What Are the Ethical Implications?
CS 2 Room 215

Philosophical and Theoretical Foundations of Distance Education
RT D Table 20

Planning Adult Education Programs: Insights from Turkey, Taiwan, Nicaragua, and Costa Rica
CS 9 Room 103

Portfolio Assessment as a Learning Strategy
CS 10 Room 107

Principles of Good Practice for Alternative and External Degree Programs: Implications for Students and Institutions
RT B Table 21

Professing to the Professorate: The Grants Administrator as Adult Educator
CS 2 Room 109

Red Flags and Troubleshooting: Educating Traditional Campus Faculty and Newcomers to the Field of Military Education
RT B Table 6

Self-Directed Learning in the Higher Education Classroom: Setting Adults Free to Learn
RT E Table 6

Tech Prep, Young Adults, and the Rural Context
CS 4 Room 215

The External Degree: Successful Strategies
RT A Table 7

The Mattering Scales for Adults in Higher Education: An Interactive Critique
RT D Table 7

The Other Side of the Coin: Male Undergraduates’ Multiple Role Management
CS 8 Room 202

Total Quality in Higher Education: An Oxymoron If There Ever Was One!
CS 5 Room 108

Total Quality and Adult Learning: A Natural Partnership in the Classroom
RT D Table 5

Transitions: The Process of Adaptation and Learning
RT E Table 13

What’s in a Game?
CS 1 Room 213

Workforce Education: The UAW-Ford Life/Education Planning Program
CS 7 Room 212

**Continuing Professional Education**

An Examination of Program Planning Models in Continuing Professional Education
CS 8 Room 212

Creating a Future for Technical Professionals after Job Loss
CS 9 Room 104

Department of Defense’s Proactive Approach to Allocating Training Resources to Meet the Financial Community’s Learning Needs
CS 5 Room 107

Developing Learning Organizations: A Collaborative Learning Process
RT A Table 17

Educating the Adult Educator: Professional and Personal Development
CS 2 Room 108

Effective Group Dynamics: Theories and Practices
CS 7 Room 213

Leadership Educational Opportunities for Local Government Officials
CS 2 Room 207

Linking Continuing Professional Education to Practice: The Integrated Practice Perspective Model of Needs Assessment
CS 3 Room 106

Key: CS—Concurrent Session
RT—Roundtable
Motivating Adults at Different Ages and Stages across the Lifespan
CS 3 Room 209

Moving from Hearing to Using
CS 9 Room 211

Multicase Study of the Employment and Career Patterns of Graduates of a Nontraditional Bachelor’s Degree
RT D Table 16

New Criteria for the Comprehensive Training of Distance Educators
CS 8 Director Room 2 (SNH)

Professional Practice in the Real World: The Effects of Practice Context on Clinical Reasoning
CS 8 Director Room 3 (SNH)

Study Skills: The Tools for Active Learning
CS 7 Room 211
RT D Table 14

The American Institute of Architects Continuing Education System: An Alternative to Continuing Education Units (CEUs)
CS 6 Room 203

The Revolution Within
CS 4 Director Room 1 (SNH)

Total Quality in Higher Education: An Oxymoron If There Ever Was One!
CS 5 Room 108

21st Century Leadership, Organization, and Technology: New Paradigms for Corporate Education?
CS 6 Room 201

What’s in a Game?
CS 1 Room 213

**Cooperative Extension**

A Window on Diversity
CS 3 Room 104

Achievement of Participants in a Selected Adult Education Program
CS 10 Room 110

Adult Learning in an Urban Community of Color: Perspectives and Process
CS 8 Room 104

Applying Theories of Role Conflict and Role Ambiguity to Times of Organizational Change
CS 1 Room 108

“Communiversity”: Knowledge in Service to Society
CS 1 Room 109

Deterrents to Participants in Adult Education Activities: An Analysis of Published Studies
RT B Table 23

Development of an Instrument and Process for Evaluating the Effectiveness of County Extension Directors
CS 5 Room 111

Factors Influencing the Selection of a New Delivery Mode for Nebraska’s Pesticide Applicator Certification Training Program
CS 3 Room 215

Measuring the Impact of Extension Leadership Programming
RT D Table 24

Meeting the Changing Needs of Adult Learners in Agriculture
CS 9 Room 107

Total Quality in the Classroom: Basic Concepts and Practical Applications
CS 9 Room 207

21st Century Extension Organization: Moving toward High Performance
CS 7 Room 104

**Correctional Institutions**

Adult Education, a Tool for the Judicial System through Alternative Sentencing
CS 1 Room 107

Alternatives to Violence and Adult Education
CS 2 Room 213

Civic Education: Its Place in Correctional Institutions for Corrections Populations
CS 9 Room 110

Correctional Education: An Inquiry into the Meaning of Warehouse Interventions
RT C Table 18

