ADULT LEARNING: THE ESSENTIALS OF BUILDING COMMUNITY & DEFINING DIRECTION

A Joy, A Tool, A Right & A Shared Responsibility

1998 Adult Education Conference
November 18-22, 1998
Phoenix, Arizona

In Cooperation With:
The American Association for Adult and Continuing Education
Arizona Association for Lifelong Learning (AALL)
Arizona Department of Education’s Adult Education Office
Mountain Plains Adult Education Association (MPAEA)
The American Association for Adult and Continuing Education

would like to say “Thank You” to a very special group of people...

OUR EXHIBITORS.

We appreciate your support of our 47th Annual Conference.

We look forward to seeing you next year in
San Antonio, Texas
October 12-17, 1999
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November 1998

Dear Colleague,

Welcome to the 1998 Adult Education Conference and prepare to immerse yourself in the ancient wisdom and modern science of adult learning! No matter what defines our work role or venue—scholar, practitioner, student, teacher, trainer, policy maker, funder—what we have in common is a passion for adult learning. With adult and continuing education undergoing a generational shift, it is time to:

- Examine 21st Century science and research on the brain and adult learning
- Experience the application of this science in powerful learning and teaching
- Create a larger, deeper sense of community to collectively advance adult and lifelong learning theory, practice, and public policy.

This conference—with its dynamic keynote addresses, 200 concurrent sessions, state-of-the-art exhibits, special events, and plenty of settings for formal and informal dialogue—provides time to seek understanding of the past, present and future art and science of adult learning.

This year's national program committee, the Arizona local arrangement committee, and AAACE staff have committed themselves to making this an extraordinary professional development opportunity for all. I thank them for their efforts. Now I join each of you as you make this conference yours...as you come to experience Adult Learning as a joy, a tool, a right, and a shared responsibility.

Don your toga and joyfully engage in this informative, inspirational, and invigorating conference.

Lorilee R. Sandmann
President, AAACE
November 1998

1998 Annual Adult Education Conference Attendees
One Arizona Center
Phoenix, AZ 85004-2290

Greetings to all conference attendees!

As Governor of the State of Arizona, it is indeed my pleasure to extend an invitation to the organizers and participants of the 1998 Annual Adult Education Conference. Arizona is honored to have been selected as your destination this year.

Arizona is a state known for its rich heritage and beautiful landscape. Our state's pride and joy, the Grand Canyon, has been visited by millions of people from every corner of the globe. Arizona has an extremely diverse cultural history.

Arizona's economy is booming and Phoenix is one of the fastest growing cities in the United States. The formation of several professional sports teams, the slew of special events hosted by our great state, such as the Phoenix Open, the plethora of both large and small businesses, and of course, the beautiful weather, makes Arizona an ideal place to host your convention.

I hope that you will take this opportunity to discover for yourselves what a special place Arizona is. I look forward to your visit in November to our great state.

Sincerely,

[Signature]

Jane Dee Hull
GOVERNOR

JDH:maj
Greetings:

As Mayor, it is my pleasure to welcome you to Phoenix and the 1998 Annual Adult Education Conference.

After the final meeting has adjourned, I hope you'll take advantage of the opportunity to spend a little time finding out for yourself why I'm so proud of this city. Our restaurants, shopping, cultural offerings and leisure activities are second to none. And, as you already know, the people here are warm, friendly, and eager to make your visit a good one.

So again, my best wishes go out to you all. I wish you a successful and enjoyable conference.

Sincerely,

Skip Rimsza
Mayor
Conference Information

National Program Committee
Mike Perez, Co-chair
Ingrid Lindberg, Co-chair
Gail Lawson
Sandra Hardage
Linda Sours
Michael Price

Arizona Host Committee
Karen Mills, Host Committee Chair
Jodi Decker
Gary Eyre
Nancy Garabedian
Miriam Kroeger
Blair Liddicoat
Eric Lundstrom
Tom Sanfilippo

Registration Hours
Wednesday, November 18
8:00 am - 5:00 pm

Thursday, November 19
7:30 am - 6:00 pm

Friday, November 20
7:00 am - 5:00 pm

Saturday, November 21
7:00 am - 5:00 pm

Sunday, November 22
8:00 am - 11:00 am

Exhibit Hours
Wednesday, November 18
Exhibitor Check In and Set Up
12:00 a.m. - 5:00 pm

Thursday, November 19
Exhibitor Check in and Set Up
8:00 am - 1:00 pm

Exhibit Hall Open
2:00 pm - 6:30 pm

Opening General Session in Exhibit Hall
3:30 pm - 5:00 pm

Grand Opening Reception—Sponsored by Philip Morris
5:00 pm - 6:30 pm

Friday, November 20
Registration in Hall
7:00 am - 5:00 pm

Hall Open
8:00 am - 4:00 pm

Continental Breakfast
8:00 am - 8:30 am

Saturday, November 21
Registration
7:00 am - 5:00 pm

Exhibit Hall Open
8:00 am - 2:00 pm

Continental Breakfast
8:00 am - 8:30 am

Exhibit Hall Activities
Let's Thank Our Exhibitors!
Our conference is made possible because of the exhibitors participating in this year’s trade show. Their products and services can assist you in your area of adult education. Please take the time to visit each booth to discover what they have to offer, and thank them for their support of the AAACE Annual Conference!

Exhibit Hall Social Events
The exhibit hall not only hosts the General Session and Roundtables, but a number of social events as well!

Grand Opening Reception - Sponsored by Philip Morris
On Thursday, November 19, 1998, a reception celebrating the Grand Opening of the exhibit hall will feature beverages and hors d’oeuvres. Thanks to Philip Morris for the generous sponsorship of this event!

Lunch and Coffee Breaks
Hungry? Lunch and Coffee Breaks are in the hall Friday and Saturday. You can purchase coffee, sandwiches and a variety of other refreshments. Enjoy this convenience while visiting with exhibitors and networking with your colleagues!

Prize Drawings
On Saturday, November 21, 1998, there will be a prize drawing for all attendees who participated in the passport program. The passport card with instructions is in your registration bag. Great prizes are up for grabs, so visit the exhibitors and qualify to win!
Highlighted Sessions

**Toga Talks: Forging Your Future in AAACE**
Share your needs, wisdom and issues with AAACE members and leadership in a unique forum that looks to the future of AAACE. This open session welcomes all participants. Priorities and input from members will become a special report to the Board. AAACE leadership looks forward to member involvement in setting our organization's course into the next millennium.

**Teacher & Practitioner Day**
On Saturday, November 21, AAACE will emphasize the importance of the application of techniques in implementing dynamic adult education programs. Look for “How To” sessions on a variety of topics throughout the day.

**Tools and Techniques for Educational Fundraising**
Get conversant on the ways and means of educational fundraising at this session on Thursday, November 19. It's just another way to learn how to support your organization's adult learning initiatives.

General Sessions
Access to all general sessions will be through Exhibit Hall A. General Session speakers are listed on page 8.

Concurrent Sessions (CS)
All concurrent sessions will be held in the convention center. The sessions will be held in meeting rooms 1-19.

Roundtable Discussions (RT)
Roundtables are located in the back of the exhibit hall in Hall A of the convention center.

Silent Auction
Attendees can make bids on a variety of items on display in the registration area. Auction hours will be during the conference registration hours. The final bids will be at 4:00 pm on Saturday, November 21. Merchandise can be paid for and picked up at the registration desk after 4:00 pm on Saturday, November 21 and during registration hours on Sunday, November 22.

Continuing Education Units (CEUs)
AAACE offers continuing education units (CEUs) for participating in certain general sessions, tracks, concurrent sessions, and roundtable discussions. One CEU is granted for every ten hours, and can be recorded in tenths. AAACE has an arrangement with the International Registry for Continuing Education and Training, which will keep your CEU records and provide transcripts upon request for a nominal fee. If you are interested, contact the registration desk. The cost is $40.

Special Events
There will be a number of complimentary events at the conference. They include: Philip Morris Gateway Program/AAACE Presidents Reception and Grand Opening of Exhibits, the Sandal Hop, the Contemporary Book Dance, and the Cambridge Adult Education/AAACE Awards Ceremony.

Corona Ranch
All full conference attendees are invited to spend a night under the stars at Corona Ranch. Wear your jeans and boots and come prepared to have a grand time at the dinner and rodeo. Extra tickets may be purchased during registration hours at the registration desk. THIS IS AN EVENING YOU WILL NOT WANT TO MISS!

Bookstore
Conference attendees will have the opportunity to purchase AAACE publications and other association-related products (i.e., pins, caps, umbrellas, packs, etc.) at the bookstore (in the registration area of the convention center). There are also copies of Irene Baird’s Unlocking the Cell: A Humanities Model for Marginalized Women and Wolf and Leahy's Adults in Transition for sale.

Symposia
AAACE offers two pre-conference symposia, one on “Work Keys at Work,” and another sponsored by the Arizona Association for Lifelong Learning, which will discuss “Technology.”

In “Work Keys: Partnering For Survival: Connecting Education, Business & Industry Community, Associations, and Individuals Using the Work Keys System,” discussion will center around model community alliances, formed to finance and implement the training and retraining of a skilled workforce—the power base of a community.

"Work Keys" is on Thursday, November 19 from 9 a.m. to 12 p.m., and the fee is $35.

"Technology," a two-part session on the Internet, will cover “Introduction to the Internet” from 9:00 a.m. to 11:00 a.m. and “Internet Resources for Literacy” from 12:00 p.m. to 2:00 p.m. Lunch will be provided. “Technology” is scheduled on Thursday, November 19, and the fee is $50.

AAACE also will offer one complimentary symposium, the McClusky Symposium on Aging (sponsored by the Aging Issues Unit) at 2:30 pm on November 20.

Conference Evaluations
Please complete the evaluation forms that were included in your conference registration materials. You may drop them at the registration desk or send them directly to the national office. AAACE values your opinion! The evaluations are helpful in planning for future conferences.
**Conference Information**

**Future Conferences**
The 1999 Galaxy II Conference will be held in San Antonio, Texas, October 12-17, 1999. This lifelong learning conference will commemorate the 30th anniversary of the first Galaxy conference. The Galaxy II Conference is a collaborative effort to unite the field, share our best practices, address our challenges, and develop action strategies for the future. Mark your calendars to join us in San Antonio.

**Hold Harmless**
AAACE is not liable and accepts no responsibility for any accidents, injuries, or losses pursuant to imbibing alcoholic beverages or for any other reason on or off the premises at the conference.

**Special Services**
It is the policy of AAACE to provide barrier-free services and opportunities to all program participants. Auxiliary aids and services, or reasonable accommodations, will be provided to program participants. If attendees have not already identified their accommodations within the conference registration form, please bring them to AAACE's attention at the registration desk.

**Computer Lab**
Has e-mail become part of your everyday life? Does the internet amaze and intrigue you? Or are you a little behind the curve in the technology arena? Visit the AAACE/AALL Computer Lab to check your mail, surf the web, or just get your feet wet with this great educational tool. Being well-connected has never been easier—or more important.
ASSOCIATION INFORMATION

The American Association for
Adult and Continuing Education

1200 19th Street, NW, Suite 300; Washington, DC 20036
Phone: (202) 429-5131 • Fax: (202) 223-4579

AAACE Board of Directors

Executive Committee
Lorilee R. Sandmann, President
Tom Kinney, President-Elect
John Henschke, Past President
Rochelle Kenyon, Secretary
J. William McVey, Treasurer

Association Directors
Duane Geiken, Military Education and Training
Annette Greenland, Affiliate Organizations
Nancy Goudreau, Workforce Development
Carol Kasworm, Professors of Adult Education
Gail Lawson, Adult Basic Education
Michael Price, Continuing Professional & Higher Education Outreach
Vanessa Sheared, Community, Minority & Non-Formal Education
Linda L. Sours, Director-at-Large
Laura Weisel, Director-at-Large

National Office Staff
Anna D. Darin, Association Manager
Cle Anderson, Membership Services Director
Betsy London, Conference Coordinator, Advertising Coordinator
Heidi Herrington, Exhibits Coordinator

Awards

The 1998 Awards Brunch and Ceremony
Sunday, November 22, 10:45 am - 1:00 pm
Sponsored by Cambridge Adult Education

Join your AAACE colleagues in celebrating the accomplishments of Biserka Masnov, the 1998 Outstanding Adult Learner, and the winners of the following AAACE awards:
Presidential Award for Exceptional and Innovative Leadership in Adult and Continuing Education
Cyril Houle Scholarship for Outstanding Literature in Adult Education
Imogene Okes Research Award
Membership Award

Commission Awards:
Adult Basic Education—Nancy Wilson-Webb
Affiliated Organizations—Michigan Association for Adult and Continuing Education (MAACE)
Community and Non-Formal Education—Elizabeth Ojo
Thursday, November 19, 1998
General Session I:
“Socratic Discourse”
Dr. Marcie Boucouvalas
Dr. Marcie Boucouvalas is a professor of adult education at Virginia Tech. Marcie will be inviting us on a journey back to ancient Greece and into ancient (Socratic) wisdom. The format and content of her presentation is sure to help us focus on our roots as adult educators in ways that are both enjoyable and instructional.

Friday, November 20, 1998
General Session II:
“The Emerging New Reality: Brain-Mind Learning”
Mark Reardon
Apply what we know about how the brain works to facilitate exciting, effective learning environments for adults. Mark Reardon, director of training and development for Learning Forum in Oceanside, Calif., will introduce principles and practices that provide the infrastructure for a new emergent reality based on the advances of neuro- and cognitive sciences and fueled by chaos theory, living system and quantum physics. He calls this “The Age of Integrity” where information translates into knowledge and our values align more closely with our actions. He’ll review what makes for powerful learning and teaching and add distinctions that will prepare both our students and us for education in the 21st Century. In addition to a general session, Mr. Reardon will present “Accelerated Learning” and a session on “Enhancing Presentation Skills.”

Saturday, November 21, 1998
General Session III:
“The Brain and Adult Learning”
Dr. Richard Restak
Explore new “Brainscapes” and their connections to adult learning with Dr. Richard Restak, renowned neuropsychiatrist and clinical professor of neurology at the George Washington University School of Medicine and Health Sciences in Washington, D.C., where he also maintains a private practice in neurology and neuropsychiatry. Restak is the author of 10 books on the human brain, two of which were main selections of the Book of the Month. His newest book is titled The Longevity Strategy: How to Live to 100 Using the Brain-Body Connection. His previous book, The Brain, was a best seller and a PBS tie-in series. He has also co-authored, with David Mahoney, Brainscapes: An Introduction to What Neuroscience Has Learned about the Structure, Function & Abilities of the Brain. In addition to presenting a general session, Dr. Restak will be presenting a 90-minute special session on “Creative Thinking and the Brain.”

Saturday, November 21, 1998
General Session III:
“Education is My Key”
Sophronia Cuspard-Samuel
Sophronia Cuspard-Samuel was AAACE’s 1997 Outstanding Adult Learner. On route to this prestigious recognition, Sophie overcame the limitations of a third grade education, the loss of a 23-year job as a sewing machine operator, failing eyesight due to glaucoma, and the death of her beloved husband. Through amazing persistence and more than 2,300 hours of study, she achieved her GED. Additionally, she began working in the Rio Salado ABE program where, as an instructional aide, she continues to serve as a role model to countless other adult learners. Sophie’s presentation — “Education is My Key”—undoubtedly will be an inspirational highlight of the conference program.

Sunday, November 22, 1998
General Session IV:
“Staying Focused”
Andrea von Schnoy
Andrea von Schnoy, founder of the Institute for Inner-Teamwork in Hamburg, Germany, is internationally known as a facilitator of global thinking for corporate groups and individual executives. Ms. von Schnoy builds bridges between Eastern and Western knowledge by teaching awareness and knowledge of Asian culture. She will be stimulating us throughout the conference to apply what we learned about the brain and adult learning in all our interactions.
Contemporary Books presents...

Official GED Practice Tests Software

The GED Testing Service, in cooperation with Contemporary Books, is pleased to present the only CD-ROM software program based on the Official GED Practice Tests.

- The fastest and easiest way to administer and score the Official Practice Tests
- Built-in record-keeping allows instructors to monitor results for an unlimited number of students and classes
- Convenient options include a bookmarking feature and an on-screen timer
- Review mode explains the correct answer for each question missed
- Forms CC, DD, EE, and FF for one low price!

For details, stop by the Contemporary Books booth, or call us at 1-800-621-1918.

