56th Annual
Adult Education Research Conference
Kansas State University
May 19-21, 2015
Program
Announcements and Updates

For the latest news and updates to the schedule this QR code will take you directly to the latest news page.

You can also check the conference website for updates. http://conferences.k-state.edu/adult-education/news/ or look for updates on Twitter #AERC15
# Conference Agenda

## AERC 2015

### Tuesday, May 19, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am to 5:00 pm</td>
<td>African Diaspora Pre-Conference (Alumni Center Banquet Room B)</td>
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<tr>
<td>9:00 am to 5:00 pm</td>
<td>Asian Diaspora Pre-Conference (Alumni Center Banquet Room C)</td>
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<tr>
<td>1:30 pm to 5:30 pm</td>
<td>Fort Riley Tour (Depart from the entrance to the Alumni Center)</td>
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<td>2:00 pm to 5:30 pm</td>
<td>Konza Bison Loop Tour (Depart from the entrance to the Alumni Center)</td>
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<tr>
<td>3:00 pm to 4:30 pm</td>
<td>Beach Museum Tour (Meet at the museum entrance- 710 Beach Lane)</td>
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<tr>
<td>6:00 pm to 8:00 pm</td>
<td>Kansas Barbeque Dinner and Keynote Speaker: Angela Bates (Alumni Center Banquet Room A &amp; D)</td>
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### Wednesday, May 20, 2015

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<th>Time</th>
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<tbody>
<tr>
<td>7:30 am to 8:15 am</td>
<td>Registration and morning beverages (Alumni Center Banquet Room Foyer)</td>
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<tr>
<td>8:15 am to 10:30 am</td>
<td>Opening Session: Hall of Fame Panel (Alumni Center Banquet Room A &amp; D)</td>
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<tr>
<td>10:30 am to 11:00 am</td>
<td>Break</td>
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<tr>
<td>11:00 am to 11:45 am</td>
<td>Session 1</td>
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<tr>
<td>12:00 pm to 1:00 pm</td>
<td>Lunch: (Alumni Center Banquet Room A &amp; D)</td>
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<tr>
<td>1:10 pm to 1:50 pm</td>
<td>Session 2</td>
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<tr>
<td>2:05 pm to 2:50 pm</td>
<td>Session 3</td>
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<tr>
<td>2:50 pm to 3:10 pm</td>
<td>BREAK</td>
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<tr>
<td>3:10 pm to 3:55 pm</td>
<td>Session 4</td>
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<td>4:05 pm to 4:50 pm</td>
<td>Session 5</td>
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<tr>
<td>5:00 pm to 6:00 pm</td>
<td>Planning Meetings – Commission of Professors of Adult Education (Purple Pride Room – 3rd Floor)</td>
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<tr>
<td>6:00 pm to 8:00 pm</td>
<td>Hall of Fame Reception (Alumni Center 1st Floor)</td>
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### Thursday, May 21, 2015

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<tr>
<td>7:30 am to 8:00 am</td>
<td>Morning Beverages (Alumni Center Banquet Room Foyer)</td>
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<tr>
<td>8:30 am to 9:15 am</td>
<td>Session 6</td>
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<td>9:25 am to 10:10 am</td>
<td>Session 7</td>
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<tr>
<td>10:10 am to 10:30</td>
<td>Break</td>
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<tr>
<td>10:30 am to 11:15 am</td>
<td>Session 8</td>
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<tr>
<td>11:15 am to 12:00 am</td>
<td>Session 9</td>
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<tr>
<td>12:30 pm to 2:30 pm</td>
<td>AERC Awards and Business Lunch (Alumni Center Banquet Room A &amp; D)</td>
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<tr>
<td>3:30 pm to 3:35 pm</td>
<td>Session 10</td>
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<tr>
<td>3:45 pm to 4:30 pm</td>
<td>Session 11</td>
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<tr>
<td>4:30 to 5:30</td>
<td>Writing For <em>Adult Education Quarterly, Journal of Transformational Learning, Studies in Continuing Education New Directions and Adult Learning</em> information session. (Alumni Center Lecture Room 3rd Floor)</td>
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<tr>
<td>5:30 pm to 6:30 pm</td>
<td>Editors Meeting (Tadtman Board Room – 2nd Floor)</td>
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<tr>
<td>5:30pm to</td>
<td>Dinner on your own. Enjoy Manhattan!</td>
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**Friday, May 22, 2015**

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<th>Time</th>
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<tr>
<td>7:30 am to 8:00 am</td>
<td>Morning Beverages (Alumni Center Banquet Room Foyer)</td>
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<tr>
<td>8:30 am to 9:15 am</td>
<td>Session 12</td>
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<tr>
<td>9:25 am to 10:10 am</td>
<td>Session 13</td>
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<td>10:10 am to 10:25</td>
<td>Break</td>
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<tr>
<td>10:25 am to 12:00 pm</td>
<td>Closing Session: Meizrow Panel (Alumni Center Banquet Room A &amp; D)</td>
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Opening Session - International Adult and Continuing Education Hall of Famers
Alumni Center Banquet Room A & D
Moderator - Frank Spikes
Hall of Fame Panel: Janet Poley, Michael Newman, Juanita Johnson-Bailey & James Pappas
The group will discuss where the field has come from, where it is now, and where it might go in the future.

Concurrent Sessions

Session 1 – Wednesday, May 20, 2015 – 11:00 a.m. – 11:45 a.m.

Papers

1. Social Justice Adult Education: Comparative Perspectives from Poland and the United States
   Tadtman Board Room (2nd Floor)
   Susan Yelich Biniecki
   Marzanna Pogorzelska
   This paper examines and compares how social justice adult education currently is situated within two nation states: Poland and United States. Vocabulary, conceptual frameworks, and themes are compared. The discussion broadens our understanding of how social justice education is positioned within two, complex socio-cultural contexts and provides implications for practice.

1.2 Insights on Conducting International Fieldwork in Developing Regions
   Banquet Room C
   Jill Zarestky
   While issues of globalization and social justice deserve our attention, barriers to conducting international research may seem insurmountable for some academics. Having recently completed fieldwork in a developing region abroad, the purpose of this auto-ethnographic analysis was to examine the experience of conducting unfunded international field research as a means to support and encourage other scholars.
1.3 Culturally Responsive Teaching with Adult Language Learners

*Lecture Room (3rd Floor)*

Christy M. Rhodes

This presentation will describe a national study of culturally responsive practices of teachers in adult English language classrooms. Discussion will focus on teachers’ patterns of usage and the psychometric properties of the newly-developed Survey of Culturally Responsive Teaching Practices.

