

**International
Adult and
Continuing
Education
Hall of Fame**



**Newsletter
December 2020**

Executive Director's Welcome

Dear Colleagues,

I truly hope these comments find you well and safe. Unfortunately, my hopes that this issue's comments would find us turning the corner on the Covid pandemic have not occurred. In the US and around the world, we see cases and deaths spiking. And, while several vaccines seem promising, they are still many months to be finalized and perhaps even a year in distribution. While we in the US still have large segments of our population ignoring masking because of political beliefs, our health officials continue to warn us that the worst may be ahead. It is my sincere wish that the new year will be the beginning of some respite and that we will be able to return to some normalcy. Again, unfortunately, the US elections have not brought closure to our muddled political situation; and, that clearly will limit our country's ability to deal with the issue.

I have been doing some work in my discipline, psychology, to try and understand the reasons for our divides on issues from the validity of science to continuing prejudices. While there appear to be personality traits involved, perceived social and economic deprivations and self-serving social and traditional media fostering of conflicts underlie many of the problems. The only viable solution suggested is education. Perhaps we in adult and lifelong education can try to develop strategies to help address those divides. The ongoing issue is how can we get people to think and reason reflectively. Perhaps a panel for a future induction setting could be a start?

Later in the newsletter you will see an article about the visit to the Hall by Roy Seaman and his wife to see the plaque of his father, Don Seaman, who was one of the first group to be inducted into the Hall. While honoring the inductees is important to them and the field, the comments of the son clearly reminded me of how important it is to involve the families in our processes. I hope all members will be sure to advise their families of their honor and also help their nominees to invite family members to future inductions. And while we are on the topic, I hope you are working on your nominations for the next induction at the AAACE conference.

In closing, I have recently been asked to comment on the "new" and increasing development of awarding digital badges for executive and lifelong learning. Some authors are suggesting this is the future of certification, MOCs, degree granting, and the role of higher education. If any of you are working in this area or have articles related to it, please share them for possible partial inclusion in future newsletters.

Until we feel safe again to meet face to face, good luck and the best for a happier new year!

Jim Pappas
Executive Director, IACEHOF

Board Chair's Welcome

Dear HOF members from all over the world,

As I write my final column for this Newsletter, I know we are all sharing so many of the same concerns about the world we live in. When I became your Chairperson in January, I certainly never expected that the world would be shattered and torn apart not by wars between countries but by a Pandemic War that has destroyed so many lives.

Here in the United States, we have just finished the Thanksgiving holiday when we pause to be thankful for our blessings, family, and friends. Everyone says it was the strangest holiday ever. I'm sure that you are feeling the same wherever and whatever holidays you celebrate.

We look for good news on the horizon with great hope for a vaccine that will be available by the end of this year. Again, this will call for many changes on how institutions and other entities present opportunities for learning. There will be great challenges in returning back to a new normal in the coming years.

I want to thank all of the Board for your great support this year in working together to do the best we could for a positive year for the Hall in spite of the many challenges. I can't say enough about the hard work and dedication of the University of Oklahoma staff, who have done a tremendous job in supporting the work of the Hall. Dr. James Pappas, Dr. Belinda Biscoe, Dr. Nina Barbee a great thank you for facing the challenges with great success. And what can I say about Shannon Johansen, who has quickly responded to all of the needs and correspondence with various committees. You have done an outstanding job, and your friendly and "can do" attitude has been extraordinary in quickly taking care of business. It has been such a pleasure working with you.

Kudos to Gary Miller and the Communication Committee for the outstanding job with the Newsletter and making our presence known on Facebook; Wendell Smith and your Marketing Committee developing a comprehensive brochure depicting the Hall and its activities; Gary Eyre and Douglas Smith in getting the Organization Award a reality; Jim Anderson for the Nomination Committee for new members; Nina Barbee for working tirelessly to increase the number of applications for the James Pappas Scholarship; and Dian Stoskopf, for your dedication in such troubling times to have been so successful with the Development Committee in raising funds for the Hall or otherwise we could not exist.

As we near the end of the year, I hope you will consider the Hall of Fame in your year-end giving, as we are self-sustaining through donations and gifts to the Hall. A form for donations is attached to this newsletter.

