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Adult Learning in Professional, Organizational, and Community Settings

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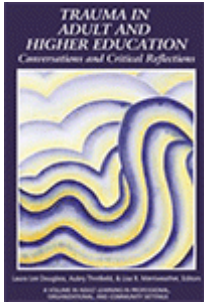
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Trauma in Adult and Higher Education Conversations and Critical Reflections

Laura Lee Douglass, Endicott College; Aubry Threlkeld, Endicott College; Lisa R. Merriweather, University of North Carolina at Charlotte

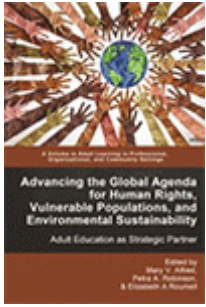
2022. Paperback 978-1-64802-721-5 \$65.99. Hardcover 978-1-64802-722-2 \$95.99. eBook 978-1-64802-723-9 \$74.

Trauma in Adult and Higher Education: Conversations and Critical Reflections invites readers to think deeply about the experiences of trauma they witness in and outside of the classroom, because trauma alters adult learners' experience by disrupting identity, and interfering with memory, relationships and creativity. Through essays, narratives, and cultural critiques, the reader is invited to rethink education as more than upskilling and content mastery; education is a space where dialogue has the potential to unlock an individual's sense of power and self-mastery that enables them to make sense of violence, tragedy and trauma.

Trauma in Adult and Higher Education: Conversations and Critical Reflections reveals the lived experiences of educators struggling to integrate those who have experienced trauma into their classrooms - whether this is in prison, a yoga class, or higher education. As discourses and programming to support diversity intensifies, it is central that educators acknowledge and respond to the realities of the students before them. Advocates of traumasensitive curriculum acknowledge that trauma shows up as a result of the disproportionate amount of violence and persistent insecurity that specific groups face. Race, gender, sexual orientation, ability, and immigration are all factors that expose individuals to higher levels of potential trauma.

Trauma has changed the conversations about what education is, and how it should happen. These conversations are resulting in new approaches to teaching and learning that address the lived experiences of pain and trauma that our adult learners bring into the classroom, and the workforce. This collection includes a discussion of salient implications and practices for adult and higher education administrators and faculty who desire to create an environment that includes individuals who have experienced trauma, and perhaps prevents the cycle of violence.

CONTENTS: Foreword—On Behalf of the Adult Higher Education Alliance, *Joann S. Olson*. Introduction, *Laura Douglass*. Acknowledgments. **PART I: PEOPLE AND PLACES LEFT BEHIND.** Complex Post-Traumatic Stress Disorder at the University: A Hidden Disability, *Sara Silva*. Defining the Moment, *Steven Shibuya*. Silenced by Trauma: A Comparison of the Second Generation in Two Cultures, *Christiane K. Alsop and Sylvia Cowan*. Resisting Intersectional Disability Soul Destroying in Education Contexts: A Collaborative Autoethnography for Healing, *Lisa Boscovich, Mercedes A. Cannon, David I. Hernández-Saca, Laurie Gutmann Kahn, and Emily A. Nusbaum*. Trauma and Transformative Learning: One University's Response to Black Student Protests Against Racism, *Dawn Johnson*. Trauma and Restorative Landscapes in Higher Education, *Laura Lee Douglass*. Aggression in Academia: Examining Faculty and Student Cyberbullying, *Tiffany Karalis Noel and Courtney Doxbeck*. Mindful Self-Care for Educators: Decreasing Burnout, Compassion Fatigue, and Effects of Vicarious Trauma, *Kellie S. Talebkhah-St. Marie and Catherine Cook-Cottone*. Trauma-Inclusive Programming Practices, *Rebecca Rampe*. A Critical Supervisory Framework for Mitigating Indirect Trauma in Higher Education Practice, *Chelsea Gilbert*. **PART II: EDUCATION WITH HEART: TRAUMA INFORMED.** Implementing a Trauma-Informed Care Curriculum in Undergraduate Medical Education, *Samara Grossman, Sarah Berman, Taylor Brown, Annie Lewis-O'Connor, Katherine McDaniel, Pooja Mehta, Jennifer Potter, Caitlin Radford, Eve Rittenberg, Nhi-Ha Trinh, and Deborah Bartz*. Trauma-Informed Journalism, *Kevin Becker and Lori Shontz*. Trauma-Informed Counselor Education for Adults in Recovery From Substance Use, *Jennifer Pemberton Heffner and Ted McCadden*. Trauma Informed Teaching for Trauma Courses: A Practical Guide, *Nathalie Saltikoff and Dana Modell*. Practicing Trauma-Responsive Teaching in Adult and Higher Education: An Integrational Approach, *Mitsunori Misawa and Amber Giffin*. Trauma-Informed Teaching of Writing in Higher Education, *Marian Mesrobian MacCurdy*. Continuous Traumatic Stress and Social Justice in Counselor Education, *Jabari Q. Adoma*. Teaching Upstream Toward Resilient Learning: Trauma-Informed Strategies and Theory for Adult Higher Education, *Emily J. Wilson*. Creating Environments of Healing on Campus: Lessons From Women of Color Trauma-Healing, *Nadeeka Karunaratne*. Opening the Junk Drawer: Trauma-Informed Expressive Arts in Higher Education, *Karen Caldwell, Audrey Stone, and Dominique Hammonds*. The Power of Empathy: Trauma Impacts on Transformational Learning, *Enid E. Larsen*. Behavioral Science, Trauma, and Higher Education, *Valbona Demiri, Gabrielle Morgan, Anna Linnehan, and Mary Jane Weiss*. Conclusion, *Laura Lee Douglass and Aubry Threlkeld*. About the Authors.