1.4 Learning Identity: A Sociocultural Perspective

*Purple Pride Room (3rd Floor)*

Hyewon Park

This study aims to explain identity construction with sociocultural perspective resting on existing literatures. By illustrating the relation between sociocultural approach and identity construction, it suggests the implications for the development of adult education area to overcome the limitations of existing adult learning theories to understand identity construction.

1.5 A New Culture Embracing Sustainability for Apparel and Textiles Educational Programs

*Banquet Room B*

Grit Vece

This presentation aims to examine social change theory and its significance to apparel and textiles educational programs that promote change in behavior towards a sustainable future through curriculum enhancement. An interdisciplinary body of literature is examined within the context of how the apparel and textile industry’s controversial use of manufactured fibers and toxic synthetic dyes impacts the environment and workers to exemplify the need for consumer education and social change.

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**Session 2 – Wednesday, May 20, 2015 – 1:10 p.m.- 1:55 p.m.**

**Papers**

2.1 I was the ‘Energizer Bunny’ and now I’m the turtle': The effect of fatigue on the identity of people living with multiple sclerosis

*Barrett Wildcat Den - (1st floor)*

Katharine Preissner
Lisa Baumgartner

This study explored issues of identity among people living with fatigue from multiple sclerosis. Participants experienced changes in self-perception, struggled with not seeing themselves as busy and active as they had been prior to diagnosis, and some described a mourning process, which led to the resolution of a new identity. The findings have implications for health educators working with people with multiple sclerosis.
2.2 Faculty Perception of "Presence" in the Online Environment
Banquet Room C
Anita Samuel
Like students, faculty also experience isolation in the online learning environment. This session presents strategies that faculty have employed to “be there” and “be together” with their students in the online environment.

2.3 Catharsis: Antonio Gramsci, Pedagogy, and the Political Independence of the Working Class
Lecture Room (3rd Floor)
John D. Holst
This paper will argue that Antonio Gramsci’s major pedagogical concept was Catharsis. I will outline and discuss his use of the concept and show how it provides a framework for understanding the centrality and interrelatedness of working-class political independence and pedagogy in his theory and practice. I will also detail how Gramsci’s concept of Catharsis works as a focal point for a pedagogical understanding of the interrelatedness of his most commonly known concepts such as hegemony, war of position/maneuver, state/civil society, intellectuals, and working-class organizations.

2.4 Managing the documents of adult education– Historical perspective
Purple Pride Room (3rd Floor)
Bo Chang
There has been only a limited amount of research into the history of adult education, and the historical inquiry is especially less discussed in the field of adult education. I will discuss how to collect and manage historical documents, using my data collection experience at the Syracuse University Library as a case.

2.5 Bringing Clarity to Transformative Learning
Banquet Room B
Chad Hoggan
The term "transformative learning" has been used to refer to such a wide variety of learning outcomes that it is losing its distinctiveness. This presentation reports the results of a review of 240 articles. It illustrates the diffusion of the term and presents a typology of transformative learning outcomes that can promote greater clarity in the use of the theory.

Roundtables
R2.1 Distance Education: Success with Culturally Diverse Students
Hagan’s Library (2nd Floor)
Dionne Rosser-Mims
This presentation addresses the increased demand for more research on the growing diversity among students within online learning contexts. This demographic shift has implications for an instructor’s course design, instructional and advisement practices, as well as an institution’s overall retention rate.
**R2.2 Grit and the Adult Learner: Should We Be Thinking about Work Ethic?**  
*Jordan Room (2nd Floor)*  
Joann S. Olson  
A review of the literature reveals that research related to work ethic appears most frequently in psychology and business-related venues, with few related publications in education journals. Why is this, when educators are almost certainly interested in the effort put forth by learners? This roundtable explores whether thinking in terms of a learners’ work ethic is an appropriate or potentially beneficial concept for adult educators to incorporate into our work and research.

**R2.3 Microaggressions Among Online Graduate Students**  
*Truitt Conference Room (3rd Floor)*  
Doris Wright Carroll  
Annie Hoekman  
Microaggressions are everyday verbal insults directed toward under represented groups based on biased preconceptions about race, gender, disabilities, religious, and sexual orientation. This program describes microaggressive communication with education graduate students in distance/online courses. Helping adult education learners to recognize and manage microaggressions is highlighted along with implications for future research.

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**Session 3 – Wednesday, May 20, 2015 – 2:05 p.m.- 2:50 p.m.**

**Papers**

3.1 *Anti-Human Trafficking: A Descriptive Study of Adult Education Programs in Relationship to Policy and Funding*  
*Barrett Wildcat Den (1st Floor)*  
Shannon Deer  
Matthew A. Josefy  
Participants will leave the presentation with an overview of global trafficking as a global problem and anti-trafficking organizations with educational missions. Transnational social learning, feminist theories, categorization theories from management were used to identify characteristics common among anti-trafficking organizations and characterize any trends related to organizations’ founding and categorization.

3.2 *Community College Faculty Self Efficacy Belief about Facilitating Interactive Teaching*  
*Banquet Room C*  
Jane Fishback  
Barry Leslie  
Laura Peck  
Pamela Dietz  
How faculty engage students is critical to student learning and their persistence in attaining academic goals. Few community colleges have an orientation program for new faculty, and rarely explain effective teaching methodologies, while faculty who had participated in professional development are more likely to use small group discussions, demonstrations, and
activities promoting critical thinking. Faculty self-efficacy appears to be directly related to effective professional development, as found in our mixed methods research conducted at purposefully selected Kansas community colleges.

3.4 All You Need is Love: The Role of Relationships in Transformative Learning as Seen in Contemporary Fiction

*Lecture Room (3rd Floor)*
Randee Lipson Lawrence
This session describes the importance of relationships in transformation learning that emerged as a theme in a larger study focused on characters in novels as research participants. Attendees will get a window into the research process of data analysis through interactive dialogue among the fictional participants.