Eliminating Illiteracy through Learning Styles
CS 7 Room 110

**English as a Second Language**

Adult Literacy and Citizenship Testing
RT A Table 16

English Connections Teaching Grammar for Communication
CS 4 Room 208

ESL Programs for the Workplace
RT B Table 3

Group Learning in Adult Literacy Education: Alternative Perspectives
RT E Table 10

**Key:** CS—Concurrent Session
RT—Roundtable
Learning Strategies at Carlos Rosario Adult Education Center
Multimedia Lab to Teach English as a Second Language and
Computer Skills in an ESL Setting
CS 11 Room 109

LifePrints: A New Approach to ESL for Adults
CS 11 Room 111

Native Language Literacy Programs
RT E Table 12

Peer Coaching: An Innovative Application of Adult Learning
Principles to ABE/ESL Staff Development
CS 7 Room 214

Picture Books As an Adult Literacy Tool
RT C Table 21

Preparing New Americans for Citizenship
CS 2 Room 210

Teaching Today to Enliven Tomorrow Begins at the Planning
Stage
CS 11 Room 102

“The New Neighbors on the Block Don’t Speak English:”
Teaching Survival English to Newcomers!
CS 8 Room 209

Exhibitor’s Workshops

Bringing Technology into the ABE and GED Classroom (Steck-
Vaughn)
CS 5

Cambridge GED and Pre-GED Teaching Strategies for Success
(Cambridge Adult Education/GLOBE FEARON)
CS 3

CD-i Based Basic Skills (COMEX Systems, Inc)
CS 9

English Connections Teaching Grammar for Communication
(Contemporary Books)
CS 4

Essential Math for Life (Glencoe Publishing Company)
CS 7

Essential Skills for the Workplace: What Employers Want from
Their Employees (Contemporary Books)
CS 8

Focus on Grammar: Clear, Communicative, Teachable
(Addison Wesley Publishing Company, World Language
Publishers)
CS 9

GED Interactive: Using Software with Print to Prepare Students
for the GED (Contemporary Books)
CS 5

Glencoe’s Foundations for Success/Basic Skills Multimedia
Programs (Glencoe Publishing Company)
CS 3

Glencoe’s GED for the PC/Computerized GED & Pre-GED
Instruction (Glencoe Publishing Company)
CS 4

How to Make the Most of Your TABE Results (PACE Learning
Systems)
CS 8

Large Print Adult Education Materials (LRS Library
Reproduction Service)
RT E

Literature and Whole Language in the ABE/GED Classroom
(Contemporary Books)
CS 7

Multimedia Math Instruction Adds up to Student Success!
(VTAE)
CS 8

PowerPath to Adult Basic Learning (TLP Group)
CS 11

The New Real-Life English: It’s All about Your Student! (Steck-
Vaughn)
CS 3

Teaching Math to Adult Learners (Cambridge Adult
Education/GLOBE FEARON)
CS 7

The GED Software Advantage! (South-Western Publishing
Company)
CS 8

Training for Employment and Job Change (The Conover
Company, LTD)
CS 9

Transition to Work (Phillip Roy)
CS 5

Using Computers to Prepare for the Workplace (Steck-Vaughn)
CS 4

Writing Your Life (Glencoe Publishing Company)
RT B

GED

Adult Literacy and the GED Tests: How Much Literacy Does It
Take to Graduate?
CS 4 Room 105

Bringing Technology into the ABE and GED Classroom
CS 5 Room 207

Key: CS—Concurrent Session
RT—Roundtable
Calculators on the GED: Why Not?  
RT A Table 3

External Credit Option: A Program Designed to Assist Homebound Adult Learners  
CS 11 Room 104

Family of Readers: A Reading Is Fundamental Family Literacy Program  
CS 1 Room 215

GED Interactive: Using Software with Print to Prepare Students for the GED Exam  
CS 5 Room 208

GED 2000: What Should the Tests Measure in the Next Millennium (two hour session)  
CS 1 and CS 2 Director Room 1 (SNH)

Grant Writing Skills for Beginners and Beyond  
CS 2 Room 202

Innovations in GED Instruction  
RT A Table 18

Impact of Classroom Isolation and Gender on Perceptions of Deterrents to Participation in On-Site Programs  
CS 3 Room 203

LD: Free to Pass the GED, At Last  
CS 7 Director Room 5 (SNH)

Literature and Whole Language in the ABE/GED Classroom  
CS 7 Room 106

National Adult Education Honor Society A Win-Win Recognition Program for Outstanding Adult Learners and Directors  
CS 8 Director Room 5 (SNH)

The Effective Development and Delivery of Curriculum to the Mandated Adult Learner  
RT C Table 8

The GED Diploma: What Is It Really Worth?  
CS 7 Room 209

The New Real-Life English: It’s All about Your Student!  
CS 3 Room 102

Using Computers to Prepare for the Workplace  
CS 4 Room 102

Health Education
Emerging Telecommunications Technologies for Distance Education  
CS 5 Room 102