Lastly, I want to welcome Dr. James Anderson as the new Chairperson of the Board for 2021. I am looking forward to working with him to make 2021 a great success and to ensure the continued success and growth of the Hall.

Happy Holidays wherever you maybe. Stay safe, healthy, and enjoy to the fullest possible.

Will Williams
Chair, Board of Directors, IACEHOF



2021 Hall of Fame Nominations

The 2021 Hall of Fame induction will be held in conjunction with the American Association for Adult and Continuing Education (AAACE) annual conference at the Sandestin Resort in Miramar Beach, Florida, October 5-8, 2021. The conference theme is “Moving the Needle: Digital Divide, Social Justice, and Adult Education.”

As part of the induction ceremony, the Hall will also recognize the winner of the 2021 Hall of Fame Organization Award.

Information on these annual Hall events is available in the Nominations packet that accompanies this issue of the Hall of Fame Newsletter. Nomination forms may also be found on the Hall of Fame website:

<https://halloffame.outreach.ou.edu>

The Hall encourages members to share the nomination materials broadly and encourage colleagues to nominate candidates for IACE Hall of Fame membership, nominate organizations that have demonstrated their commitment to adult and continuing education, and identify graduate students in their field for the Pappas Scholarship.

**Nominations for induction into the Hall of Fame
must be received by May 14, 2021.**

The James P. Pappas Scholarship



Nikoleta Naparstek Levendis is the recipient of the 2020 James P. Pappas Scholarship Award. Nikoleta is currently pursuing her degree in the Master of Arts in Adult Learning (MAAL) program at SUNY Empire State College.

Nikoleta is an advocate for experiential learning. In her essay, she noted:

I see the value in knowing there is a broad spectrum in how adults learn and how educators teach. While teaching, we must acknowledge the various points of life our students are in, and take into consideration their past experiences. Dewey (1997) claimed, “Every experience is a moving force” (p. 38). Experience is not exclusively inside an individual’s mind, but can be altered due to outside influences such as family and tragic events. It is also important to remember that everyone’s experiences could potentially act as learning barriers (Merriam & Bierema, 2014, p. 106). Going forward, I will always place a high level of importance on lived human experiences.

I think the future of adult education will focus on experiential learning. I support learning by doing, not by strictly listening. This way it is easier to connect theory and practice by using a hands-on approach. Continuous reinforcement by what one sees, feels, and hears allows one to act upon newly acquired knowledge (Dewey, 1990, pp. 137-138). My goal when teaching is to create an experiential activity that activates my students’ brains.

She also noted how the COVID-19 pandemic has affected the adoption of technology-based approaches:

Malcom Knowles explored the theory of andragogy, which concentrates on learning in adulthood. I can relate to one of Knowles’ assumptions, readiness to learn. Adults immediately become active learners when the situation is dire (Knowles, 1990, p. 58). Recently, the coronavirus crisis caused all face-to-face instructors to immediately implement online instruction. My co-workers and I, who barely knew anything about distance education, were forced to learn this teaching method as fast as possible to minimize any disruption of learning. I believe both hybrid and online instruction will continue to grow since there are many advantages of technology.

**Applications for the 2021 James P. Pappas Scholarship
will be accepted until July 1, 2021.**

For more information on the James Pappas Scholarship, visit:

<https://www.halloffame.outreach.ou.edu/pappas-scholarship/>



INTERNATIONAL HALL OF FAME FOR ADULT AND CONTINUING EDUCATION

Hall of Fame Organization Award

Dear Hall of Fame Members and Colleagues:

Since its inception, The International Hall of Fame for Adult and Continuing Education has been associated and worked with numerous organizations, associations and agencies.

The Hall's Board of Directors has developed a structure to honor organizations that have made outstanding contributions to the field of adult and continuing education.

The Board encourages Hall of Fame members to review the Call for Nominations for the Organization Award. Included in the 2021 Induction Materials package sent with the December newsletter is the award eligibility and nomination procedure.

Please consider recognizing an organization by completing the award process and submitting a nomination to be reviewed for selection for the 2021 meeting.