3.5 Mentoring While Black and Female: The Gendered Literacy Phenomenon of Black Women Mentors

*Purple Pride Room (3rd Floor)*
Juanita Johnson-Bailey
Tennille Lasker-Scott
This presentation offers a historically grounded definition of gendered literacy and provides examples of how Black women graduate students and professors use this phenomenon to navigate the academy. The experiences of the study's participants reveal how historical truths and cultural knowledge shape mentoring experiences.

3.6 Enhancing Diabetes Education Using Communities of Practice

*Banquet Room B*
Catherine H. Monaghan
Over 25 million individuals in the U.S. are diagnosed with Diabetes. This session will present the results of a pilot study in Diabetes education using a novel behavior change model, SystemCHANGE™ within a Communities of Practice format. While, only a pilot study, it suggests that Communities of Practice can be incorporated effectively in patient health education to produce sustainable behavioral changes creating the possibility to affect an individual’s ability to manage a chronic disease, such as Diabetes in a positive manner.

Roundtables

R3.1 Infusing Adult Learning Theory in a Traditional University Classroom: An Alternate Approach to Freshman Orientation

*Hagan’s Library (2nd Floor)*
Jake Ayo
Kenda S. Grover
The purpose of this roundtable will be to describe a research project that sought to measure differences, if any, in new freshmen expectations between the first and last days of a required 8-week orientation course. During this discussion, results of the pilot study will be shared and
participants will be asked to provide feedback and suggestions about future directions this project might take. Questions such as how/what adult learning principles might be infused into a curriculum for incoming traditional freshmen students, and how embedding these principles into coursework might impact student success, will be posed.

R3.2 Navigating Complexity: The Workforce Re-entry Experience of Military Veterans
*Jordan Room (2nd Floor)*
Lisabeth Eames Capozzi
This roundtable will discuss proposed narrative research into the experience that Post-911 Army enlisted veterans have had in leaving the military, making decisions on how to best use their GI Bill benefits, and the strategies and tools they found successful in securing meaningful employment in the civilian workplace. Complexity theory will be discussed as a framework for the research, in that the military, the higher education system, and the workforce are each highly complex systems through which a soldier exiting the Army must navigate. Schlossberg’s transition theory will be a secondary theoretic lens applied in trying to understand how veterans navigate this important transition. Links to Adult Education extend beyond the higher education piece of the transition and into how Adult Educators working within Human Resource Development can better understand adult learners going through this transition.

R3.3 The Exploration of a Multi-Theoretical Framework for Critical and Democratic Adult ESL instruction
*Truitt Conference Room (3rd Floor)*
Fujuan Tan
Lee Nabb
This presentation discusses the use of students’ prior experiences in practicing culturally responsive education among adult English as a Second Language learners to promote language proficiency and socio-cultural competence, and to facilitate critical and democratic instruction.

**Session 4 – Wednesday, May 20, 2015 – 3:10 p.m.- 3:55 p.m.**

**Papers**

4.1 The role of social interactions in learning ethno-national identity: The case of the divided island of Cyprus.
*Barrett Wildcat Den (1st Floor)*
Christos Anagiotos
Cyprus is a divided country as a result of nationalist conflict between the major communities on the island, the Greek-Cypriot and the Turkish-Cypriot communities. This study looks at young adults from the two communities and examines how their social interactions with people within their community, with people from the other community and with people that are not Cyprus residents influence their ethno-national identity learning. This presentation covers part of a larger study that investigates ethno-national identity learning among young adults in Cyprus, born between 1975 and 1990.
4.2 Situated Learning within On-Farm Apprenticeships: Political Implications of Negotiating Apprentice Identity.

Banquet Room C
Lorien E. MacAuley
Kim L. Niewolny

Apprenticeships, as sites of situated learning, are commonly used in the education of adult beginning farmers. Drawing upon the tradition of situated learning, we conducted a mixed-methods study to explore on-farm apprenticeship learning from a critical perspective, to better understand this form of beginning farmer education. In this paper, we focus especially on the identity formation of start-up farmers within on-farm apprenticeships; the practices, structures, and institutional activity that inform on-farm apprenticeship learning; and implications for the ways in which the apprenticeship model (re)produces (in)equitable learning spaces for these farmers/learners.

4.3 Distance Adult Learner Doctoral Students: Creating a Nontraditional Doctoral Enclave

Lecture Room (3rd Floor)
Royce Ann Collins

The presentation will explore a new model development for nontraditional adult learner doctoral enclaves. This specific enclave facilitates the movement from doctoral student to candidate to completion of the dissertation for adult learners who are employed fulltime and geographically located a distance away from the traditional support structures.

4.4 Faculty in Adult Degree Program as Adult Learners and Teachers of Adults

Purple Pride Room (3rd Floor)
Jovita M. Ross-Gordon
Kayon Murray-Johnson

In this study we sought to discover how faculty working in the context of adult degree programs make sense of teaching adult learners. Research questions focused on how they perceived adult learners as well as how teaching in an adult-oriented degree program has influenced their teaching beliefs and practices. The session will include presentation of key findings and discussion of study implications and recommendations.

4.5 Mapping Intersects of Power and Reciprocity: Deliberative Civic Engagement and Leadership Development in Community-Engaged Scholarship

Banquet Room B
Katherine L. Davis
Brandon W. Kliewer
Aliki Nicolaides

This paper proposes a theoretical model for mapping intersects of mutually transforming power (Torbert 2004, 2010) and generative reciprocity (Dostilio, Brackmann, Edwards, Harrison, Kliewer, & Clayton, 2012) through deliberative civic engagement and leadership development. Our purpose is to assist in identifying and naming these dynamic relational forces in order to understand their impacts within community-engaged projects. We suggest that partners who
create deliberative holding environments for civic engagement, where intersects of power and reciprocity are acknowledged and mapped among the individual and organizational partners, support adaptive, transformative, developmental and leadership learning improves the outcomes of community-engaged scholarship.

Roundtables
R4.1 Understanding white privilege and Intellectual Racism in grades K-12; An Africentric Philosophical Perspective
Jordan (2nd Floor)
La Tonia (Nyela) Wells
This roundtable session will focus on the beliefs, attitudes and behaviors of white teachers who teach in predominately African Ameripean (term to be defined) schools in the inner city. Using an Africentric perspective, how are the beliefs, attitudes and behaviors of white teachers influenced by white privilege and intellectual racism?