New Number Power Books Now TABE™ Correlated!

Four new books in the series lay a solid foundation for the math skills needed for standardized tests. Everything from basic computation to algebra and geometry.
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<td><strong>9:00 am - 12:00 pm</strong></td>
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<tr>
<td>National Adult Education Professional Development Consortium Board Meeting</td>
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<tr>
<td>Hotel - Navajo Room</td>
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<tr>
<td><strong>12:00 pm - 5:00 pm</strong></td>
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<tr>
<td>National Adult Education Professional Development Consortium Meeting</td>
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<td>Part 1 of 3 - Hotel - Navajo Room</td>
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<tr>
<td><strong>9:00 am - 5:00 pm</strong></td>
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<tr>
<td>National Adult Education Professional Development Consortium Meeting</td>
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<td>Part 2 of 3 - Hotel - Navajo Room</td>
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<thead>
<tr>
<th><strong>TUESDAY, NOVEMBER 17</strong></th>
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<tr>
<td><strong>8:00 am - 3:00 pm</strong></td>
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<tr>
<td>Army MACOM Directors Meeting</td>
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<td>Hotel - Navajo B</td>
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<tr>
<td><strong>9:00 am - 5:00 pm</strong></td>
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<tr>
<td>National Adult Education Professional Development Consortium Meeting</td>
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<tr>
<td>Part 3 of 3 - Hotel - Navajo A, Navajo C, Apache A/B</td>
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<tr>
<td><strong>3:00 pm - 6:00 pm</strong></td>
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<tr>
<td>Staff Briefing &amp; Tote Bag Assembly</td>
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<td>Location to be announced</td>
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<tr>
<td><strong>5:00 pm - 7:00 pm</strong></td>
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<tr>
<td>1998 Phoenix Host Committee Meeting</td>
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<tr>
<td>Convention Center - Room 1</td>
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<tr>
<td>Hotel - Hopi A</td>
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<tr>
<td><strong>6:00 pm - 8:00 pm</strong></td>
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<tr>
<td>Mini-Conference Registration</td>
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<td>Hotel - Second Floor Foyer</td>
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<tr>
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<tr>
<td><strong>8:00 am - 5:00 pm</strong></td>
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<tr>
<td>Registration</td>
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<tr>
<td>Convention Center - Hall A</td>
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<tr>
<td><strong>8:00 am - 4:00 pm</strong></td>
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<tr>
<td>Army Day</td>
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<tr>
<td>Hotel - Pueblo Room</td>
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<tr>
<td><strong>8:00 am - 12:00 pm</strong></td>
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<tr>
<td>Mini-Conference Registration</td>
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<td>Hotel - Second Floor Foyer</td>
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<tr>
<td><strong>8:30 am - 12:00 pm</strong></td>
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<tr>
<td>Decorator Set-up</td>
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<tr>
<td>Convention Center - Hall A</td>
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<tr>
<td><strong>9:00 am - 12:00 pm</strong></td>
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<tr>
<td>AAACE Executive Committee Meeting</td>
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<tr>
<td>Hotel - Pima</td>
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<tr>
<td><strong>12:00 pm - 5:00 pm</strong></td>
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<tr>
<td>Exhibitor Check-in &amp; Set-up</td>
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<tr>
<td>Convention Center - Hall A</td>
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<tr>
<td><strong>1:00 pm - 4:30 pm</strong></td>
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<tr>
<td>International Mini-Conference</td>
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<tr>
<td>Part 1 of 2 - Hotel - Apache A/B</td>
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<tr>
<td><strong>1:00 pm - 9:00 pm</strong></td>
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<tr>
<td>AAACE Board of Directors Meeting</td>
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<tr>
<td>Hotel - Pima</td>
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<tr>
<td><strong>1:00 pm - 5:00 pm</strong></td>
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<tr>
<td>Phoenix Area Tour</td>
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<tr>
<td>Hotel - Lobby - 1st Street Entrance</td>
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<tr>
<th><strong>THURSDAY, NOVEMBER 19</strong></th>
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<tr>
<td><strong>GREEK PHRASE OF THE DAY:</strong></td>
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<tr>
<td>Know thyself.</td>
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<tr>
<td><strong>7:30 am - 6:00 pm</strong></td>
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<tr>
<td>Registration</td>
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<tr>
<td>Convention Center - Hall A</td>
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<tr>
<td><strong>8:00 am - 1:00 pm</strong></td>
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<tr>
<td>Exhibitor Check-in &amp; Set-up</td>
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<tr>
<td>Convention Center - Hall A</td>
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<tr>
<td><strong>8:00 am - 3:00 pm</strong></td>
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<tr>
<td>Commission of Professors of Adult Education (CPAE) Mini-Conference</td>
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<tr>
<td>Part 1 of 3 - Hotel - Navajo Room</td>
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<td><strong>8:00 am - 3:00 pm</strong></td>
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<tr>
<td>International Unit Mini-Conference</td>
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<td>Part 2 of 2 - Hotel - Apache A/B</td>
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<tr>
<td><strong>8:00 am - 3:00 pm</strong></td>
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<tr>
<td>Commission on Adult Basic Education Board Meeting</td>
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<tr>
<td>Convention Center - Room 17</td>
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<tr>
<td><strong>9:00 am - 12:00 pm</strong></td>
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<tr>
<td>Commission on Program Management:</td>
</tr>
<tr>
<td>Team Building</td>
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<tr>
<td>Convention Center - Room 4</td>
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<tr>
<td><strong>9:00 am - 12:00 pm</strong></td>
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<tr>
<td>Work Key: Partnering For Survival:</td>
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<tr>
<td>Connecting Education, Business &amp; Industry Community, Associations, and Individuals Using the Work Key System</td>
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<td>Convention Center - Room 3</td>
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<tr>
<td><strong>9:00 am - 3:00 pm</strong></td>
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<tr>
<td>AALL Pre-Conference Symposium on Technology</td>
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<td>Convention Center - Room 20</td>
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<tr>
<td><strong>9:00 am - 3:00 pm</strong></td>
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<tr>
<td>Adult Education Professional Development Unit Mini-Conference</td>
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<td>Convention Center - Room 1</td>
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<td><strong>9:00 am - 3:00 pm</strong></td>
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<tr>
<td>Commission on Military Education &amp; Training</td>
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<tr>
<td>Convention Center - Room 8</td>
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<tr>
<td><strong>10:00 am - 12:00 pm</strong></td>
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<tr>
<td>Tools &amp; Techniques for Educational Fundraising</td>
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<tr>
<td>Convention Center - Room 11</td>
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<tr>
<td><strong>1:00 pm - 2:00 pm</strong></td>
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<tr>
<td>Commission on Affiliated Organizations (CAO) and Interested Persons Meeting</td>
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<tr>
<td>Convention Center - Room 12</td>
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<tr>
<td><strong>THURSDAY, NOVEMBER 19</strong></td>
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<td>------------------------</td>
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<tr>
<td><strong>1:00 pm - 2:30 pm</strong></td>
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<tr>
<td>Commission on Continuing, Professional &amp; Higher Education Outreach Business Meeting Hotel - Hopi B</td>
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<tr>
<td><strong>1:00 pm - 3:00 pm</strong></td>
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<tr>
<td>AAACE's Work Keys Advisory Committee Meeting Convention Center - Room 16</td>
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<tr>
<td><strong>1:00 pm - 3:00 pm</strong></td>
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<tr>
<td>One Year of Lessons: Coping with Realities in Workforce Education (Commission on Workforce Development) Convention Center - Room 15</td>
</tr>
<tr>
<td><strong>2:00 pm - 3:00 pm</strong></td>
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<tr>
<td>Commission on Community, Minority and Nonformal Education Meeting Convention Center - Room 14</td>
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<td><strong>2:00 pm - 6:30 pm</strong></td>
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<tr>
<td>Exhibit Hall Open Convention Center - Hall A</td>
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<td><strong>2:00 pm - 6:30 pm</strong></td>
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<tr>
<td>AAACE Bookstore &amp; Silent Auction Convention Center - Hall A</td>
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<tr>
<td><strong>3:30 pm - 5:00 pm</strong></td>
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<tr>
<td>Opening and General Session I Convention Center Ancient Wisdom-Modern Science Lorilee Sandmann, AAACE President, 1997-98</td>
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<td><em>Socratic Discourse</em> Dr. Marcie Boucoulas, Virginia Tech</td>
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<td><em>Parade of Affiliates</em></td>
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<td><strong>5:00 pm - 6:30 pm</strong></td>
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<td>Philip Morris Gateway Program/AAACE President’s Reception &amp; Grand Opening of Exhibits Convention Center - Hall A</td>
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<td><strong>6:00 pm - 10:00 pm</strong></td>
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<td>CPAE Mini-Conference Part 2 of 3 - Hotel - Navajo Room</td>
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<td><strong>7:00 pm - 10:00 pm</strong></td>
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<td>Sandal Hop Hotel - Grand Ballroom Sponsored by AALL &amp; MPAEA</td>
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<tr>
<td><strong>Roundtable Discussion A</strong></td>
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<td>Exhibit Hall/Convention Center</td>
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<tr>
<td>Improving Program Practice Through Research: Applications from the National Study of First-Level ABE Learners (ABE) (Research) Table 11 Judith Alampruse</td>
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<td>* Panel Discussion</td>
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Program Overview

Friday, November 20

Transfer of Learning: Planning Workplace Literacy Programs
(Workforce) (Literacy) Table 4
Maurice Taylor

Problem Solving: More Than Finding Answers to “Story Problems”
(ABE) (Literacy) Table 12
Cynthia Zengler

10:00 am - 11:00 am
Mark Reardon on “Accelerated Learning: The Quantum Teaching Way”
Convention Center - Room 3

10:30 am - 11:00 am
Roundtable Discussion B
Exhibit Hall/Convention Center

Personal Narratives as a Mirror of Female Development: What Angelou, Prison Women’s Stories Teach Us
(Non-formal Ed.) (Women) Table 2
Irene Baird

YOUTHTRAIN 2000—A European Project: Progress Report
(Int’l) Table 12
Anne Bowen

Social Networks and Their Influence on Acculturation, Cultural Identity and Academic Performance
Table 6
Marian Eberly

The “Coaching” Learning Organization: Management Practices to Facilitate Learning
(HRD) (Workforce) Table 11
Andrea Ellinger

Welfare-To-Work: Implications for Adult Education and Training
(Women) (Workforce) Table 7
Gerald Frisby

Connecting English to the Workplace: English ASAP
Table 14
Lynda Lu Hall

Techniques, Curriculum and Material for Open Entry GED and ABE Math
(ABE) (GED) Table 3
John Kidd

A Collaborative Planning Model: Improving the Basic Skills of an Urban Workforce
(Workforce) (HRD) Table 1
Larry Martin

Literacy, Advocacy and Identity
(ABE) (Literacy) Table 5
Patz Medina

Teacher Training Online Meets Standards, Assessment and Accountability Requirements
(Dist. Learn/Tech) (Ed. Dev.) Table 8
Joan Polster

Successful Strategies That Have Assured Adult Educators a Voice in Workforce Development
(Workforce) Table 10
Enrico Prata

Breaking Out of the Drop-Out Dilemma: Incorporating What We Know Makes a Difference to Make a Difference!
(ABE) (Literacy) Table 13
Laura Wasel

Identification of Services Requested and Received by Students with Disabilities at Post-Secondary Educational Institutions
(Disabilities) (Coll. & Univ.) Table 9
Donna Williams

11:00 am - 12:00 pm
New Publications Committee Meeting
Convention Center - Room 19

11:00 am - 12:00 pm
Toga Talk
Convention Center - Exhibit Hall

11:15 am - 12:15 pm
Concurrent Session I
Convention Center

Raising the Standard of Adult Achievement Assessment with AMES/
Adult Measure of Essential Skills
(ABE) (Workforce) Room 11
Sherrie Claborn

Rethinking the Process of Planning Adult Education: The Lifelong Education Program Planning Model
(Management) Room 16
Peter Cookson

Writing for Life: An Investment in Shared Responsibility for Community Empowerment
(Adult HS) (Workforce) Room 14
Joseph DiSalvo, Jr.

Creating Value From Knowledge: Building a Learning Strategy—It is No Longer a Question of Prosperity, but One of Survival
(Learning Services) (Manag/Admin) Room 13
Gary Hollo

Quick and Easy Algebra—The Simplified Method
(ABE) (GED) Room 5
John Kidd

Teaching Evaluation While Completing Evaluation
(Ed. Dev.) (Research) Room 4
James McElhinney

Collaborate with P.E.E.R.S.—Practical, Effective, and Enjoyable Resources for Success
(ABE) (GED) Room 15
Marie Olsen

Leadership in Flux: An Art, a Science or Whatever Works?
(Management) (Leadership) Room 9
Janet Stotts

Training for Capacity Building: Implementing a Local ABE Program Improvement Initiative
(ABE) (Ed. Dev.) Room 12
Sandra Strunk

Spreading the Word—Practical Approaches for Marketing Cooperative Extension (and Other) Adult Education Programs
(Cont. Prof. Ed.) (Coop. Ext.) Room 18
Edward Witzham

* Panel Discussion
PROGRAM OVERVIEW

FRIDAY, NOVEMBER 20

Reaching Students Anytime, Anywhere
(ABE) (Dist. Learn/Tech) Room 10
Anne Watts

A Conceptual Framework for the Adult Educator Program Planner
(Professors) (Manag/Admin) Room 3
Huichi Wei

* Teaching-Learning Online: Electronic Discussion Groups Can Spread the Responsibility Around!
(Cont. Prof. Ed.) (Dist. Learn/Tech) Room 2
Faye Weisberg
Barbara Daley

Multiple Learnings in Building a Community of Learners
(HRD) (Workforce) Room 6
Sharon Yarbrough

12:00 pm - 12:45 pm
Adult High School Unit Meeting
Convention Center - Table 6

12:00 pm - 12:45 pm
Chat Tables and Lunch
Lunch sold in the Exhibit Hall
Roundtables/Convention Center

Graduate Student Concerns and Issues
Roundtables/Convention Center - Tables 1, 2

1:00 pm - 2:00 pm
Concurrent Session 2
Convention Center

Family Literacy and Welfare Reform:
New Models for Program Services
(ABE) (State Dir.) Room 14
Judith Alamprase

Selected Contributions of the Military to the Adult Education Movement in the United States
(Military) Room 5
Clinton Anderson

Voices of Learners: How Adults Define Learning and Change from Participation in Adult Basic Education
(ABE) (Literacy) Room 16
Mary Beth Birnbaum

The “What Works” Literacy Partnership: Program Evaluation for Effectiveness
(ABE) (Literacy) (Research) Room 11
Don Block

Improving Multicultural Adult Education Practice: A Comparative Analysis of Freirean Conscientization and Ethnic Identity
(Minority/HR) (Workforce) Room 15
Jennifer Burnside

The “Joy” of Literacy Providers: Helping Adults with Learning Disabilities Discover Their “Right” to Success
(Disabilities) (Ed. Dev.) Room 4
Mary Ann Conley

* Reaching Out to Adult Learners in Higher Education
(Ed. Dev.) (Professors) Room 1
Jean Fleming
Peggy Stassel
Bob Paydon

Adult Education Programs of the New Deal: The Case of Oklahoma, 1933-1942
(Hist. & Philos.) (Professors) Room 6
Randal Ice

* Adult Learning in Groups: Theory and Practice
(Women) Room 2
Susan Hanel
Charles Baker-Clark

Learning Style Inventories: Tools to Enhance Learning Effectiveness
(Professors) (Research) Room 10
Wayne James

Fabricating Your Life: Adult Learning Through Autobiography
(Adult Psych) (Ed. Dev.) Room 8
Irene Karpick

Implementing and Integrating a Workplace Skills Program
(ABE) Room 17
Ron Leney

Enhancing Learning Through Learning Contracts
(Coll. & Univ.) (Professors) Room 12
Susan Marcuse

Making Technology Fit: Decision Heuristics for Educators
(Coll. & Univ.) (Dist. Learn/Tech) Room 9
Don Martin

Using CD-i Based Multimedia to Teach Basic Skills
(ABE) (Military) Room 13
Doug Przybyszewski

Training Leaders to Lead
(Military) (Manag/Admin) Room 3
J.D. Smith

Literacy on the Internet: Using the NSF LINCS System
(ABE) (Professors) Room 18
Jean Stephens

1:00 pm - 2:30 pm
Enhancing Presentation Skills
Mark Reedon
Convention Center - Room 19