Liberty for All: A Model for Empowering Women and Minorities  
CS 10 Room 108

Needs Assessment for Community Mobilization  
CS 7 Director Room 4 (SNH)

History and Philosophy of Adult Education
“A Call to Meeting:” Revitalizing the Franklin Junto  
RT C Table 6

A History of Adult Education of Hispanics and Perspectives for the Future  
CS 1 Room 111

African American Adult Education Curriculum Orientations: A Model  
CS 6 Room 110

Anna Cooper and the Freylinghuysen University: Educating African American Residents of D.C. in the 1930s  
RT C Table 17

Are Outcome Objectives Based on “Reality” or are They Half-Truths and Pure Fiction?  
CS 6 Room 207

Co-Learning to Learn Democratic Liberties: Adult Education toward a New Democracy  
RT A Table 21

Critical Adult Education and Liberal Learning: Towards a New View of Liberatory Education  
CS 2 Room 214

RT C Table 19

Eduard Linderman’s Continuing Challenge: Adult Education Advancing the Free Exchange of Ideas  
CS 9 Room 109

Historical and Cultural Connections of Adult Education to Science Fiction in Early 20th Century America  
CS 6 Room 202

How Did We Get Here? The Continuing Evolution of Literacy Instruction and Delivery in America  
RT A Table 23

Learning the Ethics of Caring  
CS 11 Room 108

Lessons in Liberty: Revisiting the Legacy of Adult Education  
CS 4 Room 214

Key: CS—Concurrent Session  
RT—Roundtable
"Literacy Under Slavery:" A Story of Courage and Fear
CS 3 Room 201

Meaning-Making and Learning in Adult Life
CS 6 Room 109

Partnership between the Higher Education Community and Department of Defense: Past, Present and Future
CS 1 Room 105

Philosophical and Theoretical Foundations of Distance Education
RT D Table 20

Planning a Research Curriculum for Adult Education Graduate Programs
RT C Table 13

Reconstructing the Past: Professionalization and the History of Adult Education
CS 5 Room 209

Reflective Equilibrium in Practice and Theory in Adult Education
RT E Table 11

Rudolf Steiner: International Pioneer of Adult and General Education
RT A Table 13

The Death of Bacon: A Shift in the Epistemology of Adult Education Measurement and Research
CS 4 Room 109

The History and Philosophy of Participation Training: Its Potential Contribution to Contemporary Adult Education
CS 1 Room 106

The Science Fiction Writer as Adult Educator: Exploring the Educational Worlds of Robert Heinlein
RT D Table 13

Human Resource Development
A Model for Developing Effective Instructional Activities for Adult Learners
RT B Table 7

CS 10 Room 202

Agents of Change for Organizational Learning: Learning How to Learn and Self-Directed Learning
CS 1 Room 210

Build Learning Organizations by Emphasizing the HUMAN in Human Resource
CS 1 Room 203

“BUILDing” Leaders in Staff Development for Connecticut
RT D Table 21

Building Teams with Diversity
RT C Table 10

Can You Afford Not to Promote Self-Advocacy for Adults with Special Needs?
CS 7 Room 111

Cohn Adult Learning Center: A Collaborative Micro-Learning Community
CS 7 Director Room 3 (SNH)

Continuous Improvement: A Model for Faculty and Staff Development
RT C Table 12

Department of Defense’s Proactive Approach to Allocating Training Resources to Meet the Financial Community’s Learning Needs
CS 5 Room 107

Developing Black American Leaders: The Role of Greek Letter Societies
CS 10 Room 106

Developing Learning Organizations: A Collaborative Learning Process
RT A Table 17

Development of an Instrument and Process for Evaluating the Effectiveness of County Extension Directors
CS 5 Room 111

Educating the Adult Educator: Professional and Personal Development
CS 2 Room 108

Effective Group Dynamics: Theories and Practices
CS 7 Room 213

Empowering Workers and Volunteers: It's an Organizational Thing!
CS 6 Room 214

Impact of Classroom Isolation and Gender on Perceptions of Deterrents to Participation in On-Site Programs
CS 3 Room 203

Information Technology Systems and the Learning Organization
CS 7 Room 103

Learning Style and Organizational Change: Influencing Field-Dependent and Field-Independent Workers
CS 4 Director Room 2 (SNH)

Marketing the Human Resource Development Function within the Organization
RT A Table 9

Mentoring: A Critical Strategy for Women in Career Development
CS 4 Room 207

Key: CS—Concurrent Session
RT—Roundtable
Mentorship as a Growth and Developmental Strategy for Enhancing Adult Learning in Rural Settings
RT B Table 16

Motivating Adults at Different Ages and Stages across the Lifespan
CS 3 Room 209

Moving from Hearing to Using
CS 9 Room 211

Planning Employee Training Programs in Corporate Settings: Practice vs. Theory
CS 7 Room 207