R4.2 Adult Learning and the Shrinking Globe
Truitt Conference Room (3rd Floor)
Jay M.A. Parker
Joshua C. Collins
The purpose of this roundtable is to explore the evolution of Adult Education in several Western European nations relative to that of the United States. European Adult Education has adopted the broadened vision of adult learning as lifelong/lifewide, a continuous process of learning and re-training; the United States has not yet fully embraced this vision and it has proven costly to the national economy. Adult Education has a rich history that shares many common threads regardless of geographic location; we will examine practices in other countries in the effort of discovering potential options that may be considered for inclusion in our own practice in the United States.

Session 5 – Wednesday, May 20, 2015 – 4:05 p.m.- 4:50 p.m.

Papers
Banquet Room C
Nozella L. Brown
This case study illustrates how Extension educators using adult education principles and practices can merge with health promotion to address the nutrition disparities among low-resource, low-literacy, English language learners (ELL). It offers strategies for non-Spanish speaking educators facing limited personnel and financial challenges that threaten the viability of community wellness programs, such as the Supplemental Nutrition Education Program (SNAP-Ed).
5.2 Resolana: Paving paths toward transformation with incarcerated women

*Lecture Room (3rd Floor)*
Carolyn L. Sandoval
Lisa M. Baumgartner
This session will focus on how gender responsive programming can foster transformative learning in a jail context. Findings have implications for program planning and policy related to educational opportunities for incarcerated women.

5.3 Validating Community of Inquiry Framework in Adult Learning: Findings from an Empirical Investigation in a University Organized Literacy Programme in Nigeria

*Purple Pride Room (3rd Floor)*
K.O. Ojokheta
This study was carried out, arising from the attrition problem documented on literacy programs organized by Universities in Nigeria, to find out if the criteria application of the Community of Inquiry (CoI) Framework, developed by Garrison, Anderson, and Archer (2000), can help foster a learning community that can enhance higher-order learning outcomes and reflective thinking ability among literacy participants. Based on these findings, it is established that Community of Inquiry (CoI) Framework is applicable not only in online educational experience and environment but also in literacy education program predominantly facilitated through the face-to-face method in Nigeria.

5.4 Disappointment for Kansas GED Students Transitioning to Postsecondary: The Black Hole of Developmental Education

*Banquet Room B*
Jeffrey Zacharakis
This research uses national studies to inform quantitative analysis of Kansas adult education students who successfully transition into a postsecondary program and a Kansas Board of Regents report on developmental education. The complexity of this issue precludes making simple causal relations between GEDs enrolling in developmental education courses and successfully earning a certificate and degree.

Roundtables

R5.1 Transnational Networks in Academic Writing: Chinese STEM Scholars Writing Research Articles

*Jordan Room (2nd Floor)*
Jiefei Wang
Chinese STEM scholars in the US play an important role in contributing collaboration among the two countries, but their literacy practice has not been fully studied in a transnational context. This ethnographic study of Chinese STEM scholars aims to reveal how transnational networks influence writing and publishing.
R5.2 Incarcerated Women as Group Facilitators: A Preliminary Review of Motivations and Skill Development
*Truitt Conference Room (3rd Floor)*
Chaundra L. Whitehead

The purpose of this roundtable is to discuss the reported motivations of 22 incarcerated women who serve as inside facilitators for a conflict resolution training program in a South Florida prison. This discussion will also provide an account of the skills the women feel they have developed as a result of serving as facilitators in the program. This preliminary data will contribute to a phenomenological study which will be examine the lived experiences of incarcerated facilitators of the conflict resolution training program and explore their experiences, feelings and beliefs of their roles, as well as views on their impact on those they train.

R5.3 The Impact of Embodied Cultural Capital on the Success of Adults Returning to College
*Hagen’s Library (2nd Floor)*
Pamela Hampton-Garland

This presentation will involve an explorative discussion of ways to minimize the strong link between embodied cultural capital, and adult students’ inability to succeed in college. In addition it will explore methods to incorporate modified and adaptive services for non-traditional students that incorporate Malcolm Knowles (1984) six assumptions about the adult learner, into but are distinct from traditional student services.

### Session 6 – Thursday, May 21, 2015 – 8:30 a.m.- 9:15 a.m.

**Papers**

6.1 Promoting Adult Student Success at Four-Year Higher Education Institutions
*Banquet Room C*
Heidi Watson-Held

This study examined motivators for and barriers encountered by non-traditional adult students in their efforts to access, persist, and succeed in obtaining higher education. It surveyed four-year institutions to examine the extent to which different categories of four-year institutions are meeting adult students' needs and thereby promoting their success.

6.2 How is U.S. Adults’ Health Related to Literacy, Numeracy, Technological Problem-solving Skills, and Adult Education? A PIAAC Analysis.
*Lecture Room (3rd Floor)*
Esther Prins
Shannon Monnat
Carol Clymer
Blaire Willson Tso

This presentation uses data from the Programme for the International Assessment of Adult Competencies (PIAAC) to analyze the relationship between U.S. respondents’ self-reported health and (a) literacy, numeracy, and technological problem-solving skills, and (b) involvement in adult education. We also determine whether people from different racial/ethnic and educational attainment groups gain similar health benefits from these skills and educational
activities. This presentation offers insights into basic skills and adult education as social determinants of health, as well as educational and health disparities in the U.S.

6.3 A Case for Place as a Mediating Artifact in Transnational Learning Contexts: A Cultural Historical Place-based Inquiry
Purple Pride Room (3rd Floor)
Kimeka Campbell
Appropriate learner-centered knowledge construction contexts for transnational adult learners in the U.S. can be preserved through an exploration of the central place-based knowledge perspectives that learners intrinsically possess upon arrival to the country. In this work, the tenets of place-based pedagogy and the theoretical idea of mediating instruments from cultural-historical activity theory are used to reveal novel ways to think about perspective in place-based learning development. This analytical combination provides a basis for exploring informal, incidental, place-based learning from the perspective of the subjects in transnational learning contexts.