2:00 pm - 3:00 pm
Toga Talk
Convention Center - Exhibit Hall

2:00 pm - 3:00 pm
Coffee Break
Coffee sold in Exhibit Hall
Exhibit Hall/Convention Center

2:00 pm - 3:00 pm
Handbook of Adult Education Meeting
Roundtables/Convention Center - Tables 3, 4

2:30 pm - 3:30 pm
Concurrent Session 3
Convention Center

Conference Planning ... A Shared Responsibility
Room 9
Suzanne Bernardini

Using the Identification of Organizational Interests Inventory (IOII) as a Tool to Aid in Program Planning
(Coll. & Univ.) (Professors) Room 10
Patrick Chambers

Whose “Right” Is It to Get a GED? Information and Discussion on Accessing GED
(Disabilities) (GED) Room 5
Ruth Derfler

The “What Works” Literacy Partnership: Effective Program Practices from Diverse Agencies
(HRD) (Workforce) Room 11
Karyn Evans

* Panel Discussion
Program Overview

Friday, November 20

Targeted Special Needs of Small and Remote Adult Schools
(Dist. Learn/Tech) (Ed. Dev.) Room 12
Jane Polster

PowerPath to Adult Basic Learning: A Practical Intake, Diagnostic Screening and Software System Targeting the Needs of Adults with Learning Difficulties
(Disabilities) (ABE) Room 16
Laura Weisel

2:30 pm - 4:00 pm
McClusky Symposium on Aging
Peter Jarvis, University of Surrey, U.K. Convention Center - Room 19

3:30 pm - 4:30 pm
Adult Education Quarterly RFP
Ad Hoc Committee Meeting
Roundtables/Convention Center - Table 5,6

4:00 pm - 5:00 pm
Concurrent Session 4
Convention Center

What Educators Need to Know About Teaching Adult Survivors of Brain Injury
(Disabilities) (Voc. Ed.) Room 13
Marlene Angert

* Feminist Pedagogy
(HRD) (Professors) Room 2
Laura Bierema

Connecting Education and Business: A Workplace Approach
(Management) (Workforce) Room 5
Ronald DiOrio

Co-Planning for Active Learning: Dignifying Your Learners and Reinventing Your Curriculum
(Professors) (Ed. Dev.) Room 17
Mary-Jane Eisen

We Are Now in the Driver’s Seat: Lessons Learned from the Field in a Participatory Evaluation of Adult Education Professional Development
(Ed. Dev.) Room 18
Susan Erno

Reflective Practice
(Conf. Prof. Ed.) (Professors) Room 4
Trenton Ferro

(Dist. Learn/Tech) (Workforce) Room 1
Susan Hutton
Kathleen King
Ken Melchior
Thomas Gougeon

Learning Feminism: Life Histories from a Midwest Women’s Center
(Non-formal Ed.) (Women) Room 8
Donna Jones-Ilsley

Promising Approaches: Adult Education Delivers on the One Stop Promise
(Research) (Workforce) Room 15
Gloria Kucher

Assessing Life and Employability Skills: Information You Need to Know and How to Implement
(ABE) (Voc. Ed.) Room 10
Joyce McLain

The Adult High School Diploma: A Concept Whose Time Has Come
(Adult HS) (GED) Room 12
Molly Mather

Learning Disabilities in College and Other Adult Learning Entities
(Disabilities) (Learning Services) Room 9
Rhonda Rapp

Mental Fitness Classes—Lifelong Learning for the Frail Elderly
(Disabilities) (Aging) Room 14
Patricia Reed

Education for Senior Citizens, In-Service or Professional Training, Community and Non-Formal Education
(Aging) Room 19
Guin Shi-Xueng

The Magic of Shared Responsibility in Helping Adult Learners Achieve Success
(Workforce) Room 11
Nancy Wegge

Research on the Issue of Education for Senior Citizens
(Intri) (Research) (Aging) Room 3
Zhang Wai

Connecting Theory and Practice in Older Adult Learning
(Aging) Room 6
Mary Alice Wolf

* Panel Discussion
**Program Overview**

**Friday, November 20**

5:15 pm - 7:00 pm  
AAACE General Membership/Business Meeting  
Convention Center - Hall A

6:00 pm - 9:00 pm  
AALL Board Meeting  
AALL members welcome!  
Hotel - Havasupai

8:00 pm - 11:45 pm  
The Contemporary Books Dance and Toga Party  
Hotel - Grand Ballroom

**Greek Phrase of the Day:**  
*It is better to suffer injustice than to be unjust.*

**Teacher & Practitioner Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 am - 5:00 pm</td>
<td>Registration</td>
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<td>Convention Center</td>
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<tr>
<td>8:00 am - 8:30 am</td>
<td>Continental Breakfast</td>
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<td>General Session/Convention Center</td>
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<td>8:00 am - 9:00 am</td>
<td>AAACE Units Chairs Meeting</td>
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<td>Convention Center - Room 1</td>
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<td>8:00 am - 2:00 pm</td>
<td>Exhibit Hall Open</td>
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<td>Convention Center</td>
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<td>8:00 am - 1:30 pm</td>
<td>AAACE Bookstore &amp; Silent Auction</td>
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<td>Convention Center</td>
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<td>8:30 am - 9:30 am</td>
<td><strong>General Session III</strong></td>
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<td>Convention Center - Hall A</td>
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<td>The Brain and Its Relevance to Adult Learning</td>
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<td>Richard Restak, Professor of Neurology, George Washington University</td>
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<td>Education is My Key</td>
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<td>Sophronia Cuspard-Samuel, AAACE's 1997 Outstanding Adult Learner</td>
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<tr>
<td>9:45 am - 10:15 am</td>
<td><strong>Roundtable Discussion C</strong></td>
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<td>Exhibit Hall/Convention Center</td>
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<td>TELNET 2—The Network for Academic, Community and Professional Education</td>
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<td>(Non-formal Ed.) (Dist. Learn/Tech)</td>
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<td>Table 7</td>
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<td>John Allard</td>
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<td>Lateral Thinking in Problem Solving—A Look at What Creativity Means in Developing Critical Thinkers</td>
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<td>(Coll. &amp; Univ.) (Professors) Table 8</td>
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<td>Patrick Chambers</td>
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<td>Identifying the Learning Strategies of Your Students—Fast!</td>
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<td>(ABE) (Research) Table 6</td>
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<td>Gary Conte</td>
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*Panel Discussion*
**Program Overview**

**Saturday, November 21**

**9:45 am - 10:45 am**
Adult Education Quarterly Editorial Board Meeting
Convention Center - Room 2

**10:00 am - 11:00 am**
Steck-Vaugh’s Past Presidents Brunch
Hotel - Gila Room

**10:30 am - 11:00 am**
Roundtable Discussion D
Exhibit Hall/Convention Center

- Research Design for Impact of Andragogical and Pedagogical Workshops on Attitudes of Employers Toward Employees With Disabilities in Mississippi (Disabilities) (Voc. Ed.) Table 14 Joe Bradley, Jr.

- Workplace Learning: Designing Effective Programs (HRD) (Workforce) Table 6 Darlene Bradner

- Using E-mail to Evaluate Adult Literacy Programs (Literacy) (Workforce) Table 1 Emery Brown

- Adult Learning Styles for the Adult Educator and Learner (Cont. Prof. Ed.) (Professors) Table 9 David Gray

- Instructional Videos—Make Your Own to Save Hundreds of Hours and Enhance Learning (ABE) (GED) Table 2 John Kidd

- Transformational Learning as Spiritual Practice: The Case of Ethical Vegans (Adult Psych) (Research) Table 5 Barbara McDonald

- A Typology of Adult Literacy Instruction Based on Actual Practice (Literacy) (Research) Table 11 Patsy Medina

- Developing Professional Expertise: How Tacit Knowing Becomes Explicit (Adult Psych) (Ed. Dev.) Room 4 Vivian Mott

- Greater Phoenix Literacy Coalition Organizational/Information Meeting Table 15 Marcia Newman

- Facilitating the Award of College Credit for Military Education and Training Through the Army/American Council on Education Registry Transcript System (AARTS) Table 8 Gene Sullivan

- Designing Limited-Residency Graduate Study: The Experience of the Intercultural Relations Program (Professors) (Dist. Learn/Techn) Table 13 Linda Ziegahn

**11:15 am - 12:15 pm**
**Concurrent Session 5**
Convention Center

- *Steps to Success: Instructional Strategies for Distance Learning (Dist. Learn/Techn) (Workforce) Room 2 Cynthia Blodgett-McDonnell Ann Martinez Terri Metcalfe

- United States Armed Forces' Voluntary Education Program: The Effect on Enlisted Servicemember Retention (HRD) (Military) Room 11 Kenneth Brauchle

- Making Ethical Decisions: A Shared Responsibility (Hist. & Philics.) (Professors) Room 14 Ralph Brockett

- ESL: Communicative Language Strategies for Low-Beginning Students (ESL) (Workforce) Room 18 Jim Goldstone

- Women and AIDS: What Women Must Know to Responsibly Protect Themselves (Health Ed.) (Women) Room 4 M. Craig Hankins

- The Oklahoma Literacy Campaigns of the Great Depression (ABE) (Literacy) Room 6 Randel Ice

- Organizational Self Examination in Times of Welfare Reform: Community Women's Educational Project (Women) (Non-formal Ed.) (Cont. Prof. Ed.) Room 17 Frances Johnston

- Perspective Transformation and the Empowered Educator—Learning from Student's Experiences and Applying to Practice (ESL) (Ed. Dev.) Room 12 Kathleen King

- "What Have I Gotten Myself Into?"—A Distance Education Case Study (Dist. Learn/Techn) (Professors) Room 16 Elizabeth Knot

- Standards in Adult Education, the Process and the Implications (One State's Experiences) (ABE) (Ed. Dev.) Room 8 Miriam Kroeger

- Build Real-World Basic ESL Vocabulary with Visual-Word Associations via Video (ESL) Room 10 Joyce McLain

- Serving the Community through Cooperation (Non-formal Ed.) Room 9 Rhonda Rapp

- A Case Study of a Small Private College's Mental Models of the Adult Student (Coll. & Univ.) (Research) Room 13 Carol Reiseck

- *Learning How to Learn: The Role of Self-Efficacy and Self-Evaluation (Adult Psych) (Professors) Room 1 Susan Slusarski Patricia Bowerie

- Twenty-Six Conferences and Counting: National Adult Education Conferences 1973-98 (Military) Room 3 J. D. Smith

- Becoming a "Virtual" Student: One Case Study of Graduate Students' Reactions to On-line Learning (Cont. Prof. Ed.) (Learner Services) (Dist. Learn/Techn) (A.E. Students) Room 5 Faye Wiesenberg

* Panel Discussion
Program Overview

Saturday, November 21

12:00 pm - 12:45 pm
Chat Tables and Lunch
Lunch sold in the Exhibit Hall
Roundtables/Convention Center

12:30 pm - 2:00 pm
The Women's Issues Luncheon:
Women's Issues, Status & Education
(WISE) Unit
"Women's Learning: Barriers that
Affect Their Lives In and Out of the
Classroom"
Convention Center - Room 19

1:00 pm - 1:45 pm
How to Write for Adult Learning
Magazine
Roundtables/Convention Center
Table 5

1:00 pm - 2:00 pm
Concurrent Session 6
Convention Center

Shaping the New Workplace: The
Economic and Social Basis of the HRD
(HRD) (Professors) Room 14
Ian Baptiste

The Outcomes and Impacts of Adult
Literacy Education
(AEB) (Professors) Room 11
Hal Beder

* "Shared Book" : An Adult, a Book, a
Child ... the ABC's of Shared
Enjoyment!
(AEB) (Comm. Coll.) Room 9
Stefanie Bernardini

Research from the National Center for
the Study of Adult Learning and
Literacy (NCSALL) (Part 1 of 2)
(AEB) (Literacy) Room 12
John Comings

* Be All You Can Be": The True
Meaning of Adult Education
(AEB) (Military) Room 16
Gary Edwards, Jr.

Information Management: Critical Skill
for Adult Learners
(Dist. Learn/Tech) (Ed. Dev.) Room 5
Susan Intal

* From Practice to Theory
Room 10
Peter Jarvis

* Teaching Adult Learners:
Information Technologies and Basic
Skill Development
(Dist. Learn/Tech) (GED) Room 1
Cindy Johnston
Deborah Young
Linda Burns

Teacher Technology Training: Lessons
Learned
(Dist. Learn/Tech) (Ed. Dev.) Room 4
Ann Martinez

Distance Learning: Creating Greater
Access to Learning
(AEB) (Adult HS) Room 3
Dale McIntire

Welfare-To-Work: The Role of Basic
Education
(AEB) (ESL) (GED) Room 17
Jane Meyer

* Adult Basic Education as Critical
Reflective Practice: Multiple Voices,
Multiple Realities
(AEB) Room 2
Elizabeth Peterson
Barbara Sparks

New Products from Comex Systems
(AEB) (Military) Room 13
Doug Przybylski

Distance Collaboration: Using
Technology to Find New Ways of
Working Together
(AEB) (Literacy) Room 15
Marv Roop

Developing the Learning Community of
Tomorrow: A Comprehensive Program
for 21st Century Educators
(Professors) (Ed. Dev.) Room 8
Rosemarie Schubel

A Gerontology Curriculum for Home
Companions
(Aging) (HRD) Room 6
Mary Alice Wolf

2:00 pm - 2:45 pm
How to Write for the Adult Education
Quarterly
Convention Center - Table 6

2:00 pm - 7:00 pm
Exhibit Take-down
Convention Center

2:15 pm - 3:30 pm
Richard Restak on "Creativity and the
Brain"
Convention Center - Room 18

2:30 pm - 3:30 pm
Concurrent Session 7
Convention Center

Evaluating Impact of Workforce
Literacy Programs: Results from Three
National Workplace Literacy Program
Projects
(Workforce) Room 4
Eunice Askov

The Social Impact of HRD and
Workforce Development Programs
(Professors) (HRD) Room 9
Ian Baptiste

Curriculum Integration: Empowering
Employees Through Integrated
Academic and Occupational Curricula
in an Academy for High Performance
(Voc. Ed.) (Workforce) Room 17
Edward Beckstrom

The Influence of Culture on Self-
Directed Learning Readiness:
Individualism and Collectivism Among
Adult Learners
(Research) (Int'l) Room 10
O. Randall Broman

Teach ESL and SCANS Skills—ASAP!
(Workforce) Room 13
Tim Collins

Research from the National Center for
the Study of Adult Learning and
Literacy (NCSALL) (Part 2 of 2)
(AEB) (Literacy) Room 12
John Comings

Using a SCANS Based Curriculum to
Prepare Welfare Clients for Work
(AEB) (Workforce) Room 6
M. Judith Crocker

Brain Hemispheric Functionality for the
Adult Educator and Learner
(Cont. Prof. Ed.) (Professors) Room 1
David Gray

Building Communities: Pre-service
Teachers and Adult New Readers
Connect via E-mail
(AEB) (Coll. & Univ.) Room 14
Kathleen Hric

* Panel Discussion
Program Overview

Saturday, November 21

4:00 pm - 5:00 pm

Concurrent Session 8
Convention Center

The Effective Use of Biographies and Humor in Teaching Adults!
(Adult Psych) (Aging) (Corr. Ed.) Room 2
Roger Axford

Conversations on Lifelong Learning
(Int'l) (Professors) Room 16
Gretchen Bersch

The Development of the Credit Framework in Wales: Is This a Cross-culture Model?
(Int'l) Room 14
Anne Bouen

Elements of Effective Teaching
(Hist. & Philos.) (Prof. of Adult Ed.) Room 13
Ralph Brockett

Leadership Frames: A Tool for Building Nurturing and Thriving Adult and Continuing Education Organizations (HRD) (Manag/Admin) Room 4
Rosemary Caffarella

How to Manage Conflict
(Ed. Dev.) (Manag/Admin) Room 19
Donna Cornellier

Selecting the Right Person for the Right Position in Your Organization
Room 6
Michael Galbraith

“Non-Traditional Students”: Still a Useful Descriptor—or Fading Fast?
(Coll. & Univ.) Room 3
Annette Greenland

Helping Each Other—It’s the Only Way to Make It Happen
(ABE) (Corr. Ed.) Room 5
Cheryl Hagerty

Shared Responsibility for Training Adults with Disabilities to Access Information Through Technology: A Library’s Experience
(Disabilities) (Non-formal Ed.) Room 8
Wanda Hole

