

American Association for Adult and Continuing Education

Student's Name

Professor's Name

Course title

Date

American Association for Adult and Continuing Education

AAACE is a non-governmental association committed to offering proper direction for the adult education sector by increasing the prospects for adult development. The organization also promotes the advancement and distribution of information, furthers the benchmarks for the teaching career, and supports appropriate social development programs and public policies. The firm circulates pioneering journals in the field of adult learning that includes the Journal of Transformative Education, Adult Education Quarterly, and Adult Learning.

a) What programs are being offered?

The NGO (non-governmental organization) provides programs that give advocate for concerns like counseling, adult development, literacy, and aging education. AAACE considers the requirements of diverse groups such as the elderly, women, military, and ethnic minorities. AAACE firmly believes that it is mandated to encourage constructive social change and human achievement (American Association for Adult and Continuing Education, 2016). The establishment backs the legislation, social development proposals, and significant public policy that better the extent of opportunity for adult education.

b) Why is the program interesting or valuable to you and/or your group?

AAACE is remarkable to my group because it holds an annual convention in various parts of the region involving state, regional, national, and international collaborations. Additionally, the organization has a pre-convention held by the Commission of Professors of Adult Education and the Commission on International Adult Education (organizations affiliated with the AAACE convention) (American Association for Adult and Continuing Education, 2016). More importantly, associates are provided with benefits such as access to online journals,

exclusive conference rates, and webinars. The association's membership comprises graduates, faculty, specialists, and academics.

c) What is the philosophy, purpose, mission of the program?

AAACE (American Association for Adult and Continuing Education) is a global organization of adult instructors. Even though its members work in diverse fields of education in different nations throughout the globe, they have a common philosophy that continued education results in societal development and accomplishment (Schmidt, 2013). AAACE foresees an increasingly civilized world that can be achieved by the different specializations of its affiliates in assisting senior members of society to obtain the ethics, knowledge, and skills necessary for a rewarding and industrious life.

d) What's the history and future of the agency/provider?

The AAACE was established in 1982 as the outcome of unification between the AEA (Adult Education Association of the United States of America) and the NAPCAE (National Association for Public and Continuing Adult Education). These two organizations had collaborated on programs in their lifelines especially between 1949 and 1952. While AAACE was created in 1982, adult learning organizations in the U.S started back in the 1920s. In 1925, the Carnegies Corporation funded a couple of local conventions aimed at adult education (American Association for Adult and Continuing Education, 2016). In every conference held, there were considerations for the founding of a national adult education. The maintenance and expansion of strategic alliances with firms of a complimentary disposition are vital to AAACE's future. Partnership with state associations in regions where yearly conferences are hosted, for instance, has been advantageous to AAACE and the state association. AAACE has joined with many organizations on the growth of pre-conventions and co-conventions in collaboration with

the AAACE national forum. The interactions following these partnerships have bolstered every organization concerned.

e) What are the goals or objectives that the program (or individuals within the program) might accomplish?

AAACE's objective is to link its academics and several experts from every part of the world to advance sharing of professional exchanges and concepts. The organization does this through partnering with organizations, associations, and institutions centered on the harmony of goals conveyed in the purpose, vision, and values of the consorting organization (Schmidt, 2013). It is through cooperating and uniting that the AAACE will guarantee the critical vision communicated by AAACE.

f) What are the main ideas, concepts or principles of the program?

At the core, AAACE is an institution that supports the basic principle of unifying adult instructors from an extensive scale of practice. AAACE primarily operates as a center where adult educationalists are engaged in discourse about the routine matters beyond the circumstantial areas that delineate their existence (Schmidt, 2013). Nonetheless, describing key aspects that several shareholders have in common cannot avoid scrutiny.

g) How is it managed or administered?

AAACE is operated by a board of directors that include seven commission directors, five-member executive committee, and two board members-at-large. Each member of the council is a volunteer voted by AAACE members (American Association for Adult and Continuing Education, 2016). The firm's statutes determine its operation and structure. Although commissions are strict, and AAACE guidelines regulate their purpose, nature, and structure, special interest groups (SIGs) are started by any member, as long as there is keen

interest. SIGs comprise religious learning, staff development, vocational education, graduate students, and cooperative extensions.

h) Who are the leaders, the outstanding adult educators?

AAACE boasts of outstanding scholars in its prominent graduate learners, graduate programs, undergraduate students, and community colleges. It is made up of community instructors in labor force development and literacy, and managers from the military, religious, health and worldwide adult learning initiatives (American Association for Adult and Continuing Education, 2016). The outstanding educators come from various fields of specialization that include women's concerns adult psychology, human resource development, older adult students, program management, and distance education.

i) What's their influence, impact contribution?