6.4 Multi-lingual Research in Minority-majority Communities
Banquet Room B
Debra J. Bolton
This presentation will explore the processes for successful multi-lingual research in multi-ethnic, multi-cultural, rural communities. The implications of multi-lingual research for adult education will be discussed as well.

Roundtables
R6.1 Don’t Judge Too Swiftly - “It Could Happen to Anybody”
Jordan Room (2nd Floor)
Adrienne C. Smith
This interactive session describes the authentic lived experiences of African American women on public assistance. Their voices are bold, confident and interconnected as they examine the impact of public policy on their lives. This is an invitation to have an interactive experience discussing better policy regarding education, training, employment, and the women’s competing realities.

R6.2 The Matter of Morality: Examining Moral-Ethics as a Tenet of Transformative Learning
Purple Pride Room (3rd Floor)
Perdeta L. Bush
There has been much discussion about the first five types of habit of mind and their contribution and function within the transformative learning process. But probably the most under researched habit of mind mention by Mezirow is morality and ethics and its role in transformative learning. This roundtable will serve as a line of inquiry concerning morality and ethics as it relates to transformative learning.
Papers

7.1 Luis Emilio Recabarren: Educator of the Chilean Working Class
Banquet Room C
Maria Alicia Vetter
Luis Emilio Recabarren was an organizer of the Chilean working class between 1900 and 1924. During that period, he founded organizations and newspapers, which were instrumental for the advancement of that class. This presentation proposes that the political education of the working class, as Recabarren theorized it, was adult education directed to form workers as leaders of their own processes and of the society as a whole.

7.2 “I Should be Able to Play Already!” Promoting Critical Learning in Adult Piano Students through Transformational Learning Strategies
Lecture Room (3rd Floor)
Leah Coutts
Many adult piano students hold unrealistically high expectations of their abilities and unrealistically low expectations of the effort required to learn piano. This can affect their ability to learn effectively. This presentation explores how I implemented transformational learning strategies within my studio to encourage rational and self-directed learning.

7.3 Teams and Team Projects: Differences in Online and On-campus Adult Learners’ Perceptions.
Purple Pride Room (3rd Floor)
Judy Favor
Adult students’ (N = 463) perceptions of long-functioning academic learning teams in accelerated online and on-campus business cohort groups will be reviewed in this session. The study examined six areas: attraction to team, performance expectation alignment, workload distribution, conflict, preference for teamwork, and impact on learning. On-going, active research by the author designed to combat some of the team challenges identified in this study will be included.

7.4 Arts-Based Learning: Image as a Vehicle for Transformation in Adult Learners
Banquet Room B
Dianna Bartel
This study will consider the use of arts-based learning as a means of provoking transformation in the lives of adult students in non-arts classrooms and community environments. Specifically considering the use of image as a vehicle to do so by the application of techniques like Visual Thinking Strategies and Powerful Questions that might be key in encouraging transformative learning to take place.
Roundtables

R7.1 Consolidating the Profession? The Professoriate in the 1950s and 1960s

*Jordan Room (2nd Floor)*

Amy D. Rose
Catherine A. Hansman

This paper explores the development and growth of an adult education professoriate and adult education programs in higher education from 1945 until 1964. It examines specifically the factors that caused the growth of programs; decisions about curriculum; and the principal sources of funding. Additionally it explores the varying discussions and debates about the nature of the field.

R7.2 Collective Impact in/for Adult Education: A Framework for Collective Learning and Action to Address Community Complexity and Resilience

*Purple Pride Room (3rd Floor)*

Kim L. Niewolny
Thomas G. Archibald

In this session, we aim to generate dialogue about the ways in which adult educators may (re)position their praxis to focus more firmly on the social action mission of adult education by envisioning the possibilities of Collective Impact (CI) and capacity-building evaluation in their everyday work. We specifically draw upon the theory base of CI and its linkages to appreciative inquiry and action research as supportive social action/learning frameworks to reach CI goals. Implications for theory and practice will emphasize the intersection of CI and the notion of collective learning for addressing community complexity, resiliency, and systems-level change.

R7.3 Can I do both? Be employed and graduate? Adult non-traditional learners who Combine Employment and Higher Education Enrollment – A look at Persistence and Best Practices to Overcoming Barriers to improve success and retention

*Powercat Room (3rd Floor)*

Lynn Taylor

The roundtable discussion critically analyzes two significant research studies on barriers to persistence of non-traditional adult learners who combine employment and higher education enrollment. These studies were conducted by the U.S. Department of Education in partnership with the NCES. Implications for best practices to overcome barriers, improve retention and academic success will be covered.

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Session 8 – Thursday, May 21, 2015 – 10:30 a.m.- 11:15 a.m.

Papers

8.1 Application of Concept Maps for Conduction Research in Adult Education

*Banquet Room C*

Simone C. O. Conceição
Susan Yelich Biniecki,
Anita Samuel
This presentation discusses the findings of a literature review that focused on how concept maps have been used for conducting research. Researchers in adult education can use concept maps for data collection, analysis, and presentation. The concept mapping process can help researchers understand the implications of theory and practice, its limitations, and its relevance for a study.

8.2 Adults’ Readiness to Learn and skill acquisition and use: An Analysis of Data from the PIAAC
Lecture Room (3rd Floor)
M Cecil Smith
Amy D. Rose
Thomas J. Smith
Jovita M. Ross-Gordon
In this presentation, we discuss the findings from our analyses of adults’ readiness to learn – a variable captured in the 2013 Survey of Adult Skills developed by the Program for the International Assessment of Adult Competencies (PIAAC). The measure of readiness to learn appears to be a strong predictor of skill use, particularly skill use at home.

8.3 Out of Combat and Into the Classroom: How Combat Experiences affect Combat Veteran Students in Adult Learning Environments.
Purple Pride Room (3rd Floor)
Maria Clark
Following the events of 9/11, more than 2.2 million men and women deployed into combat. By exploring the effects of combat veterans’ experiences and the challenges they face, this study sought to learn what educators need to know about their difficulties and how it affects their learning.

8.4 Engaging Community College Faculty: The Benefit of Learning Communities
Banquet Room B
Deanne G Yates
Community college faculty work in a unique environment; limited resources, open access enrollment and a high use of part-time or adjunct instructors are common occurrences. This presentation will explore how community college faculty engagement is encouraged by the creation and support of learning communities. The focus will be on current literature outlining the unique challenges facing community college faculty and the creation and application of learning communities in the community college setting.