Advancing the Global Agenda for Human Rights, Vulnerable Populations, and Environmental Sustainability

Mary V. Alfred, Texas A&M University; Petra A. Robinson, Louisiana State University; Elizabeth A. Roumell, Texas A&M University

2021. Paperback 978-1-64802-695-9 \$45.99. Hardcover 978-1-64802-696-6 \$85.99. eBook 978-1-64802-697-3 \$74.

For over 70 years, the United Nations has worked to advance human conditions globally through its historic agenda for a more peaceful, prosperous, and just world. Through the work of the General Assembly and other programs like the UNESCO World Conferences on Adult Education, the organization has taken a leading role in bringing world leaders together to dialogue on world issues and to set agendas for advancing social and economic justice among and within the regions of the world. The underlying themes of the United Nations' agenda over the years have been world peace, economic justice, addressing the needs of the world's most vulnerable populations, and protecting the environment. We draw from the two last two declarations from which the Millennium Development Goals (September 2000) and the Sustainable Development Goals (September 2015) were adopted by world leaders with a focus on addressing the needs of the most vulnerable populations. In this declaration, world leaders committed to uphold the long-standing principles of the organization and to combat extreme poverty, hunger, disease, illiteracy, environmental degradation and discrimination and violence against women.

The overall objective of the book is to highlight the conditions of vulnerable populations from various contexts globally, and the role adult and higher education can play (and is playing) in advancing the United Nations agenda of social and economic justice and environmental sustainability. Adult education, through research, teaching, and service engagements is contributing to this ongoing effort but as many scholars have noted, our work remains invisible and undocumented. Therefore, this book highlights adult education's critical partnership in addressing these global issues. It will also begin to fill the void that exists in adult education literature on internationalization of the field.