Adult Undergraduate Afro-Americans: Context and Life Experiences Sharing Realities
(Coll. & Univ.) (Comm. Coll.) Room 9
Carol Kasworm

Cleaning Up the Mess: Preparing Learners for the Cognitive Disarray of the Workplace
(Workforce) Room 12
Jacque McClure

Building Respect, Responsibility and Resiliency in “At Risk” Young Adults
(Adult HS) (Voc. Ed.) Room 18
Vicki Phillips

Equipped for the Future: Standards for Lifelong Learning (Part 2 of 2)
(Non-formal Ed.) Room 11
Sondra Stein

Adult Education for Critical Consciousness: A Dialogue on Critical, Feminist, Multicultural and Transformative Approaches
(Professors) (Women) Room 15
Edward Taylor

* The Internet as a Teaching Tool
(Coll. & Univ.) (Ed. Dev.) Room 1
Kevin Thompson
John Dickers
Donna Whitson

Primary Language Literacy Instruction: A Stepping Stone to ESL—a Building Block for Community Partnerships
(ESL) (Literacy) Room 17
Theresa Villa

Understanding Quality and Motivation in Accelerated Courses for Adults
(Research) (Coll. & Univ.) Room 10
Ray Wlakowski

5:10 pm - 6:30 pm

Unit Meetings:
Adult & ESL Basic Education - Room 2
Adult Psychology - Room 12
Aging Education - Room 1
Colleges & Universities - Room 3
Community Colleges - Room 4
Distance Learning - Room 5
International - Room 6
Minority & Human Rights - Room 8
Special Learning Needs - Room 9
Students of Adult Education - Room 10
WISE - Room 11
Convention Center

7:00 pm - 10:00 pm

Special Event: Wild West Rodeo at Corona Ranch
Buses load at 6:45 pm. The last bus will leave at 7:15 pm
Hotel Lobby

* Panel Discussion
### Program Overview

#### Sunday, November 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 8:00 am</td>
<td>AAACE Executive Committee Meeting</td>
<td>Hotel - Presidential Suite</td>
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<tr>
<td>8:00 am - 8:30 am</td>
<td>National Adult Education Foundation Board Meeting</td>
<td>Hotel - Presidential Suite</td>
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<tr>
<td>8:00 am - 11:00 am</td>
<td>Registration</td>
<td>Hotel - 2nd Floor Foyer</td>
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<td>8:00 am - 8:30 am</td>
<td>Presentation by Houle Awardee</td>
<td>Hotel - Navajo Room</td>
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<td>8:30 am - 9:00 am</td>
<td>Presentation by Okes Awardee</td>
<td>Hotel - Navajo Room</td>
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<td>9:00 am - 10:00 am</td>
<td>AALL Awards Ceremony</td>
<td>Hotel - Hopi B Room</td>
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<td>9:00 am - 10:30 am</td>
<td>General Session IV</td>
<td>Hotel - Grand Ballroom</td>
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<td>Social Philosophy Colloquy—Practicing What We Preach: Merging Theory to Practice</td>
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<td>Moderators: Vanessa Sheared, Peggy Sissel</td>
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<td>Panelists: Scipio Collins, Rodger Hiemstra, Carolyn Clark, David Hemphil</td>
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<td>Hotel - Navajo</td>
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<td>PBS Literacy Link</td>
<td>Hotel - Pueblo</td>
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<td>10:45 am - 1:00 pm</td>
<td>The Cambridge Adult Education/AAACE Awards Ceremony and Brunch</td>
<td>Hotel - Grand Ballroom</td>
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<td>Conference Closing Remarks</td>
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<td></td>
<td>Andrea von Schroy, Institute for Inner-Teamwork, Hamburg, Germany</td>
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<td>Tom Kinney, AAACE President, 1998-99</td>
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<td>1:30 pm - 2:30 pm</td>
<td>1998 Conference Debriefing &amp; 1999 Galaxy II National Program/Local Committee Planning Meeting</td>
<td>Hotel - Manicopa Room</td>
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*Panel Discussion*
Concurrent Session 1
11:15 am - 12:15 pm, Friday, November 20

Raising the Standard of Adult Achievement Assessment with AMES/Adult Measure of Essential Skills
(ABE) (Workforce) Room 11
Sherrie Claiborne, Claiborne County Board of Education
AMES (Adult Measure of Essential Skills) is an efficient achievement assessment that measures essential skills. AMES integrates skills, measures literacy and workplace skills in two hours, measures computation and lowers pupil-learner administration cost!

Rethinking the Process of Planning Adult Education: The Lifelong Education Program Planning Model
(Management) Room 16
Peter Cookson, Athabasca University
With a primary focus on “exercising professional responsibility,” the Lifelong Education Program Planning Model goes beyond other models, calling on practitioners to reflect upon their work habits, professional roles, working philosophy and commitment to ethical practice.

Writing for Life: An Investment in Shared Responsibility for Community Empowerment
(Area HS) (Workforce) Room 14
Joseph DiSalvo, Jr., James H. Groves Adult High School
“Writing for Life,” a partnership between an adult high school and the banking industry, assesses writing skills from associates to management. It is designed to improve written communications and to increase productivity.

The New American Reading Disc: A Multi-media Approach to Teaching Integrated Language Skills to Adults
(ABE) (Dist. Learn/ Tech) Room 17
Liz Dillon Black, Lifelong Learning Network, Georgia Institute of Technology
Mark Johnson, Georgia Institute of Technology
Thomas Valentine, The University of Georgia
This session describes the development, use and evaluation of a multimedia CD-ROM for adult literacy education.

Examining Opinions on Gender, Age and Racial Diversity
(Minority/HR) (HRD) Room 8
Oris Griffin, James Madison University
Dr. Diane Foucar-Stocki, James Madison University
Dr. John Dickens, James Madison University
We will share a design for a diversity awareness workshop suitable for both small and large groups of people from college to adults. Participants will learn about the strengths and challenges inherent in this type of awareness raising activity and the issues of developing community in a college setting.

Adult educators have never had such powerful instructional delivery tools at their disposal, yet major concerns regarding issues such as quality, equity and shared responsibilities for applications must be examined if we are to provide the most effective directions to our global community.

Creating Value From Knowledge: Building a Learning Strategy—It is No Longer a Question of Prosperity, but One of Survival
(Learner Services) (Mgmt/Admin) Room 13
Gary Hollo, Centre for Education and Training
John Elliott, Centre for Education and Training
The Centre For Education and Training assists adult learners in moving from the industrial era to the knowledge era. As a division of the Peel District School Board, we began in 1989 to look beyond the traditional “Continuing Education” model. This lively and informative presentation will focus on how CET has become a major influence for its services and training world-wide. Our mandate is to work together to build innovative strategic alliances with community, business and government.

Quick and Easy Algebra—The Simplified Method
(ABE) (GED) Room 5
John Kidd, Bakersfield Adult School
Your students can quickly master the algebra problems on the G.E.D. and similar tests! Perfect for “open entry,” it raises students’ self-esteem as well as their scores with a proven, enjoyable system. Many helpful handouts will be included in a 20-page booklet for each participant!

Teaching Evaluation While Completing Evaluation
(Ed. Dev.) (Research) Room 4
James McElhinney, Ball State University
Juan Judikis, Ball State University
With the guidance of a professional evaluator, a local evaluation committee composed of representatives of stakeholder groups can practice the tasks and make the decisions in program evaluation.

Collaborate with P.E.R.S.—Practical, Effective, and Enjoyable Resources for Success
(ABE) (GED) Room 15
Marie Olsen, Maricopa Skills Center
Experience enjoyable techniques, exchange creative ideas, and receive practical handouts for ESOL, ABE, and GED classes. Topics include: “Stocking the Pot,” “Creative Bingo,” “Jeopardy,” “Cartoons and Critical Thinking Skills,” and “Using Post-its!”

Leadership in Flux: An Art, a Science or Whatever Works?
(Management) (Leadership) Room 9
Janet Stout, Kansas State Department of Education
David Huff, Montana Office of Public Instruction
Are yesterday’s management techniques adequate for today’s challenges? Particle physics and “chaos” science show us models which embrace complex systems and unknowable scenarios with success. Investigate with us.

Training for Capacity Building: Implementing a Local ABE Program Improvement Initiative
(ABE) (Ed. Dev.) Room 12
Sandra Strunk, Southeast Professional Development Center
Capacity building at the ABE program level stands in sharp contrast to more traditional training which targets individual practitioners using a
knowledge transmission model. This session will explore issues inherent in training for capacity building.

Spreading the Word—Practical Approaches for Marketing Cooperative Extension (and Other) Adult Education Programs (Cont. Prof. Ed.) (Coop. Ext.) Room 18
Edward Vitzthum, University of Nebraska-Lincoln
Reaching the intended audience is critical to the success of any adult education program. Use some innovative, creative Cooperative Extension marketing techniques to reach the audiences for your next program.

Reaching Students Anytime, Anywhere (ABE) (Dist. Learn/Tech) Room 10
Anne Watts, Educational Service District (ESD) 101 Judy Alamprase, ABT Associates
Describes how distance learning can remove barriers to adults accessing education by providing scheduling flexibility and delivery options.

A Conceptual Framework for the Adult Educator Program Planner (Professors) (Manag/Admin) Room 3
Huijuan Wei, Chinese Adult Education Chin Yun Huang, Chinese Physical Education Association
Describes a study to apply system concepts and methods to analyze the adult education program development system. The study qualitative study relied primarily on literature review, flowchart modeling and focus group interviews.

* Teaching-Learning Online: Electronic Discussion Groups Can Spread the Responsibility Around! (Cont. Prof. Ed.) (Dist. Learn/Tech) Room 2
Faye Weisenberg, University of Calgary
Barbara Doley, University of Wisconsin-Milwaukee
This panel presentation will discuss how the use of on-line discussion groups to share teaching-learning responsibilities can enhance learning outcomes. It will present one framework for successfully using this approach and share the results of an evaluation of electronic discussion groups that illustrates this process.

Multiple Learnings in Building a Community of Learners (HRD) (Workforce) Room 6
Sharon Yarbrough, University of Tennessee Institute of Assessment Joe Armstrong, Morehead State University
Most organizational and group learning literature addresses only that learning that furthers organizational goals. But what about the other learning that we all know occurs in organizations and groups? This session will examine these learnings.

**Concurrent Session 2**

1:00 pm - 2:00 pm, Friday, November 20

Family Literacy and Welfare Reform: New Models for Program Services (ABE) (State Dir.) Room 14
Judith Alamprase, ABT Associates
Jeff Tucker, National Center for Family Literacy
Discussed are strategies that family literacy programs can use in refining their adult education and early childhood education program services to address the requirements in welfare reform for preparing families for work.

Selected Contributions of the Military to the Adult Education Movement in the United States (Military) Room 5
Clinton Anderson, Servicemembers Opportunity Colleges
Steve F. Kime, Servicemembers Opportunity Colleges
The military has contributed significantly to the adult education movement in such areas as standardized testing, competency-based education, academic credit for workplace learning, technology, functional literacy, distance learning, off-campus college programs, institutional consortia development and evaluation.

Voices of Learners: How Adults Define Learning and Change from Participation in Adult Basic Education (ABE) (Literacy) Room 16
Mary Beth Bingman, Center for Literacy Studies/NCSALL
Olga Ebert, Center for Literacy Studies
This session "listens" to the voices of ten Tennessee adult learners who were participants in a qualitative study examining impacts of participation in ABE. They spoke of learning and change both inside and outside ABE programs.

The “What Works” Literacy Partnership: Program Evaluation for Effectiveness (ABE) (Literacy) (Research) Room 11
Don Block, Literacy Partners, Inc.
Suzanne Grant, Arlington Education and Employment Program
Bridgett Martin, Vermont Adult Learning
The “What Works” Literacy Partnership, a national partnership of adult literacy education agencies, has engaged in comprehensive program evaluation to measure effectiveness of instruction. In this workshop, several of the collaborating agencies will share the process, challenges, successes, learning and results from their work.

Improving Multicultural Adult Education Practice: A Comparative Analysis of Freirian Conscientization and Ethnic Identity (Minority/HR) (Workforce) Room 15
Jennifer Burnside, University of Georgia
Talmadge Gray, University of Georgia
Glenn Palmer
This session will help practitioners utilize critical reflection to increase learners’ awareness about cultural difference accomplished by bridging concepts found in Freire’s levels of consciousness with Banks’ ethnic identity model.

The “Joy” of Literacy Providers: Helping Adults with Learning Disabilities Discover Their “Right” to Success (Disabilities) (Ed. Dev.) Room 4
Mary Ann Corley, Academy for Educational Development
To effectively meet the needs of adults with LD, literacy providers may wish to explore ideas for systemic change. This session will explore components of an effective service delivery model.
**Concurrent Session Descriptions (2 & 3)**

* Reaching Out to Adult Learners in Higher Education  
(Ed. Dev.) (Professors) Room 1  
Jean Fleming, Ball State University  
Peggy Sissel, Center for Research on Teaching and Learning  
Bob Paydon

Panelists profile these approaches to serving and supporting adult students in higher education: granting credit for professional development, career and personal advising by faculty and designing "First Year Experience" courses.

**Adult Education Programs of the New Deal: The Case of Oklahoma, 1933-1942**  
(Hist. & Philos.) (Professors) Room 6  
Randal Ice, University of Central Arizona  
Dr. Robert E. Nolan, Oklahoma State University

The federal adult education programs of the Great Depression were critical in establishing early theory and practice in the field. Oklahoma represents a unique federal expression of this program.

* Adult Learning in Groups: Theory and Practice  
(Women) Room 2  
Susan Imel, ERIC-Clearinghouse on Adult, Career, Vocational Education  
Charles Baker-Clark, Michigan State University  
Elizabeth J. Tisdell, Antioch University-Seattle

Using both theoretical concepts and their practice experiences, session leaders will examine selected aspects of adult learning in groups, including the nature of group learning and issues of power and problem-based learning.

**Learning Style Inventories: Tools to Enhance Learning Effectiveness**  
(Professors) (Research) Room 10  
Wayne James, University of South Florida  
James E. Witte, University of South Florida

An exploration of issues and research related to learning style instruments. A comparison of various instruments in terms of appropriateness and usefulness will be discussed.

**Fabricating Your Life: Adult Learning Through Autobiography**  
(ADE Psych) (Ed. Dev.) Room 8  
Irene Karplak, The University of Oklahoma

In a course on adult development, students wrote chapters of their life story. A study of their experience reveals not only the richness of their lives, but also their gains from reflecting on their life and defining how they are to live it.

**Implementing and Integrating a Workplace Skills Program**  
(ABE) Room 17  
Ron Lemay, Steck-Vaughn Company

The workplace of the new millennium will be a complex and diversified environment. This session will focus on the skills and competencies employees must possess to be successful. We will preview strategies and materials designed to make adults "employable."

**Enhancing Learning through Learning Contracts**  
(Coll. & Univ.) (Professors) Room 12  
Susan Mancuso, Western Washington University

We will examine the use of learning contracts to engage and focus learners in graduate/undergraduate education and in community and business settings. Examples will be shared along with discussion of what makes for effective learning via learning contracts.

**Making Technology Fit: Decision Heuristics for Educators**  
(Coll. & Univ.) (Dist. Learn/Tech) Room 9  
Don Martin, North Carolina State University  
Dr. John Petraitis, North Carolina State University

This participant-centered session presents a decision model to frame the multi-dimensional aspect of learner need, learning objective and technology characteristics and resources. Introduces a technology continuum to reference how and when to use technology.

**Using CD-i Based Multimedia to Teach Basic Skills**  
(ABE) (Military) Room 13  
Doug Prybylowski, Comex Systems, Inc.

A diagnostic-prescriptive interactive format for delivery of basic skill instruction is demonstrated. The strengths of CD-i over CD-ROM are shown to make delivery more effective.

**Training Leaders to Lead**  
(Military) (Manag/Admin) Room 3  
J.D. Smith, Chief of Naval Education and Training

The leadership training for Navy Officers and Enlisted Personnel will be presented. The applicability, transferability and lessons learned in the development, implementation and evaluation will be discussed.

**Literacy on the Internet: Using the NIFL LINCS System**  
(ABE) (Professors) Room 18  
Jean Stephens, Ohio Literacy Resource Center

The Ohio Literacy Resource Center supports electronic communication and information exchange for literacy as one of four regional centers in the National Institute for Literacy's LINCS system. This session will provide demonstration of the system for adult basic educators for communication and for locating national, international and local literacy materials and resources.