8.5 Mashing Adult Learning Theories with Adult Online Learning Behaviors:
Online Learning Data Profiling
Tadtman Board Room (2nd Floor)
Haijun Kang
The purpose of this study is to explore probable connection between adult online learners’ profile data and their learning activities through the lens of adult learning theories. This study
contributes to a better understanding of how various factors affect adult learners’ online learning behaviors and how classic adult learning theories can be used to inform online learning design.

**Roundtables**

**R8.1 The Cross-Cultural Conditions of Trust**  
*Jordan (2nd Floor)*  
Rob B. McClary  
The presenter will initially provide context for the discussion and activities through a brief presentation of the cross-cultural conditions of trust and how and why the Army is currently exploring this subject. Following this, the presenter will lead the participants through a short learning activity that the presenter has used in Army cultural acuity classes and as guest lecturer at Fordham University’s Graduate School of Business. Finally, the presenter will facilitate discussion in which participants will be invited to share experiences, insights, methods, and lessons learned in efforts to build trust in cross-cultural settings.

**R8.2 Failure Was Not An Option: "The Lived Experiences Of African Ameripean Male Doctoral Graduates At Historical Black Universities and Predominately White Institutions."**  
*Purple Pride Room (3rd Floor)*  
John Littlejohn  
Various forms of racism are among the most pressing and complex issues faced by African Ameripean males in American higher education. The purpose of this qualitative case study was to compare the lived experiences of African Ameripean male doctoral graduates from historical Black universities (HBCUs) and predominately White universities (PWIs), their encounters with racism, and factors that contributed to the overall success for their attainment of a doctoral degree.

**R8.3 Adult Learning in Elder Cohousing: A Case Study**  
*Powercat Room (3rd Floor)*  
Rebecca S. Vander Plaats  
This session presents results from a phenomenological case study of what role, if any, participating in individual and community learning activities plays in older adults’ experience of aging in the context of their elder cohousing community. Based on semi-structured interviews, participant observations, and case documents, this study explored the questions: (a) What are the essential features of the community members’ learning? (b) How does participation in learning affect individuals’ experience of aging? and (c) How does participation in learning affect individuals’ ability to participate in their elder cohousing community? This study adds to the literature in adult education by illustrating a previously unexplored context (elder cohousing) in which several aspects of older adult learning are occurring, including self-directed learning, informal learning, situated learning, personal development, and social change.
Papers

9.1 Health literacy and how rural communities understand hypertension information in Kabale, Uganda
Banquet Room C
Rob Freer
This presentation will cover research conducted on health literacy and hypertension in the Kabale District of Uganda. Specifically, it will explore issues of access, understanding, and use of hypertension information and how barriers to these common attributes limit utilization of care. Additionally, it will cover cultural perceptions of participants and how these perceptions influence care.

9.2 "For People Who Aren't Sure Who They Are, Theatre is a Great Place to Be": Narratives of Actors and Their Sexual Identities
Lecture Room (3rd Floor)
Ted McCadden
This narrative study examined the processes of learning and making meaning of the acting experience as they inform adult sexual identity. Grounded in D'Augelli's (1994) model of sexual identity development, it provides a new frame of reference on identity development as it relates to adult learning, and illustrates an example of how participation in the arts may foster development or facilitate meaning making around issues of sexual identity.

9.3 Caught in the Storm: Power and Control in a Union/Management Training program
Purple Pride Room (3rd Floor)
Ramo J. Lord
This study used a specific event to explore power and control issues in a union/management training program. It will examine how the workplace educator addressed contention and conflict issues while attempting to maintain sound pedagogical practices.

9.4 Communities of Practice in Workplace Learning: A Cultural Interpretation of Graduate Enrollment Management
Banquet Room B
C. Dean Campbell,
Nadielka Bishop
The presenters will report on an investigation of one university’s efforts to examine workplace learning through the concepts of communities of practice and graduate enrollment management. A cultural interpretive view of the data is informed by ethnographic methods based on the institutional (HBCU) and professional (adult learner) context. The presenters will engage the audience in an interactive discussion related to implications the project has for the study and practice of workplace learning.
9.5 What Influences Certificate/Degree Completion of Adult Students in For-Profit Versus Community Colleges?

Tadtman Board Room (2nd Floor)

Jihee Hwang
Junghwan Kim
Intak Kwon

This study aims to provide empirical evidence on adult students’ credential attainment at the community college and for-profit college. A series of logistic regression analysis was conducted for the data drawn from the Beginning Postsecondary Students Survey of 2004. Findings indicate that adults in for-profit college were more likely to complete credentials than those who attended community college. This study identifies that factors influencing adult students’ credential attainment may differ between community college and for-profit college.

Roundtables

R9.1 To Engage or Not Engage? Looking at the Barriers Behind Low Retention Rates of Racial/Ethnic Online Adult Learners

Jordan Room (2nd Floor)

Ms. Saundra Peterson
Geleana Drew Alston

Distance education leadership must be central to influencing organizational change due to the societal needs for educated adults that can contribute and thrive in a complex, technologically driven, pluralistic, team oriented global workforce society. This roundtable will delve into creative ideas to improve the online learning environment for adult learners. The exchange will examine the relationship between distance learning leadership and culturally relevant educational experiences for online adult learners in order to understand how leadership effectiveness and organizational change can be innovative in improving persistence of racial/ethnic adult online learners.

R9.2 Fostering Self-Direction in Learning

Purple Pride Room (3rd Floor)

Sarah Fishback
Vince Carlisle

This study sought to assess changes in the four characteristics measured by the Personal Responsibility Orientation – Self-Directed Learning Scale: initiative, control, self-efficacy, and motivation among mid-career Army officers attending the U.S. Army’s Command and General Staff Officer’s Course. Results were compared among subgroups based on gender, ethnicity, and level of education. This pre-test post-test quasi-experimental study explored the development of self-directed learning for mid-level Army officers.

R9.3 Addressing Issues for Graduate Students who are Single Parents with Dependent Children: What is the Role of Adult Education?