CONTENTS: Foreword, *Marcie Boucouvalas*. Preface, *Elizabeth Roumell, Mary V. Alfred, & Petra A. Robinson*. Introduction— Human Rights, Sustainable Development, and Adult Education: History, Foundation, and Context, *Mary V. Alfred*. **SECTION I: HUMAN RIGHTS.** The Critical Literacies Advancement Model (CLAM) as a Tool for Curriculum Development: Advancing Human Rights in Adult Education, *Petra A. Robinson and Maja Stojanović*. Integral Global Leadership Education for Human Rights, Transformation, and Sustainability, *Wanda Krause*. Promoting Antibullying to Advance Human Rights and Social Justice for Sexual Minorities Through Adult and Higher Education: An Antibullying Approach, *Mitsunori Misawa*. Migration and Human Dignity: Rhetoric and Practice, *Chad Hoggan and Tetyana Kloubert*. Nexus of Vulnerability of Internally Displaced Persons (IDPs) in Africa, and Socioeconomic Development of the Black Nations, *Debora A. Egunyomi and Kofo A. Aderogba*. Community-Based Adult Education to Promote Human Rights & Health Equity in a Stigmatized Community in Canada, *Roula Kteily-Hawa and Joseph Roy Gillis*. Adults With Disabilities Need More and Better Learning Opportunities Around the World, *Ashley Stepanek Lockhart, Ricardo Sabates, Nidhi Singal, and Thilanka Wijesinghe*. North Koreans' Human Rights and the Situation of Foreign Popular Culture: An Adult Education Perspective, *Jinhee Choi*. **SECTION II: ECONOMIC EMPOWERMENT: LABORING TO LEARN, LABORING TO EARN.** A Human Capabilities Development Perspective in Adult Education, *Elizabeth A. Roumell and Bora Jin*. Unrealized Potential: Marginalized Youth Around the Globe, With a Focus on Turkey, *Aydın Yücesan Durgunoğlu and Fatos Dayıoğlu*. Adult Students in Community Colleges and Economic Justice, *Kyung-Hwa K. Yang*. Looking for Educational Needs in the Community: Adult Educators' Roles Matter, *Isaac Kofi Biney*. Leveraging Continuing Medical Education in Addressing Health Disparities: Case Studies From the Republic of Ghana, *Linda D. Caples and Christopher M. Dodgion*. Strategies of Engagement and Support: Addressing the Holistic Needs of Veterans Pursuing Higher Education, *Yvonne Hunter-Johnson, Sharlene Smith, Geleana Alston, and Aynur Charkasova*. Life Status and Prospects of Community Education Workers, *Lixin Sun, Shuo Li, and Yuxin Song*. **SECTION III: ENVIRONMENTAL SUSTAINABILITY AND ADULT EDUCATION.** Learning to Recreate the World: Adult Education for Environmental Sustainability, *Wendy Griswold*. Citizen Science: Adult Education for Environmental Sustainability and Conservation, *Jill Zarestky and Lauren Vilen*. Millennium Fellows as Catalysts for Global Climate Change, *Hilary Landorf, Yenisleidy Simon Mengana, and Birgitta Rausch-Montoto*. (Mis)perceptions of Aboriginal Fishing: Why Adult Education Must Confront the "Environmental Indian" Stereotype, *Stanford T. Goto*. Man-Environment Interaction in the Rainforests and Sustainable Development: Practical Implications for Adult Education, *Kofo A. Aderogba*. Conclusion—Adult Education for Human Rights and Sustainable Development: The Path Forward, *Petra A. Robinson, Mary V. Alfred, and Elizabeth Roumell*. About the Authors.



Teaching and Learning for Adult Skill Acquisition Applying the Dreyfus and Dreyfus Model in Different Fields

Elaine M. Silva Mangiante, Salve Regina University; Kathy Peno, University of Rhode Island

2021. Paperback 978-1-64802-500-6 \$45.99. Hardcover 978-1-64802-501-3 \$85.99. eBook 978-1-64802-502-0 \$74.

The book, *Teaching and Learning for Adult Skill Acquisition: Applying the Dreyfus and Dreyfus Model in Different Fields*, will fill a unique niche in the field of adult, higher, and workforce education. It offers a current volume for scholars and practitioners based on both empirical studies and practice-based research on adult skill acquisition and development. Dreyfus and Dreyfus (1980, 1988, 2004, 2008) developed the novice to expert model of skill acquisition that illustrates growth over the course of a person's career in a particular domain. The skill model highlights a learner's movement across six levels of skill development: novice, advanced beginner, competent, proficient, expert, and mastery.

This book will present examples of the application of the Dreyfus and Dreyfus model in different fields (i.e., health care, education, law enforcement, business, serious gaming, military, ethics training, etc.) providing insight into how practitioners can develop their skills in their particular domains and how educators can promote this development. This collection will be appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult, higher, and workforce education.

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Unfinished Business Compelling Stories of Adult Student Persistence

Matt Bergman, University of Louisville; Joann S. Olson, University of Houston-Victoria

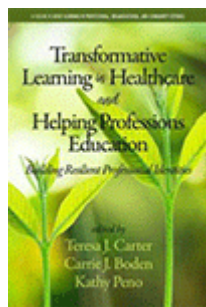
2019. Paperback 978-1-64113-854-3 \$45.99. Hardcover 978-1-64113-855-0 \$85.99. eBook 978-1-64113-856-7 \$74.

For at least the last 100 years, more than 40% of all students who enrolled in American colleges and universities have not persisted to graduation at four-year institutions. Their stories are varied, but in every case, something got in the way of that pursuit. Life happened. They became one of the nearly 36 million Americans who have some college but no degree.

For many, the stigma of not finishing college is a closely held secret that weighs heavily as they discuss, engage, and compete to meet the challenges of the workforce in the 21st century. Some weren't ready at age 18 for the focus and commitment that academic studies require. Others found opportunities to create income and meet immediate familial needs or requirements. Many have excelled despite their lack of a college credential. Contrary to the deficit mindset that often permeates the retention and persistence discourse, this book highlights the stories of those who successfully returned to what was left unfinished.