There is a great diversity of adult educators in the AAACE, and the organization's structure displays the full makeup of the domain. AAACE is made up of two subgroups that include special interest groups and commissions. A manager directs commissions, and the association has seven commissions from which members can join only two (American Association for Adult and Continuing Education, 2016). There are various ways through which adult instructors bring change to the lives of adults, providing assistance in the acquisition of values, knowledge, and skills required for a good life.

j) What are the key questions, issues, and/or problems they seek to address and how?

AAACE issues journals such as the Journal of Transformative Education, Adult Education Quarterly, and Adult Learning (American Association for Adult and Continuing Education, 2016). Every one of these journals has unique focuses and missions. Adult Education Quarterly is made to encourage a problem-based analytical method to practice and

inquiry, with more stress on interdisciplinary and international perceptions. Adult Learning is created for adult students to give articles that take the problem-solving approach to practice issues. The Journal of Transformative Education is interested in promoting the comprehension, experience, and practice of life-changing learning.

k) Who might participate in the program and why?

The AAACE is a non-profit association that provides adult learners and educators with affiliate and individual memberships for the function of continuous education (American Association for Adult and Continuing Education, 2016). AAACE never has and never will bias on the foundations of ancestry, physical ability, military status, race, sexual orientation, color, age, religion, gender expression, in any of its procedures. It is devoted to offering a friendly and comprehensive setting.

l) How are the issues of participation addressed?

Availing opportunities for students to provide feedback is not only essential to education research but also to effective participation. This aids in modeling the services presented and gauging their personal learning experiences, what is good for them, and the things they should do to accomplish their objectives. Students heavily participate in reforming the adult education system at every stage, by functioning as allies with agencies, providers, policy makers, and specialists (Schmidt, 2013). The main ways in which learner participation is addressed is through: involving student leaders in decision-making seminars, utilizing students as researchers, keenly asking for student feedback, and participative attitudes like podcasts.

m) How would you describe the adult students that are there and the adult learning that takes place?

Most of the adult students have roles (jobs and families) to play and different circumstances (childcare, income earning, domestic violence) that could disrupt their learning. Many of them join educational initiatives voluntarily and balance between their classes and family/work duties (American Association for Adult and Continuing Education, 2016). Furthermore, the adult students are increasingly task-based and motivated. The professionals, instructional designers, and educators in the field of planning learning environments for adults must grasp adult education theory. Interestingly, the characteristic of distance learning is similar to the traits of adult education.

n) Who are other stakeholders in the provider/agency/program?

AAACE constitutes a team of experienced, capable, and committed board of directors who include: Steven B. Frye, Ph.D. (President), Jonathan E. Taylor, Ph.D. (President-Elect), Margaret Eggleston, Ph.D. (Past President), Jill Zarestky, Ph.D. (Secretary), Charlotte Chase (Treasurer), Leslie Cordie, BSN, MBA, PhD (Director-at-Large), and Phil Gerke (Director-at-Large).

o) How is the provider/agency/program funded?

AAACE is sponsored through membership subscription fees from practitioners and adult educators working in non-profit/for-profit colleges, community colleges, and public institutions. Most of the aspects of AAACE rely on the sound management of its finances (American Association for Adult and Continuing Education, 2016). This rigorous management of AAACE's funds and the rational utilization of resources are necessary for the survival of AAACE's operations. The board members heavily scrutinize distribution of finances for programs, reduction of expenditure, and management of revenues.

p) What needs and interests is it fulfilling?

AAACE satisfies the interests of adult learners by backing social change initiatives, public policy, and legislation that increase the extent of higher education opportunities for adults (Schmidt, 2013). Moreover, the association presents opportunities for adults that are seeking expansion and growth of management responsibilities in the field.

q) How is the program evaluated?

Some bodies examine practices for forming and running courses as prescribed by existing guidelines. Agencies such as Quality Matters show ways in which instructors often employ the best procedures in ineffective and perplexing ways (American Association for Adult and Continuing Education, 2016). Alternatives are finally classified to settle these issues through evaluating resources using acknowledged principles.

r) How did it become what it is today, and where is it headed?

AAACE which was formerly called AACE has gone through many mergers and title modifications in the 1900s. When the 1982 merger occurred, NAPSEA (National Association for Public School Adult Educators) placed emphasis on basic adult education. The union went on for 20 years till 2000 when COABE (Commission for Adult Basic Education) abandoned AAACE to become independent (American Association for Adult and Continuing Education, 2016). AAACE endured and is presently a blossoming association with 1100 affiliates.

References

- American Association for Adult and Continuing Education. (2016). Who We Are - American Association For Adult and Continuing Education. Retrieved from <http://www.aaace.org/?page=whoweare>
- Schmidt, S. W. (2013). Perspectives in Adult Education—The American Association for Adult and Continuing Education (AAACE): Its history, purpose, and activities. *New Horizons in Adult Education & Human Resource Development*, 1(26), 55-59.