**Concurrent Session 3**  
2:30 pm - 3:30 pm, Friday, November 20

**Conference Planning ... A Shared Responsibility**  
Room 9  
Suzanne Bernardini, Ashubula County JVS  
Linda Stacy, Center for Development and Training, Owens Community College

Thinking about hosting a state/regional/national event? This presentation will focus on the "nuts & bolts" of conference planning...events for 50-500-1500! Participants will receive: conference checklist; time-frames; budget items; models for themes, committees, programs; suggestions for speakers, sessions, special events and MORE!

**Using the Identification of Organizational Interests Inventory (IOII) As a Tool to Aid in Program Planning**  
(Coll. & Univ.) (Professors) Room 10  
Patrick Chambers, Western Washington University

The IOII is a tool for helping individuals systematically look at the internal and external factors in the organizational environment that may affect the ability to do effective program planning.
CONCURRENT SESSION DESCRIPTIONS (3)

Whose “Right” Is It To Get a GED? Information and Discussion on Accessing GED
(Disabilities) (GED) Room 5
Ruth Derfer, Massachusetts Department of Education

Are high school dropouts entitled to get a GED or external diploma in your state? A combined review and discussion of who the GED and external diploma are appropriate for as a high credential.

The “What Works” Literacy Partnership: Effective Program Practices from Diverse Agencies
(HRD) (Workforce) Room 11
Karyn Evans, Southern States Community College
Rusty Ackerman, Pima County Adult Education

The “What Works” Literacy Partnership, a national partnership of adult literacy education agencies defines, documents and disseminates effective program practices. Represented are 14 agencies which reflect the diversity in the field regarding size, budget, institutional base, population, location and philosophy. This workshop will share the results of collaboration among these agencies to define and document effective program practices which lead to learner success.

Social Participation or Vocational Relevance: Policy Dilemmas on the Agenda for Lifelong Learning in Britain
(Int’l) (Workforce) Room 14
Archibald Fleming, University of Strathclyde

This paper will summarize the conclusions of recent U.K. Government Committees of Enquiry (Dearing, Fryer), established to make recommendations on how British institutions of higher education can make a distinctive contribution to the development of a learning society.

Virginia’s Workforce Improvement Network (WIN): Establishing Workforce Development Statewide
(Workforce) Room 8
Diane Foucar-Srocci, James Madison University
Debra Tider, James Madison University
Barbara Gibson, Workforce Improvement Network

Virginia’s Workforce Improvement Network-Foucar-Srocci

We will overview Virginia’s unique approach to “post-employment” delivery of foundational skills services in the workplace. Our network is a collaboration of adult educators, university personnel, public and private literacy providers, employers and policy makers. We will present our work to date from the perspective of the leadership and development team.

The Effects of Interaction on Adult Learners During Computer-Based Cooperative Conditions
(Coop. Ext.) (Dist. Learn/Tech) (Research) Room 6
Chin-Yun Huang, Association Educational Communication & Technology
Huichuan Wei, Chinese Adult Education Center

The purpose of the study was to examine possible interactions among different types of feedback on cognitive learning outcomes and efficiency for adult learners during computer-based cooperative conditions.

The Professional Attributes Evaluation Scale: Meeting our Ethical and Legal Challenge to Promote Professional Conduct
(Cont. Prof. Ed.) (Professors) Room 3
Anna Hualquiutl, Northwest Christian College

Professionalism is being revisited in today’s workforce as evidenced in rising numbers of ethical codes and legal proceedings highlighting professional conduct. Adult educators, challenged to identify, support and evaluate professional conduct, will find that ongoing research supports the effectiveness of the Professional Attributes Evaluation Scale in supporting professional development.

A Balanced Approach to Teaching Reading and Writing to ABE and Pre-GED Students
(ABE) (Cont. Ed.) Room 18
Christina Jagger, New Reader Press

Learn how Voyager, the new nine-level core series from New Readers Press, balances contemporary content, process skills and assessment with the best elements from traditional instruction and practice.

* An Exploration of the Impact of Past and Present Abuse on the Learning Experiences of Women
(Audit Psych) (Women) Room 1
Elizabeth Knott, East Carolina University
Frances Johnson, MODLS
Beth Miller, East Carolina University

Women who have experienced abuse (past and present) may have special needs in a learning context. This session will explore those needs and how they impact the learning process.

Shared Professional Development: Collaboration Among Women Educators
(Audit Psych) (Women) Room 2
Vivian Mott, East Carolina University
Catherine Hingman, Georgia Southern University
Laura Biermer, School of Labor and Industrial Relations, Michigan State University

With other women educators, the presenters will explore ways in which collaborative relationships and networking strategies can promote and sustain professional development.

Contracts for Learning: Defining Direction through Shared Responsibility
(Coll. & Univ.) (Comm. Coll.) Room 4
Barbara Mullins, The University of Memphis

Participants will learn how a professor and students shared responsibility for defining the direction of a graduate-level course by developing learning contracts. This will discuss the pros and cons of using a contract and how the experience caused us to reconsider some of our assumptions about adult learners.

Teaching-Learning Online: Electronic Discussion Groups Can Spread the Responsibility Around!
Room 15
Karen Mirrell, Fannie Mae

This panel presentation will discuss how the use of on-line discussion groups to share teaching-learning responsibilities, can enhance learning outcomes. It will present one framework for successfully using this approach and share the results of an evaluation of electronic discussion groups that illustrates this process.

Targeted Special Needs of Small and Remote Adult Schools
(Dist. Learn/Tech) (Ed. Dev.) Room 12
Joan Polster, Sacramento County Office of Education

In 1997-98, a study in California researched the technical assistance and professional development needs of small and remote adult literacy providers. Outcomes and solutions will be presented in this session.
Co-Planning for Active Learning: Dignifying Your Learners and Reinventing Your Curriculum  
(Professors) (Ed. Dev.) Room 17
Mary-Jane Eisen, University of Hartford and St. Joseph College  
Beverly Spence, University of Hartford
This innovative strategy generates vital information not found in standard course evaluations. Co-planning and interactive student-teacher collaboration dignifies adult learners by engaging them in course development.

We Are Now in the Driver’s Seat: Lessons Learned from the Field in a Participatory Evaluation of Adult Education Professional Development  
(Ed. Dev.) Room 18
Susan Erna, Albemarle County Schools  
Diane Foucar-Szocki, James Madison University  
Suzanne Grant, Arlington Education and Employment Program  
Lemox McLendon  
Susan Joyner, Virginia Adult Education and Literacy Center
An evaluation of the Virginia Professional Development System was recently conducted by a team of practitioners using qualitative research methods. This session will speak to the process, strengths and challenges and impact of this project through the lens of participants.

Reflective Practice  
(Cont. Prof. Ed.) (Professors) Room 4
Trenton Ferro, Adult and Community Education, Indiana Univ. of Pennsylvania
Review the basic premises and concepts of reflective practice as developed by Donald Schon and then explore several models for applying these concepts to one’s personal and professional practice.

(Dist. Learn/Tech) (Workforce) Room 1
Susan Hutton, The University of Calgary  
Kathleen King, Fordham University  
Ken Melichar, Piedmont College
Three experienced instructors will interactively share their experiences of program design, strengths and weaknesses of on-line learning and web based resources that can be used in traditional classrooms.

Learning Feminism: Life Histories from a Midwest Women’s Center  
(Non-formal Ed.) (Women) Room 8
Donna Jones-Ilesly, Syracuse University
This program presents the life histories of the twelve women who started the Leopold Women’s Center. This study explores the development of feminism through reflection, educative experiences and practice.

Promising Approaches: Adult Education Delivers on the One Stop Promise  
(Research) (Workforce) Room 15
Gloria Kucher, Vineland Adult Education Consortium  
Charles Thomas, Cumberland/Salem Job Training Consortium
Participants will learn how a One Stop Center developed an unfragmented, non-competitive approach to welfare-to-work. The approach resulted in a 17% decrease in the AFDC case load.
Concurrent Session Descriptions (4 & 5)

Assessing Life and Employability Skills: Information You Need to Know and How to Implement
(ABE) (Voc. Ed.) Room 10
Joyce McLain, Curriculum Associates
One of the simplest, most efficient methods for assessing, recording and tracking student skill growth is described. The criterion-referenced assessment tool also provides a curriculum guide for functional life skills.

The Adult High School Diploma: A Concept Whose Time Has Come
(Adult HS) (GED) Room 12
Molly Milner, Los Angeles Unified School District
Gail Lawson, Aquidneck Island Adult Learning Center
Sherrie Clahborne, Claiborne County Board of Education
The Adult High School Diploma offers adult learners an alternative to the GED certificate. This alternative will be explored and samples of successful Adult High School Diploma programs will be highlighted.

Learning Disabilities in College and Other Adult Learning Entities
(Disabilities) (Learner Services) Room 9
Rhonda Rapp, St. Philip’s College
Information focusing on learning disabilities and their impact on the learning process will be presented. This session allows participants to experience the frustrations and needs of adults with learning disabilities.

Mental Fitness Classes—Lifelong Learning for the Frail Elderly
(Disabilities) (Aging) Room 14
Patricia Reed, Yucaipa Adult School
Myla Morrow, Yucaipa Adult School
Jan I. Button, Yucaipa Adult School
Yucaipa Adult School in California offers “Mental Fitness” classes in institutional settings in the community using integrated thematic instruction to provide stimulating learning opportunities for the frail elderly and disabled adults.

Education for Senior Citizens, In-Service or Professional Training,
Community and Non-Formal Education
(Aging) Room 19
Guan Shi-Xiong, Beijing Association of Adult Education
Zhang Wai, Beijing Association of Adult Education
He Xiang-Dong, Beijing Association of Adult Education
Wang Li-Pang, Beijing Association of Adult Education
1. Education for Senior Citizens which consists of issues such as course contents, methodology of teaching and learning, facilities and organizing, etc.
2. In-Service or Professional Training
3. Community and Non-Formal Education

The Magic of Shared Responsibility in Helping Adult Learners
Achieve Success
(Workforce) Room 11
Nancy Wegge, Mineral Area College
Adult learners will feel the magic when they take charge of their own success. Learn how to help adults get rid of old restrictions, set goals and take reasonable risks.

Research on the Issue of Education for Senior Citizens
(Int’l) (Research) (Aging) Room 3
Zhang Wei, Beijing Adult Education Association
Zhao Zhi Gang, Beijing East City District Adult Education
Du Wen Sheng, Beijing West City District Adult Education
Tian Yin He, Beijing Rock-View Mountain District Adult Education
Liu Jin Lan, Ma Gui Feng
Song Li Lan
Liu Fu
Cao Chen
Findings and insights from current and ongoing research regarding senior citizens in China will be shared. Implications of the findings and insights for adult education programs will be drawn. Discussion and questions will contribute to the exchange of ideas for further consideration.

Connecting Theory and Practice in Older Adult Learning
(Aging) Room 6
Mary Alice Wolf, Saint Joseph College
James Fisher, University of Wisconsin-Milwaukee
This presentation explores the relationship between espoused theory and theory-in-use in the practice of older adult learning.

Concurrent Session 5
11:15 am - 12:15 pm, Saturday, November 21

* Steps to Success: Instructional Strategies for Distance Learning
(Dist. Learn/Tech) (Workforce) Room 2
Cynthia Bledgett-McDeavitt, University of Nebraska at Lincoln
Ann Martinez
Terri Metcalf
This session offers instructional strategies for distance education. Successful practices, grounded in adult education based constructivist instructional design, will be discussed.

United States Armed Forces’ Voluntary Education Program: The
Effect on Enlisted Servicemember Retention
(HRD) (Military) Room 11
Kenneth Brauchle, University of La Verne
A study examined the relationship between participation in military-sponsored off-duty education and enlisted retention. The participation effect is small and data suggest significant changes in the military cultural view of education.

Making Ethical Decisions: A Shared Responsibility
(Hist. & Philos.) (Professors) Room 14
Ralph Brockett, University of Tennessee Psychoeducational Studies
Roger Hiemstra, Elmira College
Ethical decision-making is a responsibility shared by all who engage in the education of adults. In this session, a process for making ethical decision and demystifying ethical practice will be shared.
ESL: Communicative Language Strategies for Low-Beginning Students  
(ESL) (Workforce) Room 18  
Jim Goldstone, Prentice Hall Agents  
Laura Edwards, Prentice Hall Agents  
Start using effective approaches with your low-beginners today! Jim Goldstone and Laura Edwards demonstrate interactive teaching methodologies using activities from popular ESL authors Steven Molinsky, Bill Bliss and H. Douglas Brown.

Women and AIDS: What Women Must Know to Responsibly Protect Themselves  
(Health Ed.) (Women) Room 4  
M. Craig Hankins, The New Orleans Center for Living  
HIV infection is steadily increasing among disadvantaged women. It is the responsibility of adult educators to assist students in developing the learning skills to access potentially life-saving information.

The Oklahoma Literacy Campaigns of the Great Depression  
(ABE) (Literacy) Room 6  
Randal Ice, University of Central Oklahoma  
Dr. Robert E. Nolan, Oklahoma State University  
The federal literacy programs of the New Deal were among the largest and most successful in U.S. history. Lessons from the extant records concerning local programs are applicable today.

Organizational Self Examination in Times of Welfare Reform: Community Women's Educational Project  
(Women) (Non-formal Ed.) (Manag/Admin) Room 17  
Frances Johnston, MODLS  
For 20 years CWEP has provided educational programs committed to empowering economically disadvantaged women and their community. This program will speak to the organizational implications of our ongoing process of creating community-based, activist, empowering educational activities in a time of fragmented welfare support.

Perspective Transformation and the Empowered Educator—Learning from Student’s Experiences and Applying to Practice  
(ESL) (Ed. Dev.) Room 12  
Kathleen King, Fordham University  
Application of tools to engage adult learners in reflecting on learning experiences and perspective transformation. Emphasis is on how this can inform the educator's teaching of ESL and Higher Education applications.

“What Have I Gotten Myself Into?”—A Distance Education Case Study  
(Dist. Learn/Tech) (Professors) Room 16  
Elizabeth Knott, East Carolina University  
Distance education presents challenges for both the teacher and the learners. This session reports findings from case study research into the use of technology in a graduate adult education class.

Standards in Adult Education, the Process and the Implications  
(One State’s Experiences)  
(ABE) (Ed. Dev.) Room 8  
Miriam Kroeger, Academy for Literacy Resources and Professional Development  
Jodi Decker, Arizona Association for Lifelong Learning  
This session will describe the process which Arizona has undertaken in the development of adult educational standards. It also will take a look at the implications which standards have on students and their learning and on teachers and their professional development.

Build Real-World Basic ESL Vocabulary with Visual-Word Associations via Video  
(ESL) Room 10  
Joyce McLean, Curriculum Associates  
Basic ESL vocabulary skills are presented through real-life themes. The system, a visual presentation of theme-related words using various teaching strategies, can be used individually or with groups.

Serving the Community through Cooperation  
(Non-formal Ed.) Room 9  
Rhonda Rapp, Saint Philip’s College  
Alma D. Ayala, City of San Antonio  
Joannis Platley, Saint Philip’s College  
Information focusing on a unique blend of services (city literacy initiatives, community college training programs and a day care) operating separately, yet jointly, out of a singular center will be presented.

A Case Study of a Small Private College's Mental Models of the Adult Student  
(Coll. & Univ.) (Research) Room 13  
Carol Reiseck, North Central College  
Grounded in organizational learning theory, this case study identified mental models of adult students held by administration, staff, faculty, traditional students and adult students in a small private college.

* Learning How to Learn: The Role of Self-Efficacy and Self-Evaluation  
(Access Psych) (Professors) Room 1  
Susan Slusarski, Kansas State University  
Patricia Bovier, University of New Mexico  
Learning theorists have advocated the value of student reflection on learning. Examine with others a model of self-efficacy and the basics and benefits of using self-evaluation from both the students’ and the teachers’ perspectives.

Twenty-Six Conferences and Counting: National Adult Education Conferences 1973-98  
(Military) Room 3  
J.D. Smith, Chief of Naval Education and Training  
A quick review of personal observations from attendance at previous AEA/USA and AAACE Conferences.