Sincerely,

Your Board of Directors

For further information contact:

Dr. Gary A. Eyre, Organization Award Chair

gaeyre@cox.net

602 509 4422



Exploring the Unique Local-tact Model For an Eco-friendly Green Learning City - Best Practice of the City of Osan, Republic of Korea-



Choi Un Shil, Ph. D (HOF 2010)

(Professor, Ajou University, Korea, Vice-Chair, UNESCO Institute for Lifelong Learning)

1. Emerging issues of the Green Learning City in the Post-Corona Era

Currently, the coronavirus crisis has reshaped the world, and we are witnessing many innovative responses from cities to the pandemic. The crisis has addressed the value and meaning of lifelong learning and the sustainable development in the global world. Sustainable development promise and practices involve the balance and harmony between man and nature. 'Green Learning City' is not a new concept. The 'Green Learning City' (GNLC) idea links us to our familiar sustainable development goals (SDGs). The advent of a dangerous society due to corona virus is related to SDG13, the response to climate change. As the UNESCO Learning Cities, GNLC member cities are related to SDG4, education and learning. It is also related to SDG3 health well-being, a key theme of the GNLC cluster.

As UNESCO early affirmed, to respond to a crisis like a COVID 19, resilience and inclusiveness of society through lifelong learning, and promoting a holistic awareness of the environment are so more crucial than any other era before. In this context, there are newly created the seven thematic clusters of UNESCO Learning Cities (GNLC). Among them, one of the major themes is the ideal of 'green and healthy learning cities', launching during the fourth ICLC (International Conference on Learning Cities) in Medellín, Colombia. The GNLC made the decision to focus its activity around Learning for Health and Well-being as key priority areas for its member cities.

2. UNESCO GNLC 'Learning for Health and Well-being'

Cluster Coordinators City Osan

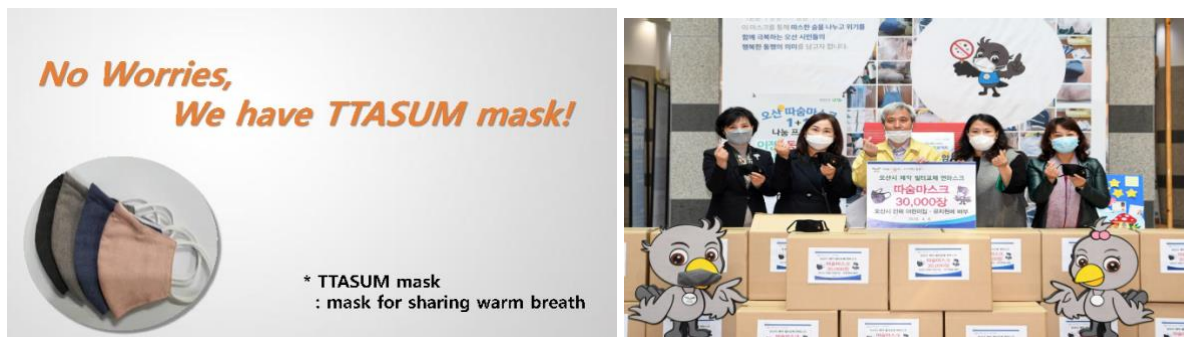
The City of Osan, Republic of Korea, took the role of coordinator city for this cluster, working jointly with the City of Cork, in Ireland. The City of Osan's vision towards the eco-friendly Green Learning Cities is:

A dream in which art and culture bloom in different spaces; The age of one hundred years, a dream of getting the education you want anytime, anywhere; To help our community, we want to share our talent; Future dream through play and the learning; Let's learn and share with the neighbors; A dream of learning with a warm heart and donating to one's neighbors and, with global neighbors; A blue canvas containing dreams for the future; The whole village of the Osan city is school; Healthy green learning city where nature breathes;