Powercat (3rd Floor)

Stacy Kimbrough
Joshua C. Collins
The purpose of this roundtable discussion is to begin unveiling the experience of the graduate student who is also a single parent, while also suggesting supportive Adult Education programs to improve their recruitment and success. We would like to bring to light the student resources that would benefit this previously under-recognized population as well as the unique contributions possible from this population.

**Session 10 – Thursday, May 21, 2015 – 2:50 p.m.- 3:35 p.m.**

**Papers**

10.1 **Examining the Boundary Spanning Behaviors of Community-Based Adult Educators**  
*Banquet Room C*  
Casey D. Mull  
Community-based adult educators span multiple boundaries, balancing needs of learners, groups, organizations, and institutions. This study contributes not only to the theoretical framework of boundary spanning, but also supports the practice of these adult educators in negotiating a challenging environment.

10.2 **Developing Counter-Hegemonic Pedagogy in Adult and Higher Education**  
*Purple Pride Room (3rd Floor)*  
Mervin E. Chisholm  
The search for counter-hegemonic approaches to pedagogy in adult and higher education is ongoing because hegemony continues to infiltrate the teaching and learning commons. This presentation offers some insights on how the process might be engaged and disrupted.

10.3 **Career Transition to the Professoriate: Midlife Women's Process, Challenges, Supports, and Strategies**  
*Banquet Room B*  
Catherine (Cathy) A. Cherrstrom  
This study investigated the career transitions and strategies of women midlife career changers to the professoriate. The study used an adult transition model in conjunction with a career development model as the conceptual framework and a phenomenological research design. Findings included a career transition process and related challenges, supports, and strategies.

10.4 **Educational Technology: Bridging the Gap Between Youth and Adult Learners of the 21st Century**  
*Lecture Room (3rd Floor)*  
Joshua L. Miller  
Twenty-first century learners require activities that move beyond the traditional teacher-centered transmission model of education, which is simply unable to function in our modern fluid and complex society. The educational enterprise must once again focus on the process of learning with a renewed emphasis on collaboration, cooperation, and communication. This focus holds the capacity to bridge K-12 learning theories with those of adult education through the effective integration of educational technology.
10.5 Critical Educational Gerogogy: Towards Enlightenment and Emancipation  
_Tadtman Board Room (2nd Floor)_
Manuel Solomon  
Lorenzo Bowman  
Glenn Anthony Palmer  
This session will examine how a critical practice in educational gerogogy can enlighten and empower older adults by exposing ageism, relations of power and inequality in the lives of older adults. The current literature in critical educational gerogogy will be reviewed. The authors will conclude this session by advancing a counterhegemonic rationale for transformative education in later life.

**Roundtables**

**R10.1 Faculty Development: Measuring Unintended Consequences of Individual Participation in a Community of Practice**  
_Jordan Room (2nd Floor)_
Kenda S. Grover  
Shelly Walters  
Kit Kacirek  
The purpose of this roundtable discussion will be to describe an exploratory research project related to the development of a community of practice for faculty who teach online. Participants will be asked to engage in scholarly debate about issues surrounding communities of practice and their design, including how these communities might be structured, their role in professional development, and how best to measure unintended consequences of involvement. Participants will be encouraged to consider how findings might inform adult educators and those who work with faculty development initiatives.

**R10.2 Photolanguage as a Research Tool in Adult and Community Education**  
_Purple Pride Room (3rd Floor)_
Wendy Griswold  
La Barbara Wigfall  
This roundtable provides an overview of Photolanguage, which is the use of photographs to engage participants in reflective discussion, uncover implicit assumptions and facilitate personal expression. The process will be taught using a photo collection developed for use in an environmental justice community. The applications of the process to participants own research will be discussed.

**R10.3 Living and Learning with Chronic Disease: Toward Better Methods of Education**  
_Powercat Room (3rd Floor)_
Lisa M. Baumgartner  
Katharine Preissner  
Learning to live with a chronic disease is a lifelong endeavor. Literature concerning learning, identity and education as it relates to chronic illness are reviewed. Session participants will discuss best practices regarding learning and health education for the chronically ill.
R10.4 Bringing awareness to the barriers affecting parent involvement in the public schools

*Hagan’s Library (2nd Floor)*

Billie L. Poe

Acknowledging the barriers that affect parent involvement is the beginning stages toward increasing parent involvement. The parents, teachers and administrators (triads) collaboratively must begin the process of encouraging parent involvement for the betterment of the children.

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**Session 11 – Thursday, May 21, 2015 – 3:45 p.m.- 4:30 p.m.**

**Papers**

11.1 Motivational/Cultural Issues in the Utilization of Army Learning Model (ALM) Techniques While Instructing Armenian Soldiers

*Banquet Room C*

Brent Anders

A recent military educational mission conducted by the U.S. Army in Armenia allowed for action research in different instructional techniques. This presentation describes the results of different pedagogical approaches used per class in delivering military instruction and addresses cultural issues along with the newly implemented Army Learning Model.

11.2 Phenomenological Research Findings on Adult Learners¹ Experiences with the Portfolio Process

*Purple Pride Room (3rd Floor)*

Benjamin A. Jimenez

This study was conducted to identify the essence of the portfolio process, a form of prior learning assessment, as experienced and described by adult learners. The presentation will discuss the findings focused on the participants’ experiences with portfolios that provided them with a significant sense of validation. The participants described experiencing validation and an increase in the sense of worth of their prior learning, skills, and work in relation to their portfolio development.

11.3 What is the Transformational Learning Experience of Secondary Teachers Who Have Dealt with Burnout?”

*Banquet Room B*

Julius R. Sims

Educators who fall victims to burnout are likely to be less sympathetic toward learners, have a lower tolerance for disruptions within the learning process, be less apt to prepare adequately for content delivery and student interaction, and feel less committed and dedicated to their work (Fisher, 2011). A phenomenological study explored the burnout experiences among eight secondary teachers and their strategies for coping. Using in-depth interviews, the researcher was able to understand the personal meanings, expressed opinions, feelings, and other detailed descriptions of the participants' burnout experiences.
11.4 Adult Education and Training Programs for Older Adults in the U.S.: Country Comparisons Using PIAAC Data  
*Lecture Room (3rd Floor)*  
Phyllis A. Cummins  
This presentation will report the results of a study that used data from the Program for the International Assessment of Adult Competencies (PIAAC) to examine the relationship in the U.S. between participation in AET programs and employment, labor force participation, and income, for adults aged 45 to 65. In addition, the researcher compared outcomes of AET participation in the U.S. with those in Germany, Japan, Sweden, and the U.K.