The stories here may challenge your assumptions. These are high-quality students who demonstrated a compelling and inspiring commitment to their education, begun long ago and now completed—in some cases decades later. As you read, don't miss the role that engaged advisors, supportive family members, and well-designed programs such as prior learning assessment played in helping students to the finish line. These narratives also demonstrate that it is time for institutions of higher education to imagine and embrace new ways of serving these students well.

CONTENTS: Foreword. Preface. Acknowledgments. **EMBRACING THE NEW “TRADITIONAL” STUDENT IN HIGHER EDUCATION. PROVIDING FOR FAMILY.** Being the Example for a Young Family, *Joe Trainer*. Even Super Bowl Champions Can Come Back to Finish Degrees, *Joe Jacoby*. A Promise Fulfilled, *Amobi Okugo*. A Path to a Better Life, *Latrivia Guinn*. Musician and College Graduate, *Jeffrey A. Crane*. Comeback Student Athlete of the Year: From the Majors to Graduation, *Sean Green*. **FINDING PERSONAL FULFILMENT.** From Oil Changes to Influence, *David Beumer*. Grandma Goes to College, *Jeanine Smith*. Just as Glorious 50 Years Later, *Ronald Tiller*. Internationally Acclaimed Musician to College Graduate, *Nappy Roots—Brian B. K. “Buffalo Stille” Scott*. This VP Finished What He Started in 1987, *Norris Hamilton*. What Happens to a Dream Deferred? *Jo Ann Herron*. Showing Myself and Others It Can Be Done, *Althea Jackson*. Turning Nagging Regret into Triumph, *Melissa B. McGarry*. Dropping the Emotional Baggage and Building Self Confidence, *Cindy Wentworth*. Finding a Lost Treasure, *Steve Shaw*. Fulfilling the Promise, *Amy Lear*. 48, and Not Too Late, *Chad Jones*. **PURSUING CAREER ADVANCEMENT.** If You Have a Pulse, You Have Purpose, *Troy Marables*. A Lifelong College Journey, *Kathleen Sailings*. 18 Months and 89 Credits, *William P. Dugan, III*. The Chief of Police Recommends a Return to School, *Jamie Land*. Shasta for the Win! *Tamra Switzer*. Securing the Future, *Andrew English*. Fulfilling the Dream to Become a Teacher, *LaKeesha Turner*. Gain a Competitive Edge, *Nancy Williams*. A 29-Year Journey to Graduation, *Dawn Hall*. Private Commencement Ceremonies Are the Best, *Lawren A. Just*. My Educational Journey: Third Time is a Charm! *Raylene Pollio*. Advancing to Become the Police Chief, *Jim Ferraris*. **OVERCOMING BARRIERS AND BEATING THE ODDS.** The Thousand Mile Journey to a Better Life, *Philip Young Alier*. From Gangster to Graduate: The Untold Story of My Pursuit of a Dream, *Orman E. Morton, III*. Passion for Learning at Any Age, *Deborah Kay Prather*. Overcoming the Odds, *Rachel Hensley*. Because You're Never Too Old, *Amanda Skaggs*. An Amazing Journey, *Maria Esperanza Vazquez*. Happy Tears, *Rachael Black*. The Hope Messenger, *O. L. Kelley, II*. Changing the Trajectory of My Life, *Lisa Spencer*. Tenacity to Reach a Lifelong Goal, *Jenny Chatman*. The Ladder of Success: One Rung at a Time, *Clifford Hicks*. My 44-Year Journey to a College Degree, *Debbie Webb*. A Long Educational Journey, *Ellen E. Elliott*. The True Value of Perseverance, *Sharmiesha Timlin*. **REIGNITING THE LOVE OF LEARNING.** A Very Personal Journey, *Michael S. Keibler*. South End Success Story, *Gerald Kinnunen*. Be the Hero of Your Own Story, *Christopher Reid*. A Toast to be Proud Of, *Tommy Phelps*. What am I Doing? *Beki Nixon Sidener*. The Voyage Itself is Part of the Reward, *James Sauders*. **ADAPTING TO THE CHANGING STUDENT POPULATION. BUILDING AN UPDATED MODEL FOR ADULT STUDENT RETENTION. WHAT MIGHT THIS MEAN FOR HIGHER EDUCATION? CALL TO ACTION.** References. About the Authors. About the Contributing Adult Comebackers.