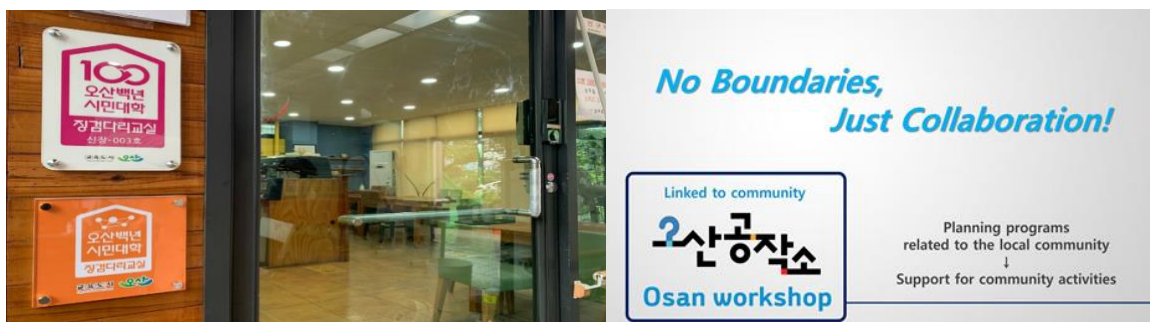
As convinced the SDG3 commitment to ensure a healthy life for all ages, all individuals should pursue their health and well-being through lifelong learning. Individual health and well-being depend on the communities and the global environment where we live. In the past, health and well-being on a personal level, such as hunger and disease were important, but in this age of medical technology, we need to consider the health and well-being of the global environment. The Green Learning City at the community level and its sustainable development at the global level are simultaneously so crucial. Health and well-being are not separate at each level. Personal health and well-being affect communities and the environment of the Earth. At the same time, the pursuit of well-being of communities on the planet will inevitably affect individuals. Only when these structures, which influence each other, are circulated well will personal development, community development, global development, and ultimately sustainable development be possible.

3. Unique Local-tact Eco-friendly Project of the City of Osan

For realizing and ensuring the idea of eco-friendly green learning city, the city tries to conduct the unique Green Learning City Movement under the title of the "Ttasum Mask Making Kit" with citizen-based approaches. It was a 1+1 sharing project, in which ~~that~~ one was donated for the underprivileged and the other was taken by oneself. Citizens who learned how to make masks through this opportunity later made their own masks and gave them to their families and neighbors as gifts, too. It was a very proud experience that citizens could feel the power of lifelong learning to practice learning and give back to the community. The Korean word ‘Ttasum’ means warm heart and lovely authentic mind. It is a very representative and excellent example of how lifelong learning can help citizens overcome and cope with ecological and environmental crises such as COVID-19.



In another unique local-tact learning model, the City of Osan also operates more than 200 ‘Jingumdari classes’ and learning Salon. It’s meaning is brokering and bridge. They connect all the learners and learning places and coordinators, like a stepping-stone school to the citizens. In the varieties of learning space, learners, facilitators, managers, and coaches communicate with each other. They enjoy their own learning with each other, monitor the site, and find new learning places etc. As the boosters and motivators, they mobilize large-scale areas of citizen participation, service and city support systems in the village and communities. People show their pride with the ‘Flower of Osan’, the icon of lifelong learning city Osan. The Jingumdari class has been realized by applying the concept of shared economy to space.



It is a good exemplar of initiatives by citizens, as a green learning city has countless learning spaces where citizens live and share. The citizen-initiated green learning city project promotes citizens' health and well-being through lifelong learning based on cooperation in various fields and creating a green learning city with green environment. The direction of the learning city is to pursue sustainable development through collaboration with various fields beyond learning.



Trends in Adult and Continuing Education

By

Tonette Rocco (HOF 2016)

The 2020 Handbook of Adult and Continuing Education was published in October containing forty-six chapters and an epilogue. The editors conceptualized the book more than four years ago in Columbus, Ohio, with diversity as a core premise. This diversity can be seen in our editorial team each at different career points, ages, and genders. Each of us has different “educational backgrounds [that] include international education and social policy; educational psychology; language, culture, and teaching; human resource development, and adult education” (p. 2) and different dominant concerns: equity and social justice for some of us and pragmatism and evidence-based practice for others. Other *Handbook* editorial teams were more unified by their common concerns.

Additionally, this is the second handbook that has an African American co-editor, and male and female co-editors, as well as the first handbook with a co-editor who is an open member of the LGBTQ community, forming the editorial team. Our differences and deep concerns about adult education brought us to “recognize diversity as a necessary value in this handbook, in identity, in perspectives, in work practices, in social realities, in interpretations, and in beliefs” (p. 2). For the first time the handbook contains chapters on migration and migrant education (Shan & Guo), decolonization (Hanson & Jaffe), whiteness and privilege (Manglitz & Brookfield), gender and its multiple forms (Bierema & Grace), sexual diversity perspectives (Misawa & McGill) and a chapter contrasting pedagogy and andragogy (Bowling & Henschke).