11.5 A Tree Growing Amidst an Orchestra: Autoethnographic Practice in Transformative Learning  
*Tadtman Board Room (2nd Floor)*  
David T. Culkin  
How can an adult make meaning out of a series of dynamic and complex transformative learning experiences in order to become a self-authored learner? The author will discuss how a male in the general population can utilize autoethnography to describe his transformative learning experiences and identity development over a period of 20-25 years spanning three decades. By examining how autoethnographic practice has promoted his transformative learning and identity development over a period of time, the author will demonstrate the inherent value of autoethnography for contemporary adult learners.

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**Session 12 – Friday, May 22, 2015 – 8:30 a.m.- 9:15 a.m.**

**Papers**

*Banquet Room C*  
Mitsunori Misawa

12.2 Low Skilled Workforce in the U.S.: Key findings from the Program for International Assessment of Adult Competencies (PIAAC)  
*Banquet Room B*  
Emily Pawlowski  
What are the cognitive skills of the low-skilled adults in the U.S.? What are the contributing factors to skill acquisition and skill decline among adults including the impact of socio-economic background, education and training, work experiences, and skill use at work and home? This presentation is based on the results from the 2012 Program for International Assessment of Adult Competencies (PIAAC), a large-scale international assessment of basic skills and a broad range of adult competencies, including the cognitive and workplace skills needed for successful participation in the global economy.
12.3 “The Best Place We can Learn from is Ourselves”: The Development, Implementation and Use of a Patient-based Online Learning Environment for People with Type 2 Diabetes

*Tadtman Board Room (2nd Floor)*

Glenn Mason

Type 2 diabetes is a complex illness that requires people to adopt a range of management practices. These are often difficult to navigate, comprehend and apply in individual contexts. A shared learning environment in which management strategies are shared can benefit individuals by increasing their capacity to cope with this chronic illness. This presentation reports on an ongoing project that is concerned with the development, use and evaluation of an online learning environment for people with type 2 diabetes. The conceptual framework that underpins the project is informed by design-based research and activity theory.

12.4 The Games Men Play: How Community College Men Use Video Games to Construct Their Masculinity

*Lecture Room (3rd Floor)*

Eric Niemi

This presentation presents the results of a study examining how college men use video games to construct their masculinity. Drawing from theory and research associated with critical theory, media studies, and adult and student development, the study offers important insights to the learning and development occurring within this discourse community. This learning and development, furthermore, evinces how experiences within video games connect other semiotic domains.

Roundtable

R12.1 Readability of instructional materials and usability of online learning environment: Their relations to the development of authentic and contingent knowledge

*Jordan Room (2nd Floor)*

Lisa Casper
Jeanne Myers
Chris L. Yuen

This research project correlates authentic knowledge with the readability of instructional materials and contingent knowledge with usability of the online learning environment. Based on thematic analyses in above two areas, we propose a model that governs how adult learners develop authentic and contingent knowledges in an intertwined manner. The construction of the model will be based on Wilber’s AQAL Integral Theory in which the subjective and intersubjective quadrants will be utilized in details.
Papers

13.1 Stigma, Identity, and Criticality: The Impetus, Function, and Expression of Disclosure  
_Banquet Room C_  
Joshua C. Collins  
Tonette S. Rocco  
Disclosure, the revealing of guarded personal information to another individual or group of people, is a process that many people experience in their lives, either as the discloser or the recipient of the information. For people with invisible stigmatized identities, or those identities that set them apart but are not necessarily immediately visible or discernable, disclosure is a crucial aspect of the experience of developing relationships, acquiring accommodations, building trust, and becoming/being the authentic self with others. This presentation explores the impetus, function, and expression of disclosure and articulates some key insights regarding what critical adult learning and education can gain from understanding disclosure as a phenomenon.

13.2 Interrogating What Remains: Inviting Learners to Explore Cultural Artifacts from the Past  
_Banquet Room B_  
Marilyn McKinley Parrish  
Carla Rineer  
This interactive session will provide a theoretical basis for the practice of exploring cultural artifacts in order to gain deeper understanding about the values, meanings and contexts of other time periods and cultures. Participants will be invited to view culture from the margins, exploring the lives of people whose race, class, and gender form the basis of oppression by the powerful. Texts and narratives that provide evidence of daily-ness and ordinary-ness will be featured and implications of this engagement for adult learners will be explored.

13.3 Nontraditional Approaches with Nontraditional Students: Experiences of Learning, Service and Identity Development  
_Tadtman Board Room (2nd Floor)_  
Suzanne M. Buglione  
This research discusses a phenomenological inquiry into the lived experiences of highly nontraditional students, aged 30 – 50, enrolled in credit-bearing, undergraduate higher education courses, and engaged in pedagogy related to service and learning. It unearthed issues of marginalization in civic and student identity development and strategies for adult learner engagement.

13.4 A Phenomenological Observation of Two Theatrical Learning Environments  
_Lecture Room (3rd Floor)_  
Ray Freeby  
In a theatrical learning environment (TLE) failure is not a pre-listed individual option on a scale of ABCDF. Material is progressively learned and mastered by all members at essentially the
same rate of progress, and there may well be multiple 'final exams' wherein virtually 100% of text materials must be transmitted verbatim in a meaningful way to a third party (an audience) through skills learned. This research compared two differing TLE's along with a separate comparison of the TLE's and a “standard” classroom environment. The key point is to observe what is actually occurring in the environments.

**General Session**  
**Friday, May 22, 2015 – 10:25 a.m. – 12:00 noon**

Mezirow’s Scholarship Transformative Learning/Perspective Transformation  
Alumni Center Banquet Room A & D  
Moderator-Jane Fishback  
Panel: Elizabeth Kasl, Michael Newman & Amy Rose  
The closing session will analyze Jack Mezirow’s scholarship in transformative learning/perspective transformation within the context of adult learning and its impact upon our field.
Thank you for attending the 56th annual AERC conference

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