Transformative Learning in Healthcare and Helping Professions Education Building Resilient Professional Identities

Teresa J. Carter, Virginia Commonwealth University (Retired); Carrie J. Boden, Texas State University; Kathy Peno, University of Rhode Island

2019. Paperback 978-1-64113-679-2 \$45.99. Hardcover 978-1-64113-680-8 \$85.99. eBook 978-1-64113-681-5 \$74.

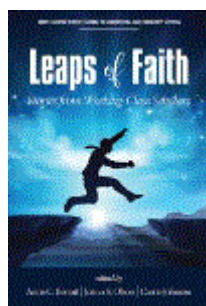
Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities is a co-edited book (Carter, Boden, and Peno) with invited chapters from educators who share our passion for learning in healthcare and the helping professions. The purpose of the book is to introduce professional learners (students, residents, and others in professional training) to transformative learning for building resilient professional identities amid practice environments that include widespread burnout and compassion fatigue. With a diverse set of authors engaged in clinical and educational practice in academic medicine, nursing, dentistry, physical therapy, mental health counseling, science education, psychology, social work, and inter-professional collaborative practice, we offer strategies for building resilience throughout the years of professional training and into professional practice. We do so through the experiences of authors involved in healthcare and the helping professions to illustrate how some are coping with the challenges of burnout and compassion fatigue through learning that can be transformative.

This book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today's stressful practice environments. First-hand stories of resilience illustrate how learners, as well as educators in these professions, are addressing adversity, career decision-making, service to the underserved, and the self-care needed to provide excellent care for others. The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open up new

possibilities for renewed vitality in professional education and practice environments.

The book has two primary audiences: professional learners in healthcare and helping professions education, and their educators who are often professional practitioners themselves. These educators have a significant role in influencing the next generation of professionals by serving as mentors, role models, and teachers. The importance of fostering learning that is transformative has never been more important than it is today for those who will work in these demanding professions. We invite readers to discover experiences and strategies for achieving individual wellbeing, as well as opportunities for building a culture within professional education and practice settings that will foster resilience.

CONTENTS: Foreword. Preface. Acknowledgments. Introduction. **PART I: TEACHING AND LEARNING FOR CHANGE.** Therapists in the Making, *Charity Johansson*. Developing Professional Identities and Fostering Resilience in Medical Students and Residents: Transformative Learning on the Texas–Mexico Border, *Judith E. Livingston and Marsha R. Griffin*. A Tale of Two Africas: Transformative Learning in Global Health Electives, *Scott T. Armistead with Teresa J. Carter*. A Long Tradition With Implications for Professional Learning: Situated Learning in a Community of Practice, *Teresa J. Carter and Bryan Adkins*. **PART II: DEVELOPING A PROFESSIONAL IDENTITY.** The Physician Archetype: Fitting the Pattern, or Breaking the Mold? *Doug Franzen*. Building Professional Identities by Learning From Mentors and Role Models, *Teresa J. Carter, Ellen L. Brock, Frank A. Fulco, Adam M. Garber, Reena H. Hemrajani, Bennett B. Lee, Scott C. Matherly, Emily R. Miller, and John G. Pierce Jr.* Volunteerism With Vulnerable Populations: A Catalyst for Professional Identity Formation, *Christopher Keith Brown Jr.* Case Study of a Science Teacher’s Professional Identity Development Across a Career, *Elaine Mangiante*. Using Transformational Learning as a Framework for Medical Student Remediation Experiences and Professional Identity Formation, *Pamela O’Callaghan, Kelly E. McCarthy, and Deborah J. DeWaay*. **PART III: BUILDING CAPACITY FOR RESILIENCE.** Outdoor Adventure-Based Group Work to Promote Coping and Resilience Among Child Welfare Workers, *Christine Lynn Norton, Michael Schultz, Amy D. Benton, Cameron Kiosoglous, and Carrie J. Boden*. Transformative Learning in Times of Adversity, *Patrice B. Wunsch, Michael D. Webb, and Teresa J. Carter*. Building Resilience in Healthcare Professional Trainees, *Wendy L. Ward, Carrie J. Boden, and Ashley Castleberry*. Flourishing in the Workplace: Enhance Professional Resilience and Promote Well-Being with Appreciative Inquiry, *Marion Nesbit and Teresa J. Carter*. **PART IV: CARING FOR SELF AND OTHERS.** How a New Heart Transformed Mine, *Mary L. Falk*. A Case for Self-Care: Changing Luxury to Necessity, *Amanda J. Minor*. Informal Learning in a Community-Based Health Education Program: The Transformative Experience of One Interprofessional Team, *Maureen Coady*. About the Editors. About the Contributors.