Becoming a “Virtual” Student: One Case Study of Graduate Students' Reactions to On-line Learning  
(Cont. Prof. Ed.) (Learner Services) (Dist. Learn/Tech) (A.E. Students) Room 5  
Faye Wiesenberg, University of Calgary  
This session will present preliminary results of a study-in-progress described in the AAACE 1996 presentation entitled "Assessing Students' Ability to Take on the 'Virtual' Student Role." It will describe how the first cohort of students enrolled in a new Master of Continuing Education program dealt with entering, moving through, and exiting from a demanding program of study delivered primarily through computer mediated communication. The presenter used
Schlossberg's *Transition Coping Guide* and The *Mattering Scale* to measure any changes in students' sense of self, situation, social supports and use of coping strategies, as well as their thoughts/feelings about how the university administration handled their issues and concerns as adult graduate students in a new and primarily distance delivered program.

**Social Roles: Performance and Assessment for the 21st Century**
*Adult Psych (Research)* Room 15
*James Witte, University of South Florida*
*Wayne James, University of South Florida*
Review of recent research pertaining to the performance levels of adult social roles by age, gender and socio-economic status. Implications for instructors, administrators, program developers and learners are presented.

**Concurrent Session 6**
*1:00 pm - 2:00 pm, Saturday, November 21*

**Shaping the New Workplace: The Economic and Social Basis of the HRD**
*HRD (Professors)* Room 14
*Ian Baptiste, The Pennsylvania State University*
*Fred M. Schied, The Pennsylvania State University*
Focusing on human capital theory and industrial psychology as the intellectual basis for the modern practice of HRD, this paper highlights the problematic nature of much workforce education.

**The Outcomes and Impacts of Adult Literacy Education**
*ABE (Professors)* Room 11
*Hal Beder, Rutgers University*
Presents the findings of a research project that analyzed the outcome/impact literature of adult literacy education from the 1960's to the present in order to make reasoned conclusions about program effectiveness, to identify common methodological problems and to make recommendations for policy.

**“Shared Book”—An Adult, a Book, a Child ... the ABC's of Shared Enjoyment!**
*ABE (Comm. Coll.)* Room 9
*Suzanne Bernardini, Ashtabula County JVS*
*Emily Chismar, Ashtabula County Literacy Coalition*
Need to improve/expand your family literacy services! Attend this session to overview the design, implementation and revisions that have made “Shared Book” (established 1988), a model program in Ohio and across the country!

**Research from the National Center for the Study of Adult Learning and Literacy (NCSALL) (Part 1 of 2)**
*ABE (Literacy)* Room 12
*John Comings, NCSALL-Harvard University Graduate School of Education*
*Hal Beder, Rutgers University*
*Beth Bingman, Center for Literacy Studies, University of Tennessee*
*Steve Reder, Portland State University*
NCSALL research is focused on improving programs that serve adults who have low literacy skills, who don’t speak English, or who don’t have a high school degree.

“Be All You Can Be”: The True Meaning of Adult Education (ABE (Military) Room 16
*Grey Edwards, Jr., Giessen Army Education Center*
The true meaning of Adult Education can be viewed in the many success stories, based on the trials of military adult learners, as they strive to fulfill their lifelong dreams by “Being All They Can Be.”

**Information Management: Critical Skill for Adult Learners**
*Daycare (Tech)* Room 5
*Susan Imel, ERIC Clearinghouse on Adult, Career, Vocational Education*
Does the volume of information available and the speed with which it changes make you feel like roadkill on the information highway? Attend this session to discover how to be a critical consumer and manager of information.

**From Practice to Theory**
*Room 10*
*Peter Jarvis, University of Surrey*
Theory to practice has been the generally accepted relationship. Many innovations have undermined it. In this late modern society, praxis is placed on practice and this calls for a reconfiguration of the relationship between theory and practice.

**Instructing Adult Learners: Information Technologies & Basic Skill Development**
*Daycare (Tech)* Room 1
*Cindy Johnston, Central Piedmont Community College*
*Deborah Young, Literacy Action Center*
*Linda Burns, Central Piedmont Community College*
How are information technologies currently being used in GED preparation and adult basic education programs? Panelists will describe some technologies they’re using, resulting outcomes and relevant issues.

**Teacher Technology Training: Lessons Learned**
*Daycare (Tech)* Room 4
*Ann Martinez, Texas A&M University*
*Dr. Teri Metcalfe, Texas A&M University*
The Texas A&M University Center for Distance Learning Research (CDLR) supports the integration of technology in instruction by providing on-site technology training for teachers. The purpose of this presentation is to describe how trainers from the Center have worked with different districts to adapt training to meet the needs of each district or organization and to discuss the benefits and challenges of different training models.

**Distance Learning: Creating Greater Access to Learning**
*ABE (Adult HS)* Room 3
*Dale McInerney, Los Angeles Unified Schools*
*Dr. Hugo Pedraza, Los Angeles Unified Schools*
The Los Angeles Adult Division has developed a wide array of video and computer-based instructional materials. Multiple delivery systems reduce time and distance barriers to student access.

**Welfare-TO-Work: The Role of Basic Education**
*ABE (ESL)* Room 17
*Jane Meyer, National Institute for Literacy*
*Garrett Murphy, National Institute for Literacy*
The role of basic skills was severely downgraded in national welfare
legislation. The National Institute for Literacy conducted a nationwide search for programs which would prove to practitioners and policymakers the effectiveness of basic skills instruction in moving recipients from welfare to work. The Canton, Ohio, City School Even Start Program, one of eight programs designated as exemplary by the Institute, will demonstrate a successful family literacy approach.

* Adult Basic Education as Critical Reflective Practice: Multiple Voices, Multiple Realities (ABE) Room 2
Elizabeth Peterson, University of South Carolina
Barbara Sparks, University of Nebraska-Lincoln
This panel presentation provides a framework for a holistic critique of ABE and poses alternative paradigms which utilize the perspectives of administrators, teachers and students to inform all aspects of practice.

New Products from Comex Systems
(ABE) (Military) Room 13
Doug Prybylowski, Comex Systems, Inc.
A look at some of the new products we developed this year, including our new CLEP video CDs.

Distance Collaboration: Using Technology to Find New Ways of Working Together
(ABE) (Literacy) Room 15
Marty Repog, Ohio Literacy Resource Center
Tim Ponder, Zynegetic Solutions
This workshop will provide information about technologies which allow practitioners to work together regardless of physical location. Topics will include: available technologies, cost involved, impact on students and potential barriers to success.

Developing the Learning Community of Tomorrow: A Comprehensive Program for 21st Century Educators
(Professors) (Ed. Dev.) Room 8
Rosemarie Schuk, Pima Community College
Gail Gorques, Pima Community College
What skills does the 21st century educator need? This presentation will look at a new professional development program and how it is generating innovations in teaching and learning while using technology as a tool for student success.

A Gerontology Curriculum for Home Companions
(Aging) (HRD) Room 6
Mary Alice Wolf, Saint Joseph College
This presentation explores a curriculum for home companions to the elderly based on developmental and adult education principles.

Assessment and evaluation strategies in workforce literacy programs are presented with examples from National Workplace Literacy Program projects. Lessons learned from the National Workplace Literacy Program projects also will be shared.

The Social Impact of HRD and Workforce Development Programs (Professors) (HRD) Room 9
Ian Baptiste, Penn State University
This study assesses the social returns on selected HRD and Workforce Development programs. These programs, it argues, must deliver social, not just individual returns, if they are to assist in building communities.

Curriculum Integration: Empowering Employees Through Integrated Academic and Occupational Curricula in an Academy for High Performance (Voc. Ed.) (Workforce) Room 17
Edward Beckstrom, McHenry County College
Cathy Abraham, McHenry County College
Paul Juske, McHenry County College
Working with local employers, McHenry County College's Academy for High Performance develops communication, computational, problem-solving, teamwork and decision-making skills of employees through integrated curricula leading to associate degrees.

The Influence of Culture on Self-Directed Learning Readiness: Individualism and Collectivism Among Adult Learners
(Research) (Int'l) Room 10
O. Randall Braham, University of Phoenix, Hawaii Campus
This presentation will address the appropriateness of incorporating self-direction as a means of learning across cultures, specifically in regard to differences that may exist between adults from individualistic and collectivistic cultures.

Teach ESL and SCANS Skills—ASAP!
(Workforce) Room 13
Tim Collins, Steck-Vaughn Company
Joan Phifer, Steck-Vaughn Company
Find out how English ASAP, Steck-Vaughn's exciting new, full color, multi-component workforce ESL program, teaches the SCANS skills and English adults need to succeed at work.

Research from the National Center for the Study of Adult Learning and Literacy (NCSALL) (Part 2 of 2)
(ABE) (Literacy) Room 12
John Comings, NCSALL-Harvard University Graduate School of Education
Hal Beder, Rutgers University
Beth Bingman, Center for Literacy Studies, University of Tennessee
Steve Reder, Portland State University
NCSALL research is focused on improving programs that serve adults who have low literacy skills, who don't speak English, or who don't have a high school degree.

Using a SCANS Based Curriculum to Prepare Welfare Clients for Work
(ABE) (Workforce) Room 6
M. Judith Crocker, Adult and Continuing Education, Cleveland Public Schools
This session will introduce participants to two models developed in response to the mandate to prepare welfare clients for work. Each
model provides activities leading to mastery of the SCANS skills and introduces the participants to the world of work eventually leading to full employment.

Brain Hemispheric Functionality for the Adult Educator and Learner  
(Cont. Prof. Ed.) (Professors) Room 1  
David Gray, U.S. Department of State  
This presentation describes research indicating how the human brain functions (while learning is taking place) and, more importantly, the resulting implications and practical applications for the adult educator and learner.

Building Communities: Pre-Service Teachers and Adult New Readers Connect via E-mail  
(ABE) (Coll. & Univ.) Room 14  
Kathleen Hric, Westminster College  
Jan Hedberg, Horizonte Instruction and Training Center  
Deborah Young, Literacy Action Center  
This session describes interactions among secondary reading pre-service teachers and adult new readers via e-mail to teach comprehension strategies. Strategies, products and outcomes will be discussed.

Building Community on Campus: Beyond “WE-THEY” in Higher Education  
(Coll. & Univ.) (Non-formal Ed.) Room 8  
Nancy Huber, University of Arizona  
Laurie A. Kierstead, University of Arizona  
Students enrolled in “Leadership Concepts and Contexts” at the University of Arizona actively seek ways to enhance a sense of campus community. They have led a forum on the meaning of community on campus and have followed with action research focusing on the relationship of service, leadership and campus community.

Counseling Adult Learners: A Critical Review of Fundamental Skills in the Helping Process  
Room 15  
David Price, North Carolina A&T State University  
Skills in the helping process as they have traditionally evolved from the counseling profession will be reviewed and discussed for their relevance to adult education practice.

Taking an Ethical Stance for the New Millennium: Rights and Responsibilities in Adult Education  
(Hist. & Philos.) (Ed. Dev.) Room 2  
Thomas Sork, The University of British Columbia  
Surveys of practitioners reveal continuing concerns about the ethics of practice. This session explores efforts to provide defensible ethical frameworks and will engage participants in a discussion of ethical challenges that we are likely to face in the new millennium.

Equipped for the Future: Standards for Lifelong Learning  
(Part 1 of 2)  
(Non-formal Ed.) Room 11  
Sondra Stein, National Institute for Literacy  
Come join us in exploring the new draft standards for adult literacy and lifelong learning!

Beyond Basic Skills: Providing Literacy Teachers with the Tools for Socially Meaningful Instruction  
(Literacy) Room 16  
Thomas Valentine, The University of Georgia  
Jennifer Sandlin, The University of Georgia  
This session examines a publicly-funded program that distributes free, curriculum materials to Georgia’s 1300 literacy and ESL teachers. The materials support group instruction about problems commonly confronted by adult students.

Wellness Learning Strategies for Reaching Precontemplators and Contemplators in Service Positions at a Midwestern University  
(Health Ed.) (Manag/Admin) Room 3  
Ruth Warren, Ball State University  
Ball State University coordinates wellness programs for its service staff. Sub-communities and different value systems exist throughout the University. In this session, we share how we have started to create a wellness community for staff.

Expectations of Adults in the Learning Environment  
(A.E. Students) (Workforce) Room 5  
Sharon Yarbrough, University of Tennessee-Institute of Assessment  
Linda Tissue, University of Tennessee  
Adults enter the learning environment with various expectations. Recognizing those expectations will help adult educators meet the needs for change. This presentation will identify multiple expectations of the adult learner.

Research from the National Center for the Study of Adult Learning and Literacy (NCSALL)  
(Part 2 of 2)  
(ABE) (Literacy) Room 12  
John Comings, NCSALL-Harvard University Graduate School of Education  
Hal Beder, Rutgers University  
Beth Bingman, Center for Literacy Studies, University of Tennessee  
Steve Reder, Portland State University  
NCSALL research is focused on improving programs that serve adults who have low literacy skills, who don’t speak English, or who don’t have a high school degree.

The Effective Use of Biographies and Humor in Teaching Adults!  
(AAdult Psych) (Aging) (Corr. Ed.) Room 2  
Roger Asford, The Reaccreditation Institute  
Using biographies for teaching reading is a most effective tool. The use of humor can enliven the most esoteric subject. A combination is an ideal setting for learning. Useful illustrations will be given!

Conversations on Lifelong Learning  
(In’l!) (Professors) Room 16  
Gretchen Bersch, University of Alaska, Anchorage  
Features discussion and selections from Gretchen Bersch's video interviews with noted scholars in adult education/adult learning. Stories
from the past and present are valuable in visioning our future.

The Development of the Credit Framework in Wales: Is This a Cross-culture Model?
(Int'l) Room 14
Anne Bowen, South East Wales Access Consortium
Wayne James, University of South Florida
This session explains the development of open college networks and the credit framework, explores the impact on the curriculum, learners, practice, partnerships, providers and paymasters, and questions whether this is a transferable model.

Elements of Effective Teaching
(Hist. & Philos.) (Prof. of Adult Ed.) Room 13
Ralph Brockett, University of Tennessee
Ethical decision-making is a responsibility shared by all who engage in the education of adults. In this session, a process for making ethical decisions and demystifying ethical practice will be shared.

Leadership Frames: A Tool for Building Nurturing and Thriving Adult and Continuing Education Organizations (HRD) (Manag/Admin) Room 4
Rosemary Caffarella, University of N. Colorado
Jean Anderson, Fleming, Ball State University
We will explore, using a six-component leadership framework, ways that formal and informal leaders within organizations and communities can build environments for learning that are both nurturing and effective.

How to Manage Conflict
(Ed. Dev.) (Manag/Admin) Room 19
Donna Cornellier, Mt. Wachusett Community College/Devens Learning Center
Judi Yegor, Mt. Wachusett Community College
Toni Brennan, Mt. Wachusett Community College
This interactive session will give participants the opportunity to explore the five styles of managing conflict and determine their own style of managing conflict.

Selecting the Right Person for the Right Position in Your Organization
Room 6
Michael Galbraith, Florida Atlantic University
Burton Sidle, University of Wyoming
This session examines strategies and techniques for selecting and developing staff for the adult and continuing education organization. It includes a process for defining the job and the essential qualifications needed as well as an appropriate strategy for conducting the interview process.

“Non-Traditional Students”: Still a Useful Descriptor—or Fading Fast?
(Coll. & Univ.) Room 3
Annette Greenland
At AAACE Dallas ’93, the presenter said “non-traditional students” is an outdated and inconsistent term. Subsequent roundtables, e-mail discussions and literature searches show that the argument continues. What’s YOUR 1998 opinion?

Helping Each Other—It’s the Only Way to Make It Happen (ABE) (Corr. Ed.) Room 5
Cheryl Hagerty, Union County ABLE
Community correction, the courts and adult basic education centers can prove to be that perfect partnership in overcoming obstacles to providing service. How to successfully accomplish this, based upon the experiences in Ohio, will be presented.

Shared Responsibility for Training Adults with Disabilities to Access Information through Technology: A Library’s Experience (Disabilities) (Non-formal Ed.) Room 8
Wanda Hole, Volunteer, Phoenix Public Library
Cindy Holt, Phoenix Public Library
Information is power! This is the story of how Phoenix Public Library builds community and shares responsibility for making information accessible to adults with disabilities. Emphasizes training and technology.

Adult Undergraduate Afro-Americans: Context and Life Experiences Sharing Realities (Coll. & Univ.) (Comm. Coll.) Room 9
Carol Kasworn, University of Tennessee
This session will explore African-American adult community college and university undergraduate beliefs of key spheres of influence in their participation and their learning environment.