The handbook continues the tradition of featuring chapters on race (Bowman & Bohonos), older adults (Lohr, Findsen, & Mott), disability (Ross-Gordon & Procknow), and welfare/low income (Strawn). Diversity is also evident historically in the field by types and locations of education/learning, such as higher education (Bergman), continuing professional education (Coady), health professions education (Daley & Cervero) international development (Zarestky, Elfert, & Schugurensky), military education (Hampson & Taber), prison education (Chlup), literacy (Prins, Clymer, Kaiper-Marquez, & Toso), ESL (Rhodes & Schmidt) and ABE (Belzer & Kim). We also included sites for learning that are sometimes overlooked such as activism (Ramdeholl & Jeremic), peace and conflict resolution (Neustaeter & Senehi), social movements (Walker & Butterwick), environmental education (Walter), museums (Grenier), religious and spiritual education (Carr-Chellman, Kroth, & Rogers-Shaw), and popular culture (Jubas, Sandlin, Redmon Wright, & Burdick). In terms of work practices chapters cover HRD and workplace learning (Lundgren & Poell), labor education (Roth & Dolgon), workforce development (Scully-Russ & De Col), and working-class adults (Zacharakis, Patterson, & Quigley).

We also attempted to shift the focus from a sole US context to encompass a global worldview by including a Canadian co-editor and authors from other parts of the world. In the end we feel we achieved our goal of creating a contemporary and comprehensive handbook that takes seriously the notion of diversity in people, practice, and perspectives.

Several Hall of Fame (HOF) inductees authored chapters in this book. Hopefully other HOF members will review the book for a journal, a blog, or on Amazon. The book can be found at <https://bit.ly/388dynN>

Rocco, Tonette S., Smith, M.C., Mizzi, Robert C., Merriweather, L. and Hawley, J. (2020). *The 2020 Handbook of Adult and Continuing Education*. Stylus Publishing. 528 pages Hardback \$100 E-Book \$85

A Letter from The Hall of Fame Europe

A year has passed since many of us met for the Hall of Fame Induction Ceremony in Belgrade. Due to good planning from Hall of Fame Europe (and other reasons too, of course) we were able to welcome a large and great group of new inductees from Europe at that event. A special thanks to Katarina Popovic for hosting the hole event.

Since then, we all know what happened. Our planned meeting in beautiful Girona in Spain in May had to be cancelled. We started also to plan a minor meeting in Berlin in November this Autumn, but also that had to be stopped. The 2021 induction ceremony and meetings will be held in association with the American Association of Adult and Continuing Education conference October 5-8 in Florida. See the web for updated information: <https://halloffame.outreach.ou.edu/>

What about HOFE in these times? We thought we might organize a small meeting on Zoom or Teams before the end of the year, or at the beginning of the next. To be discussed could e.g. be more candidates from Europe to be inducted and place for the Ceremony in 2022, which could probably be in Europe again.

Let us know if you are interested to join such a meeting, and we will come back with a proposal for date and technic. Please send us a feedback before 20 November 2020 about your expectations for further activities of HOFE.

We hope you and your nearest family are well in these strange times for many of us.

Stay cool, stay tuned!

André Schafli (HOF 2011)
and
Sturla Bjerkaker (HOF 2014)

Seaman Family Visits Hall of Fame

On November 13, the IACE Hall of Fame had its first visitors on the University of Oklahoma campus since the beginning of the COVID-19 pandemic. Belinda Biscoe, Jim Pappas, Nina Barbee, and Shannon Johansen welcomed Roy and Theresa Seaman, who took a road trip from San Antonio, Texas, to visit the Hall of Fame in honor of Roy's father, Don Seaman, who was one of the original inductees into the Hall in 1996.

Don Seaman had a 30-year career of innovation in adult learning at Texas A&M University. In 1982, he was named the first sole President of the American Association for Adult and Continuing Education. In 1989, he developed the Texas Center for Adult Literacy and Learning. Over the next six years, the Center attracted more than \$4 million in contracts in grants that created the Texas Literacy Resource Center, the Adult Literacy Clearinghouse, and the Adult Education Professional Development Consortium Liaison and Resource Center, along with many other research and evaluation projects. In the international arena, in 1993 he joined a team that visited two African nations to develop an interactive video conference that connected professional educators at Texas A&M with colleagues in Kenya and Zimbabwe.