Problems and Issues in Conducting Adult Education Programs in Developing Countries via Digital Satellite Technology
CS 5 Room 103

Professional Practice in the Real World: The Effects of Practice Context on Clinical Reasoning
CS 8 Director Room 3 (SNH)

Sharing Power: A Collaboration of People and Their Politics
RT E Table 8

Sharpening Skills in the Workplace: What Has and Has Not Worked
CS 6 Director Room 4 (SNH)

The Discourses of ABE: Regulating Illiterate Adults
CS 8 Room 106

The Effect of Self-Efficacy on the Transfer of Training
CS 9 Room 108

The Eye of the Diversity: Sharing Power, a Collaboration of People and Their Politics
RT E Table 8

The Humanware Factor: Creating Leadership in Computer-Aided Instruction for Adult Basic Education Programs
CS 5 Room 213

The Right People, with the Right Skills, Doing the Right Job: A Primer on HRD for ABLE Programs
CS 5 Room 214

True Tales: Win-Win Strategies for Educators and Small Businesses
CS 3 Director Room 4 (SNH)

Use of Concept Maps to Share Meaning, Encourage Reflection, and Facilitate Learning in Organizations
CS 11 Room 105

Why Should I Go to Class? Employee Perceptions
CS 4 Room 213

International Adult Education

Adult Educators and the Internet
CS 7 Room 201

Different Strokes for Different Folks: Informal, Incidental, and Tacit Learning in the Community
CS 5 Room 105

International Assessment of Adult Literacy: the First Results from the Netherlands
CS 4 Room 211

International Panel Discussion of Global Issues in Adult Education
CS 5 Room 202

Malcolm's Magnificent Mistake
CS 11 Room 201

Planning Adult Education Programs: Insights from Turkey, Taiwan, Nicaragua, and Costa Rica
CS 9 Room 103

Problems and Issues in Conducting Adult Education Programs in Developing Countries via Digital Satellite Technology
CS 5 Room 103

Reflective Equilibrium in Practice and Theory in Adult Education
RT E Table 11

Rudolf Steiner: International Pioneer of Adult and General Education
RT A Table 13

Study Circles: A Swedish Model for Revitalizing Democracy
CS 6 Room 212

Teaching at the Graduate Level
CS 6 Room 108

Teaching International Adult Education
CS 6 Room 108

The Mosaic: A Visual Approach to Instructional Design for a Course in Mayan and Honduran Cultures
RT B Table 5

National Adult Education Development Consortium

An Action Plan for Effective Staff Development: Findings and Recommendations for a National Study
CS 4 Room 209

ESOL Staff Development Module
CS 10 Room 109

New Criteria for the Comprehensive Training of Distance Educators
CS 8 Director Room 2 (SNH)

Key: CS—Concurrent Session
RT—Roundtable
Professors of Adult Education

Revitalizing Havighurst’s Social Role Research
CS 1 Room 207

Teaching International Adult Education
CS 6 Room 108

The Power of Diversity
CS 6 Room 102

The Shaping of Literacy as a Field of Practice: A Three-Level Model on Our Evolution, Power Structure, and Challenges for Professionalization
CS 2 Room 209

Total Quality and Adult Learning: A Natural Partnership in the Classroom
RT D Table 5

Total Quality in the Classroom: Basic Concepts and Practical Applications
CS 9 Room 207

Undergraduate Adult Education Training: Contents, Candidates, and Careers
CS 8 Room 207

What Do Graduates of Adult Ed. Doctoral Programs Believe about Adult Ed.?
CS 3 Room 107

What Really Matters in Practice the Politics and Ethics of Responsible Adult Education Program Planning
CS 9 Room 212

Religious Education

A Forum of Nashville’s Adult Religious Education Leaders
CS 5 Director Room 4 (SNH)

A Generic Evaluation Process: Five Easy Stages
RT D Table 12

Creating Community Amid Diversity: Three Studies of Transforming Multicultural Urban Churches through Holistic Education
CS 1 Director Room 4 (SNH)

Does Religious Education Violate the Andragogical Assumption of Self-Directedness?
RT B Table 17

Essential Books in Adult Religious Education
CS 4 Director Room 4 (SNH)
RT C Table 20

Teaching about Change in Religious Education Classes
CS 3 Director Room 2 (SNH)

Key: CS—Concurrent Session
RT—Roundtable
The House with Many Rooms: Theory and Practice of an Inclusive Adult Religious Education Program
CS 2 Director Room 4 (SNH)

Research and Practice
A Generic Evaluation Process: Five Easy Stages
RT D Table 12

A History of Adult Education of Hispanics and Perspectives for the Future
CS 1 Room 111

Adult Educators as Meaning Makers: Gender and Organizational Mission as It Affects Their Teaching
RT B Table 11