Cleaning Up the Mess: Preparing Learners for the Cognitive Disarray of the Workplace (Workforce) Room 12
Jacque McClure, ACT, Inc.
Joyce R. McLarty, ACT, Inc.
We must recognize the fact that cognitive skills are used differently in the workplace than in the classroom, then alter learning objectives and academic requirements accordingly.

* Panel Discussion
Building Respect, Responsibility and Resiliency in “At Risk” Young Adults
(Adult HS) (Voc. Ed.) Room 18
Vicki Phillips
Learn how to develop an empowered, resilient outlook in at-risk young adults by TEACHING them new pro-social attitudes and skills, based on reframing their views about power, respect and responsibility.

Equipped for the Future: Standards for Lifelong Learning
(Part 2 of 2) (Non-formal Ed.) Room 11
Sandra Stein, National Institute for Literacy
Come join us in exploring the new draft standards for adult literacy and lifelong learning!

Adult Education for Critical Consciousness: A Dialogue on Critical, Feminist, Multicultural and Transformative Approaches
(Professors) (Women) Room 15
Edward Taylor, Antioch University-Seattle
Elizabeth Tisdell, Antioch University-Seattle
While critical pedagogy, feminist pedagogy, critical multiculturalism and transformative learning have a different emphasis, they all are concerned with the role of education in working for critical consciousness and social change. In our presentation, we will dialogue about the paradigmatic variations in relation to our different positionalities (gender, race, class, sexual orientation) and how it affects our educational practices, including our interactions with students in specific educational contexts. More specifically, we dialogue, as teachers who attempt to use these emancipatory paradigms, about how we deal with the following overlapping issues in promoting critical consciousness: emotions and rationality, the relationship between critical consciousness and social action.

* The Internet as a Teaching Tool
(Coll. & Univ.) (Ed. Dev.) Room 1
Kevin Thompson, University of Wyoming
John Dickens, James Madison University
Donna Whitson, University of Wyoming
This session will focus on using the World Wide Web for teaching and research in adult education. Also included will be hints for critically evaluating web resources.

Primary Language Literacy Instruction: A Stepping Stone to ESL—a Building Block for Community Partnerships
(ESL) (Literacy) Room 17
Theresa Villa, Roosevelt-Bilingual C.A.S.
Myra Arredondo, Roosevelt-Bilingual C.A.S.
Roosevelt-Bilingual Community Adult School provides primary language literacy as a supplement to quality, accessible ESL programs, as well as exemplary community partnerships yearly to over 4,500 economically disadvantaged students.

Understanding Quality and Motivation in Accelerated Courses for Adults
(Research) (Coll. & Univ.) Room 10
Ray Wlodkowski, Regis University
Presenting findings of a two year study involving three colleges. The investigation examined student and alumni attitudes toward 5-week accelerated courses and compared academic performance between 5-week and 16-week courses.

discover India ’98-’99
International Program in Workforce Development and Adult Education

• This expedition is scheduled December 27, 1998 - January 8, 1999
• A coordinated, multi-disciplinary program that will focus on workforce development from an adult education perspective
• Visit workforce development sites, meet with local and national leaders, and learn successful strategies and methodologies
• Stops include Kerala, Delhi, Jaipur, Agra, Bombay, and Madras
• Two additional international programs are in the works for Europe and China in ’99
• For details, contact George Palamattam at (630) 963-5005, www.discover-india.com, or Indiatrip9@aol.com
Roundtables A
9:45 am - 10:15 am, Friday, November 20

Improving Program Practice Through Research: Applications from the National Study of First-Level ABE Learners
(ABE) (Research) Table 11
Judith Alamprase, ABT Associates, Inc.
David S. Alexander

Discussed are early learnings from the national study of effective ABE programs that can be used by program administrators and instructors in providing services to first-level learners.

Literacy: Healing the Fractured Field for the New Millennium
(Literacy) (Manag/Admin) Table 7
Donna Amstutz, Adult Learning and Technology, University of Wyoming

The literacy field is fractured by funding mechanisms, stagnating programs and competing leadership. This session suggests ways to heal the field by creating more effective policies and programs in 2000 and beyond.

Effective Negotiating and Interpersonal Communication: Keys for Successful Program Planning
(HRD) (Manag/Admin) Table 13
Jennifer Benaim, Consulting Concepts, Inc.

Participants will learn skills, strategies and effective methods pertaining to interpersonal communication and negotiation that can be developed to positively impact the program planning process.

Shared Responsibility Through READY TO READ!: A Practical, Relevant, Whole Language Adult Literacy Program
(Literacy) Table 1
Janet Fenholz, READY TO READ! Publications, Programs and Services
Melinda C. Fenholz, READY TO READ! Publications, Programs and Services

The author Janet S. Fenholz will present a lively, hands-on workshop demonstrating how the innovative READY TO READ! Adult Literacy Program uses the newspaper as an effective tool to teach reading, writing and life skills.

Looking Through the Eyes of Public Assistance Adult Learners: Implications for Employment Readiness Programs
(ABE) (Workforce) Table 9
Natalie Ferry, Penn State Cooperative Extension

Session will share results from a qualitative study using focused open-ended interviews that explored factors public assistance clients perceived as influencing their success in obtaining goals, employment and workplace success.

Contributing to Economic Development: The Best Practices of College and Business and Industry Centers
(Coll. & Univ.) (Workforce) Table 15
Robert Fitzpatrick, The Council for Adult and Experiential Learning

This session discusses the findings of CAEL's study and Self-Improvement Guide for business and industry centers: benchmarks for the performance of business and industry centers; recommendations on how colleges can support high performing centers; and ideas for building center-college relationships.

Personalizing the ESL Workplace (SLANS) Curriculum (ESL) Table 2
Rosanne Flynn

Make the ESL Workplace Curriculum more meaningful with materials directly related to the adult learner's needs and experiences! The presenters will use real stories, videos, and cooperative pair work strategies from Crossroads Cafe, Collaborations, and Working It Out to bring the workplace to life (including coverage of the SLANS competencies). Free materials provided.

White Light, Mantras, Chi: The Jargon of Community and Leisure Educators Taking Responsibility for Stress Reduction
(Health Ed.) (HRD) Table 3
M. Craig Hankins, The New Orleans Center for Living

Community/Leisure education programs are offering an increasing number of stress reduction programs. Inasmuch, adults are responsibly seeking out programs offering tools to reduce stress, allowing adults to enjoy life.

The Call to Teach: Life Mission and the Adult Educator
(Ed. Dev.) (Voc. Ed.) Table 8
Michael Kroth, Public Service Company of New Mexico

Stephen Brookfield perhaps said it best when he called upon adult educators to deliberately and repeatedly revisit the source of their decisions to enter the profession and to "drink from the waters there." Perhaps more than ever before adult educators face a world in which there are few external anchors to depend upon and the demands upon them continue to escalate. Burnout, self-questioning and doubt and aimlessness are all symptoms of this ever changing environment. This session, covering life mission and adult learning, will link theory and practice and explore the relationships between personal mission, transformational and self-directed learning.

Transfer of Learning: Planning Workplace Literacy Programs
(Workforce) (Literacy) Table 4
Maurice Taylor, University of Ottawa

This session will discuss the various factors influencing the transfer of learning in workplace literacy. It will highlight how to integrate learning into program planning and present numerous strategies to enhance transfer.
Problem Solving: More Than Finding Answers to “Story Problems” (ABE) (Literacy) Table 12
Cynthia Zengler, The Ohio State University
This interactive workshop will offer participants experiences in solving problems for math classes independent of math content.

Roundtables B
10:30 am - 11:00 am, Friday, November 20

Personal Narratives as a Mirror of Female Development: What Angelou, Prison Women’s Stories Teach Us (Non-formal Ed.) (Women) Table 2
Irene Baird, Penn State Harrisburg Women’s Enrichment Center
Robert W. Surridge, Penn State Office of Community Outreach
Angelou’s, prison women’s lived experiences provided an effective medium for examining development, reinforced our shared responsibility for inclusivity, and for a framework with cross-cultural, feminist perspectives on learners’ developmental needs.

YOUTHTRAIN 2000—A European Project: Progress Report (Int'l) Table 12
Anne Bowen, South East Wales Access Consortium
An accredited program delivered transnationally, designed for disaffected young people. Based on communication skills and organizational skills, it has been developed to re-engage young people in their education and communities.

Social Networks and Their Influence on Acculturation, Cultural Identity and Academic Performance Table 6
Marian Eberly, Rutgers, the State University of New Jersey
By applying what is known about Social Network analysis and cultural transitions, a model is projected, linking characteristics of the social network to the speed of acculturation and academic performance.

The “Coaching” Learning Organization: Management Practices to Facilitate Learning (HRD) (Workforce) Table 11
Andrea Ellinger, Pennsylvania State University, Harrisburg
Managers are playing an increasingly important role in building learning organizations by sharing responsibility for facilitating learning in the workplace. Selected research results will be presented about unique “coaching” behaviors of managers.

Welfare-To-Work: Implications for Adult Education and Training (Women) (Workforce) Table 7
Gerald Friesty, Daytona Beach Community College
This program will highlight a successful delivery system for providing this target populations with basic skills and job training towards self-sufficiency and lifelong learning.

Connecting English to the Workplace: English ASAP Table 14
Lynda Lu Hall
This session discusses a comprehensive program that teaches specific SCANS competencies in a workplace context. This complete SCANS-based four skills program teaches ESL and SCANS skills to adults and young adults, improving their functional competency as they improve their mastery of job-related English.

Techniques, Curriculum and Material for Open Entry GED and ABE Math (ABE) (GED) Table 3
John Kidd, Bakersfield Adult School
How on earth can you effectively deal with “open entry” in a GED math class? Solutions to this dilemma and a highly effective math program using a proven course of study, many innovative materials and techniques and classroom management skills will be covered in a 20 page handout.

A Collaborative Planning Model: Improving the Basic Skills of an Urban Workforce (Workforce) (HRD) Table 1
Larry Martin, University of Wisconsin-Milwaukee
Ms. Mernathan Sykes, Milwaukee Area Technical College
Keys are presented to the successful development of collaborative relationships involving businesses, educational institutions and community agencies. A successful model of collaborative planning in an urban environment will be discussed.

Literacy, Advocacy and Identity (ABE) (Literacy) Table 5
Patsy Medina, Rutgers University
Ms. Medina interviewed literacy students who are involved in advocacy activities to investigate what motivated their activism. In most cases, “learning to read” was not the catalyst. Suggestions for institutionalizing learner leadership in adult literacy programs will be addressed.

Teacher Training Online Meets Standards, Assessment and Accountability Requirements (Dist. Learn/Tech) (Ed. Dev.) Table 8
Joan Polster, Sacramento County Office of Education
John Fleischman, Sacramento County Office of Education
See a new and effective staff training tool available on the Internet that simulates good training techniques and provides immediate feedback. Especially designed for part-time staff and those in remote areas.

Successful Strategies That Have Assured Adult Educators a Voice in Workforce Development (Workforce) Table 10
Enrico Prata, Caldwell-West Caldwell Center for Continuing Education
Adult educators in New Jersey have been successful in securing their appointments as full members of Workforce Investment Boards or to country-wide literacy committees. The presenter will share the strategies and process used to assure a place at the planning tables.

Breaking Out of the Drop-Out Dilemma: Incorporating What We Know Makes a Difference to Make a Difference! (ABE) (Literacy) Table 13
Laura Weisel, The TLP Group
Drop Outs! When programs must be accountable for measurable outcomes, the issue of dropouts must be addressed for continued funding. This session will look at best practices from both research and the field.
that target ways to shift services that can affect length-of-stay and increased learner outcomes in basic skill and literacy programs. Guiding Principles for creating strategies will be presented along with best practices that can immediately enhance service delivery and dramatically impact learner success. If you have recent successes, share them in this session and let the other participants benefit from your latest hands-on research.

Identification of Services Requested and Received By Students with Disabilities at Post-Secondary Educational Institutions (Disabilities) (Coll. & Univ.) Table 9

Donna Williams, Texas A&M University

This presentation gives insight into current strategies in the field of support services and gives a unique perspective of what services can be expanded as the demand for services increases.

Roundtables C
9:45 am - 10:15 am, Saturday, November 21

TELENET 2—the Network for Academic, Community and Professional Education (Non-formal Ed.) (Dist. Learn/Teach) Table 7

John Allard, Kansas Regents Network

TELENET 2 is a statewide audio and desktop video conferencing network that provides academic credit and community service programs in the state and in a national and international environment.

Lateral Thinking in Problem Solving—A Look at What Creativity Means in Developing Critical Thinkers (Coll. & Univ.) (Professors) Table 8

Patrick Chambers, Western Washington University

Edward De Bono and others have offered perspectives on how we may foster some different thinking...going beyond the single right or obvious answers. The session will examine some of these techniques.

Identifying the Learning Strategies of Your Students—Fast! (ABE) (Research) Table 6

Gary Consi, Oklahoma State University

Learn how you can identify in approximately one minute the pattern of learning strategies used by each of your students. Come and get your copy of the instrument.

The Urban Context: Arena for Constructing Knowledge and Fostering Critically Reflective Practice in Adult Education (Professors) (Research) Table 1

Barbara Daley, University of Wisconsin-Milwaukee
James C. Fisher, University of Wisconsin-Milwaukee
Larry G. Martin, University of Wisconsin-Milwaukee

Strategies are presented to assist practitioners to think systematically and critically, to balance the tensions inherent in the urban context, and to span the boundaries of multiple communities.

Instructional Perspectives
(Comm. Coll.) (Health Ed.) Table 13

M. Susan Dowson, R.N., St. Louis Community College at Meramec

How to use John Henschke’s instructional perspectives inventory as a self-assessment method for faculty and adult educators.

ProgressTown Analysis—An Application of the Process Model for Experimental Learning in Adult Education (HRD) (Non-formal Ed.) Table 9

Gary Dean, Indiana University of Pennsylvania
Peter J. Murk, Ball State University

Understand and practice community analysis and development through the experimental process model for adult education of the Case Study: ProgressTown U.S.A.

Tools That Prepare Learners to Succeed at Work (ABE) (Comm. Coll.) (State Dir.) Table 14

Jane Egez, Comprehensive Adult Student Assessment System (CASAS)

This session will discuss CASAS Workforce Learning Systems (WLS) and Employability Competency System (ECS), which will provide assessments and educational program guidance for employment preparation and worksite basic skills programs.

Technology In and For the Workplace: Implications for Adult Education Table 3

Lynda Ginsburg

This roundtable will explore the education implications of the movement to articulate technology-related competencies that employers in various industries expect of workers. The impact of new technologies on worker’s traditional skills and activities will also be addressed.

Nepal’s “Programme to Reach the Unreached”: A Pilot Curriculum for Preparing Community Development Workers (Non-formal Ed.) (Int'l) Table 15

Annette Greenlaw

The presenter will examine the efforts of a small Nepalese nongovernmental organization to create a certificate for training men and women to work with village development councils.

Collaborative Partnerships in Research and Writing: Lessons from a Personal Journey (Professors) (Research) Table 10

Roger Hiemstra, Elmira College
Ralph Brockett, University of Tennessee

Scholarship is essential for defining direction in adult and continuing education. This session offers a personal perspective on how the presenters have maintained their writing partnership for over 15 years.

Workforce Development: The Role of Adult Education in Welfare Reform (ABE) (Workforce) Table 5

Larry Martin, University of Wisconsin-Milwaukee
James C. Fisher, University of Wisconsin-Milwaukee

The session will analyze three educational approaches which have developed in response to divergent theoretical and political views of the transition from welfare to work.
Soldier-Friendly Degree Completion—From Anywhere in the World
Table 2
Michelle Rourke
Progressive transfer policies and workable degree plans are key to meeting voluntary education needs. This External Degree Program may provide the solution for those who want to complete the bachelor’s degree by combining previous college and other learning experiences and then study on their own time from any location.

Causal Analysis: When Identification of a Need is Not Enough
(ABE) (Manag/Admin) Table 11
Cynthia Zengler, The Ohio State University
In this workshop, participants will be introduced to various techniques to describe factors that contribute to unresolved problems such as fishing, cause and consequence analysis and fault tree analysis.

Roundtables D
10:30 am - 11:00 am, Saturday, November 21

Research Design for Impact of Andragogical and Pedagogical Workshops on Attitudes of Employers Toward Employees With Disabilities in Mississippi
(Disabilities) (Voc. Ed.) Table 14
Joe Bradley, Jr., University of S. Mississippi/Institute for Disability Studies
This study will determine if there is a difference in attitude toward employees with disabilities between employers who complete an andragogically or pedagogically influenced diversity workshop.