Roy and Theresa Seaman were married this summer, having moved their wedding from April to July because of the COVID-19 pandemic. Don Seaman, now a proud father and grandfather, was there to walk Theresa down the aisle. Roy and Theresa had long planned a road trip together. The Hall of Fame was their first stop, in honor of Don.



Roy and Theresa were the first visitors to the Hall since the onset of the pandemic. They were greeted by Drs. Biscoe and Pappas and presented with a Certificate of Appreciation, acknowledging their visit and tour of the Hall. Their visit is a reminder of the role of the Hall of Fame in keeping vital the achievements and memories of our colleagues.

Member Milestones



Carol Kasworm (HOF 2002) contributed a chapter on “Adult Workers as Learners in the USA Higher Education Landscape” to a new book, *Inequality, Innovation and Reform in Higher Education: Challenges of Migration and Ageing Populations* (Springer, 2020) edited by Maria Slowey (HOF 2015), Hans G. Schuetze, and Tanya Zubrzycki.

The chapter focuses on the implications of three challenges facing U.S. higher education: (1) the turbulent and rapidly evolving work economy, (2) changing patterns of adult enrollments in higher education programs, and (3) the growing demand to incorporate in higher education programs the advanced knowledge and skills needed for workers to succeed in the new environment. Kasworm writes, “I focus on dilemmas facing higher education to rethink its mission, its targeted student clientele and services, and a needed focus upon the role of higher education to serve adult undergraduate students.” At the heart of the chapter is her belief that “U.S. higher education needs to reframe its role as a prominent lifelong learning provider in relation to serving adult citizens and society’s evolving demographic patterns of aging.”



Jovita M. Ross-Gordon (HOF 2015) was named Distinguished Professor Emerita at Texas State University in August 2020. As a faculty member at Texas State, Ross-Gordon played a primary role in reconfiguring the master’s program to focus on adult education. She also played a key role in developing and leading the adult education doctoral program, which has achieved national stature. There and at Penn State University, she has served on more than 85 dissertation committees, chairing 40. She has edited three books and written 19 book chapters in the field of adult and continuing education and has written or co-written 25 articles, 13 conference proceedings, several of which are considered seminal influences in the field.



John A. Henschke (HOF 1998) is the author of a new book, *Facilitating Adult and Organizational Learning Through Andragogy: A History, Philosophy, and Major Themes*, published by IGI Global.

The book investigates the history, philosophy, and major themes of andragogy and how they may contribute to helping practitioners to design and facilitate adult and organizational learning. It examines more than 500 documents through two different lenses: (1) the history and philosophy (or a chronological approach) of andragogy and (2) the major themes that the documents express. While encompassing the background, uses, and future of andragogy, this book is ideally intended for teachers, administrators, practitioners, stakeholders, researchers, academicians, and students. Major topics covered include Adult Education, Andragogy, Distance Education, Global Andragogy, Human Resource Development, Learning Models, Professional Development, Self-Directed Learning, Student-Centered Learning, Religious Education, and Teacher Education.

If you are interested in purchasing a copy for your personal library, you can receive an exclusive **40% discount** on the publication by using the coupon code **IGI40** directly through IGI Global's Online Bookstore. If you have trouble getting the 40% discount, please let John Henschke know, and he will get it worked out for that to happen. Contact John at: 314-344 9087 or jahenschke@gmail.com



Michael G Moore (HOF 2013) received the Honorary Doctor of Humane Letters degree awarded at the December 13, 2020, convocation of the University of Wisconsin-Madison, his Alma Mater.

In presenting the degree Chancellor Rebecca Blank said: “Dr. Michael G Moore is renowned for establishing the study of distance education, scholarship he first undertook as a graduate student and visiting professor at UW-Madison He led the development of some of the first international online courses, opening doors of opportunity across the world: the Wisconsin Idea on a grand scale.” Moore is Distinguished Professor Emeritus at The Pennsylvania State University.

Fall Campaign Letter

Dear Hall of Fame Members:

Congratulations to the new Hall of Fame members inducted since its inception in 1995. We hope you are safe and well despite the craziness of the coronavirus this year.