Adult Undergraduate Learning: Implications for Practice
CS 5 Room 212

Are Outcome Objectives Based on “Reality” or are They Half-Truths and Pure Fiction?
CS 6 Room 207

Community in the Classroom: Building Community Involvement through Participatory Adult Basic Education
CS 5 Room 203

Computer Applications for Qualitative Research
RT D Table 18

Computer-Based Education for the Workplace: The Next Generation
CS 2 Room 110

Critical Thinking for Adult Basic Education: An Examination of Approaches in Commercially Prepared Texts
RT C Table 5

Current Developments in Adult Learning Style Research
CS 3 Room 211

Developing “Connected” Learning Environments
RT C Table 9

Different Strokes for Different Folks: Informal, Incidental, and Tacit Learning in the Community
CS 5 Room 105

Diligence: A Key Ingredient for the Self-Directed Adult Learner
CS 11 Room 107

Evaluating Workplace Literacy Programs: Current Practice and Future Directions
CS 1 Room 110

Evaluation of a Computer-Based Job-Related Basic Skills Program
RT A Table 2

GED Research: Agenda for the Next Decade
CS 5 Room 106

Hearing the Third Voice: Incorporating Intuitive Notions of Theory and Scholarship into Your Practice
CS 3 Room 202

Higher Order Learning: Are We Measuring What We Hope to Find?
RT C Table 23

Historical and Cultural Connections of Adult Education to Science Fiction in Early 20th Century America
CS 6 Room 202

How Students Use Computer-Mediated Communication to Construct Meaningful Research Concepts
CS 9 Room 213

INformative Evaluation
RT B Table 8

Integrating Adult Development, Adult Learning, and Training Techniques in an Introductory, Undergraduate, Adult Education Course
RT B Table 13

International Assessment of Adult Literacy: the First Results from the Netherlands
CS 4 Room 211

Journey for Successful Teaching and Learning: Personal Transitions
CS 10 Room 111

Liberty for All: A Model for Empowering Women and Minorities
CS 10 Room 108

Mentorship as a Growth and Developmental Strategy for Enhancing Adult Learning in Rural Settings
RT B Table 16

Multicase Study of the Employment and Career Patterns of Graduates of a Nontraditional Bachelor’s Degree Program
RT D Table 16

Negotiating the Waters: Developmental Students, Writing, and Computers
CS 9 Room 111

New Developments in Programming for Women and Minorities: Making the Connection from Theory to Practice
RT C Table 5

Non-Profit Fund Raising: Providing Dollars for Educational Development
CS 5 Room 201

Nontraditional Conversations about Nontraditional Students: How Colleges and Universities Label Adult Learners
RT B Table 9

Key: CS—Concurrent Session
RT—Roundtable
### Peirce’s Pragmaticism as General Theory of Adult Education
CS 6 Director Room 3 (SNH)

### Planning a Research Curriculum for Adult Education Graduate Programs
RT C Table 13

### Practitioner Action Research as Leadership Development: Tennessee Experiences
CS 4 Room 108

### Preparing America’s Army for the 21st Century
RT B Table 4

### Quality of Life Outcomes for ABE Participants and Dropouts: the Tennessee Longitudinal Study
CS 8 Room 107

### Rediscovering Participation in Adult Education Programs: a New Approach for Research and Practice
RT D Table 2

### Research Issues in Workplace Basic Skills Education
CS 1 Room 104

### Reflective Equilibrium in Practice and Theory in Adult Education
RT E Table 11

### Relations of Power in the Research Act: Implications for the Construction of Knowledge
CS 1 Room 212

### Revitalizing Havighurst’s Social Role Research
CS 1 Room 207

### Self-Directed Learning Readiness Scale: Promises and Problems
CS 10 Room 207

### Surviving Public Scrutiny of the GED: The Uses and Misuses of Research Evidence
CS 6 Room 104

### The Death of Bacon: A Shift in the Epistemology of Adult Education Measurement and Research
CS 4 Room 109

### The Mosaic: A Visual Approach to Instructional Design for a Course in Mayan and Honduran Cultures
RT B Table 5

### The Lifelong Impact of Schooling and Adults’ Reluctance to Participate in Literacy, ABE, and GED Programs
CS 10 Room 103

### The “Mattering Scales” for Adults in Higher Education: An Interactive Critique
RT D Table 7

### The Science Fiction Writer as Adult Educator: Exploring the Educational Worlds of Robert Heinlein
RT D Table 13

### The Shaping of Literacy as a Field of Practice: A Three-Level Model on Our Evolution, Power Structure, and Challenges for Professionalization
CS 2 Room 209

### Understanding the Non-Participation of African Americans in Adult Basic Education
RT D Table 9

### Use of Concept Maps to Share Meaning, Encourage Reflection, and Facilitate Learning in Organizations
CS 11 Room 105

### Volunteer Coordinators: Commitment and Implications for Volunteer Learning
RT A Table 14

### What Really Matters in the Politics and Ethics of Responsible Adult Education Program Planning
CS 9 Room 212

### Where’s the Power in Empowerment?: A Linguistic Methodology for Examining the Rhetoric of Emancipatory Education
CS 9 Room 203