Workplace Learning: Designing Effective Programs
(HRD) (Workforce) Table 6
Darlene Bradner, Drake University Human Resources Services
Learn a step-by-step method for designing effective training programs sure to meet your participants’ needs. The steps begin with a discovery process and end with a pilot evaluation prior to actual program delivery.

Using E-mail to Evaluate Adult Literacy Programs
(Literacy) (Workforce) Table 1
Emory Brown, Planning Evaluation and Accountability
Electronic mail provides a new and efficient method for collecting evidence to evaluate adult education programs. This method was used in combination with other methods to evaluate adult literacy resource centers in Pennsylvania.

Adult Learning Styles for the Adult Educator and Learner
(Cont. Prof. Ed.) (Professors) Table 9
David Grey, U.S. Department of State
This presentation explores the various styles that adult learners employ when learning and the resulting implications and practical applications for the adult educator and learner. This presentation is theoretical and practical as well as descriptive and prescriptive.

Instructional Videos—Make Your Own to Save Hundreds of Hours and Enhance Learning
(ABE) (GED) Table 2
John Kidd, Bakersfield Adult School
Videotape those off-repeated lessons, orientations, etc. Students can see that “key lesson” more than once, make up missed lessons, or “go ahead” of the class into future lessons. Getting started, avoiding pitfalls and maximizing benefits will be stressed.

Transformational Learning as Spiritual Practice: The Case of Ethical Vegans
(Adult Psych) (Research) Table 5
Barbara McDonald, USDA Forest Service
Dr. Bradley C. Coureyten, University of Georgia
This reports a phenomenological study of individuals who, for ethical reasons, have changed their lifestyles by giving up all animal products. The data revealed that such transformational learning was grounded in an emergent spiritual practice.

A Typology of Adult Literacy Instruction Based on Actual Practice
(Literacy) (Research) Table 11
Patsy Medina, Rutgers University
Hal Beder, Rutgers University
The Teaching Learning Study sought to generate an empirically-based typology of adult literacy teaching and learning through classroom observations. The principle investigators will share their conclusions during this workshop.

Developing Professional Expertise: How Tacit Knowing Becomes Explicit
(Adult Psych) (Ed. Dev.) Table 4
Vivian Mott, East Carolina University
This session focuses on a cognitive development process whereby practitioners become aware of and articulate their tacit knowledge. Once made, explicit knowing can be formalized and shared as professional expertise.

Greater Phoenix Literacy Coalition Organizational/Information Meeting
Table 15
Marcia Newman
Are you from the Phoenix area? Think that a Literacy Coalition could strengthen our collective voices? Want to get on our mailing list? Then stop by and find out what we’re proposing and give us your input.

Facilitating the Award of College Credit for Military Education and Training Through the Army/American Council on Education Registry Transcript System (AARTS)
Table 8
Gene Sullivan
Learn how the partnership between the Army and ACE, the publisher of the Guide to the Evaluation of Educational Experiences in the Armed Forces, benefits soldiers, veterans, colleges/universities and employers.

Designing Limited-Residency Graduate Study: The Experience of the Intercultural Relations Program
(Professors) (Dist. Learn/Tech) Table 13
Linda Zieglahn, The McGregor School of Antioch University
This session will examine the design of a “limited residency” program aimed at working adults and the academic and support strategies developed for integrating distance education technologies with on-campus intensive seminars.
**SESSIONS BY UNIT AND COMMISSION**

**Adult Basic Education**

Improving Program Practice Through Research: Applications from the National Study of First-Level ABE Learners
CEU 1000
Roundtable A/Table 11
Judith Alamprese

Family Literacy and Welfare Reform: New Models for Program Services
CEU 1000
Concurrent Session 2/Room 14
Judith Alamprese

The Outcomes and Impacts of Adult Literacy Education
CEU 1000
Concurrent Session 6/Room 11
Hal Beder

“Shared Book”— An Adult, a Book, a Child ... the ABC's of Shared Enjoyment!
CEU 1000, 9000
Concurrent Session 6/Room 9
Suzanne Bernardini

Voices of Learners: How Adults Define Learning and Change from Participation in Adult Basic Education
CEU 1000
Concurrent Session 2/Room 16
Mary Beth Bingman

The “What Works” Literacy Partnership: Program Evaluation for Effectiveness
CEU 1000
Concurrent Session 2/Room 11
Don Block

Raising the Standard of Adult Achievement Assessment with AMES/Adult Measure of Essential Skills
CEU 1000
Concurrent Session 1/Room 11
Sherrie Claiborne

Research from the National Center for the Study of Adult Learning and Literacy (NCSALL) (Part 1 of 2)
CEU 1000
Concurrent Session 6/Room 12
John Comings

Research from the National Center for the Study of Adult Learning and Literacy (NCSALL) (Part 2 of 2)
CEU 1000
Concurrent Session 7/Room 12
John Comings

Identifying the Learning Strategies of Your Students—Fast!
CEU 1000
Roundtable C/Table 6
Gary Conti

Using a SCANS Based Curriculum to Prepare Welfare Clients for Work
CEU 1000
Concurrent Session 7/Room 5
M. Judith Crocker

The New American Reading Disc: A Multi-media Approach to Teaching Integrated Language Skills to Adults
CEU 1000
Concurrent Session 1/Room 17
Liz Dillon-Black

**STUDENTS STUDY INDEPENDENTLY USING GED VIDEOTAPES**

The KET/GED Series of 43 half-hour video programs with accompanying workbooks has been used successfully on television and in learning centers and correctional institutions across the country to help thousands of learners pass the GED test.

GED ON TV instructors generally agree that motivated students who pretest at an 8.5 reading level are able to study using the tapes with minimal instructor involvement. The videotapes are also available in Spanish and in a Basic Skills format.

Call KET today at (800) 354-9067 to learn more about this proven instructional tool.

KET, The Kentucky Network
Enterprise Division
560 Cooper Drive
Lexington, KY 40502-2200
“Be All You Can Be”: The True Meaning of Adult Education  
CEU 1000  
Concurrent Session 6/Room 16  
Grey Edwards, Jr.

Tools That Prepare Learners to Succeed at Work  
CEU 1000  
Roundtable C/Table 14  
Jane Eguez

Looking Through the Eyes of Public Assistance Adult Learners: Implications for Employment Readiness Programs  
CEU 1000  
Roundtable A/Table 9  
Natalie Ferry

Helping Each Other—It's the Only Way to Make It Happen  
CEU 1000  
Concurrent Session 8/Room 5  
Cheryl Hagerty

Building Communities: Pre-Service Teachers and Adult New Readers Connect via E-mail  
CEU 1000  
Concurrent Session 7/Room 14  
Kathleen Hric

The Oklahoma Literacy Campaigns of the Great Depression  
CEU 1000  
Concurrent Session 5/Room 6  
Randal Ice

A Balanced Approach to Teaching Reading and Writing to ABE and Pre-GED Students  
CEU 1000  
Concurrent Session 3/Room 18  
Christina Jagger

Techniques, Curriculum and Material for Open Entry GED and ABE Math  
CEU 1000  
Roundtable B/Table 3  
John Kidd

Instructional Videos—Make Your Own to Save Hundreds of Hours and Enhance Learning  
CEU 1000, 3000  
Roundtable D/Table 2  
John Kidd

Quick and Easy Algebra—The Simplified Method  
CEU 1000  
Concurrent Session 1/Room 5  
John Kidd

Standards in Adult Education, the Process and the Implications (One State’s Experiences)  
CEU 1000  
Concurrent Session 5/Room 8  
Miriam Kroeger

Implementing and Integrating a Workplace Skills Program  
CEU 1000  
Concurrent Session 2/Room 17  
Ron Lemay

Workforce Development: The Role of Adult Education in Welfare Reform  
CEU 1000, 3000  
Roundtable C/Table 5  
Larry Martin

Distance Learning: Creating Greater Access to Learning  
CEU 1000, 9000  
Concurrent Session 6/Room 3  
Dale McIntire

Assessing Life and Employability Skills: Information You Need to Know and How to Implement  
CEU 1000  
Concurrent Session 4/Room 10  
Joyce McLain

Literacy, Advocacy and Identity  
CEU 1000  
Roundtable B/Table 5  
Patsy Medina

Welfare-To-Work: The Role of Basic Education  
CEU 1000  
Concurrent Session 6/Room 17  
Jane Meyer

Adult Basic Education as Critical Reflective Practice: Multiple Voices, Multiple Realities  
CEU 1000  
Concurrent Session 6/Room 2  
Elizabeth Peterson

Using CD-I Based Multimedia to Teach Basic Skills  
CEU 9000  
Concurrent Session 2/Room 13  
Doug Prybylowski

New Products from Comex Systems  
CEU 9000  
Concurrent Session 6/Room 13  
Doug Prybylowski

Distance Collaboration: Using Technology to Find New Ways of Working Together  
CEU 1000, 9000  
Concurrent Session 6/Room 15  
Marty Ropog

Literacy on the Internet: Using the NIFL LINCS System  
CEU 1000  
Concurrent Session 2/Room 18  
Jean Stephens

Training for Capacity Building: Implementing a Local ABE Program Improvement Initiative  
CEU 1000  
Concurrent Session 1/Room 12  
Sandra Strunk

Reaching Students Anytime, Anywhere  
CEU 1000  
Concurrent Session 1/Room 10  
Anne Watts

Breaking Out of the Drop-Out Dilemma: Incorporating What We Know Makes a Difference to Make a Difference!  
CEU 1000  
Roundtable B/Table 13  
Laura Weisel

PowerPath to Adult Basic Learning: A Practical Intake, Diagnostic Screening and Software System Targeting the Needs of Adults with Learning Difficulties  
CEU 1000  
Concurrent Session 3/Room 16  
Laura Weisel

Causal Analysis: When Identification of a Need Is Not Enough  
CEU 1000  
Roundtable C/Table 11  
Cynthia Zengler

Problem Solving: More than Finding Answers to “Story Problems”  
CEU 1000  
Roundtable A/Table 12  
Cynthia Zengler

Adult Education Professional Development

Elements of Effective Teaching  
CEU 9000  
Concurrent Session 8/Room 2  
Ralph Brockett
The "Joy" of Literacy Providers: Helping Adults with Learning Disabilities Discover Their "Right" to Success
CEU 9000
Concurrent Session 2/Room 4
Mary Ann Corley

How to Manage Conflict
CEU 9000
Concurrent Session 8/Room 19
Donna Cornellier

Co-Planning for Active Learning:
Dignifying Your Learners and Reinventing Your Curriculum
CEU 1000, 9000
Concurrent Session 4/Room 17
Mary-Jane Eisen

We Are Now in the Driver's Seat: Lessons Learned from the Field in a Participatory Evaluation of Adult Education Professional Development
CEU 1000, 9000
Concurrent Session 4/Room 18
Susan Enro

Reaching out to Adult Learners in Higher Education
CEU 9000
Concurrent Session 2/Room 1
Jean Fleming

Information Management: Critical Skill for Adult Learners
CEU 4000
Concurrent Session 6/Room 5
Susan Imel

Fabricating Your Life: Adult Learning Through Autobiography
CEU 9000
Concurrent Session 2/Room 8
Irene Karpik

Perspective Transformation and the Empowered Educator—Learning from Student's Experiences and Applying to Practice
CEU 5000
Concurrent Session 5/Room 12
Kathleen King

Standards in Adult Education, the Process and the Implications (One State's Experiences)
CEU 1000
Concurrent Session 5/Room 8
Miriam Kroeger

The Call to Teach: Life Mission and the Adult Educator
CEU 3000, 9000
Roundtable A/Table 8
Michael Kroth

Teacher Technology Training: Lessons Learned
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Ann Martinez

Teaching Evaluation While Completing Evaluation
CEU 8000
Concurrent Session 1/Room 4
James McElhinney

Assessing Adult Learners from Diverse Cultures
CEU 4000
Roundtable D/Table 10
Joseph Moran

Developing Professional Expertise: How Tacit Knowing Becomes Explicit
CEU 9000
Roundtable D/Table 4
Vivian Mott

Teacher Training Online Meets Standards, Assessment and Accountability Requirements
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Joan Polster

Targeted Special Needs of Small and Remote Adult School
CEU 4000
Concurrent Session 3/Room 12
Joan Polster

Developing the Learning Community of Tomorrow: A Comprehensive Program for 21st Century Educators
CEU 1000
Concurrent Session 6/Room 8
Rosemarie Schulz

Taking an Ethical Stance for the New Millennium: Rights and Responsibilities in Adult Education
CEU 9000
Concurrent Session 7/Room 2
Thomas Sork

Training for Capacity Building:
Implementing a Local ABE Program Improvement Initiative
CEU 1000
Concurrent Session 1/Room 12
Sandra Strunk

The Internet As a Teaching Tool
CEU 9000
Concurrent Session 8/Room 1
Kevin Thompson

Adult High School

Writing for Life: An Investment in Shared Responsibility for Community Empowerment
CEU 4000, 9000
Concurrent Session 1/Room 14
Joseph DiSalvo, Jr.

Distance Learning: Creating Greater Access to Learning
CEU 1000, 9000
Concurrent Session 6/Room 3
Dale McIntire

The Adult High School Diploma: A Concept Whose Time Has Come
CEU 9000
Concurrent Session 4/Room 12
Molly Milner

Building Respect, Responsibility and Resiliency in "At Risk" Young Adults
CEU 9000
Concurrent Session 8/Room 18
Vicki Phillips

Adult Learners with Disabilities

What Educators Need to Know About Teaching Adult Survivors of Brain Injury
CEU 9000
Concurrent Session 4/Room 13
Marlene Angert

Research Design for Impact of Andragogical and Pedagogical Workshops on Attitudes of Employers Toward Employees With Disabilities in Mississippi
CEU 9000
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Joe Bradley, Jr.
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**Adult Undergraduate Afro-Americans: Context and Life Experiences Sharing Realities**  
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Carol Kasworm |

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Concurrent Session 2/Room 12  
Susan Mancuso |

**Making Technology Fit: Decision Heuristics for Educators**  
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Concurrent Session 2/Room 9  
Don Martin |

**Contracts for Learning: Defining Direction Through Shared Responsibility**  
CEU 9000  
Concurrent Session 3/Room 4  
Barbara Mullins |

**A Case Study of a Small Private College’s Mental Models of the Adult Student**  
CEU 9000  
Concurrent Session 5/Room 13  
Carol Reiseck |

**The Internet As a Teaching Tool**  
CEU 9000  
Concurrent Session 8/Room 1  
Kevin Thompson |

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CEU 1000, 9000  
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Donna Williams |

**Understanding Quality and Motivation in Accelerated Courses for Adults**  
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Ray Wlodkowski |

**Community Colleges** |

**Community Colleges**  
"Shared Book”—An Adult, a Book, a Child ... the ABC’s of Shared Enjoyment!  
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Suzanne Bernardini |

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**Tools That Prepare Learners to Succeed at Work**  
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Sharon Yarbrough

Expectations of Adults in the Learning Environment
CEU 4000, 5000
Concurrent Session 7/Room 5
Sharon Yarbrough
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| **Advance Publishing, Inc.**  
Booth 50  
Houston, TX  
Develops new adult literacy programs for mathematics, reading and writing. |

| **American Council on Education**  
Booth 21  
Washington, DC  
The American Council on Education (ACE) is the umbrella organization for post-secondary education in the U.S. ACE is recognized as the national voice and unifying agent on policy issues affecting higher education. ACE strives to ensure quality education on the nation's campuses. |

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| **CALI, Inc.**  
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| **Chauncey Group International**  
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| **Contemporary Books**  
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| **Council for Adult and Experiential Learning**  
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Chicago, IL  
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N. Billerica, MA  
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| **Curriculum Publications Clearinghouse**  
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Macomb, IL  
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| **Dyned International**  
Booth 49  
Foster City, CA  
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| **Fannie Mae Foundation**  
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Steck-Vaughn
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Austin, TX
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The TLP Group
Booth 60
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Townsend Press
Booth 42
W. Berlin, NJ
Townsend Press provides developmental reading and vocabulary textbooks for adult literacy.

UAW-GM
Booth 37, 38, 39, 40, 41
Royal Oak, MI
The UAW-GM for Human Resources (CHR) is a non-profit organization that develops and administers joint education, training and retraining activities, as well as specific services, for UAW-represented GM employees throughout the U.S.
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