Leaps of Faith Stories from Working-Class Scholars

Anne C. Benoit, Curry College; Joann S. Olson, University of Houston-Victoria; Carrie Johnson, Eastern Illinois University (Retired)

2018. Paperback 978-1-64113-462-0 \$45.99. Hardcover 978-1-64113-463-7 \$85.99. eBook 978-1-64113-464-4 \$74.

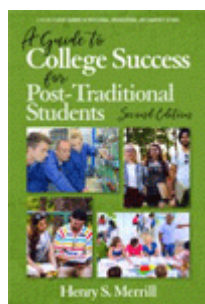
As discourses and programming to support diversity and inclusion across higher education are intensifying, *Leaps of Faith: Stories from Working-Class Academics* presents a collection of narratives that highlights the “on-the-ground” experiences of working-class students and scholars. These are stories of negotiation, transition, and challenge. These are stories of struggle. These are stories of beating the odds.

The early works of Ryan and Sackrey (1984), Sennett and Cobb (1993), and Dews and Law (1996) raised the voices of working-class academics, and the subject of class in higher education has gained traction—especially with the increasing focus on the enrollment and persistence of first-generation college students. This project situates contributor stories in adult learning and development, with the goal of enhancing dialogue and increasing understanding of a still-hidden population in the academy. *Leaps of Faith: Stories from Working-Class Academics* is a compelling collection of reflections from working-class students and scholars from diverse demographic and geographic backgrounds who are currently navigating various transition points and career stages.

Leaps of Faith: Stories from Working-Class Academics presents the strengths and gifts of the scholar-contributors and the opportunity to “turn the stories” through accessible and meaningful reflective “telling.” The collection concludes with a discussion of salient implications for working-class students and scholars, those who support their learning and development, and higher education institutions and programs.

CONTENTS: Invocation: The Space, The Conversation, The Bridge. Preface. Acknowledgments. The Deep Roots of a Farm-Girl Professor: An Introduction to the Themes of This Book, *Joann S. Olson*. The Borrowed Identity, *Vickie J. Clafflin*. A Few

Good Allies: Developing Educational Leadership in a Community That Needs You, *Laura Lee Douglass*. From Humble Beginnings to Respected Educator: Navigating the Labyrinth of Lifelong Learning, *Bonnie Flynn*. Good Girls Know Better: Blue Collar Chicagoland to Academia, *Jennifer K. Holtz*. A Tale of Two Adult Educators, *Carrie Johnson and Vicky Duckworth*. Assimilate or Shut Up! Lessons I Learned about Isolation as a Non-Traditional Graduate Student, *Jeffrey A. Masko*. I Never Thought I'd Find Myself in College, *Lisa Modenos*. Learning Against the Odds: Perspectives on Navigating U.S. Higher Education Environments as a Working-Class Immigrant, *Kayon Murray-Johnson and Yvonne Hunter-Johnson*. From Impostor to Infiltrator: Leveraging Working-Class Funds of Knowledge to Navigate and Change Academic Culture, *Cecilia M. Orphan and Candyce Reynolds*. Experiencing Connection: Applied Learning, *Anastasia L. Pratt*. Getting Outside of My "Six Blocks" with Bloom, *Darryl R. Privott*. A Square Peg in a Round Hole: Trying to Find a Fit in the Academy, *Amy L. Sedivy-Benton*. Why We Need Bridges, *Karin Sprow Forté*. The Influence of "Have Not-ness" on One Academic Trajectory, *Karen A. Stevens*. Journey from Working-Class Student to Scholar: Overcoming Feelings of Otherness, *Tina Stinson-DaCruz*. Just Keep Swimming, *Cynthia Suopis*. Challenges and Perspectives: Retracing the Steps and Leaps of Faith of a Female African American, Working-Class Scholar's Journey Toward the Professoriate, *Amanda Wilkerson*. Relevance, Motivation, and Encouragement: An Educator's Transformation Origin and Beginnings, *Michael T. Worthington*. On Fire from Undergraduate Studies, Disillusioned in a Master's Program: Discovering the Real Meaning of Social Capital Behind the Scene, *Yarrow (a pseudonym)*. Conclusion, *Anne C. Benoit*. About the Contributors.