### Social Justice/Human Rights

#### Action Planning for Diversity
CS 6 Room 210

#### Adult Educators as Meaning Makers: Gender and Organizational Mission as It Affects Their Teaching
RT B Table 11

#### Adult Learning in an Urban Community of Color: Perspectives and Process
CS 8 Room 104

#### Alternatives to Violence and Adult Education
CS 2 Room 213

#### Building Teams with Diversity
RT C Table 10

#### Co-Learning to Learn Democratic Liberties: Adult Education toward a New Democracy
RT A Table 21

#### Community in the Classroom: Building Community Involvement through Participatory Adult Basic Education
CS 5 Room 203

#### Creating Community Amid Diversity: Three Studies of Transforming Multicultural Urban Churches through Holistic Education
CS 1 Director Room 4 (SNH)

#### Critical Pedagogy in Practice: Adult Education and the Representation of Culture
RT B Table 19

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**Key:**
- **CS**—Concurrent Session
- **RT**—Roundtable
Different Strokes for Different Folks: Informal, Incidental, and Tacit Learning in the Community
CS 5 Room 105

Eduard Lindeman's Continuing Challenge: Adult Education Advancing the Free Exchange of Ideas
CS 9 Room 109

New Horizons in Continuing Higher Education: At the Forefront on Diversity
CS 6 Room 208

Learning Styles and Lessons from "The Medicine Wheel:" A Native American Philosophy
RT C Table 11

Learning the Ethics of Caring
CS 11 Room 108

Liberty: Not a "Special" Right
CS 10 Room 213

Reading Preferences and Motivations in African American Women in the South: Qualitative Study of Four Readers
RT B Table 20

Sharing Power: A Collaboration of People and Their Politics
RT E Table 8

Understanding Educational Inequity: Lessons Learned from the 1990 Census
CS 8 Room 103

Using Distance Education to Reach Out to Underserved Populations
RT A Table 20

What Really Matters in Practice the Politics and Ethics of Responsible Adult Education Program Planning
CS 9 Room 212

Where's the Power in Empowerment? A Linguistic Methodology for Examining the Rhetoric of Emancipatory Education
CS 9 Room 203

Beyond Adult Development: Toward a Full Spectrum Adult Psychology
CS 9 Room 214

Building a Quality Workforce: The Challenge for Adult Educators
CS 9 Room 105

Cohn Adult Learning Center: A Collaborative Micro Learning Community
CS 7 Director Room 3 (SNH)

Communication: The Key to Liberty, Learning, and Leadership through Understanding Teaching/Learning Styles
CS 1 Boardroom 2 (SNH)

Community in the Classroom: Building Community Involvement through Participatory ABE
CS 5 Room 203

Critical Adult Education and Liberal Learning: Towards a New View of Liberatory Education
CS 2 Room 214

Dyslexia, a View from Within
CS 2 Room 211

RT C Table 19

Education and Empowerment: Breaking the Cycle of Undereducation through Family Literacy
CS 10 Room 105

Effective Techniques for Teaching Adults with Disabilities
RT E Table 5

Eliminating Illiteracy through Learning Styles
CS 7 Room 110

External Credit Option: A Program Designed to Assist Homebound Adult Learners
CS 11 Room 104

Existential Efficacy, Self-Transcendence, and the Challenge of Death in Adult Development
CS 1 Room 214

How to Create a Survey of Needs for Nontraditional Students in an Academic Setting
RT A Table 12

Integrating Adult Development, Adult Learning, and Training Techniques in an Introductory, Undergraduate, Adult Education Course
RT B Table 13

Intergenerational Literacy: Parents Assisting with Learning Skills (PALS)
CS 8 Room 102

LD: Free to Pass the GED, At Last
CS 7 Director Room 5 (SNH)

State Affiliate: Tennessee
A Model for Existential Adult Development
CS 6 Room 105

ABE on AOL: Going On Line in Tennessee
CS 7 Room 105

Adult Undergraduate Learning: Implications for Practice
CS 5 Room 212

Alternative Teaching Certificates for Military and Professionals
CS 3 Director Room 1 (SNH)

Key: CS—Concurrent Session
RT—Roundtable
Leadership Educational Opportunities for Local Government Officials
CS 2 Room 207

Liberty for All: A Model for Empowering Women and Minorities
CS 10 Room 108

Migrant Adults’ Perceptions of Schooling, Learning, and Education
CS 11 Room 213

Overview of the Court-Ordered Student: Building Community Awareness of Interdepartmental Responsibilities
CS 8 Room 215

Planning a Research Curriculum for Adult Education Graduate Programs
RT C Table 13