International Adult & Continuing Education Hall of Fame (IACEHOF) is a non-profit corporation that honors individuals who have made significant and distinguished contributions to the field of Adult and Continuing Education. As we near the year's end, we are sending out our final Campaign Letter for 2020. The Hall is sustained by contributions from its membership, family members and friends. We hope you will consider making a generous contribution.

As of September 15, 2020, the Endowment Fund totaled \$154,696.85, and the Operating Fund had \$68,763.82 (The Operating Fund will greatly reduce as we pay for the costs of inductions, publish a new brochure on the Hall, pay for the James P. Pappas Scholarship, etc.). Our goal for the Endowment Fund is one million dollars, which would allow the Hall to be self-sustaining. Our goal for the Operating Fund is \$100,000, which allows the Hall to pay its expenses and continue with inductions around the world.

We understand the many demands on your resources this time of the year. We applaud those of you who have supported other causes due to the world situation. It is, however, also a good time for those of us in the United States to give to the Hall, as our gifts are tax deductible to the extent of the new tax laws. We also hope our many members in other countries will consider giving a generous gift if you have not already done so. We are so pleased that our Hall is truly International, as approximately 25% of the membership is from outside the United States.

Why give to IACEHOF? Here are three reasons: 1) To make the Hall self-sufficient. IACEHOF is the only organization that does not pay for any support from the University of Oklahoma; despite this, the University of Oklahoma has continued to support the Hall in so many ways: financial management, paying the salaries of Nina Barbee and Shannon Johansen, zoom meetings, etc.; 2) operating Funds pay for the cost of inductions, receptions, food and drink, a photographer, musical support, AV support, breakfast for Board members, etc.; and 3) other costs to honor inductees with a Black Tie ceremony include providing each inductee with an induction medal and ribbon, a plaque and printing of the plate for the plaque, as well as maintenance of the Hall of Fame. Please consider these three reasons to support the Hall and make a generous donation.

We redesigned the Gift Giving Form (see next page) to make your giving experience easier. Using a check or credit card? Follow instructions on the form and return it to the address on the form. You can also scan, email, or call Shannon Johansen at 405-325-6362 or shannonjohansen@ou.edu to make your donation.

We greatly appreciate your past support and look forward to your continuing contributions to the International Adult & Continuing Education Hall of Fame.



L. Dian Stoskopf
Chair, Development Committee
Finance Officer



J. Willard Williams
Chair, Board of Directors

Give a Gift to Support the Hall of Fame

- _____ I wish my gift to be directed to the Hall of Fame Operating Account #0032117
- _____ I wish my gift to be directed to the Hall of Fame Endowment Account #0041788
- _____ I wish my gift to be split between the Hall of Fame Operating and Endowment Accounts.

Memorial Gifts

- I wish to purchase a brass name plate in memory of _____
for \$200 on the **Memorial Plaque** which will hang in the Hall of Fame.
Inscription (max. 30 characters including spaces):

- _____ I wish to purchase a brass name plate for the **Ed Boone Memorial Plaque** for \$200 which will hang in the Hall of Fame. Inscription (max. 30 characters including spaces):

Enclosed is/are my tax-deductible gift(s) to the International Adult and Continuing Education Hall of Fame.

Name: _____

Street Address:

City _____ State _____ Zip _____

Gift amount(s): _____ Check #: _____

Please make checks payable to:

The University of Oklahoma Foundation, Attn: International Adult and Continuing Education Hall of Fame

Paying by Credit Card:

"Please go to this site <https://halloffame.outreach.ou.edu/gifts-and-contributions/> to make a secure credit card gift."

If you prefer to call in your donation directly to the Foundation, please call 405-321-1174 between 8:00a.m.- 5:00p.m. (CST) M-F.

To ensure proper identification of donations, be sure to advise Shannon Johansen at 405-325-6362, or by email to shannonjohansen@ou.edu if you are making a donation directly to the OU Foundation.

Gifts of Cash Via Wire Transfer Information: Please call Shannon Johansen at 405-325-6362

Please mail gifts to:
International Adult and Continuing Education
Hall of Fame
c/o University Outreach
ATTN: Shannon Johansen
The University of Oklahoma
1700 Asp Avenue, Room 111
Norman, Oklahoma 73072-6400