A Guide to College Success for Post-traditional Students 2nd Edition

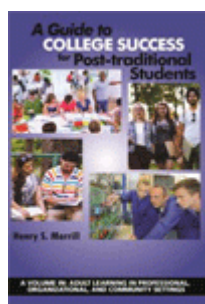
Henry S. Merrill

2018. Paperback 978-1-64113-417-0 \$45.99. Hardcover 978-1-64113-418-7 \$85.99. eBook 978-1-64113-419-4 \$74.

The purpose of this book is to assist post-traditional students to achieve success in the Occupational, Workforce, and Leadership Studies (OWLS) Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences (BAAS) degree at Texas State University. Applied baccalaureate degrees incorporate higher-order thinking skills and advanced technical knowledge and skills with applied coursework. BAAS students may also earn college-level credits through prior learning assessment (PLA), evaluating and credentialing knowledge and skills gained outside the classroom. The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post-traditional adult learners.

The majority of the students earning the BAAS degree are post-traditional students. They are often defined with some or all of these characteristics: over age 25 years old when starting or returning to college, may not have a traditional high school diploma, enroll part-time, work full-time, are financially independent, have dependents other than a spouse and may be a single parent. These students juggle multiple roles and responsibilities in the family, workplace, and community. Post-traditional students bring rich work/life experiences, may be experiencing personal and/or professional transitions, have clear career goals, and often finance their education. They seek flexible programs including online education, PLA, and accelerated course formats. Thus, post-traditional students want active, collaborative, and interactive learning relevant to career and other roles and goals.

CONTENTS: Foreword/Acknowledgements. Introduction. 1. Designing a Project Plan for your Degree. 2. Prior Learning Assessment. 3. Useful Resources for All Courses. 4. Official Course Descriptions for OWLS Courses Required for BAAS Degree. Appendix A. Appendix B.



A Guide to College Success for Post-traditional Students

Henry S. Merrill

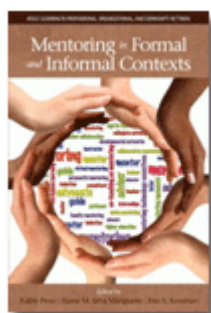
2017. Paperback 978-1-68123-917-0 \$45.99. Hardcover 978-1-68123-918-7 \$85.99. eBook 978-1-68123-919-4 \$74.

The purpose of this book is to assist post-traditional students to achieve success in the Occupational, Workforce, and

Leadership Studies (OWLS) Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences (BAAS) degree at Texas State University. Applied baccalaureate degrees incorporate higher-order thinking skills and advanced technical knowledge and skills with applied coursework. BAAS students may also earn college-level credits through prior learning assessment (PLA), evaluating and credentialing knowledge and skills gained outside the classroom. The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post-traditional adult learners.

The majority of the students earning the BAAS degree are post-traditional students. They are often defined with some or all of these characteristics: over age 25 years old when starting or returning to college, may not have a traditional high school diploma, enroll part-time, work full-time, are financially independent, have dependents other than a spouse and may be a single parent. These students juggle multiple roles and responsibilities in the family, workplace, and community. Post-traditional students bring rich work/life experiences, may be experiencing personal and/or professional transitions, have clear career goals, and often finance their education. They seek flexible programs including online education, PLA, and accelerated course formats. Thus, post-traditional students want active, collaborative, and interactive learning relevant to career and other roles and goals.

CONTENTS: Foreword/Acknowledgements. Introduction. 1. Designing a Project Plan for your Degree. 2. Prior Learning Assessment. 3. Useful Resources for All Courses. 4. Official Course Descriptions for OWLS Courses Required for BAAS Degree. Appendix A. Appendix B.



Mentoring in Formal and Informal Contexts

Kathy Peno, University of Rhode Island; Elaine M. Silva Mangiante, Salve Regina University; Rita A. Kenahan, DePuy Synthes Institute

2016. Paperback 9781681234618 \$45.99. Hardcover 9781681234625 \$85.99. eBook 9781681234632 \$74.

Mentoring in Formal and Informal Contexts is a collection of invited works on mentoring in the many contexts in which it exists. Working with AHEA, the editors identified authors that have demonstrated experience and/or have published in this area. The book is arranged thematically (health care, education, the workplace, etc.) and further sub-themed as appropriate. Mentoring in Formal and Informal Contexts is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research. The audience: This collection is appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult education.