Practitioner Action Research as Leadership Development: Tennessee Experiences
CS 4 Room 108

Production and Use of Relevant and Regionally Appropriate Reading Material in Local Literacy Programs
RT E Table 7

Quality of Life Outcomes for ABE Participants and Dropouts: the Tennessee Longitudinal Study
CS 8 Room 107

Reflective Equilibrium in Practice and Theory in Adult Education
RT E Table 11

Research Issues in Workplace Basic Skills Education
CS 1 Room 104

Rudolf Steiner: International Pioneer of Adult and General Education
RT A Table 13

Student Roundtable: Workshop Strategies
CS 11 Room 106

Teaching Today to Enliven Tomorrow Begins at the Planning Stage
CS 11 Room 102

The Alliance Learning Center: A Value-Laden Program
RT A Table 10

The BES National Training Center for Literacy Teachers: Theory and Practice Finally Meet
CS 4 Room 104

The History and Philosophy of Participation Training: Its Potential Contribution to Contemporary Adult Education
CS 1 Room 106

The House with Many Rooms: Theory and Practice of an Inclusive Adult Religious Education Program
CS 2 Director Room 4 (SNH)

The New Neighbors on the Block Don’t Speak English: Teaching Survival English to Newcomers!
CS 8 Room 209

The Other Side of the Coin: Male Undergraduates’ Multiple Role Management
CS 8 Room 202

The Power of Family Literacy
CS 8 Director Room 4 (SNH)

The Revolution Within
CS 4 Director Room 1 (SNH)

The Science Fiction Writer as Adult Educator: Exploring the Educational Worlds of Robert Heinlein
RT D Table 13

Time to Read: An American Reunion Triple-Point
CS 2 Room 105

True Tales: Win-Win Strategies for Educators and Small Businesses
CS 3 Director Room 4 (SNH)

What Makes an Effective ABE-1/Literacy Program? A Case Study of One County’s Experience: What Works for Us?
CS 7 Room 208

Workforce Learning Systems (WLS): Report on Success
CS 1 Director Room 2 (SNH)

State Directors of Adult Education

A New Approach to Quality: Creating State-Level Systems for Measuring Performance and Building Success
CS 8 Room 210

Adult Literacy and the GED Tests: How Much Literacy Does It Take to Graduate?
CS 4 Room 105

“BUILDing” Leaders in Staff Development for Connecticut
RT D Table 21

Building State Capacity: What’s Involved in Developing Intergency Staff Development Systems for Literacy
CS 5 Room 109

Communication: The Key to Liberty, Learning, and Leadership through Understanding Teaching/Learning Styles
CS 1 Boardroom 2 (SNH)

Developing and Implementing an Adult Diploma Program: An Alternative to the GED
CS 5 Room 211

Emerging Telecommunications Technologies for Distance Education
CS 5 Room 102

Key: CS—Concurrent Session
RT—Roundtable
Myths and Realities of Portfolio Assessment
CS 6 Room 107

New Paradigms for Implementing State Assessment Systems
CS 3 Room 105

Setting Performance Standards for Voluntary Literacy Programs
CS 4 Director Room 6 (SNH)

Surviving Public Scrutiny of the GED: The Uses and Misuses of Research Evidence
CS 6 Room 104

The Lifelong Impact of Schooling and Adults' Reluctance to Participate in Literacy, ABE and GED Programs
CS 10 Room 103

The Secretary's Awards for Outstanding Adult Education Programs
CS 7 Room 109

Voluntary vs. Mandatory Workplace Literacy: Breaking the Stigma
CS 8 Room 109

**Students in Adult Education**

A Cohort Master's Degree in Adult Education: A Liberating, Learning, and Leadership Experience
RT D Table 11

Adult Education: A Customer Driven Program
CS 2 Room 111

Audio-Teleconferencing from A to Z: A Hands-On Workshop
CS 11 Table 3

Characteristics of Adult Learners and Their Impact on the Advising and Learning Process
CS 1 Room 209

Cultivating Leadership, Mentoring, and Critical Friendships Among Female Graduate Students in Adult Education
RT C Table 4

Deterrents to Participants in Adult Education Activities: An Analysis of Published Studies
RT B Table 23

Developing and Implementing an Adult Diploma Program: An Alternative to the GED
CS 5 Room 211

Don't Drop Out! Drop IN to Homework Centers!
RT A Table 11

Dyslexia, a View from Within
CS 2 Room 211

Electronic Advising: Coming of Age Technologically
CS 4 Room 203

How Students Use Computer-Mediated Communication to Construct Meaningful Research Concepts
CS 9 Room 213

Learning Strategies at Carlos Rosario Adult Education Center Multimedia Lab to Teach English as a Second Language and Computer Skills in an ESL Setting
CS 11 Room 109

Learning to Earn: How to Make It a Liberating Experience for Single Welfare Mothers
CS 1 Director Room 1 (SNH)

"My Daughter Doesn't Need an Apron:" Women Change Their Perspective About Family, Lifestyle, and Employment
CS 6 Room 215

National Adult Education Honor Society: A Win-Win Recognition Program for Outstanding Adult Learners and Directors
CS 8 Director Room 5 (SNH)

New Criteria for the Comprehensive Training of Distance Educators
CS 8 Director Room 2 (SNH)

Overview of the Court-Ordered Student: Building Community Awareness of Interdepartmental Responsibilities
CS 8 Room 215

Potentize: Taking Action to Unlock Potential
CS 1 Room 211

Principles of Good Practice for Alternative and External Degree Programs: Implications for Students and Institutions
RT B Table 21

Self-Directed Learning in the Higher Education Classroom: Setting Adults Free to Learn
RT E Table 6

Student Roundtable: Workshop Strategies
CS 11 Room 106

The Revolution Within
CS 4 Director Room 1 (SNH)

RT A Table 19

Undergraduate Adult Education Training: Contents, Candidates, and Careers
CS 8 Room 207

Understanding Various Styles of the Learning Process as a Critical Element in Adult Education Instruction
CS 6 Room 111

What Do Graduates of Adult Ed. Doctoral Programs Believe about Adult Ed.?
CS 3 Room 107
Why Aren’t We Training for Participation?  
RT C Table 16

**Vocational and Career Education**

Career Exploration and Material for the Adult Low-Level Reader  
CS 10 Room 104

Developing and Implementing an Adult Diploma Program: An Alternative to the GED  
CS 5 Room 211

RT C Table 19

Essential Skills for the Workplace: What Employers Want from Their Employees  
CS 8 Room 208

ESL Programs for the Workplace  
RT B Table 3

Integrating Basic Skills into Occupational Training Using Computer Simulations  
RT A Table 1  
RT D Table 1  
CS 6 Room 209

Learning Style and Organizational Change: Influencing Field-Dependent and Field-Independent Workers  
CS 4 Director Room 2 (SNH)

Learning to Listen in Order to Achieve Further Learning  
CS 6 Room 213

Program Mapping for Skill Building  
CS 2 Director Room 2 (SNH)

Tech Prep, Young Adults, and the Rural Context  
CS 4 Room 215

Voluntary vs. Mandatory Workplace Literacy: Breaking the Stigma  
CS 8 Room 109

**Women’s Issues, Status, and Education**

Adult Emancipatory Education and Curriculum Development: What Can We Learn from Feminist Theory and Feminist Pedagogy?  
CS 2 Room 212

Becoming a Feminist: The Process of Identity Development  
CS 2 Room 107

Cultivating Leadership, Mentoring, and Critical Friendships Among Female Graduate Students in Adult Education  
RT C Table 4

Current Perspectives on Women as Learners: A Literature Review  
CS 3 Room 111

Ensuring Success: An Orientation Course Designed with Re-entry Women in Mind  
RT E Table 4

Facing Tomorrow’s Challenges: A Study of Women of Mexican Descent in Higher Education  
CS 4 Room 111

From the Classroom to the Community: A Structured Leadership Development Curriculum for JOBS Clients  
CS 2 Room 106

From Welfare to a College Degree: How It Is Happening for 500 Adults  
CS 3 Room 210

Learning to Earn: How to Make It a Liberating Experience for Single Welfare Mothers  
CS 1 Director Room 1 (SNH)

Liberty: Not a “Special” Right  
CS 10 Room 213

Literacy in the Context of Women’s Lives  
CS 10 Room 201

Mentoring: A Critical Strategy for Women in Career Development  
CS 4 Room 207

“My Daughter Doesn’t Need an Apron:” Women Change Their Perspective About Family, Lifestyle, and Employment  
CS 6 Room 215

Reading Preferences and Motivations in African American Women in the South: Qualitative Study of Four Readers  
RT B Table 20

Strategies for Assessing Women and Minorities: Promoting Liberty, Learning, and Literacy  
CS 1 Room 202

The External Degree Successful Strategies  
RT A Table 7

What Low-Literate Adults Can Teach Us about Learning Strategies  
RT D Table 22

Women and Illiteracy: Gender-Specific Programming for Emancipatory Literacy Education  
RT D Table 6

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**Key:**  
CS—Concurrent Session  
RT—Roundtable
Sessions by Main Speaker

All Rooms and Tables are located in the Nashville Convention Center (NCC) unless Otherwise Noted

A'Hearn, Francis W.
CS 6 Room 201

Aikman, Carol
RT C Table 21

Alamprase, Judith; Moore, Mary; Newcomb, Sarah; Mikulecky, Larry
CS 1 Room 110

Ali, Ellen Boyer
CS 1 Room 111

Allen, Jacqueline A.
CS 9 Room 105

Anderson, Clinton L.; Kime, Steve
CS 1 Room 105

Anderson, Liz; Miller, Chris
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