CONTENTS: Preface, *Thomas D. Cox*. Foreword, *Stuart E. Dreyfus*. Acknowledgments. Introduction, *Kathy Peno, Elaine Silva Mangiante, and Rita Kenahan*. Bridging Formal and Informal Mentoring: A Developmental Network Perspective, *Dawn E. Chandler, Wendy M. Murphy, Kathy E. Kram, and Monica C. Higgins*. **PART I: MENTORING IN HIGHER EDUCATION**, Academic Mentoring as Precarious Practice, *Alan Mandell and Xenia Coulter*. Multi-Dimensional Model for Mentoring Faculty: A College-Wide Approach, *Lori E. Ciccomascolo and Anne M. Seitsinger*. Three Ds on Mentoring: Different Experiences, Different Stages, and Different Disciplines, *Amy L. Sedivy-Benton, Nancy Feyl Chavkin, and Carrie J. Boden-McGill*. Facilitating the Doctoral Mentoring Process in Online Learning Environments, *Kathleen P. King*. Developing Supportive Mentoring Models for Graduate Education, *Catherine A. Hansman*. Leadership that Lasts a Lifetime: Collegiate Advising as Mentoring in a Black Greek Letter Organization, *Sean Dickerson, Vonzell Agosto, Maniphone Dickerson, and Michael Dove*. She's Younger Than Me: A New Look at Age and Mentoring in Doctoral Education, *Geleana Drew Alston*. **PART II: MENTORING IN K-12 TEACHER EDUCATION**, Perspectives from Field-Based and University Clinical Educators' Implementation of Induction Mentoring Strategies with Pre-Service Teachers, *Elaine M. Silva Mangiante and Elizabeth McAuliffe*. Improving Special Education Teacher Candidate Collaboration with Families through Mentorship, *Adam Moore and Catherine Semnoski*. Clinical Educators' Implementation of a Mentoring Model: Coaching Elementary Pre-Service Teachers for Reform-Based Science, *Elaine M. Silva Mangiante and Kathy Peno*. **PART III: MENTORING IN HEALTHCARE**, Mentorship in Academic Medicine, *Shadi Aminololama-Shakeri and Andreea L. Seritan*. The Influence of Mentors and Role Models on Teaching and Learning in Academic Medicine, *Teresa J Carter, Ellen L. Brock, Frank A. Fulco, Adam M. Garber, Reena H. Hemrajani, Bennett B. Lee, Scott C. Matherly, Emily R. Miller, and John G. Pierce, Jr.* Informal Mentoring in Nursing, *Theresa Criscitelli*. **PART IV: MENTORING IN MULTIPLE CONTEXTS**, Developing Future Technology Executives at Columbia University using Formal and Informal Mentoring Methods, *Arthur M. Langer*. Sisters Without Borders: Collaborative Mentoring for Social and Personal Well-Being and Transformation, *Rita Kenahan, Rosie Lim-Williams, Maria Liu Wong, Naya Mondo, Aimee Tiu-Wu, and Connie Watson*.



Enhancing Writing Skills

Oluwakemi J. Elufiede, The Carnegie Writers, Inc.; Carrie J. Boden, Texas State University; Tina Murray, The Carnegie Writers, Inc.

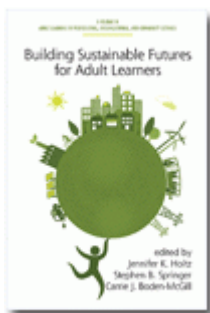
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Enhancing Writing Skills includes conference presentation papers from the Carnegie Writers, Inc. 1st Annual Conference. The anthology provides published and aspiring writers resources for sustaining, enhancing and evaluating their writing skills. The chapter themes focus on genre-based writing, creativity in writing, mechanics of writing, academic writing, and writing as a business. Enhancing writing skills is beneficial to diverse writers as it impacts the community, working, and educational environments.

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- Enhance writers understanding for marketing strategies in the 21st century.

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Building Sustainable Futures for Adult Learners

Jennifer K. Holtz, University of Arkansas at Little Rock; Stephen B. Springer, Texas State University; Carrie J. Boden, Texas State University

2014. Paperback 9781623968717 \$65.99. Hardcover 9781623968724 \$95.99. eBook 9781623968731 \$74.

Building Sustainable Futures for Adult Learners is an edited and refereed collection of papers published in conjunction with the joint Adult Higher Educational Alliance (AHEA) and American Association of Adult and Continuing Education Conferences (AAACE). This book is the third in a series of scholarly publications associated with the annual AHEA conference. The book is arranged thematically according to the topics of submissions. Building Sustainable Futures is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research.

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